



METHODOLOGICAL

GUIDELINE

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## ABSTRACT

The GOOD GUIDANCE STORIES+ Methodological Guideline describes the methodology used during the case study based curricula development and summarizes the most important results of the curriculum testing under real conditions. Furthermore it describes very shortly the main learnings and findings of the project.

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## FOREWORD

"GOOD GUIDANCE STORIES+ Case Study Training Modules for Guiding the Low Skilled" – GUIDE+ was funded under the ERASMUS+ from September 2014 to August 2016. GUIDE+ was carried out by a consortium of 8 partners from 6 countries: BJC - Ireland, C.I.O.F.S.-FP – Italy, Eurocircle – France, gsub mbH – Germany, Lawaetz Foundation – Germany, Rinova - UK , ZSI - Austria and MetropolisNet a European Network.

Educational & vocational guidance is an increasingly important element of lifelong learning. Over the course of their working lives, individuals must navigate multiple transitions. Adequately trained career guidance practitioners are a prerequisite for making high quality guidance service provision a reality for every European citizen. The challenge is therefore to identify and develop the skills and competences which guidance practitioners need in order to serve target groups with a great distance from the labour market. Training methods are required which cross national boundaries and can be implemented in diverse cultural settings.

## 1 DEVELOPING CASE STUDY BASED CURRICULA FOR GUIDANCE PRACTITIONERS

GUIDE+ is based on the previous project GUIDE (2011 – 2013) where Case Studies and Teaching Notes were developed as innovative learning and teaching material for guidance practitioners. The focus of the follow-up project GUIDE+ was thus to use the existing material, enrich it with two further Case Studies and Teaching Notes from a French and British perspective and to develop and to test 7 curricula based on the case study approach in 7 cities/regions. The main challenge of the follow-up project GUIDE+ was to translate the eight competencies into a curriculum with four to eight independent modules which are tailored to the local country- or city-specific training conditions.

The following section shows the methodological approach, which is divided into four parts: (1) Case Studies as learning and teaching tools (2) identification of local needs and training conditions at ground level through local meetings, (3) Curriculum development (4) the curriculum testing under real conditions.

## 1.1 Case Studies as learning tools

Case studies have simulation elements, although the students tend to be observers rather than participants. Case studies are effective ways to get students to practically apply their skills and their understanding to a real-world situation. They are particularly useful where situations are complex and solutions are uncertain<sup>1</sup>.

To a large extent, this applies to the daily work of guidance practitioners. Guidance practitioners have to handle a lot of different activities. They enable citizens of all ages, and at any point in their lives, to: identify their capabilities, competencies and interests; make meaningful educational, training and occupational decisions; and manage their individual life paths in learning, work and other settings in which these capacities and competencies are learned and/or used<sup>2</sup>. Guidance practitioners not only must know things. They also must be able to act effectively in their respective setting.

### CASE STUDIES ARE A LEARNING TOOL THAT FACILITATES PEER-TO-PEER LEARNING AND THIS ENCOURAGES THOSE PARTICIPATING TO:

- Engage in reflective discussions
- Facilitate and participate in creative problem-solving
- Work collectively to develop realistic solutions to complex problems
- Develop the ability to identify and distinguish between critical and extraneous factors
- Learn from and share learning with others

<sup>1</sup> University of New South Wales (2012) <https://teaching.unsw.edu.au/case-studies>, 31.05.2016

<sup>2</sup> Lifelong Guidance Policy Development: A European Resource Kit; ELGPN Tools No. 12012; [http://ktl.jyu.fi/img/portal/23229/ELGPN\\_resource\\_kit\\_2011-12\\_web.pdf?cs=1350649791](http://ktl.jyu.fi/img/portal/23229/ELGPN_resource_kit_2011-12_web.pdf?cs=1350649791)

## 1.2 Identification of local needs and training conditions at ground level

Case studies as learning and teaching material allow for very flexible training modules and can be therefore be easily adapted to the specific needs at local level. There are differences from country to country, and sometimes even between different regions of countries, with regards to learning settings (classroom, distance learning, etc.), teaching settings (university class, further education offered by a private company, etc.), groups of guidance practitioners (such as practitioners offering career guidance, people working in Jobcentres, guidance counsellors, etc.) and of course target groups.

Thus the training modules were designed according to the specific conditions in the countries. The identification of local needs and training conditions at the ground level was absolutely necessary as the specific training systems of the countries determine which activities have to be conducted for sustainable implementation (e.g. needed certification of modules, ECTS points for modules, etc.).

Each partner organised at least one local meeting in their city/region and invited stakeholders and multipliers such as guidance practitioners, funding bodies of career guidance and training providers. The idea was to find out how much the developed case studies respond to the local needs and to understand the specific training system of each country in order

to implement the curricula sustainably into the system. The results of the local meetings influenced the curricula development and the results of this were different from partner to partner. While the main feedback of Dublin was that the focus should be on inter-agency work, workload & case management, and supervision, the feedback from Vienna was to concentrate on Guidance practitioners' limits – boundaries regarding their own capabilities as guidance practitioners.

## 1.3 The curriculum development

It was important that the curriculum development process was standardized and professionalized. To ensure this a practical curriculum development workshop was implemented at the beginning. This workshop was held in Marseille in June 2015 and by Juan Ratto-Nielsen, a very experienced curriculum developer.

The workshop started with a needs remix. The purpose of the needs remix was to group the needs identified in the local kick-off meetings on a more general level so as to identify synergies between the needs of the different cities/regions. The needs remix was an important step in assuring the standardization of the curriculum across the EU, and allowing the curricula to better become parts of a well-rounded whole (i.e. the overall product of the project). This first step helped to outline some central themes which could be seen as an umbrella joining the curricula together:

- ◆ Increasing demands on guidance to fulfil many roles; What is a guidance practitioner? What is their task?
- ◆ Increasing demands on the guidance practitioners themselves. Increasing globalisation and current refugee crises mean that Guidance Practitioners must possess both intercultural competencies and be versed in legal issues such a residence and labour laws.
- ◆ Increasing caseloads and increasing demands on their skill sets also means that Guidance Practitioners are at a higher risk for burnout; time- and self-management are therefore critical to prevent burnout.
- ◆ Professional contracts and harmonizing one's own ethics with the job to be done and the requirements of the company that one works for
- ◆ Increase in referred clients, who may have a myriad of problems, such as hygiene or psychological problems, or be particularly resistant based on the lack of free will in their referral.
- ◆ Isolation of the individual practitioner through increased workloads.

The next step was the start of the curriculum development. The group was provided with the curriculum development canvas, a methodology based on the canvas business model and developed by the Trainer Juan Ratto-Nielsen.

[https://issuu.com/inter-accion/docs/curriculum\\_development\\_canvas](https://issuu.com/inter-accion/docs/curriculum_development_canvas)

## 2 GUIDE+ CURRICULUM TESTING RESULTS

### 2.1 Testing Design

As it was in previous Guide project, before the finalization of the curriculum, a test under real conditions and in the language of the test country was held. The reason for this testing was to see if the modules were effective and, if possible, to find out if whether it should be delivered as one course or whether the modules could be delivered effectively individually. . The focus of the testing was to assess that each curriculum fitted the local needs and training conditions on the ground. From the previous Guide project we already knew that the case studies and teaching notes can be used effectively in different countries with different rules and contexts, and that the trainer can set up the classroom, the teaching objectives and the teaching method according to the target group of the training. Within Guide+ we needed to verify in each local context that the way we organized the competencies within the modules and the modules within the curriculum was effective.

In order to verify all of this each curricula was tested by the author organization in its own daily context.

The seven curricula were tested according to the rules established by the project partnership to ensure that minimum criteria was met, including the number of participants, qualification of the trainers, etc.,. A number of different tools, such as evaluation questionnaires for the trainer, the participants, and the observer, supported the project partners in reviewing the case study testing.

#### THE TESTING PHASE CONSISTED OF THE FOLLOWING STEPS:

1. A partnership workshop to develop and define, by mutual agreement, the procedures and criteria for the testing of the curriculum
2. Preparation of a evaluation toolkit to be used for the testing by the partner in charge of coordinating the testing activities
3. Testing of the curriculum by all partners
4. Data collection and analysis of the questionnaires by the partners
5. Drafting of the testing report by all partners
6. Collection and analysis of contents of the testing reports by the partner in charge of coordinating the testing activities
7. Drafting of the general testing report by the partner in charge of coordinating the testing activities
8. A partnership meeting to discuss the results of the testing and to define the final version of the curriculum



## 2.2 Testing Results

The testing results were presented to the partners during the partnership meeting described in step 8. The information was collected from the testing report review made by every partner after the testing.

### Curriculum features

TITLE	COUNTRY	NR OF MODULES	NR OF PARTICIPANTS	TOTAL TIME (h)
Guide+ – Guidance practitioner competencies	Italy	4	43	32
GOOD GUIDANCE STORIES+ – Case Study Training Modules for Guiding the Low Skilled	United Kingdom	8	59	28
Guide+: Good Guidance Stories Module Workshops	Ireland	4	34	28
GUIDE+: Komplexe Herausforderungen für Beratende in einer sich ändernden Welt. Eine fallstudienbasierte Weiterbildung für Bildungsberater/-innen und Jobcoaches aus Berlin	Germany	8	59	32
Guide+ “Aus Fallstudien lernen – praxisorientiertere Workshops für Bildungs- und BerufsberaterInnen”	Austria	7	15	25
Gute Beratungspraxis für Bildungsberater in Hamburg. Eine fallstudienbasierte Weiterbildung für in der Beruf- und Bildungsberatung tätige Personen	Germany	6	9	14
BOOSTEZ VOS COMPÉTENCES POUR UN ACCOMPAGNEMENT RENFORCÉ DES JEUNES! – Améliorez vos pratiques, dynamisez votre réseau et consolidez les compétences nécessaires au métier!	France	5	107	18

## 2.2.1 THE ACTORS

### The observers

Annalisa Duri, Silvia Biglietti (*Ciofs-fp – Italy*)  
Maggie Roy (*Rinova – UK*)  
Romano Di Murro (*Ballymun Job Centre – Ireland*)  
Jasmin Zouizi, Petra König (*gsub – Germany*)  
Caroline Manahl (*ZSI – Austria*)  
Laureline Trabuc, H el ene Seigneur (*Eurocircle – France*)  
Dr. Ulrich Schenck, Dr. Thomas Mirbach  
(*Lawaetz-Foundation – Germany*)

### The trainers

Jennifer Hughes, Julie McCafferty (*Ballymun Job Centre – Ireland*)  
Julie Parish (*Rinova – UK*)  
Asta Sandhof (*gsub – Germany*)  
Juliet Tschank, Elisabeth Freithofer, Daniela Pilz,  
Heidemarie Liebhart (*ZSI – Austria*)  
Lorenza Felici (*Ciofs-fp – Italy*)  
Delphine Monrozies (*Eurocircle – France*)  
Anne Schloesser (*Lawaetz Foundation – Germany*)

### The participants

- ➔ Guidance practitioners and Jobcoaches (only in Berlin) and with a mix of work experience
- ➔ 210 (mostly female), of which 82 participated in more than one modules
- ➔ Ages vary

## 2.2.2 THE RESULTS

### 2.2.2.1 THE TRAINERS

The trainers, if they were not the curricula developers, filled in a very short questionnaire after each module:

The module was useful to upgrade the competence/ies for which it was developed

- ➔ It was useful particularly for the less experienced participants.
- ➔ Case studies provided good entry point to the topics and good base to make participants aware of their existing competence and the competence to be developed

- ➔ Case studies and group discussions highlighted key issues. Inputs from experts were very appreciated

In hindsight, what would have worked better in delivering the module?

- ➔ The link between the modules
- ➔ More questions on other participants experiences of training and networking and the most relevant topics they need to discuss
- ➔ More time (1 – 1,5 days) for the modules
- ➔ Some adjustments of thinking in terms of the discussions and presentations
- ➔ Better understanding of the discussion questions on real communication skills, methods & tools and elements of the communication process

**THE TRAINERS, ALSO IF THEY WERE THE CURRICULA DEVELOPERS, FILLED IN A VERY SHORT QUESTIONNAIRE AT THE END OF THE WHOLE CURRICULUM:**

It was useful to follow a training divided in different modules instead of a single training path with the same formed group

- ➔ The participants liked working with different modules.
- ➔ It was suggested to have a first mandatory module and then to let participants choose their modules.

Proposed changes if all modules were integrated into a training programme (methods, order of modules, learning flow, etc.):

- ➔ I would switch the order of the modules to activate the discussion starting from the daily aspects to arrive at the general issues at the end of the training programme.
- ➔ Short introduction in the project would be necessary in only one module.

### 2.2.2.2 THE OBSERVERS

The observers filled in a grid about the setting, the participants and the general impression in every module.

#### Materials:

PowerPoint presentations, Flipchart, Case Studies, teaching notes, reading materials (books, articles), handouts, focused questions, facilitation cards, posters, materials of different organisations, GUIDE case studies publication, You-tube video experts.

#### Instructions given (tools and methodologies):

Open discussion, activities to encourage thought and to facilitate highly interactive and cooperative learning atmosphere, individual close reading of case studies, group activities, Graph activities, Preparing and visualizing networking, SWOT analysis, Video Clips, Focus group, Group discussions and Resitution in plenary session to extract key learning and identify solutions and potential actions, Synthesis on post-it and on the flip board, Focus on competences not on "case solving", Combination of methods (World Café method largely used).

#### Extent of participation and activity:

- ◆◆ Active and enthusiastic participation, more so as the day/module progressed, reflective, very interested and concentrated.
- ◆◆ Lively and constructive discussion and engagement.
- ◆◆ Good and enthusiastic sharing of participant experiences.
- ◆◆ Friendly atmosphere.
- ◆◆ Lots of networking opportunities and sharing of contact details.

#### Feedback from participants:

- ◆◆ Overall very positive
- ◆◆ Lots of exchange of information
- ◆◆ Great group work and interaction, good atmosphere
- ◆◆ Exchange with other counsellors was very valuable
- ◆◆ Useful for starting reflection on one's own daily work
- ◆◆ Overall good feedback on training and moderation team
- ◆◆ Topics quite sensitive so the size of the group worked well
- ◆◆ Case studies were realistic
- ◆◆ Topics mostly mentioned: the perspective from a client and the transparency when working with clients, capabilities and limitations, effective communication skills and "simple language", key elements of networking.

### 2.2.2.3 THE PARTICIPANTS

At the outset of the programme participants were encouraged to choose how many modules they wanted to attend. This enabled participants to individualise their own unique programme. The feedback questionnaire was therefore designed so that those attending more than one module had a specific section to complete, so reasons for attending more than one module could be captured.

### WE COLLECTED 180 QUESTIONNAIRES FROM 210 PARTICIPANTS.

THE OVERALL RATING IS:	
Excellent	73
Very Good	77
Good	25
Fair	4
Poor	1

### OPINION OF THE PARTICIPANTS:

OPINION OF THE PARTICIPANTS	YES	NO
Expectations were met	168	22
They liked case studies method	175	14
The competences processed by the module are useful for their job	178	14
The competences processed by the module are connected with the daily work	114	3
The combination of competences within the module is well balanced	100	3
The combination of competences within the module is congruent with the job	106	2

### STRENGTHS:

- ◆ **Groups:** heterogeneous composition, occasion to share experiences and information, dynamic interaction, open and fruitful discussion, relaxed, friendly and constructive atmosphere, good group size, good group exercises
- ◆ **Content/Knowledge:** Very interesting and informative. Wealth of information. Very clear delivery. Reflection on daily work, self-assess and plan of action for delivery of service
- ◆ **Methodology:** innovative, concrete, practical, reflective, interactive, empowering methods very good and professionally conducted, methods well-chosen and mixed, good time management, case studies, group exercises and mapping exercise appreciated because related to practice
- ◆ **Training team** was very good and professional, addressed and answered all questions, Good moderation (flexible, good summarized)
- ◆ Good **Networking:** Sharing experience – better understanding of a range of guidance services
- ◆ **Organization:** module well structured, well organized and well presented. Great lunch, tea and coffee break

### WEAKNESSES:

- ◆ **Methodology:**
  - ◆ More information about the case study methodology
  - ◆ Context issues: the Maria study case was more about social assistance than guidance. More interactions rather than dialogue
  - ◆ Not enough time (to summarize the results, to deepen the contents, for discussion)
  - ◆ Less methods
  - ◆ Audio example
  - ◆ Too strict in holding didactical standards

#### Contents:

- ◆◆ A lot to cover, we didn't work deep enough on the topic.
- ◆◆ Too basic, most was already known
- ◆◆ Not enough or not clear theoretical input

#### Training team:

- ◆◆ Translation problems: questions in the teaching note sometimes unclear
- ◆◆ Questions were too strict and sometimes too open
- ◆◆ Sometimes it was not clear what the order of the work was

### SUGGESTIONS TO IMPROVE THE MODULE:

#### Case studies:

- ◆◆ Avoid treading of the Maria case studies because it is too long
- ◆◆ More detail to be given and more time to be given to the reading of the Case Study
- ◆◆ Work more on case study methodology

#### Methodology:

- ◆◆ Short introduction of participants with name and organization
- ◆◆ Improve time management
- ◆◆ More practice
- ◆◆ More concrete methods for own reflection
- ◆◆ More short breaks
- ◆◆ More practical example (with regard to verbal communication)
- ◆◆ Better balance between group work and theoretical teaching
- ◆◆ Foresee a summary of the work done during the modules

#### Networking:

- ◆◆ Networking availability, distribute contact lists, networking activities

#### Training team:

- ◆◆ Trainer speaks not loud enough
- ◆◆ Introducing humour to the process can be helpful
- ◆◆ Some of the questions need to be simplified

### PARTICIPATION IN MORE THAN ONE MODULE:

The previous modules were useful in the daily work because:

- ◆◆ They helped to reflect on eventual mistakes that can take place in daily practice
- ◆◆ They contributed to increasing awareness of my competences
- ◆◆ They helped to increase my prospective thanks to the professional exchange with people doing the same job
- ◆◆ They helped to increase (my) motivation for the job that I do again and to better tolerate the tiredness that I feel sometimes
- ◆◆ Refreshed some of the basic skills that may have been neglected
- ◆◆ Made me consider how I need to think before I act
- ◆◆ I had opportunity to reflect on my own work and how I need to better structure my work
- ◆◆ What is meant by 'good practice' was clarified

## 2.3 CONCLUSION AND SUGGESTIONS

The overall evaluation result is positive. The trainers considered the modules particularly useful for less experienced guidance practitioners. Inputs from the more experienced participants provided a good opportunity for exploration of existing competence and those competences to be further developed. The case studies proved to provide an opportunity for facilitating and stimulating lively and intensive discussions about the values and attitudes of the role of job coach and guidance practitioner, and especially those these influence personal actions and communication within the counseling process, especially with individuals having complex needs.

The observer reported very positive feedback about the extent of participation and the working atmosphere: all the participants were very willing and enthusiastic to contribute to the discussion and share their own experiences and they actively listened to each other. Sometimes participants were not very open to the case study/peer-to-peer learning methods. Thus in this case more time is needed to help participants adjust to the approach. It was found that some cases e.g. 'Ethical Practice' is quite complex, while some cases were not complex enough. For the final development of the curriculum it is suggested that the case studies could be enriched with additional examples of a more complex nature or to give additional information on the protagonists.

Overall, the training was considerably appreciated by the participants: 150 out of 180 evaluations ranged between excellent and very good. They found both the content and methodology adequate to reflect on their competencies and to update them. The main reasons for that were the way the content was produced as it offered room for discussion, self-reflection, exchange and networking among colleagues. In all cases the training was found very informative, well-structured and well balanced and the case study method was appreciated because of the practical and realistic nature of the stories – many were found to be reflective of daily work situations.. So case studies are confirmed to be a useful method for training because they allow to go beyond theory, presenting real cases which prompt lively and interesting discussions, and provide clear examples on how competences can be applied.

As regards the weaknesses reported in the evaluation questionnaires, they mainly concerned methodology and time management. According to the weaknesses and suggestions collected by the questionnaires, the following recommendations can be pointed out:

- ◆ It is important for the questions to be clear and simple
- ◆ The quality of the question is preferred over the quantity (of questions)
- ◆ It is important to always keep a balance between group work and practical exercises and theoretical teaching
- ◆ Giving bibliographical references is always helpful
- ◆ Providing methodological guidelines for networking can improve the module
- ◆ Good time management is essential not only to summarize the results, or deepen the contents, but also to give room for introductions, discussions and networking among participants.

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## 2.4 MOST IMPORTANT FINDINGS

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After the testing phase, the results for each Curriculum were presented and discussed within the partnership. The most important findings are described below.

### LEARNING WITH CASE STUDIES WORKS IN SMALL AND HUGE GROUPS.

The testing results showed that working with case studies is not limited to a specific group size. However, the modules have to be facilitated specifically to the group size and the methods have to be adapted to the group needs.

### THE LEARNING AIMS DETERMINE THE METHOD AND VICE VERSA

The methods are not only varying regarding to the group size. The testing phase also showed that the learning aims determining the methods. Not all methods are the adequate instrument to reach the learning aims. It is an important task of the trainer to find out the right methods for the group and the described learning aims of the case study.

### THE CASE STUDY APPROACH PROMOTES THE ABILITY OF REFLECTIVE PRACTICE

Learning with case studies means reflecting on what you do in your daily practice. "Reflective practice is an active, dynamic action-based and ethical set of skills, placed in real time and dealing with real, complex and difficult situations".<sup>3</sup>

### THE CASE STUDY TRAINER AS LEARNING FACILITATOR

The curriculum testing has highlighted the specific role of the trainer while teaching with case studies. The case study approach needs a specific didactic. The trainer does not offer only knowledge, but also offers a participatory learning opportunity for the participants. As the case study training modules does not put theoretical knowledge in the centre of the training, the case study trainer becomes more a facilitator than a teacher. To be a facilitator means to guide and to assist students in learning for themselves and encourages the participants to find the solution.

### THE PARTICIPANT GROUP AS "COMMUNITY OF LEARNING"

Facilitating learning through the use of case studies requires the trainer/facilitator to encourage discussions and practice exchanges within groups; exploring problems or situations, which are of common interest. Learning with case studies provides an opportunity to create a dynamic learning environment that thrives on active participation. Within this context each participant is seen as a learning resource – to exchange approaches, tools and techniques that are used in a variety of situations. This form of learning also helps to develop the group capacity. Therefore, the trainer's role as learning facilitator is of particular importance.

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<sup>3</sup> Moon, J. (1999), Reflection in Learning and Professional Development: Theory and Practice, Kogan Page, London ("Reflective practice is an active, dynamic action-based and ethical set of skills, placed in real time and dealing with real, complex and difficult situations")

## ANNEX: GUIDE+ CURRICULUM

<b>COUNTRY/CITY AND IMPLEMENTING ORGANISATION</b>	<b>BERLIN, GERMANY GSUB MBH</b>
<b>Curricula Name</b>	<b>Complex changes for counsellors in a complex world – a case study based training for people working as counsellors</b>
Number and length of modules	8 modules with a total length of 40h plus 7h self-learning phase
Module 1	Wie Sie Ihre eigenen Fähigkeiten und Kenntnisse auf dem aktuellen Stand halten
Module 2	Wie komme ich an die Informationen die ich für meine tägliche Arbeit brauche und wie bereite ich diese für meine Kunden auf
Module 3	Wie ich die verschiedenen Bedürfnisse meiner Kunden erkenne und darauf eingehe
Module 4	Was verstehe ich unter dem Begriff "ethisch" und wie wirkt sich meine eigene Einstellung auf den Umgang mit meinen Kunden aus
Module 5	Wie ich meine eigenen Fähigkeiten reflektiere und meine persönlichen Schwachstellen erkenne
Module 6	Wie ich meine Kommunikations- und Moderationsfähigkeiten für den Umgang mit täglichen Problemen bei der Arbeit nutze
Module 7	Wie Sie in Netzwerken agieren und Partnerschaften für Ihre tägliche Arbeit aufbauen
Module 8	Wie Sie Ihren Kunden den Eintritt in den Lern- und Arbeitsprozess erleichtern

<b>COUNTRY/CITY AND IMPLEMENTING ORGANISATION</b>	<b>MARSEILLE, FRANCE EUROCIRCLE</b>
<b>Curricula Name</b>	<b>BOOSTEZ VOS COMPÉTENCES POUR UN ACCOMPAGNEMENT RENFORCÉ DES JEUNES! - Améliorez vos pratiques, dynamisez votre réseau et consolidez les compétences nécessaires au métier!</b>
Number and length of modules	5 modules with a total length of 25h
Module 1	Ne restez pas sans voix, travaillez en réseau!
Module 2	Restez dans le mouv', actualisez vos compétences!
Module 3	Mieux connaître votre public cible et ses besoins!
Module 4	Bien outillés pour mieux accompagner!
Module 5	Votre éthique? Vos limites?



<b>COUNTRY/CITY AND IMPLEMENTING ORGANISATION</b>	<b>VIENNA, AUSTRIA ZSI</b>
<b>Curricula Name</b>	<b>Eine praxisorientierte Weiterbildung für Bildungs- und Berufsberater/-innen</b>
Number and length of modules	5 modules with a total length of 24h
Module 1	Was heißt „mit Fallstudien aus der Praxis lernen“?
Module 2	Wie kann ich auf die diversen Bedürfnisse meiner KundInnen/ KlientInnen eingehen und welche Rolle spielt Ethik dabei?
Module 3	Wie weit gehen meine Handlungsmöglichkeiten und wo liegen meine Grenzen?
Module 4	Wie schaffe ich Zugang zu Information und wie kommuniziere ich mit KundInnen/ KlientInnen auf gleicher Augenhöhe?
Module 5	Was bringen mir Netzwerke und wie kann ich sie aufbauen und pflegen?

<b>COUNTRY/CITY AND IMPLEMENTING ORGANISATION</b>	<b>DUBLIN, IRELAND BJC</b>
<b>Curricula Name</b>	<b>“Guide+ Continued Professional Development Training for Guidance Practitioners”</b>
Number and length of modules	4 modules with a total length of 28h
Module 1	Facilitating Learning and Accessing Information
Module 2	Communication, Facilitation and Networking
Module 3	Ethics and Responding to Diverse Needs
Module 4	Updating Knowledge and Developing Capabilities and Limitations

<b>COUNTRY/CITY AND IMPLEMENTING ORGANISATION</b>	<b>LONDON, UNITED KINGDOM RINOVA</b>
<b>Curricula Name</b>	<b>GUIDE+ Continuing Professional Development Programme for Employability Practitioners</b>
Number and length of modules	8 modules with a total length of 40h plus 7h self-learning phase
Module 1	Balance your work and the need to update your skills
Module 2	Develop one's own capabilities and understand any limitations
Module 3	Enable access to information
Module 4	Facilitate entry into learning and work
Module 5	Recognize and respond to clients' diverse needs
Module 6	Ethical Practice
Module 7	Improving IAG practice through effective partnership working and networking
Module 8	Communication and facilitation skills

<b>COUNTRY/CITY AND IMPLEMENTING ORGANISATION</b>	<b>ROME, ITALY CIOFS-FP</b>
<b>Curricula Name</b>	<b>Studi di caso per la formazione degli Orientatori Professionali</b>
Number and length of modules	4 modules with a total length of 32h
Module 1	Quadro in cui operano i professionisti dell'orientamento
Module 2	Comportamenti professionali e competenze interpersonali
Module 3	Competenze tecniche per la professione
Module 4	Sviluppo professionale

COUNTRY/CITY AND IMPLEMENTING ORGANISATION	HAMBURG, GERMANY, LAWAETZ-STIFTUNG
Curricula Name	<b>Gute Beratungspraxis für Bildungsberater in Hamburg. Eine fallstudienbasierte Weiterbildung für in der Beruf- und Bildungsberatung tätige Personen</b>
Number and length of modules	6 modules with a total length of 14h plus 5h self-learning phase
Module 1	Zur Bedeutung ethischer Grundsätze - Wie gehen wir mit Werten und Normen in unserer Beratungspraxis um?
Module 2	Wie können wir in der Beratungspraxis realistisch mit eigenen Fähigkeiten und Wissen, aber auch mit eigenen Stärken und Schwächen umgehen?
Module 3	Wie stellen wir uns auf Kunden und ihre unterschiedlichen Problemlagen in der Beratungspraxis ein?
Module 4	Wie können wir Ressourcen und Potentiale von Klienten erkennen und konstruktiv in den Beratungsprozess einbinden?
Module 5	Wie setzen wir uns mit Diversität in der Beratungspraxis auseinander und wie können wir unsere interkulturelle Kompetenz weiterentwickeln?
Module 6	Wie komme ich an die Informationen, die ich für meine tägliche Arbeit brauche und wie bereite ich diese für meine Kunden auf?

## CONTACT

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*This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*