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1. Guide 2.0 - A final overview

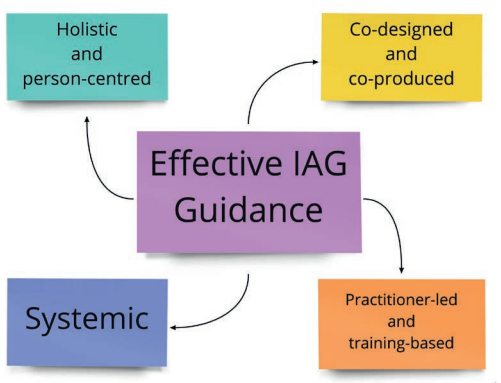
Guide 2.0 has been implemented during a period of time when IAG/Employability support services have experienced multiple and multi-layered challenges - social, economic and technological. The Covid-19 pandemic that has impacted on all aspects of social and economic life in Europe has equally impacted on vocational education and training and the careers guidance that surrounds sustainable employment.

All Guide2.0 partners have experienced the pressures of having to transform their role by having to take many services online. Such changes place complex demands on employability practitioners - who often don't have the time to invest in their own lifelong learning and their continuing professional development.

Importantly, 'Guide' is shaped by and benefits from the 'Rethinking Education' and 'Platform against Poverty' agendas and takes an **ethical and equitable** co-production approach to the provision of Information, Advice and Guidance (IAG) and Employability support for young people.

Therefore, the transitions from 'traditional' services to those provided in a virtual environment has resulted in an 'overnight' re-think, but has not been without challenges, yet has been possible due to collective creative thinking and flexible approaches taken to embrace a virtual environment.

We've learnt that IAG Practitioners are at the forefront of employability provision and they "hold the key" to effective and efficient delivery - their views, concerns and perspectives should be highly valued, as they are based on every-day interactions with clients. They are crucial for the delivering of high quality IAG services - crucial because they are responsible for building constructive relationships with clients. They are crucial in promoting peer-led, participative and action learning - grounding their experience into reality and authentic contexts.



2. A Long-Standing Partnership

All partners of the Guide 2.0 partnership were involved in one of the precedent projects - Guide and Guide+ - and shared the wish to keep enriching the discourse on continuing professional education of IAG practitioners throughout Europe.

Rinova Ltd, lead partner of Guide 2.0 based in London, has a significant expertise in working with young adults and supporting them on the journey towards employment.

The City of Tampere Employment and Growth Services, in Finland, and Ballymun Job Centre, in Dublin, both have a broad experience in EU funded projects with regard to IAG and employment and offer IAG directly to young adults and other clients.

Eurocircle, based in Marseille, provides young adults with traineeship and work opportunities abroad and assists them, after their return, in the capitalization of their experience both in terms of employment and education. CIOFS-FP is an Italian training provider which offers IAG throughout the whole country. Guide 2.0 activities take place in Trieste. MetropolisNet is a European Network of organisations experienced in developing local strategies for employment and social inclusion.

“The partners trusted one another to work to a high standard and with a quality result in mind”

3. Case Studies Experience

Writing a case study was a new and very formative experience since it gave us the opportunity to reflect in depth about the work done, an activity often neglected in our daily practice due to the very fast and tight pace. The dialogue between peers in the Community of Practice was particularly important, especially due to the technique of the Action Learning Sets, which allowed everyone to express themselves and to be listened to, facilitating self-reflection.

In the discussion among practitioners regarding concrete cases, most of the time we are focused on solving the problem rather than on its analysis. Everyone tends to give their opinion and is often directly involved in the situation and cannot look at it from an objective point of view.

In the ALS sessions, on the other hand, we refrained from giving judgments and direct suggestions and we just asked questions that allowed the presenter to assume other points of view.

A second element that made writing the case study a stimulating experience was having a particular competence to refer to as w lens through which the story should be developed. This led us to read the actual guidance relationship that we were going to tell with attention to the actions carried out and to those that could have been undertaken if we had better mastered the competence in question.

Furthermore, the possibility of inserting details that did not happen, although realistic and plausible, for didactic purposes, has allowed us to “experiment”, albeit only at the level of imagination, different developments and scenarios.

A third aspect that should be highlighted was the attention we had to pay so that the contents were formative for the reader.

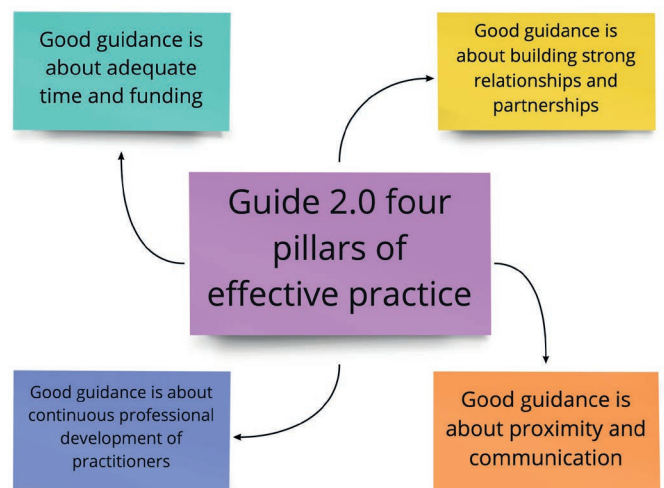
We had to learn to be more understandable, to communicate better with colleagues, to look at the situation experienced firsthand from an external point of view, to develop a path that was first and foremost self-formative in order to be able to be so also for others.

CASE STUDY TITLE	Ahmed and Autonomy - Re-thinking Roles, Relationships and Mindsets	 Centro Italiano Opere Femminili Salentine Formazione Professionale
	Mila's Story - Creativity, Enterprise and Innovation	 CITY OF TAMPERE EMPLOYMENT AND GROWTH SERVICES
	MGranger's Story - Personal Employability Skills	
	The Young Fish - Working Together and Communication	 innovate, create & regenerate
	Self Management For Guidance Practitioners - A Fine Balancing Act	 BALLYMUN JOB CENTRE Building a Brighter Future With Work
	The Story of Tareq and Zaim - Flexible Frameworks for Learning and IAG	 European network of local development partnerships in metropolitan areas
Copenhagen Youth Project - Long-term Joined-up Approach	 innovate, create & regenerate	

4. “Effective Practice Services Guide” - What is it

The Effective Practice Services Guide constitutes the fifth foundational output of the Guide 2.0 project, (complementing its Methodological Concept, the Blended Learning Curriculum, the Facilitator Resource Pack and the Case Study Learning Resource). The main objective of this Guide has been to present the different stages of project implementation, capturing key highlights and elements of its methodological and training approach and introducing its innovative elements (also with respect to former Guide projects), while providing experience-led insight into effective IAG/careers practice and provision.

The first part has been 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 high-lighting how the case studies approach can be integrated as a valid methodology in more traditional guidance provision.



The Guide also summarized 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 in today's labour market.

The core of the publication focused on the description of Guide 2.0 training proposal 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 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 its final part, besides summarizing the four pillars of good guidance, the Guide provides 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.

5. The 5 multiplier events - a small report

During the month of September, 5 multiplier events have been held in UK, Ireland, France, Finland and Italy. More than 100 people took part in on line or physical workshops. The events were aimed at guidance practitioners, school tutors, educators, teachers, operators from both the public and private sectors.

The agenda's structure was designed by every partner in a personal way, tailored on local contexts and target needs.

In UK, the participants had the chance to gain an in-depth understanding of how Case Studies can be used as a continuing professional development tool for individual self-paced learning, or for team development.

Furthermore, they could access the free online learning programme designed in Guide 2.0 project.

In Italy, the event had the main purpose of experimenting with the use of case studies as a tool for in-depth study and training for practitioners. Participants will be offered to split up in groups and to take charge of a case study, read it and use some guiding questions to organize their feedback and discuss them in plenary session. The workshop has been introduced by a brief presentation of the project and the context of training in the field of guidance services in Friuli Venezia Giulia.

The zoom webinar held by Irish partner BJC presented all the learning and activities in Guide 2.0. It was opened by the key speech of Danielle McCann. Thanks to her large experience of working within a CoP, the keynote was of great use in highlighting the benefits of the Guide 2.0 materials. Key issues regarding current COVID-19 restrictions and service delivery was discussed after an attendee asked how other services are dealing with the situation and maintaining contact with their service users. This was particularly robust conversation, which captured the immediacy of the situation as experienced by all.

In Marseille, stakeholders and IAG practitioners were invited to discover the GUIDE2.0 online learning platform, taking part in the workshop around the 7 case studies to boost their professional practice and discovering the Community of Practice, how it works and its advantages.

During the virtual event in Tampere, the presentation of the case study's story has been the starting point for a discussion about how to combine demanding client work and at the same time develop and manage your own work. OMA coaches took part in the discussion on employment services in Tampere.

Feedbacks from participants in all the 5 events were very positive and it was reflective in the interest shown and the robust discussion throughout the workshops.



“Similar events make excellent networking opportunities for Adult Guidance Practitioners”

6. Final conference and project ending

The Final European Conference took place online Good Guidance Stories 2.0 on the 6th October under the headline ‘Professional Development in Career Guidance and IAG - the peer led learning approach of the Good Guidance Stories 2.0 project’. For two hours, about 40 practitioners and managers of Information Advice and Guidance services as well as policymakers from across Europe came together to exchange about what kind of continued professional development is needed to ensure the delivery of effective guidance? What role can the Guide Project case studies play in this? And which (new) competences, approaches and training opportunities are needed in facing the pandemic and the digital leap the sector is currently experiencing?

After an introduction to the core concept of the Guide 2.0 project a panel discussion brought together the perspectives of Matteo Barbetta as a practitioner in Trieste, Mick Creedon the manager of the Ballymun Job Centre in Dublin and Dr Lyn Barham and Renate-Anny Böning representing two professional bodies working in the field of career guidance, IAG and counselling: the Career Development Institute (CDI) in the UK and the National Forum for Counselling in Education Career and Employment e. V. (nfb) in Germany.

After the break participants split in three breakout sessions focussing either on the case study methodology and the use of case studies in the working context; the lessons learned during Guide 2.0 from the implementation of an international Community of Practice and Action Learnings Sets; or on the ‘Digital Future’ - meaning the transformation of services and practitioners’ professional development

In the end it became clear, although Good Guidance Stories 2.0 is coming to an end the work is not finished. Need-based continuing professional development for IAG and career guidance practitioners is highly important and should be steadily developed further along with the fast-paced changes the sector is experiencing.

The Guide 2.0 partnership is currently thinking about ways to further developing and digitising the case study approach and to broaden the concept of an international Community of Practice for IAG practitioners. The event gave important insights and inspiration to go on!

“It became clear, although Good Guidance Stories 2.0 is coming to an end the work is not finished”

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