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Supporting careers and learning
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21 and 22 March 2022
Virtual event

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Monitoring and evaluating the German lifelong guidance programme: a proposal in the context of the professionalisation of guidance counsellors

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Context and Aim

Context:

- Continuing development of LLG since last 15 years
- Early stage of implementation of quality standards and monitoring
- New achievements in professionalisation of CMC professionals in FEA
- Monitoring of LLG in FEA by the “guidance index”

Aim:

- Developing a new concept to monitor the professional guidance service
- Discussing the methodological approach and challenges



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Quality Standards in Germany (3)

- **Quality Standards set a context that favours for developing monitoring systems**
- **Quality Standards for Germany are developed, but not underlaid with quantitative benchmarks**
- **The very heterogenous field of Guidance in Germany (providers, policy) is relied to voluntarism rather than regulation**
- **Some federal states have established standards *or* monitoring (but not outcome oriented monitoring)**



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LLG in Federal Employment Agency (4)

- **FEA offers today a wide range of lifelong guidance services (since 2019)**
 - Along entire educational and employment biography
 - Preventive, easy accessible, diverse and professionally sound
 - FEA fulfils its legal mandate to young people and adults (BA, 2019, p. 8)
- **The service is organisationally divided into offers for different targets**
 - Young people: career orientation, career education, career choice, vocational integration
 - Adults: occupational situation, development of labour market, qualification, career change, re-entering labour-market, career planning



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FEA monitoring & indicators (5)

- **“Guidance Index” established since 2018**
- **Aims to monitor quality and effectiveness for different FEA services**
- **Three different customer groups from app. 150 agencies are interviewed (> 100 calls per agency and year)**
- **Phone interviews for three timepoints after the intervention are conducted**
- **Data is analysed mainly in descriptive statistics**
- **Local teams get individual results in comparison with benchmarks**



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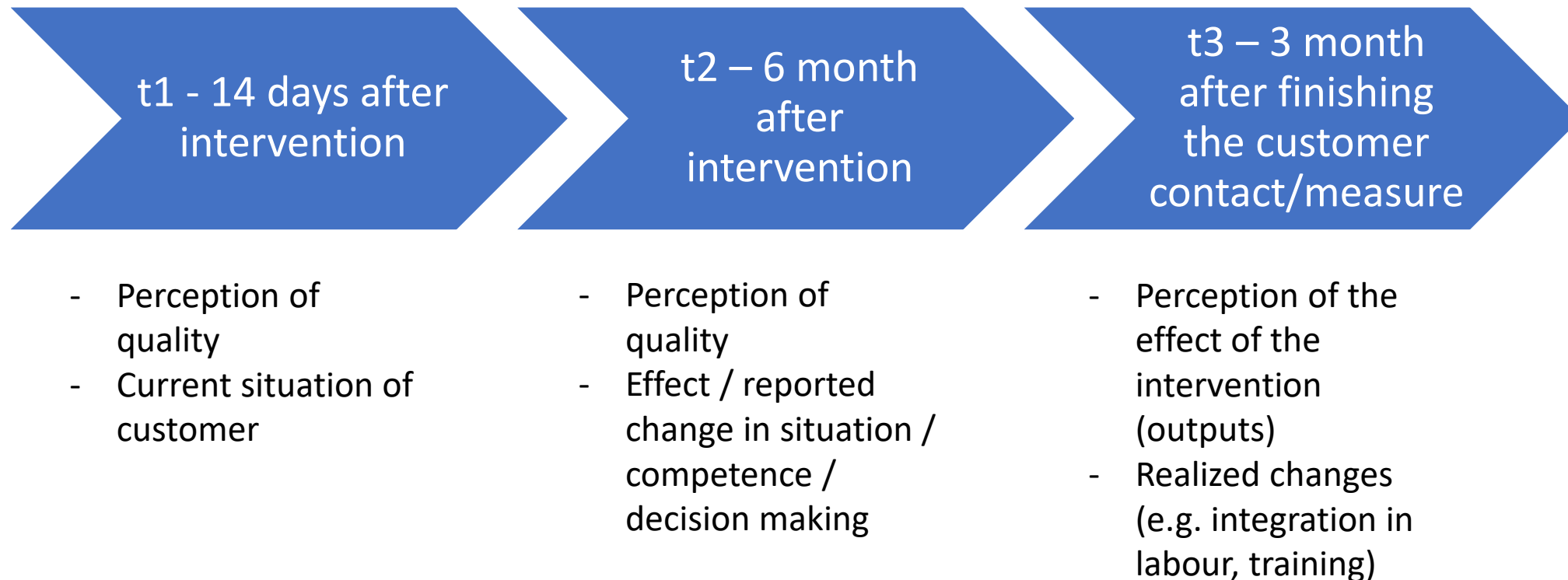
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systematic monitoring (5)





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indicators (examples) (6)

**Input and
process indicators**

- Support from counsellor
- Comprehensive content
- Counsellors expertise

**Outcome
indicators**

- Clearness about next steps
- Implementation of goals
- Solutions found /established

The indicators of the survey focus on quality and the monitoring of these outputs based on a subjective rating on a scale from 1 to 4.





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Evaluation and monitoring of the "certification program"

- **With LLG program in FEA (2019) a mandatory qualification program was established ("certification program")**
- **Participants are employees of FEA (career practitioners, working with young people, adults and/or with people with disabilities/in rehabilitation)**
- **The first module supports skills to deal with current challenges of the world of work, individual counselling and organisational aspects like networking, knowledge management and self reflection**



Aim: improve the quality and professionalism of counselling
Evaluation: The effects will be examined on different levels



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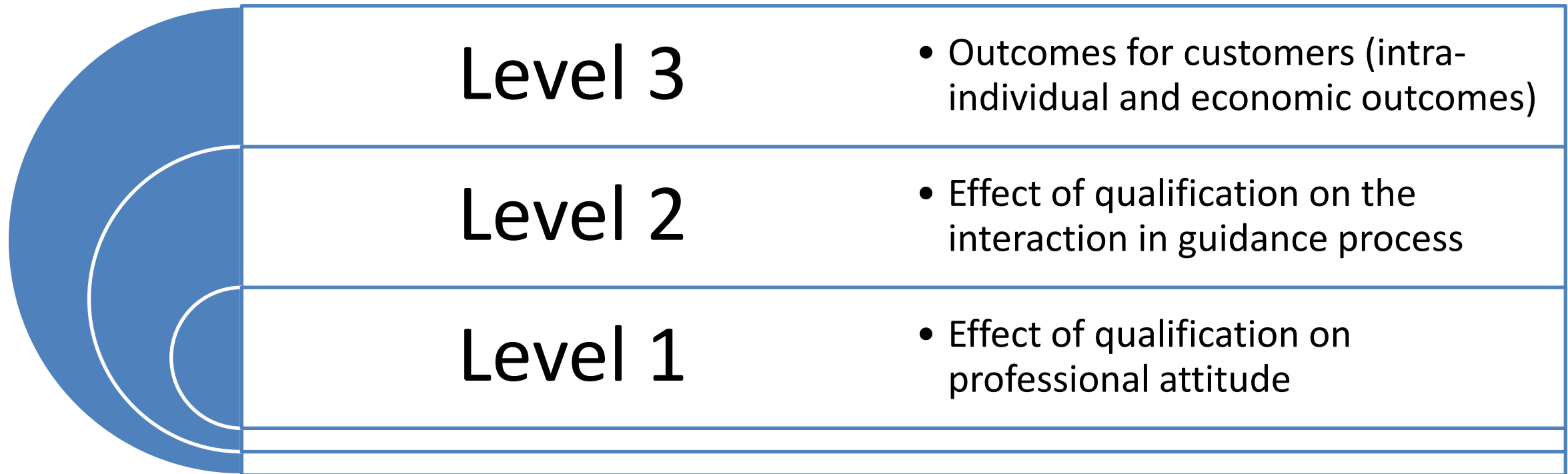


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Evaluation levels





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Aims of research on level 1



Identification of sustainable change in terms of professionalism

- **Are counsellors who have participated in the module EB able to design their actions professionally?**
- **Observation points, e.g.**
 - Use and research of relevant knowledge (in terms of a given problem)
 - Design activities suited to need of client and situation (relationship, process, content)
 - Observing and reflection of own activities
 - Engagement in collegial exchange



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Aims of research on level 2



Identify a sustainable change with regard to the interaction between counsellor and customer

Are practitioners able to carry out the counselling process, and specifically the interaction with the customer, competently?

Observation points:

- **Guidance process is appropriate to clients needs**
- **Intervention identifies/builds upon current situation**
- **Strengths and resources are fostered and used**
- **Knowledge/ information is used and enlarged**
- **Solutions and actions are developed with the customer**



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Aims of research on level 3



The research aim in stage three is to investigate the outcome on customers: direct outputs and longer-term outcomes

In particular, the following questions will be investigated:

- **Intra-individual outcomes and learning/behavioural outcomes that can be identified (individual level)**
- **Outcomes that can be determined in relation to the training or labour market situation (longer-term outcomes, economic outcomes) (economic or social level)**



Aims of research on level 3



The research aim in stage three is to investigate the outcome on customers: direct outputs and longer-term outcomes

- **Methodologically, the implementation by questioning (pre-post) or the evaluation of statistical data on the changes after the completion of counselling is necessary, including control groups.**
- **For this, different criteria and methodological requirements should be applied from different disciplines**
- **While pedagogical- and psychological-oriented outcome research primarily examines customers' internal changes (especially the change in competences relevant to career choices)**
- **Studies using econometric models and research methods examine medium- and long-term outcomes like educational outcomes: participation in continuing education after counselling and its costs and disbursements; acquisition, as in faster transition to training or employment; or social outcomes, such as reduction of transfer payments**



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Methodology for research on level 3

- For research conducted at level three, a quasi-experimental design will be chosen.
- This shall include a random selection of a representative number of local agencies, and for each of a defined number of counselling professionals
- For each professional, a relevant number of customer cases will be examined. With each customer, a survey is conducted at the beginning of the counselling process (t1), in the course of the process, e.g. after six weeks (t2), and subsequently, e.g. after 3 months (t3)
- Data on the counselling professionals regarding participation in qualification and further training are recorded so that this information can be considered in the statistical evaluation
- From the electronic customer tracking data (IT system for collecting customer and process data), information can be derived on the customer's whereabouts (training, employment), among other details





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Conclusion

- **The evaluation model presented can be a step toward a monitoring with strong links to professional development**
- **Measures focusing on quantitative outcomes will be supported by more qualitative measures**
- **A careful development of quantitative methodology can build ground for improving monitoring approaches**
- **In German context the link between Quality and Professionalisation and monitoring is important for the overall development of the field**

Thank you

Reference: Weber, P. C. (2022). Monitoring and evaluating the German lifelong guidance programme: a proposal in the context of the professionalisation of guidance counsellors. In Cedefop et al. (2022). *Towards European standards for monitoring and evaluation of lifelong guidance systems and services (Vol. 1)*. Luxembourg: Publications Office of the European Union. Cedefop working paper; No 9, pp. 75-93. <http://data.europa.eu/doi/10.2801/422672>

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