

Zabrze CoNet Network Meeting 2 - 4 December 2009  
Counseling, Advice and Guidance  
Cooperation of area focus and target group focus approaches



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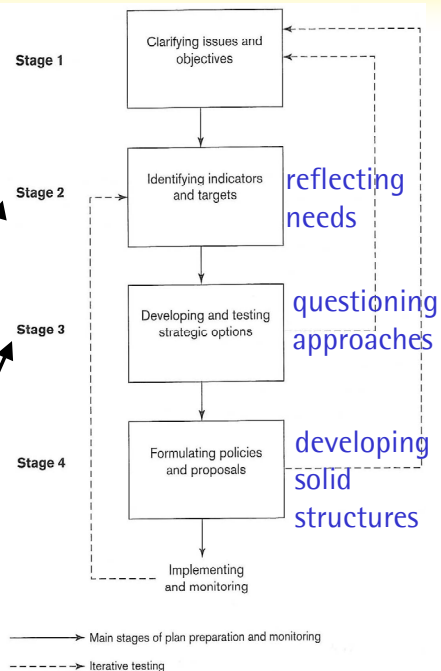
Where many people with difficult living situations live – there is a high demand for advice services.

Advice and guidance services are an essential point of social infrastructure for the social advancement of deprived areas.

CoNet's goals: integrated approaches to strengthen social cohesion and to explore working processes and methodologies

**Steps of project development**

the psychologist's and educationalist's view  
 philosopher's and strategist's view  
 the social planner's and politician's view



3.2 Integrating sustainable development into development plan preparation  
 Source: Adapted from DETR 1998: 132

Curwell, S.; Deakin, M.; Symes, M., 2006: Sustainable Urban Development. Volume 1: The Framework and Protocols for Environmental Assessment, p. 62

CoNet's goals: To learn more about integrated approaches to strengthen social cohesion - using the potentials – primarily to explore working processes and methodologies of integrated approaches. Today's topic and example is advice and counseling.

It's an important topic today – counselling – especially for the people in deprived neighbourhoods

Reinhard proposed to take three different views on the topic

the psychologist's view mainly reflects the needs for successful advice/support

the philosophers, strategist's view mainly questions different thinkable approaches, in order to reflect main values or to find best performance ...

and the social planner's or politicians view develops and implements solid and sustainable structures, organisation and financing.

## Reflecting needs:

manifold **kinds of advice needs**:

debt advice, career advice, drug abuse advice, parenting advice, psychological advice, health advice, elderly care advice, disabled persons advice, immigrant advice, partnership advice etc.

**different kinds of advice concepts**, each with a different focus and relationship between counsellors' and clients' views:

- ▶ Consulting – instructing, dissemination of professional knowledge service (top-down)
- ▶ Counselling – individual, questioning/answering, more distanced relationship (on the same level).
- ▶ Coaching – personal and deeper relationship, skill building, proactive, training and support leading to people helping themselves (bottom-up)
- ▶ Mentoring – personal help to shape the attitude if the individual
  
- ▶ Informal advisers (friends...) – non professional advisers – self-help groups -booming how-to-literature (books, TV, ...)

„It is important to appreciate the differences between instructing, coaching and mentoring. Instructing deals largely with the dissemination of knowledge. Coaching deals primarily with skill building, whereas a mentor is one who helps shape the outlook or attitude of the individual" (Source: [www.wikipedia.de](http://www.wikipedia.de))

Consulting: advice in an particular area of expertise e.g. technical consulting, counselling: is the classical type of individual advice. And nowadays coaching is up-too-date – everybody wants to have his personal coach – life coaching, business coaching, sports coaching, personal coaching.

It was first popular for sportsmen and managers.

Now, not just more advise only for the poor, ill and disadvantaged people or the frustrated, those disappointed, those overstrained from the beginning, but also for the average people – everybody has problems, see the films of Woody Allen.

And what approaches and kinds of advice for the poor and for the deprived neighborhoods?

Giving and accepting advice and guidance is not at all easy:  
 Developing convincing methodologies – how to successfully counsel/support  
 and avoid barriers? [Questioning the needed forms of advice](#)

Challenges in GIVING advice are... (counsellor's view)	Challenges in TAKING advice are... (client's view)
... to get in real contact, to reach young people, ... to motivate appropriately, ... not to overstrain youth, ... not to dominate the client, ... to generate a faithful relationship, ... to enhance positively, ... to keep a realistic view, ... to help the client find their individual way, ... to empower the needy to actually do something.	... Shyness to talk openly about secret wishes, fears, personal situations, ... prejudice that counselling is a sign of weakness, ... pessimistic attitudes towards the counsellor, ... dispirited youth (no future), ... the consumer mentality, ... a lack of self-confidence, ... a lack of open-mindedness, ... no realistic perspectives.

Who do I readily ask for advice?

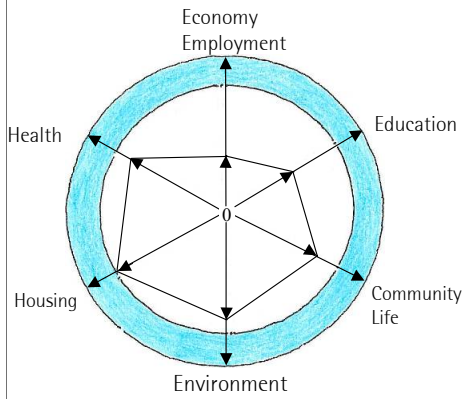
Who dares to give advice? Real honest advice?

We know that peer-to-peer advice is most common and most readily accepted.

When do I need real professional advice?

How much can I expect to gain from self-help groups?

Questioning the potential of different stakeholders and responsibilities.  
Who brings what in? Who is responsible for what?



**Professional potential**  
Resources of different responsibilities



**Community potential**  
Resources of different kinds of stakeholders



**The potential of different scopes**  
Resources of different territorial levels

**Target group based support - specialisation**

**Area based support generalisation**

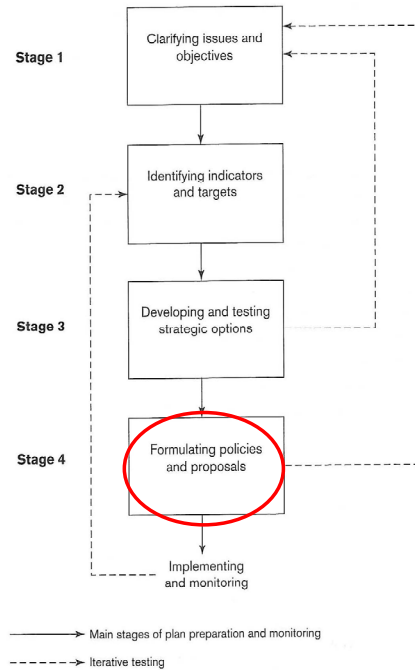
<p>The funding and administrative structures of advice services are often target group based (because of the regulatory and administration structures).</p>	<p>Area based funding and organisation of support/advice is mostly an additional and less equipped structure – especially in deprived areas.</p>
<p><b>Strong points</b> Specialisation on target group needs is part of the <b>professional quality</b> of advice. Mostly decentralisation and combination of advice services cover only the main districts of the city – not the smaller neighbourhoods</p> <p><b>Weak points:</b> Long distances</p>	<p><b>Strong points</b> The area based help seeks <b>closer contact</b> with and the involvement of the people, enabling them to be proactive and help themselves. Area based services are mostly a kind of networking tool, offering a connection point offering generalist help.</p> <p><b>Weak points:</b> Less professional quality, reduces hours of contact</p>
<p>Rethinking the potential of decentralisation and less specialisation (more systemic approaches, whole family and environment instead of single child)</p>	<p>Rethinking the potential of having an increased role as „linking people“ – in both directions</p>

The social planner's and politician's view:

Develop and implement a solid organisational structure, which helps to sustain effective cooperation and to guarantee affordable financing

### Steps of project development

Curwell, S.; Deakin, M.; Symes, M., 2006: Sustainable Urban Development. Volume 1: The Framework and Protocols for Environmental Assessment, p. 62



3.2 Integrating sustainable development into development plan preparation

Source: Adapted from DETR 1998: 132

So far we have highlighted the psychologist's and philosopher's view, and now at the end, it's necessary to find and implement a solid organisational structure.

I have researched two examples concerning the complex cooperation needed in school-work transition support.

This is also the action field we talked about in Vaulx-en-Velin and in our hot topic paper on preventing young people from falling through the cracks.

## School-Work Transition Support: RÜM Stuttgart Model

### Combination of a city-wide steering group and local partnerships

**Steering Group:** overall coordination (action programme to better school-work transition, individual mentoring/mentor programme, company acquisition, monitoring...



### Regional Management of School-Work Transition (RÜM Stuttgart)

Responsible: the Department for Economy, Finances and Investment Stuttgart (Mayor)

Running Body: the Youth Welfare Office Stuttgart

A cooperation agreement between the Job Centre, Federal Employment Centre and Youth Welfare Office was made in 2005.

This model is a combination of a city-wide steering group (with working power – much more than a round table) and local fixed area-based partnerships between schools and youth counselling services.

Stuttgart Model: Regional Management of School-Work Transition (RÜM Stuttgart)

Facts: 1.5 full time employees, 3 participating schools till now, Sponsored by: Federal Ministry of Education and Research (programme: „Perspektive Berufsabschluss“) and European Union (European Social Fund)

Tasks: School companion, developing new action concepts to integrate parents systematically, developing a mentor programme, company acquisition, supporting schools with developing networks, developing a Stuttgart data base, monitoring

Coordination/Meetings: Steering group 25, interdisciplinary workgroups, regional youth conferences

Stuttgart Model: School-job transition management, aims:

1.Improvement of transition with "Startplatz Hauptschule" (Starting-Point Hauptschule), accompanying schools with the coordination and integration of their offers of support / development of new concepts for action, the systematic integration of parents in the career orientation of their children as well as the development of handouts for parents / individual mentors from Grade 7 (main staff as well as volunteers, guidance counselling, career entry support, etc.): Flexible approach! / the state capital of Stuttgart's Portfolio "Übergang Schule-Beruf" (Transition from school to career) (for school reports, letters of reference, apprenticeship confirmations...): received by every student from Grade 7 / the development of new approaches, that strengthen the educational ambitions of girls and which assist them with the increased choices of employment possibilities / the recruitment of companies, to act as partners and support to lower secondary schools (Hauptschulen) through the establishment of sound partnerships.

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School-Work Transition Support: RÜM Stuttgart Model (continued)  
 Combination of a city-wide steering group and local partnerships  
 ... and **fixed area-based partnerships** between schools and youth counselling services on the local level (3 for the whole city)

**Focus: schools**

- ▶ They organise information days, input by the responsible youth counselling service (NGO's – welfare associations, paid by the city of Stuttgart for these services), schools keep contact with students

**Youth counselling service** (three with fixed areas for the whole city)

- ▶ They offer local drop-in centres, individual advice, special programme (e.g. Mentor programme, peer to peer information /advice, parental contact) – leisure activities, youth meeting points

**Job centre:**

- ▶ Information, advice, placement

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**2.Setting up of a database (for mentors)**, a compilation of job prospect offers of support for young people in Stuttgart: brochure: "Von der Schule... in den Beruf" (From school ... into a career) / online offers of support database for professionals / setting up of monitoring on an individual basis.

**3.Development of a coordinated plan of offers of support**, evaluation of the stock of offers of support in the transition system and checking for duplicated structures / to aid a Stuttgart offers of support plan: youth conference (public forum for dialogue and professional exchange), youth hearings, studies and investigations will be undertaken, so as to obtain knowledge as a basis for action, interdisciplinary exchange.

In September 2005 a cooperation agreement support system u25 was signed between the Job Centre, the Stuttgart "Agentur für Arbeit" (employment agency) and the Youth Welfare Office. In this foundation document, three levels of cooperation were established: the management level as a level of control, the middle management level (Head of Department Agency, management of Job Center u25, youth welfare planner) and the operating level (employees).

## Hamburg Model: Vocational Training Coordination Office

### A coordination and bridge-builder for individual support (for more than 90 schools)

#### Local coordination is organised by the schools

Created by the Hamburg business community in 2000 (initiators: Otto Group Hamburg, Hapag-Lloyd AG Hamburg).

#### Partners

- ▶ **Schools** Teachers work with each student due to leave school that year, to establish their interests and career goals
- ▶ **Job Agency:** Students then meet with job counsellors at the Job Agency to discuss the kind of apprenticeships that are available, and what skills are necessary
- ▶ **Business Mentors:** Once a student has a clear sense of what they want to do, the students meet up with an Human Resources professional from a local business. These mentors conduct mock job interviews, check their written applications, coach them on the dress code for a job interview and offer further help if needed.
- ▶ **Vocational Training Coordination Office:** bridge-building and coordination for more than 91 schools (12 employees - Costs: 600,000 Euro/ year, supported by 75 companies in Hamburg)

The Hamburg Model has a more centralised structure, which focuses on the links to professionals in companies – the business mentors. And they have a central vocational training coordination office.

The Hamburg Modell was created in 2000 by the Hamburg business community which wanted to ensure a more successful school-work transition of students that graduate from the Hauptschule (basic education school). The Hamburg Model is the bridge-builder in the school-work transition, coordinating the efforts of more than 90 schools, the local job agency and the business community.

It oversees a three step process:

**Hauptschule (lower secondary school):** Teachers work with each student due to leave school that year, to establish their interests and career goals

**Job Agency:** Students then meet with job counsellors at the Job Agency to discuss the kind of apprenticeships that are available, and what skills are necessary

**Business Mentors:** Once a student has a clear sense of what they want to do, the students meet up with an Human Resources professional from a local business. These mentors conduct mock job interviews, check their written applications, coach them on the dress code for a job interview and offer further help if needed.

(entnommen aus [www!](http://www.privateequityfoundation.org/charities-we-support/pef-in-germany/) <http://www.privateequityfoundation.org/charities-we-support/pef-in-germany/>)

**Vocational Training Coordination Office:** bridge-building and coordination

#### Facts:

12 employees (psychologists, educationalists, business economists, social economists, teachers, business people, carpenters,...) Costs: 600,000 Euro/ year

Sponsored by: Administration for School and Professional Training Hamburg, Administration for Economics and Work Hamburg, Federal Employment Office, Private Equity Foundation London

#### Tasks:

Support and coordination, counterpart to all parties, individual guidance and counselling of students throughout the year, introduction of participants (workshops), project coordination, management, evaluation, company acquisition, counselling and placement service, public relations, company support by picking apprentices

Since 1999/2000, all 91 schools in Hamburg have worked with the "Berufsorientierung und Ausbildungsplatzvermittlung" (Job Orientation and Apprenticeship Agency) (Grammar schools are not included in this system). Main aim: a significant improvement of direct transition into unsupported apprenticeship training at the end of general comprehensive schooling.

Realisation: Apprenticeship Coordination Centre (at a cost of 600,000 Euro per year)

Results: The ratio of direct transition into unsupported apprenticeship training almost tripled to 18.8% direct transitions. Highest figures nationwide for the placement of school leavers of foreign origin into unsupported apprenticeship training: 31%. 92% still hold on to this apprenticeship training placement after one year: a very high number!

### Social planning to provide counselling, advice and guidance:

- ▶ Methods and structures must match the needs,
- ▶ Question the approaches used, in order to find the best performance,
- ▶ Get a tangible result – find a solid organisation and financing.

In order to improve advice structures it is not necessary to have models, as complex as those described (Stuttgart, regional management..., Hamburg).

But modern advice-services are often differentiated and sophisticated. Legal and financial responsibilities are often divided between many institutions. So it is often a bigger challenge to launch governance structures, which bring the actors together and reach the target groups.

Anyway, for project development the three steps or views – you see above – should be conducted.

Within integrated approaches we should not only take the professional providers into account. Within integrated approaches we should also highlight the potentials of the people themselves, their informal social networks and their self-help groups.