

THE VOICE OF USERS IN GUIDANCE

Summaries, highlights and recommendations from the Leonardo Thematic Monitoring Conference on Guidance held in Slovenia May 2007



VET AND THE LABOUR MARKET,
GUIDANCE AND OTHER SPECIFIC GROUPS

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Leonardo National Agency, Iceland
Dunhagi 5
107 Reykjavík
Iceland
Tel. +354 525 4900
Fax: +354 552 8801
E-mail: rthj.hi.is
www.leonardo.is

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GREETINGS FROM THE THEMATIC MONITORING GROUP 1 LEADER
MARÍA KRISTÍN GYLFADÓTTIR, PROGRAM MANAGER
LEONARDO NATIONAL AGENCY, ICELAND

Dear reader,

This report is the outcome of a conference entitled, ***The Voice of Users in Guidance***, held in Ljubljana 10th-11th May 2007. 119 participants from 26 European countries took part in the conference which was financed by an initiative of the Leonardo da Vinci Programme called *thematic monitoring*.

Thematic monitoring activities specifically aim at increasing the visibility of the Leonardo da Vinci vocational education programme across 31 European countries through the exchange of information and knowledge between experts, policy makers and practitioners and by supporting the mainstreaming of results and findings of projects into national and European vocational education and training structures.

This conference was part of the work of thematic group 1 (TG1), which bears the name "*VET and the labour market, guidance and other specific groups*," and deals with issues related to guidance and integration of specific target groups into the labour market. The group is led by the Icelandic Leonardo da Vinci National Agency but other partners are from the National Agencies of Austria, Belgium (FR), Bulgaria, Finland, Hungary, Lithuania, Norway, Poland, Slovakia, Slovenia, and Spain.

European countries have for many years made a great effort to improve the access of all citizens to the labour market. Despite these efforts, numerous groups on the margins of society still have great difficulties getting and keeping a job. The aim of TG1s work is to gather information and analyse current VET systems and access for all citizens to the labour market, with a view of proposing improvements and identifying mechanism which could contribute to the inclusion of specific groups, such as unqualified young and old people, migrants, people with disabilities and women who want to get into or return to the labour market. The aim is further to gather Leonardo project data to illustrate best practice at European level on a particular subject or with regard to particular population groups, suggest approaches and arrangements to facilitate the access to lifelong training and jobs for all, and to look into how support systems, such as guidance and counselling initiatives, can be improved and brought closer to the most disadvantaged users.

The active role of users in guidance is stressed in many recent EU documents and initiatives, such as EU's 2004 Resolution of Lifelong Guidance and the joint OECD/EU Handbook for Policy Makers on the implementation of lifelong guidance policies. The main aim of the ***The Voice of Users in Guidance*** conference was to **highlight the role of the user in guidance**, set the context for the discussion about user involvement and examine Leonardo products and national examples that have proven to fit the needs of the users. The conference put the user in a central position, thus changing the traditional perspective from that of the deliverer to that of the user.

As a preparation for the conference, 94 EU funded guidance projects were analysed and case studies of 5 good practice projects produced. The conference showcased some of these successes of practices and products at a *Marketplace of products* where Leonardo projects were presented, evaluated and awarded. As a part of the marketplace, a *Euroguidance Network Corner* was set up to introduce the fruitful and lively cooperation of Euroguidance agencies across Europe. Key note presentations set the context for the discussion about user involvement and gave an overview of current developments and main challenges in the area. In the four workshop sessions, which were divided into different target groups, experts provided views on core challenges for the respective target groups in terms of providing quality assured services and one Leonardo 'best practice' project was presented.

We wish to thank all the participants for their valuable contribution to the conference, the speakers for their thoughtful insights and ideas, the project promoters for good presentations of their work and the great potential for future success this work represented. The Finnish experts who analysed the guidance projects and selected the five 'case studies' receive special thanks, in particular Dr. Raimo Vuorinen who, along with Dr. Peter Plant gave the organisers invaluable help in preparing the theme and sharing their expertise during the conference. Your expertise and love for guidance was a great inspiration for all of us. Dr. John McCarthy also receives special thanks for his contribution to the conference and in particular to this report.

On behalf of Thematic Monitoring Group 1

María Kristín Gylfadóttir

Program Manager, Leonardo National Agency, Iceland



KEY MESSAGES FROM THE PLENARY PRESENTATIONS

BY DR. JOHN McCARTHY, DIRECTOR,
INTERNATIONAL CENTRE FOR CAREER DEVELOPMENT AND PUBLIC POLICY

This chapter summarises the key messages of the opening plenary sessions, contributed by **Dr Peter Plant, Dr Deirdre Hughes, Dr John McCarthy, Dr Raimo Vuorinen, Mr Magne Loewe**, and by the panel interviews run by journalist **Sasa Mrak**. The content of their presentations¹ is distilled here into a single coherent text focusing on the theme of the Seminar.

BACKGROUND TO THE TOPIC

The current emphasis on giving a voice to users of publicly funded services and to their experience of such services comes from two distinct sources: policies for active citizenship and policies for reforming the public services. Both are intertwined as they seek the active engagement of the citizen in making such services and the policies behind them responsive to the needs of citizens. Guiding principles include proximity, access, quality, ensuring users' rights, and monitoring and evaluation of performance. In such perspectives, the Council Resolution on Guidance Throughout Life (2004)² stressed the centrality of the beneficiary in the design and evaluation of guidance provision for citizens and affirmed as priorities:

- The development of quality assurance mechanisms for guidance services, information and products (including on-line services), particularly from a citizen/consumer perspective
- The strengthening of structures for policy and systems development at national and regional levels by involving appropriate key players including consumers, parents and youth.

The Resolution marked a shift in conception of the users of guidance services from the practitioner-given counselling label of "client" to citizen, individual, beneficiary, user, and consumer; from a passive recipient to a co-constructor. The same message was reinforced in the three common European reference tools for lifelong guidance³:

- Common aims and principles
- Common reference points for quality assurance systems
- Key features of lifelong guidance systems.

These stressed:

- The centrality of the beneficiary
- The right of redress
- The involvement of users in quality assurance systems
- Citizen-centred features of lifelong guidance systems.

Involving the users of guidance services in policy development⁴

was the subject of an excellent publication arising out of one of the two Joint Actions (2004) projects on the development of EU networks of national guidance forums/initiative groups. The publication outlined:

- The different levels at which citizens can engage with and be engaged by policy makers and providers
- Issues for reflection when planning the engagement of citizens
- Potential benefits and beneficiaries of user involvement.

Some service standards for guidance delivery such as MATRIX (UK)⁵ already incorporate user feedback as a service management standard but this is just a start in the overall engagement of citizens in policy and delivery systems development.

In the field of research on the effectiveness of guidance, asking users on what constitutes "useful guidance" is another start point and level. Investigating user satisfaction with the services provided can give useful information for their development and improvement.

THE USER PERSPECTIVE IN EU FUNDED GUIDANCE PROJECTS- OUTCOMES OF THE ANALYSIS OF PROJECTS, OBSERVATIONS AND RECOMMENDATIONS BY DR RAIMO VUORINEN

The projects analysed fell into the following categories:

- Self-assessment tools
- Databases on educational and occupational information
- Tools for personal development plans
- Services for disadvantaged or groups at risk
- Measures to support placement and self-employment
- Measures to promote dialogue with employers and employees
- Training modules for practitioners
- Networks for practitioners
- Quality standards/frameworks
- Portals on projects and research
- Research projects.

The Council Resolution and the common EU reference tools for lifelong guidance were the sources of the criteria used to assess and judge the projects for this thematic seminar. The criteria were:

- The principles of guidance provision
- Methods used to determine user needs
- Citizen and user involvement in quality assurance systems for guidance.

1 Their individual presentations are accessible at : <http://www.lmvet.net>

2 http://ec.europa.eu/education/policies/2010/doc/resolution2004_en.pdf

3 Improving Lifelong Guidance Policies and Systems : using Common European Reference Tools by John McCarthy and Jennifer Wannan, CEDEFOP (2005)

4 Involving the Users of Guidance Services in Policy Development by Dr Helen Plant, The Guidance Council, UK (2006)

5 http://www.matrixstandard.com/about/casestudy_details.php?id=1951



The analysis considered the extent to which the principles, methods, and reference points were made operational in the project and made explicit to users. The findings showed that much lip-service was paid to the centrality of citizens and users in the project goals but there was little evidence that such was implemented in practice. Several observations were made from the analysis:

1. The target groups, the guidance contexts and the guidance settings and methods seemed rather traditional. There is a corresponding need for experimentation with new target groups, new settings, and new methods.
2. The goals of the projects seemed to be rather supplier driven than citizen led, about developing services and products for them rather than with them. More encouragement and instruction on citizen/user participation should be given at LEONARDO programme and national levels.
3. The overall impression from 94 projects assessed was that there was much re-inventing of wheels, very little innovation, little or no knowledge of previous projects and research and other work undertaken in the field, little advancement of knowledge, and new guidance tools used to solve problems from out-of-date paradigms and schema of career guidance. Better advice, better project proposal/application evaluation, better project pre-proposal negotiation, mentoring/external evaluation, and better building on what already exists, are called for.
4. While the project aims were in congruence with major EU policy references, sight of these was quickly lost in the mire of project implementation. Better principles and practice of transnational peer learning and sharing of learning –such as through national and EU collection points of practices and experiences- are required.
5. There are significant gaps in dialogue at several levels: between the EU, LEONARDO and national policy priorities and programmes; between the national policy priorities, programmes and EU projects; and between the EU projects themselves at national and EU levels. The added value of the projects to policies and systems at EU and national levels is subsequently greatly diminished, in many cases to a level of no added value.

QUESTIONS TO BE ADDRESSED BY POLICY MAKERS, GUIDANCE DELIVERY AGENCIES, THE EU, NATIONAL PROGRAMME AGENCIES, AND PROJECT PROMOTERS

1. *How can the voice of the users be promoted through, for example, the dissemination of available best practice examples at EU and national levels?*
2. *How can the content and pedagogy of the initial and continuing training of guidance practitioners be changed so that guidance practitioners and managers of guidance services learn how to include users and potential users in the design, implementation, and evaluation of guidance services?*
3. *How can best practice examples of user involvement be collected and shared in a more systematic and structured way, for example, by clustering projects?*
4. *How can EU funded lifelong guidance projects support the work of the new European Lifelong Guidance Policy Network?*

FURTHER INFORMATION

Presentations from the plenary by Dr. Peter Plant, Dr. Deirdre Hughes, Dr. John McCarthy, Dr. Raimo Vuorinen and Mr. Magne Loewe can be found on www.lmvnet.net

KEY MESSAGES FROM THE WORKSHOPS

BY DR JOHN McCARTHY, DIRECTOR,
INTERNATIONAL CENTRE FOR CAREER DEVELOPMENT AND PUBLIC POLICY

Four workshops⁶ were held in which experts provided input initially and participants formed in small groups to discuss key issues posed by the chairpersons. The workshops concerned the following topics:

1. Guidance for students at risk (early school leavers)
2. Guidance for employed and for unemployed people with lower skills levels
3. Guidance for older age workers (third age guidance)
4. Guidance for disadvantaged groups

There was much commonality between the outputs of each of these groups so that the key issues and messages may be summarised under four headings:

1. **Reaching out to users and potential users**
2. **Making guidance services user friendly**
3. **Involving users in the design, monitoring and evaluation of services**
4. **Improving practitioner attitudes and guidance systems through learning**

1. REACHING OUT TO USERS AND POTENTIAL USERS

Participants viewed “reaching out” from two perspectives: firstly, concerning counsellor attitude and behaviour, and secondly, concerning improving access to services for users.

Counsellors on the one hand should:

- care for their clients
- listen to their needs
- use their social interests to help them learn new things
- be prepared to use non-traditional methods and settings.

A broader approach to guidance is needed, particularly for older workers, taking into account both their paid work and other life (e.g. family, leisure, financial) circumstances. Employment is not the solution to all users’ and potential users’ needs. A holistic approach is required.

Reaching out means a recognition that a key aspect of the counselling process is to lessen the significance of cultural differences between the counsellor and the user and potential users.

Counsellors should also bring the services closer to users and potential users by going out and meeting potential users where they congregate and socialise (in employment or not) and try to understand all their problems. For early school leavers efforts must focus on awareness raising and prevention interventions when they are still at school; otherwise they become harder to reach. It would be good to establish good and common practice/methodology for working with this group. For low skilled workers, guidance provided in the workplace by peer advisors (people at the same situation and level - as trade union representatives who were trained in the Icelandic workplace guidance project) offers an efficient way to increase the learning and work motivation of workers. Peer mentoring is another way.

Guidance services have to be socially marketed: there are many types of disadvantaged groups and these have to be identified and reached. The collection and use of “success stories” is a powerful means for the social marketing of guidance services.

2. MAKING GUIDANCE SERVICES USER FRIENDLY

Participants addressed this issue in a number of ways:

- the visibility of guidance services
- user friendly approaches.

Ministries and municipalities should make guidance services visible and easily accessible to users and potential users. Citizens need to know whom to turn for assistance and where. A one-stop shop model and/or a coordinated approach to user data collection and transfer are useful approaches so that citizens do not have to repeat their stories several times over to different people in different organisations.

User friendliness also refers to access to information on education and work opportunities and to the quality/pertinence and presentation of such information for different target groups. Guidance and information should be provided and presented in understandable language and modes.

User friendliness should also be evident in guidance methods used e.g. working in small groups, focusing on respect for everyone in the group. Respect is also needed for each citizen’s pace of personal development.

⁶ Summaries from the workshops can be found on www.lmvet.net



3. INVOLVING USERS IN THE DESIGN, MONITORING AND EVALUATION OF GUIDANCE SERVICES

Some participants called for the voice of the older worker to be heard in the design, provision, evaluation and continuous improvement of services for this group by means of “user forums”. **Users in general are willing to be involved and heard. What is needed is a change of attitude among practitioners and a change of inflexible guidance delivery systems in order to allow such involvement to occur.** Some participants however felt that it is the practitioners who should act as the voice of the users to policy makers to convey users’ needs and wants.

Others referred to the need to **involve users at all stages of project development**, as exemplified in the tandem method of the Vocational Guidance Standard Model for Deaf People in Europe (VOGS). User involvement should be a key criterion in EU project proposal selection decisions by the Member States and by the European Commission.

Finally, others called for **the theme of “user involvement” to be highlighted and made more explicit at EU, national, regional, local and institutional levels.** At EU level there is a need to develop more concrete and specific recommendations and tools for involving users that could be applied at national level and taking into consideration national contexts. There is also a need to share information and good examples of practice at regional, national and international levels, and between institutions and for presenting best practices of user involvement to other users and potential users.

4. IMPROVING PRACTITIONER ATTITUDES AND GUIDANCE SYSTEMS THROUGH LEARNING

Comments fell into three categories:

1. Improving attitudes of practitioners to users of the service
2. Developing workplace guidance provision
3. Sharing learning and good examples of practice

Firstly, people who are perfectly happy with their jobs that do not demand many skills should not be made to feel guilty for not participating in lifelong learning (perhaps this comment refers to

formal learning since much incidental learning takes place in social groups such as in the workplace even for people who are perfectly happy at work!). On the other hand there is a need to match users’ guidance needs with labour market needs and realities.

New guidance services for employed persons should be developed, especially for older adults. SME’s should be encouraged to provide guidance services for their employees but SME’s need support mechanisms to do this. In the design, provision and development of these services, the voices of different stakeholders need to be heard in a proactive way. These stakeholders are the companies/ enterprises, trade unions, confederations of employers and trade unions, educational and training institutions.

Better partnerships between these stakeholders are necessary for the development of guidance services; indeed the role of the social partners should be strengthened, including a role in owning the guidance services provided. **Trade unions in particular** should be more active in the development of workplace guidance than they have been to date. New forms of funding structures for workplace guidance provision need to be developed. There is a need for more LEONARDO projects focusing on services for older workers.

A cross sector approach to the training of guidance practitioners would also help in the development of lifelong guidance systems.

There is a need to **learn from experience:** from the findings of previous projects; from bad project experiences; from more and deeper research; and for benchmarking and for exchange of information and best practices.

FURTHER INFORMATION

Summaries from the workshops can be found on www.lmvet.net

ANALYSIS OF GUIDANCE PROJECTS - SUMMARY OF USERS PERSPECTIVE

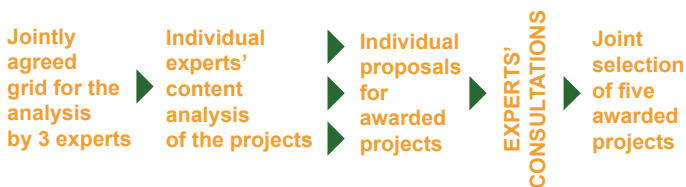
DR. RAIMO VUORINEN, UNIVERSITY OF JYVÄSKYLÄ,
DR. TIMO SPANGAR, SPANGAR NEGOTIATIONS
MR. KAI KOIVUMÄKI, SENIOR ADVISOR, MINISTRY OF LABOUR

The following project analysis focused on the active role of users in guidance, as it has been stressed in many recent EU documents and initiatives, especially in the Resolution of the Council and of the meeting of representatives from the Member States within the Council on Strengthening Policies, Systems and Practises in the field of Guidance throughout life in Europe (2004)⁷. In addition to this specific focus, the analysis reflected on the extent resolution priorities were identified in each projects.

METHODOLOGY USED IN THE ANALYSIS

The analysis focused on a sample of projects illustrating users' active role in guidance and also on the continuous improvement of guidance by involving users' voices in quality assurance⁸. The samples of 94 EU funded guidance projects came from two different sources. The first was a database collected by the Leonardo da Vinci Thematic Monitoring Group on projects focusing on VET and the labour market, guidance and other specific groups. From this database a sample of 72 projects focusing especially in guidance was selected. Secondly, the organisers provided data on 22 projects which were candidates for the Leonardo da Vinci projects Helsinki awards in December 2006.

The analysis was conducted by three independent experts using a qualitative approach. The goal of the analysis was to identify 5-10 projects which would meet the three criteria defined in the Resolution of Lifelong Guidance and the European common reference tools of lifelong guidance. The analysis was conducted in the following phases:



The first criterion was the common aims and principles for lifelong guidance viewed from two points of departure: **the centrality of the citizen** (e.g. independency, impartiality, confidentiality, equal opportunities and holistic approach) and to what extent the projects aimed to **strengthen citizens** by means of empowerment and active involvement.

The second criterion examined the methods used to determine users' needs from two perspectives: the identification of the **target groups** and what **screening instruments** were used to define users' needs.

The third criteria analysed users' involvement in **quality assurance** for career guidance. The taxonomy in this criterion examined to what extent the projects provided information to the users regarding their entitlements or whether there was evidence on consultation of clients' satisfaction. The research team looked for data on systematic use of consultations, e.g. how the user's perspective was used in

the design, management and evaluation of guidance services and products. Finally it was analysed to what extent the users had co-responsibility of the provision of the services.

The evaluation team faced some challenges which illustrate some limitations of the methodology used. The data describing the projects came from two different sources, thus its quantity and quality varied. Also the documentation of the projects varied in quantity and quality. In some cases it indicated only anecdotal information on the extent the user voice was explicit in practice. Some of the projects were not directly targeted to end-users; they were databases of existing projects or project aimed to develop a portal with references to existing pilots. These types of projects provided hardly any useful data. Thus, the final number of projects for thorough analysis was limited.

In addition to the selection of good practice, the analysis has also pedagogical value. Some of the findings may reflect a general lack of synergy and sustainability among EU funded projects. The analysis may help to identify key challenges for selecting and implementing new projects under the Lifelong Learning Programme 2007-2013.

KEY FINDINGS

The content and nature of the projects varied. There were examples of self-assessment tools, matching tools and devices for making personal development plans. Some of the projects were databases on educational and occupational information. A few projects had a wider paradigm to establish services for disadvantaged groups or groups at risk and develop measures to support placement and self-employment. Some of the projects aimed to develop measures to promote dialogue between employers and employees. The voice of users was not explicit in training modules or networks for practitioners. In some cases the project was targeted to service providers and they included quality frameworks and portals for guidance related research. The sample included also two pure research projects.

The common principles of guidance (the centrality of the citizens and how to strengthening them), were widely described in the projects' goals. However, there was not much evidence on how these were implemented in practice. The data showed some cases of methods used to determine the users' needs. In general the target groups were described explicitly, but there was less information how the users were involved in the process or service design. Some projects provided information on screening the needs of the target groups and in most cases the screening referred to the use of self assessment tools. Due to the nature of the projects, the users' voices were not explicitly visible in projects focusing on networks, training of practitioners, databases or quality standards. When gathering information on citizens' and users' involvement in quality assurance systems for career guidance, the data was in most cases collected on client satisfaction. Only in a few projects was the data used in the service design.

THE STATE OF THE ART?

The following table summarises general observations and questions arising from the analysis

<ul style="list-style-type: none"> ● Target groups, contexts and setting and methods seem to be rather traditional. 	<ul style="list-style-type: none"> ● Experiments with new target groups (e.g. specific disadvantaged, minority or employed citizens), with contexts (e.g. workplaces, citizen communities), settings (e.g. multi-professional working and cross-sectoral methods), and methods (e.g. interaction of individual and groups counselling, face-to-face counselling and distance or Internet counselling) should be encouraged.
<ul style="list-style-type: none"> ● Developing guidance is mostly about development for the clients, not so much about development with the clients. ● In some cases the goals seem to be supply driven rather than citizen-centred. 	<ul style="list-style-type: none"> ● More encouraging and instructing citizen/client to be more involvement in the Leonardo Programme and at the national level is needed.
<ul style="list-style-type: none"> ● In spite of some innovative technology assisted applications, the overall impression seemed to represent 're-inventing the wheel' i.e. repetition of what already had been done. ● Existing transnational databases are not utilised enough. ● Some of the projects were traditional matching tools. ● New tools were developed to solve problems deriving from previous guidance paradigms and schemes. 	<ul style="list-style-type: none"> ● Better defined pre-requisite for projects relating to the earlier work in the field need to be set. ● The EU should develop different forms of 'tutoring'/ 'mentoring' mechanisms as well as data bases for pre-negotiating the individual projects' goals. ● Any form of improving mutual learning within the EU should be strongly encouraged. ● New jointly developed 'European dimension in technology assisted guidance' may be needed.
<ul style="list-style-type: none"> ● Overall project aims and objectives were in congruence with major guidance policy documents ● There is a threat of fragmentation of guidance; it seems to loose its core idea in the jungle of specific and detailed projects. 	<ul style="list-style-type: none"> ● What are the 'de-fragmentation' mechanisms? ● Mechanisms according to the idea of a clearinghouse of practice at European/national levels should be developed ● An analysis of the need of regional and cultural practices in context-specific development may be necessary. ● Need to use transnational peer-learning more systematically
<ul style="list-style-type: none"> ● There are gaps in dialogue at all levels. 	<ul style="list-style-type: none"> ● A dialogue between the Leonardo Programme and the national programmes, between the national programmes and projects as well as between projects should be encouraged and developed.

KEY RECOMMENDATIONS FOR FURTHER CONSIDERATION

- The sample of projects in this analysis illustrates many cases of good practice of guidance. In general the projects implement the European lifelong guidance policy priorities. There are already many examples of productive peer-learning activities.
- In promoting users' voice in guidance, there are some unanswered questions concerning project activities and management. In order to enhance sustainability of the projects' outcomes there is a need to explore how to disseminate the already available examples of the users' voice more systematically. This should be discussed in parallel both in practice and in the training of practitioners.
- The project managers and promoters could enhance the cost-effectiveness of EU programmes by promoting synergy among projects and clustering various projects more systemically. Already in submitting project proposals, promoters should be able to identify how they will build upon existing practise.
- There is a need for a shift from pilot projects to transfer of innovations.

- In order to enhance thematic monitoring, a remaining challenge is how to implement a more explicit and structured data collection. This could be developed in a European database which could be utilised in processes related to the designing, promoting, selecting and evaluating projects both, from practice and lifelong guidance policy development perspectives.
- The sample of projects also illustrates an interesting multiplicity of guidance practitioners, methods, approaches and theories. Because of the differences in the political and economical situations and of the history of guidance in each country, the concept of guidance seems to be understood in many ways. The evaluators encourage actors within the European Lifelong Guidance Community to carry out open discussion on the philosophical and methodological frame for guidance and to contextualise the definition of lifelong guidance from the 2004 Council Resolution e.g. by means of an EU common reference tools. Multiplicity means richness but defining together the basic concepts, goals and values could strengthen the status of guidance and enhance the effectiveness and quality of services.

The grid for the project analysis is explained in detail on www.lmvet.net, where database of Leonardo guidance projects can also be found.

PROJECT PROMOTER

KADIS Kadrovsko izobraževalni inženiring d.o.o.
Koprska ulica 72, 1000 Ljubljana, SLOVENIA
Tel.: +386 - 1 200 81 80
E-mail: kadis@kadis.si
Website: <http://www.kadis.si>
Contact person: Peter Činkole

PROJECT PARTNERS:

- JC Plus, UK • Zavod RS za zaposlovanje, Slovenia • FIT, Irland
- Città della Scienza, Italy

THE CHALLENGE

Through long experience of working with unemployed people, the partners became increasingly aware that the problems encountered by unemployed people are getting more complex. Research supports this view and has shown that in many European countries, young unemployed people with little or no education or vocational training are among the most vulnerable and neglected groups. In order to re-enter and stay in the labour market this group requires more than just basic job searching skills and labour market related information. When trying to gain entry to the labour market this group, however, faces numerous obstacle due to the individual's lack of basic knowledge and skills, lack of working experience and of work ethics, low motivation, shortage of commitment, unrealistic job expectations, and home environment that is unsupportive. The project's point of departure is that the most efficient way of resolving an individual's problem is by simultaneous treatment of all the obstacles that face the individual.

THE OBJECTIVE

One of the more obvious ways to achieve an increased level of employability is to obtain more education but for many people enrolment in further education is not an option. A lot of the ICTE programme potential beneficiaries have not met the eligibility criteria for enrolment into long term formal education/training programmes or have been de-motivated by previous negative experiences. The objective of the ICTEM project was twofold:

- To fill a gap in the supply of active labour market policy programmes for young unemployed people who lack vocational qualifications at local, regional and national levels
- To develop and test a new and innovative approach, the ICTE Method, which integrates counselling, training and employment provision. The method aims at increasing employability through the development or improvement of skills, knowledge and experiences essential for career planning and career development, and by obtaining adequate vocational skills and knowledge by enrolment in short term training courses.

THE OUTCOME

The ICTEM programme offers flexible approach and consideration of an individual's needs which is attained by the combination of group work and individual treatment. The group provides support, possibility of re-establishment of the social network and facilitates the achievements of each participant. At all stages of the ICTEM programme intensive individual counselling and support for all beneficiaries is assured.

The ICTEM programme has been implemented and tested in separate groups of young unemployed people in four countries, Ireland, Italy, Slovenia and the UK. The programme lasted 6 months with a 3-month follow up period and consisted of two phases. The first phase was two to three week orientation period aimed at familiarising the beneficiaries with the basic labour market information and requirements and equip them with the necessary skills, such as self-awareness, job searching skills, labour law related issues and computer literacy. The second phase was not structured but instead tailored to each group's needs and requirements. Besides the obligatory weekly group meetings, various additional activities were organised on voluntary basis in agreement between the beneficiaries and the trainer according to the beneficiaries' needs and their individual action plans. On completion of the six-month ICTEM programme a 3-month follow up and tracking period ensured that clients received support in their on-going efforts.

TARGET GROUP

- Unemployed people (young or old) with little education and few skills

RESULTS

ICTE Method of training, counselling and employment which is described in the ICTEM manual

ICTEM manual for trainers in English, Italian and Slovenian

ICTEM leaflet and brochure in English, Italian and Slovenian

ICTEM bookmark in Italian

FURTHER INFORMATION

on http://en.kadis.si/index.php?menu_item=item_10357

COMMENTS FROM THE EXPERTS

"The project integrates well lifelong learning with lifelong guidance and with diverse service delivery modes to meet the needs of different client groups."

"The concept development was carried out, monitored and surveyed in a very systematic manner. The voice of the user is present in the ICTE method which promotes joint responsibilities both of the users and the practitioners in defining and reaching the goals of the guidance process"

"The project fulfils well the life long learning and guidance ideology and provides tools for all who work in the field of vocational guidance and counselling"

FRISKIE EU - DEVELOPING A MODEL AND METHODS FOR TUTORING SOCIAL SKILLS IN VOCATIONAL EDUCATION THROUGH PEER GROUP ACTIVITIES

REFERENCE NUMBER: FI/03/B/F/PP-160014



PROJECT PROMOTER

Turku University of Applied Sciences
Ruiskatu 8, 20720 Turku, FINLAND.
Tel:+358 10 55 350
Website:www.turkuamk.fi
Contact person: Outi Kivinen
Email: outi.kivinen@turkuamk.fi

PROJECT PARTNERS:

Turku Vocational Institute, Finland • Os vidaregåande skule, Norway • Royal Borough of Kingston, The UK • University West/Högskolan Väst, Sweden • Drenthe College, The Netherlands • The University of Oviedo, Spain

THE CHALLENGE

Modern society is fundamentally an educational society, in which the social status of an individual is essentially determined by education. The opportunity of an individual to manage his/her life and to integrate into society depends decisively on conforming to the systems of education and working life. Reaching adulthood in the 21st century increasingly involves weighing up various educational alternatives, career plans and making appropriate choices. A successful completion of vocational education is a prerequisite for young peoples' transfer from school to the workplace and thus to an independent adult life. This fact has increased the need of special education and personal guidance increases. This challenge is the point of departure of the Friskie project.

THE OBJECTIVE

The aim of Friskie was to develop an early intervention social skills training programme for young people who are not able to take advantage of existing training and are at risk of not completing their vocational education. These young people often lack social skills and have difficulties interacting with other people such as school mates and teachers, work colleagues and employers. The key objective was to fill the gap between academic skills training and meeting special needs of pupils by finding new ways to interpret special needs in normal school and to intervene in the school community. The project aimed at:

- Creating a guidance and mentoring model and learning materials for different kinds of preparatory programmes or courses for initial vocational education. The key words of the model are: social skills in working life, everyday life skills, participation and active citizenship
- Enhancing the guiding and mentoring skills and social pedagogical training of professional workers in school environments.

THE OUTCOME

The project developed and piloted a mentoring model in the training of social pedagogy to be used as an elementary part of counselling and guiding skills courses. Social pedagogy students participated in piloting and testing of the learning material and practiced their skills with students in initial vocational education and thus participated in piloting and testing the learning material. The project created, planned and supervised group activities and individual guidance in all the partner countries aimed at facilitating social skills learning in non traditional learning environments e.g. in alternative studies, workplaces, at employment offices,

in drama workshops etc. The needs of the users are at the basis of the project and each student created a personal portfolio where he could self-assess and reflect his/her knowledge and strengths for life management. Three international seminars were organised to share experiences, to improve original ideas and to discuss the project aims among the experts and professionals working in the field. In June 2007, over 120 organisations had ordered the access to the project's learning material.

TARGET GROUPS

- People with disabilities and people receiving disability benefits
- Early school leavers and those at risk of dropping out of the school system
- Socially less privileged people
- Guidance counsellors
- VET teachers and trainers (workplace trainers and tutors);

RESULTS

The Friskie Programme consists of three elements: workbook, pupil's portfolio and a handbook: The Friskie workbook functions as a material by which teacher/social educator can talk about pupil's everyday life and future dreams and prospects. The guide makes it possible for a teacher/ social educator to gain greater understanding of a young person's life situation, and serves as a tool for the student him/herself to talk about his/her course of life in neutral way. The workbook also includes a collection of learning materials to use in group activities, as well as individual assignments. It is available in English, Finnish, Swedish, Dutch and Norwegian.

A Portfolio of the pupil's individual achievements. With the help of a portfolio it can be assessed in which social skills area should be given special attention. The young person can self-assess and reflect his/her knowledge and strengths for life management.

The Friskie Handbook supports the implementation of the Friskie Programme and illustrates the main principles that underpin the Friskie method

FURTHER INFORMATION

and all the material is available for free at www.friskie.eu

COMMENTS FROM THE EXPERTS

"The project focuses on career management skills within transition, especially among students enrolled in preparatory courses for initial vocational education. The holistic Friskie approach can be applied in mainstream guidance in vocational education and in cross-sectoral settings as well"

"The project opens new interdisciplinary research and development themes among the social pedagogy and counselling."

"Students have been actively participating in design, development and implementation of the Friskie method and tools. The project's process and outcomes are well documented and the dissemination methods are high standard."

"By means of peer support the Friskie method of counselling enhances active citizenship in the school community, volunteer work and leisure time activities"

PROJECT PROMOTER:

Reykjavik University

Ofanleiti 2, 103 Reykjavik

Tel: + 354-599 6200

Website: www.ru.is

Contact person: Björg Birgisdóttir

Email: bjorg@ru.is

PROJECT PARTNERS

• Social Science Research Institute at University of Iceland, Iceland • Kvadraturen School Center, Norway • Vennesla Upper Secondary School, Norway • Florida Center de Formacio, Spain • Educos, Slovakia • Idec, Greece

THE CHALLENGE

Enrolment in secondary schools and universities has steadily increased especially during the last two decades. Not surprisingly, dropout rates have increased as well. Many different institutions have worked separately with different roles and perspectives trying to solve the dropout problem and the project partners felt that there was an obvious need for new methodological approaches in this respect. The project was based on broad theoretical framework using accepted theories in career and group counselling both in Europe and USA. A great emphasis was placed on using existing research data on school dropout and collecting further data from different European countries.

THE OBJECTIVE

The main aims of the PPS project were:

- Identifying potential dropout groups in educational/vocational settings at an early stage in the dropout process
- Providing a holistic approach to systematically evaluate the students learning environment and individual needs to provide suitable support
- Providing comprehensive support, assisting individuals in developing positive self-attitude and fulfilling their educational and career goals
- Developing an accessible website introducing the PPS tools and providing information regarding the dropout population

THE OUTCOME

PPS offers an innovative approach which includes finding at-risk students, evaluating their needs and providing them with flexible support. The project focuses on preventing dropout from schools at all levels and supporting those that have already dropped out by developing a holistic approach acknowledging the diversity of the dropout population. During the lifetime of the project, systematic tools were developed and tested in various communities within Europe. Therefore they can easily be adapted in other societies.

TARGET GROUPS

The primary target groups of the PPS project are twofold: **'users'** of the products: educational and career counsellors and potential facilitators willing to work with this specific population and the **'end-beneficiaries'**:

- Adolescents at risk of dropping out of compulsory school
- At-risk students at secondary school level both in vocational and academic education
- At-risk students at university level
- Young unemployed dropouts without qualification

Other important target groups are:

- Administrators and other professionals in education, labour market services, social services, etc.
- Educational policy makers in ministries, counties and municipalities
- Parents of students at risk of dropping out of compulsory or secondary school
- Supporting network of various partners on national and European level.

RESULTS

The **Risk Detector** is an interactive tool for counsellors to identify students at-risk of dropping out. It includes an interactive questionnaire which gives risk scores for each individual that predict potential dropout. The student counsellor can use these to work with the students who need most support. The Student Group Monitor is a database with information about the characteristics of the whole student group which administrators and counsellors can to adapt the curriculum etc. to the special needs of various groups.

The **Personal Profile** is an interview schema designed for counsellors when guiding at-risk students. It examines their strengths, weaknesses and learning environment, defines their needs and assists them in setting goals.

The **Flexible Prevention and Support System** is a framework for professionals working with young learners to provide suitable support. An active cooperation and coordination between relevant bodies is established in order to support at-risk individuals. This system is adapted to various communities and cultural settings by providing a holistic approach based on individuals needs.

All these products are currently being tested in Iceland, Norway, Spain and Slovakia and will be complete in the autumn 2007, when it will be available on the project's website. A training handbook was published for educational and vocational counsellors and other professionals at all school levels in English, Icelandic, Spanish and Norwegian.

FURTHER INFORMATION

on the project can be found on www.p-p-s.org.

COMMENTS FROM THE EXPERTS:

"The project builds strongly on previous EU-funded project outcomes"

"A strong cross-sectoral approach is embedded in the project strategy, both from practise and policy development perspectives"

"The relevance and quality of the methods have been piloted and tested in countries with different levels of dropout rates"

"The approaches and methods have been disseminated in practise and especially in the training of practitioners"

PROJECT PROMOTER:

**Steirischer Landesverband der Gehörlosenvereine im
Österreichischen Gehörlosenbund**
Grabenstraße 168, 8010 Graz, AUSTRIA
Tel.: +43 66 48 22 96 34
Website: www.stlvgv.at
Contact person: Gabi Zemann
Email: gabriele.zemann@stlvgv.at

PROJECT PARTNERS

- bfi Steiermark, Austria
- Ceskomoravská jednota neslyšících, Czech Republic
- Kuurojen Liitto ry, Finland
- Paulinenpflege Winnenden e. V., Germany
- Zavod Republike Slovenije za Zaposlovanje Območna Služba Maribor, Slovenia
- CREA – Confederación de Empresarios de Aragón, Spain
- Centre for Deaf Studies, UK

THE CHALLENGE

Around 400.000 deaf people live in Europe. They face immense discrimination and disadvantages concerning their culture, language and possibilities in education and employment. For deaf people adequate guidance either for general or for vocational education did not exist at the commencement of the project. Aptitude test procedures used in counselling settings were only available in written language, which most of the deaf had difficulties in understanding. Therefore results of these tests did not give the expected expressive information about the abilities, interests and wishes of this target group. Without adequate professional counselling deaf people were hardly able to choose from the wide range of educational offers for life long learning and were excluded from education and vocational trainings and more than 90% of the deaf had no higher education. At the same time, former experiences, aptitudes, interests and competences of deaf people were not valued for their future educational decisions in their lifelong learning process, which led to their further isolation.

THE OBJECTIVE

The main aim of the VOGS-project was to react on the great demand of deaf people for adequate educational measures and raise their level of social integration and participation through individual guidance in life long learning and education.

This aim focuses on:

- Aptitude diagnostic test procedures (personality test and cognitive test)
- Innovative guidance model for the target group, including the target group in the guidance process

THE OUTCOME

The project has developed a target group oriented specific training and job guidance and counselling model for deaf people in Europe. The model is based on the development from target group oriented psychological testing procedures and an innovative tandem-guidance-method (hearing and deaf counsellors together). The model refers to a holistic approach: methodological variety, inclusion of the person as a whole in guidance and counselling process.

TARGET GROUPS

- Deaf people in Europe
- Universities
- Public authorities
- Vocational training or guidance institutions

VOGS RESULTS

State of the Art Report: "Aptitude diagnostic test procedures and educational guidance models in Europe" (available in English, order from website)

Criteria Catalogue for an educational and vocational guidance model for deaf people in Europe (available in English, order from website)

Aptitude diagnostic test procedures. Personality test and cognitive test (in German English, Austrian Sign Language, International Signs)

The VOGS tandem method – a model description of guidance methods for the deaf with a handbook and video available in paper and on CD-ROM and video for the sign language components

VOGS Model Cases – individual components of the VOGS model for organisations that offer educational and vocational guidance for deaf people in Czech, English, Finnish, German and Sign Languages on paper and on DVD. Material can be ordered from website.

Contents:

- Description of the VOGS model
- A scientifically validated personality test procedure for the deaf, including evaluation and interpretation schemes
- A scientifically validated cognitive test procedure for the deaf, including evaluation and interpretation schemes
- Written description of the tandem guidance method and learning video about the guidance process
- Checklists for the guidance sequence (step-by-step approach)
- Forms for career planning
- Forms for the evaluation of the guidance situation

VOGS Curriculum for guidance counsellors – a 60 hour training, each with a section for higher vocational counsellors, a section for deaf vocational counsellors, and a joint section for the tandem method.

FURTHER INFORMATION

about the project and its products can be found and downloaded at www.vogs.at.

The DVD can be ordered from Walerich Berger, bfi Steiermark, Mariengasse 24, 8020 Graz, Austria

COMMENTS FROM THE EXPERTS

"In identifying the needs of the users the project carried an analysis of already existing materials and tools for this target groups."

"The project developed criteria that a guidance model for the target group should meet and to be applied in a useful way"

"The project has developed training and methods specific for the target group in a way that could be transferred also to mainstream guidance"

WORKPLACE GUIDANCE FOR LOWER-PAID WORKERS

REFERENCE NUMBER: ISL/03/B/F/PP-164001



PROJECT PROMOTER:

Starfsafl, Vocational Training Fund
Sætúni 1, 105 Reykjavík, ICELAND
Tel.:+ 00 354 510-7544
Email: starfsafl@starfsafl.is
Internet: www.starfsafl.is
Contact person: Marianna Traustadóttir

PROJECT PARTNERS:

• ADF - Lofoten, Norway • Arbetsförmedlingen, Sweden • CDRL - Centro Documentazione Ricerche per la Lombardia, Italy • COEPA - Confederacion Empresarial de la Provincia de Alicante, Spain • CRADALL Faculty of Education, University of Glasgow, United Kingdom (Coordinator) • Danish University of Education, Denmark • Diak Diaconia Polytechnic, Finland • EuroProfis, Czech Republic • Prism Research and Consulting, Luxembourg

THE CHALLENGE

Statistical evidence from various European countries has indicated that those least likely to access lifelong learning include lower-paid workers. If this group's access to lifelong learning is not improved it will be at a high risk of social exclusion. In many countries in Europe it has proven difficult, if not impossible, to reach lower-paid workers, who most often are those with lower valued qualifications in order to advise them on how they can possibly advance through learning new skills. There are not enough educated guidance counsellors in Europe and the issue of guidance for lower-paid workers is new or non-existent in many countries.

THE OBJECTIVES

This project is based on the results of another LdV project (see www.workplaceguidance.eu) that produced a mixture of pilots on vocational guidance to lower-paid workers and evaluations of existing initiatives already in progress. Using the results of the prior project, this project proposed to make a 100 hour online training course on giving vocational guidance to lower-paid workers.

Another objective was to create easy access to vocational guidance and counselling at the workplace, by providing training to vocational guidance counsellors, trade union activists and human resource workers.

THE OUTCOME

The fact that the lower-paid workers (un-/semi-skilled workers) can receive on-hand guidance and counselling at the workplace will increase their learning opportunities and enhance their motivation to add to their competences through acquiring new skills. Enhancing the skills of lower-paid workers in Europe is urgently needed within Europe to meet both new technological innovations and competition from other countries and continents. The project is principally aimed at employees and trade unions representatives for whom this kind of training is generally not available. The training is delivered by employees within their firms, or trade union representatives. The main beneficiaries of the project are vocational guidance counsellors, human resource workers and trade union activists who work with or are interested in working with lower-paid workers to get into lifelong learning and enhancing their competences and skills.

The project developed an online course on workplace guidance,

including a wide range of materials. The project's website contains all the education materials in eight languages as well as the on-line course.

TARGET GROUPS

- Vocational guidance counsellors
- Trade union learning advisors
- Human resource departments
- Other who assist and support the target beneficiaries.

RESULTS

The project delivered 100 hour online course on workplace guidance that aims to upskill guidance counsellors and others who give educational and vocational advice and support to lower-paid workers, including a wide range of materials on a website in Czech, English, Finnish, Icelandic, Italian, Norwegian, Spanish and Swedish.

The topics of the course are:

Module 1: Guidance

- o Methods and theory
- o Standards and ethical principles

Module 2: The Workplace

- o Formal, informal & non-formal guidance
- o ICT and guidance

Module 3: Low-paid workers

- o Low-paid and/or low-skilled workers in your country/region
- o Real competencies

Module 4: The social partners

- o The social partners and their relationship to guidance
- o European Union Declaration on Guidance

Module 5: Final assignment

- o Pulling it all together: my understanding of ways of delivering guidance for lower-paid workers and what I am going to do next.

FURTHER INFORMATION

All materials can be downloaded without charge from the project website www.workplaceguidance.eu

COMMENTS FROM THE EXPERTS

"The project is an example of activities which build upon previous experience with a focus on a new target group – old workers in transition"

"The project has identified commonalities and diversity among various actors in guidance through collaboration and transfer of ideas"

"The project goals emphasise the active involvement and motivation of the users to enhance their competences through acquiring new skills"

CONCLUDING COMMENTS

BY DR. JOHN McCARTY, DIRECTOR,
INTERNATIONAL CENTRE FOR CAREER DEVELOPMENT AND PUBLIC POLICY

This Thematic Seminar is a very historic one in the field of guidance and also perhaps right across the field of topics covered by the LEONARDO DA VINCI Programme. It is the first time that such a seminar has focused on the voice of the users of education, training and employment services, and in this particular case, on the voice of users of guidance services which exist in education, training and employment settings. The main aims of the seminar (excluding those which concern thematic monitoring itself) were to:

- Highlight the role of the user in guidance services
- Set the context for discussion on user involvement
- Examine products and national examples that had user involvement.

Participants and participating projects interpreted user involvement in three different ways:

- As reaching out to and encouraging potential users/target groups to use the existing guidance services
- As developing new services and/or expanding existing ones to assist new target groups;
- As getting the opinions of users of services on their experience of the services and products provided to them.

The first two of these interpretations concern improving access to and usage of guidance services and fit closely with the reform of public services; the third relates to active citizenship.

The projects presented showed some really good examples of guidance services reaching out to groups on the margins of the labour market. The seminar presentations and documentation have been very successful in drawing attention to project resources and tools and to EU instruments such as the *Council of Education Ministers Resolution on Guidance Throughout Life (2004)*⁹, the joint EC and OECD publication *Career guidance: a handbook for policymakers (2004)*¹⁰, and the CEDEFOP guide *Improving lifelong guidance policies and systems using common European reference tools (2005)*¹¹.

The seminar proceedings have highlighted a significant gap between the provision and practice of guidance and EU and national policies for active citizenship and the reform of the public services. To date there is little evidence, through the Leonardo projects related to this theme, of users and potential users of guidance services and products having a voice in:

- Providing feedback on existing services and products and in the development of new ones
- Shaping lifelong guidance policies
- Developing delivery systems, services, and products that are meaningful to users

Some participants appear to be stuck in the traditional paradigm of the practitioner acting as the voice of the user, representing it to policy makers. Such a position is no longer tenable. Active citizenship implies user and potential user involvement. The development of guidance services is a co-construction venture.

The issue of user involvement in the design, implementation and evaluation of publicly funded guidance services does not only concern groups on the margin of the labour market. It concerns universal provision, and the policies and delivery systems that underpin this. Strategic partnerships at national level are required to promote user involvement. The key messages from participants at this seminar, that **“the theme of user involvement be highlighted and made more explicit at EU, national, regional, local and institutional levels, and the need to develop more concrete and specific recommendations and tools for involving users that could be applied at national level and taking into consideration national contexts”** should be heeded, particularly by the new Lifelong Learning Programme management, by the new European Lifelong Guidance Policy Network, and by national authorities.



Above

BEST PROJECT PRIZE AWARDS

9 http://ec.europa.eu/education/policies/2010/doc/resolution2004_en.pdf

10 Career Guidance : a Handbook for Policy Makers, joint European Commission and OECD publication (2004), published in 14 languages world-wide

11 Improving Lifelong Guidance Policies and Systems : Using Common European Reference Tools by John McCarthy and Jennifer Wannan, CEDEFOP (2005)



VET AND THE LABOUR MARKET, GUIDANCE AND OTHER SPECIFIC GROUPS

Conference: The Voice of Users in Guidance

Ljubljana, Slovenia 10 – 11 May 2007

AGENDA

Thursday, 10 May 2007

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|---------------|---|
| 14:00 – 16:00 | Registrations and set up of Marketplace |
| 16:00 – 18.30 | Words of welcome from the Slovenian host, Ms. Majda Širok, CMEPIUS
Project Marketplace and „Guidance corner“ in cooperation with the Euroguidance Network |
| 19:00 – 22:00 | Formal dinner and keynote speech, „Guidance: Clients, Users or Co-Designers,“ Dr. Peter Plant, The Danish University of Education
Dinner is preceded with a welcome drink |

Friday, 11 May 2007

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- | | |
|---------------|---|
| 9:00 – 9:05 | Welcome by the leader of Thematic Monitoring Group 1, Ms. María Kristín Gylfadóttir, Leonardo National Agency, Iceland |
| 9:05 – 9.15 | Opening speech, Ms. Alenka Šverc, State Secretary, Ministry of Education and Sport, Slovenia |
| 9:15 – 9:45 | „Lifelong guidance and the citizen perspective“ Dr. Deirdre Hughes, Director of CeGS, Centre for Guidance Studies, University of Derby |
| 9:45 – 10:15 | „Involving Users of Guidance Services: Ideology and Practice“ Dr. John McCarthy, Director, International Centre for Career Development and Public Policy |
| 10:15 – 10:30 | „The user perspective in projects“– presentation on the outcome of an analysis on EU funded guidance projects, Dr. Raimo Vuorinen, University of Jyväskylä, Finland |
| 10.30 – 11.00 | Coffee break and networking |
| 11:00 – 11:15 | „A Gateway to Guidance,“ an example of good practice from Norway, Mr. Magne Loewe, Telemark County Council |
| 11:15 – 12:00 | The voice of users - Panel interviews with users of successful Leonardo projects, Raymond Bæro, Norway, Theodóra Theodórsdóttir, Iceland.
Leader: Ms. Sasa Mrak, Journalist, Slovenia |
| 12:00 – 13:00 | Lunch |



LEONARDO DA VINCI PROGRAMME, THEMATIC MONITORING INITIATIVE, GROUP 1



VET AND THE LABOUR MARKET, GUIDANCE AND OTHER SPECIFIC GROUPS

13:00 – 14:30

Workshops

1. Guidance for students at risk (early school leavers)	Chair: Aleksandra Sokolova, Ministry of Education, Lithuania Expert: Mojca Polak, Slovenia Promoters: Björg Birgisdóttir, PPS project, Iceland and Outi Kivanen, Friskie project, Finland Rapporteur: Marian Rodríguez, Leonardo NA, Spain
2. Guidance for employed and unemployed people with lower skills	Chair: Dr. Michaela Marterer, Styrian Economic Society, Austria Expert: Peter Nolan, Dublin Inner City Partnership, Ireland Promoter: Vid Zalar, ICTEM project, Slovenia Rapporteur: Dóra Stefánsdóttir, Euroguidance, Iceland
3. Guidance for older workers (third age guidance)	Chair: Dr. Peter Plant, University of Education, Denmark Expert: Tanja Vilic Klenovsek, Andragoski Center, Slovenia Promoter: Fjóla María Lárusdóttir, Workplace Guidance project, Iceland Rapporteur: Hannele Nevalampi, Leonardo NA, Finland
4. Guidance for disadvantage groups	Chair: Dr. Raimo Vuorinen, University of Jyväskylä, Finland Expert: Daniel Hallemariam, Stockholm Institute of Education, Sweden Promoter: Andrea Stoisser, VOGS project, Austria Rapporteur: Ieva Kudabaite, Leonardo NA, Lithuania

14:30 – 15:00

Coffee break and networking

15:00 – 16:30

Workshops - Participants change workshops

16:30 – 17:00

What did we learn today? - wrap-up from workshops run by Dr. John McCarthy, Director, International Centre for Career Development and Public Policy

17:00 – 17.15

Best project prize awards and closing of the conference
Ms. Pirkko Pyorala, European Commission

Farewell drinks and live music

Conference Venue: GRAND HOTEL UNION, Miklošičeva 1-3, 1000 Ljubljana

Locations within the hotel:

Registration and market place:	Grand Foyer
Formal dinner and lunch:	Garden Hall
Plenary sessions on Friday:	Glass Hall
Workshops	White Hall1,2,3 and Red Room



LEONARDO DA VINCI PROGRAMME, THEMATIC MONITORING INITIATIVE, GROUP 1



Education and Culture DG

Lifelong Learning Programme

REPORT OF THE CONFERENCE **“THE VOICE OF USERS IN GUIDANCE”** HELD IN LJUBLJANA IN MAY 2007

The Conference was organised by the Icelandic Leonardo da Vinci National Agency in cooperation with national agencies from Slovenia, Finland, Norway, Poland, Slovakia, Belgium (FR) Spain, Austria, Hungary, Bulgaria and Lithuania. The Conference was hosted by the Slovenian National Agency and funded by the European Commission under the activities of Thematic Monitoring.