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The Networked Guidance Service Provision (NEGSEP) Model

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FINNISH INSTITUTE FOR
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When using or reproducing the model or any parts of it the original authors
must be referenced.

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Introduction

During the first decade of the 2000's Finland has paid increasing attention to lifelong guidance practice and cross-sectoral policy development. In 2004–07 an extensive national research and development project focused on guidance and career education within comprehensive and secondary education. The six-year national development programme for adult guidance services was launched in 2008. Guidance provision within upper secondary education will be enhanced in 2010-11 with the support of the Finnish Ministry of Education and Culture. The overall aims in the national projects are to enhance new understanding of co-operation within the planning and delivery, contents and methods as well as the implementation of networked guidance services.

As one partner of the national initiative, the Finnish Institute for Educational Research (FIER) was responsible for a research project focusing on the regional development of guidance services in 2005–07. The purpose of the research project was to gain an understanding of guidance service arrangements in comprehensive and secondary level education. We assessed and studied regional, multi-professional and multi-administrative guidance cooperation. One outcome of the study was this construction of a model in which guidance is examined in terms of regional service provision. The research was a combination of staff development, qualitative evaluation and an action research approach. Nykänen (2010) published more detailed theoretical background of the leadership and management of the networked guidance provision.

The basis of the Networked Guidance Service Provision Model

Guidance policy and practice can be examined in detail along seven dimensions of guidance. The definitions and nomenclature of the dimensions are based on previous research projects. Hakulinen and Kasurinen (2002) transformed the different dimensions of guidance provision into a matrice within a project carried out in the context of a university of applied science. The dimensions of guidance provision are presented in Table 1, as follows: policy, context, organization, division of labour and responsibility, content, methodology and time. The matrice and the underpinning theories are derived from previous research and pilot projects and from staff development programmes on guidance provision, based on the "formative work

Table 1. *Matrice of guidance service provision*

Dimensions of guidance	Description of the dimension				
Action policy dimension	Social linkage of guidance: decision-making and theories affecting national, regional and organizational guidance				Division of guidance responsibility in a guidance context formed by the dimensions of guidance
Contextual dimension	Implementation of guidance as a regional services at different stages of the study path				
Organizational dimension	Implementation of guidance as a service in organizations, managing guidance				
Division of labour dimension	Sub-areas of guidance: psycho-social support, guidance for career choice and life planning, division of labour for guidance in learning and studying				
Content dimension	Contents of the guidance needed by a client				
Methodogical dimension	Methods of the guidance needed by a client				
Time dimension	Guidance before studies	Guidance at the start of studies	Guidance during studies	Guidance at the end of studies	Transfer to the labour market
	Student's study path with transitional stages				

research" approach (Engeström 1987; Kemmis & McTaggart 1988; Tarkiainen & Vuorinen 1997; Hakulinen & Kasurinen 2002, 6–12). The resulting overarching theoretical basis of the matrice derives from the concept of learning organisations (Argyris & Schön 1987; Argyris 1999), reflective practice (Schön 1983, 1987), formative work research (Engeström 1987, 1999) and strategic thinking (Minzberg 1991; Hakulinen & Kasurinen 2002; Kasurinen & Vuorinen 2003; Nykänen et al. 2007).

Dimensions of guidance

The *policy dimension* consists of national and regional background regulations. In Finland the development of the structure of national and regional guidance collaboration is mandatory by law.

The contextual dimension refers to the implementation of guidance policy as regional guidance network co-operation. The goals of regional guidance services are client-orientation, support for lifelong learning through guidance services and the prevention of social exclusion.

The organizational dimension refers to the planning, coordinating and implementation of guidance services within an organization.

Multi-professional co-operation serves to build trust, helping to reduce isolation and unnecessary competition for clients and resources. Co-operation can be extended to cover planning *the division of labour*, eliminating overlapping duties and producing joint guidance materials, as well as improving the activities of guidance providers. The division of labour and *responsibility dimension* together include how guidance service arrangements are implemented, planned and coordinated within and between organizations and administrators at the national, regional and organizational levels. *The content dimension* refers to the actual substance of the guidance services. All actions and interventions needed to carry out the guidance tasks are included in this dimension. *The methodological dimension* describes the relevant methods used in guidance service delivery (Hakulinen & Kasurinen 2002; Kasurinen & Vuorinen 2003; Nykänen et al. 2007).

The Networked Guidance Service Provision (NEGSEP) Model

Regional guidance practice and polices in Finland were evaluated by Nykänen et al. (2007) in the 2005–2007 CHANCES research[1] project using the above framework of guidance provision dimensions. In this research study data were collected from five regional guidance networks in nine focus group interviews. A total of 61 guidance actors participated in the interviews. They represented administration, leadership and management of services and guidance practitioners.

The main research problems in the study were:
1. What regional challenges does the guidance provision network respond to?
2. What kind of perceptions and concepts of the network do regional actors have?

On the basis of the guidance matrice and the results of the evaluation study we generated the Networked Guidance Service Provision (NEGSEP) model, as shown in Figure 1 (Tarkiainen & Vuorinen 1997; Hakulinen & Kasurinen 2002; Kasurinen & Vuorinen 2003; Nykänen et al. 2007). Our descriptions of the empirical findings and conceptual developments are based on the work by Nykänen et al. (2007).

We transformed the dimensions of the matrice into three levels of guidance action. The NEGSEP model focuses separately on the levels of action in guidance practice and in policy focuses separately on levels of action and on policy. The levels are as follows: public policy in guidance, guidance provision, and the developmental needs of guidance services visible to clients.

The model can be presented as a manual, which can be applied to meet the needs of different contextual features and settings. If apropriate the independent subsections of the model can be used indipendently.

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[1]   The CHANCES project was co-ordinated by the Finnish National Board of Education with the support of the European Social Founds.

		Questions to promote the cycle of strategic learning			
Levels of guidance action	Dimensions of guidance	Analysis and evaluation	Visions, strategies, development goals	Communi- cation and commitment	Actions and continuous learning
I Public policies in guidance — Policy dimension	Policy dimension	Bottom- up			
	Contextual dimension		Reformative activities (triple loop learning)		
II Guidance provision	Organizational dimension				
	Responsibility dimension		Flexible activities (double loop learning)		
	Division of labour dimension				
III Guidance services visible to clients	Content dimension				
	Methodological dimension		Revision of the activities on the basis of client feedback (single loop learning)		
	Time dimension – learning path	Top- down			

(Left margin labels: "Strategic design and evaluation" spanning levels I and II; "Services visible to clients" spanning level III)

Figure 1.   *A Model for Networked Guidance Service Provision (Nykänen et al. 2007)*

I Public policies in guidance. Public guidance policies refer to the creation of policy definitions and appropriate conditions for guidance. Guidance policy development can be described at national, regional and organizational levels.

At the *national level* the responsibility for coherent and cross-sectoral lifelong guidance policies is in general distributed across the various ministries in charge of educational, labour market, economic and social policies. In some countries there are governmental or non-governmental agencies responsible for the design, implementation and operationalization of the policies. In countries where there is strong decentralization of administration, the regional authorities have more autonomy in the formation of guidance policies. In some cases the guidance policies are formulated by the government, possibly through legislation using a top-down

approach. On the other hand, policies can be launched as a result of the initiatives of a number of non-governmental organizations, which then establish appropriate links with the government sectors using a bottom-up approach. In an ideal case both processes are integrated (ELGPN 2010).

Regional guidance policy is linked to the strategic policy definitions of various administrative fields. Regional guidance policy definitions and development programmes have to be adapted to contexts that differ greatly in their size, population and economic structure. Changes in the operational preconditions of the regions mean changes in guidance service provision. In this way quality guidance work goes hand in hand with other regional development. The basis for regional guidance policy is the character of the region and its operational preconditions. Increasingly guidance services are planned and implemented as networked multi-administrative and multi-professional cooperation. In addition to multi-administrative actors, the planning of guidance should also involve employers and labour organizations as well as representatives of other relevant bodies. In strategic work there is an additional need for political decision-makers from the region and for their interpretations (Nykänen 2010.)

The responsibility of organizations for their own policy has increased in many countries with devolution. In Finland, for example, the devolution begun in the 1990s (Laitila 1999) and the statutory work that preceded it have given greater decision-making powers to organizations providing guidance services. At the beginning of 2010 the new ELY (Economic Development, Transport and Environment) Centres were given responsibility for implementing regional guidance services as part of the region's employment and economic policy because organizations providing guidance, such as schools, educational institutions and employment and economic offices, have the legal authority to carry out planning.

NEGSEP question batteries dealing with policy level have been devised separately for 1) national, 2) regional and 3) organizational levels.

II Guidance provision at the regional level refers to multi-professional planning, coordination and collaboration in inter-organizational networks. This level consists of the contextual, organizational, responsibility and division of labour dimensions of guidance. Guidance servive provision is part of the region's educational, welfare, employment and economic policy. Central to guidance service provision is the recognition that no single organization, professional group or employee

alone can meet the current demand and need for guidance. (Nykänen et al. 2007; Nykänen 2010; Sultana 2006). Regional guidance service provision is tangential to the student welfare services of educational organizations. Guidance service provision is an integral part of finding a match between education and working life as well as of anticipating educational planning.

In the planning and evaluation of the *guidance services provided by organizations*, emphasis is placed on the availability, accessibility and adequacy of guidance services at various stages of the study path and for the entire duration of studies. Other points for evaluation are the division of labour and responsibility among educational organizations as well as multi-administrative and multi-professional cooperation, both within organizations and between them. In evaluating and developing services it is also important to examine networking between an educational institution and working life as well as the cost-effectiveness, efficiency and impact of guidance services.

NEGSEP questions at the level of guidance provision have been devised separately for 1) inter-organizational regional work and 2) intra-organizational work.

III Guidance services visible to clients include guidance services provided to citizens through interaction with multi-professional actors in the course of the various phases of their individual learning paths. Services visible to clients means consideration of guidance service provision as a change of behaviour in the client, as increased welfare, as a boost to decision-making and planning and as an enhancement of employability skills. It then becomes essential to promote active citizenship, to increase welfare, opportunities for lifelong learning and employability as well as life skills. In the model, this level of the guidance system consists of guidance dimensions to do with the division of labour, content and methodology. Underpinning the guidance services visible to clients are theories of professional development and guidance.

After its initial development the model has been tested and used in analyzing guidance services for the adult population in Finland (Rantamäki, Vuorinen, Nykänen & Saukkonen 2010) and in evaluating the guidance services provided in basic education in Finland (Mäkinen 2008). The model consists of an extensive questionnaire focusing on all three levels of guidance action. The questionnaire raises awareness among policy makers, providers and key stakeholders of the potential development needs of guidance provision.

Questions to promote the cycle of strategic learning

Progress in guidance provision at the various levels of guidance activity can be evaluated using the set of questions included in the model (Nykänen et al. 2007). We have formulated the questions in the different sections of the model using the framework of a strategic learning loop with a four-step process: 1) analyzing and evaluating the current status of activities, 2) delineating the visions, strategies and development needs for guidance service provision, 3) supporting communications and commitment, and 4) ensuring activity and continuous learning. (Alava 1999.) Table 2 presents the model's activity structure by level. The headings and numbering used in the table also refer to the question battery from the pages 14.

Table 2. *The NEGSEP Model: structure by level of activity*

Level of activity	Basis, values and principles of evaluation	Stages of the strategy cycle
1 Guidance-related multi-administrative decision-making		**Numbering of question battery headings according to sections of the model**
1.1 Guidance policy at national level	Connections between guidance policy and national-level educational, welfare, employment and economic bases	1.1.1 Evaluation of national guidance policy 1.1.2 Visions, strategies and developmental goals of national guidance policy 1.1.3 Communication and commitment of national guidance policy 1.1.4 Construction of national guidance policy and continuous learning
1.2 Guidance policy at regional level	Connections between guidance policy and regional educational, welfare, employment and economic strategies	1.2.1 Evaluation of regional guidance policy 1.2.2 Visions, strategies and developmental goals of regional guidance policy 1.2.3 Communication and commitment of regional guidance policy 1.2.4 Construction of regional guidance policy and continuous learning

1.3 Guidance policy at organizational level	Educational, welfare and employment and economic policy principles of organizations	1.3.1 Evaluation of policy for guidance provided by the organization 1.3.2 Visions, strategies and development goals of policy for guidance provided by the organization 1.3.3 Communication and commitment of policy for guidance provided by the organization 1.3.4 Construction of policy for guidance provided by the organization and continuous learning
2 Guidance service provision in a regional, multi-administrative network		
2.1 Multi-administrative inter-organizational regional cooperation	Cooperation among regional guidance services	2.1.1 Evaluation of inter-organizational regional multi-administrative cooperation 2.1.2 Action plan for inter-organizational regional multi-administrative guidance 2.1.3 Communication and commitment for inter-organizational regional multi-administrative guidance 2.1.4 Inter-organizational regional multi-administrative guidance cooperation and continuous learning
2.2 Guidance cooperation provided by an organization	Guidance in educational and employment- and economy-related organizations, in other organizations and businesses	2.2.1 Evaluation of guidance cooperation provided by the organization 2.2.2 Operative plan for guidance provided by the organization 2.2.3 Communication and commitment of the implementation of the organization's operative guidance plan 2.2.4 Guidance cooperation and continuous learning provided by the organization
3 Guidance services visible to the client		
3.1 Services visible to the client delivered by organizations	Services visble to the client in all organizations providing guidance, such as schools, colleges, employment and economic offices, services provided by other organizations and businesses	3.1.1 Evaluation of client service in guidance provided by the organization 3.1.2 Communication and commitment of client service in guidance provided by the organization 3.1.3 Functionality of client service in guidance provided by the organization and continuous learning of service providers

3.2 Inter-organizational services visible to clients		3.2.1 Evaluation of client service provided through inter-organizational cooperation 3.2.2 Communication and commitment of client service provided through inter-organizational cooperation 3.2.3 Functionality of client service provided through inter-organizational cooperation and continuous learning of employees

1 GUIDANCE-RELATED MULTI-ADMINISTRATIVE DECISION-MAKING

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1.1 Guidance policy at national level

In line with the model's underlying logic, national guidance provision policy includes
- multi-administrative decision-making
- defining and drawing up of policy lines
- acquiring and targetting resources
- collecting feedback and evaluation data on guidance service provision and
- utilizing evaluation data in decision-making.

In developing guidance service provision it is important to integrate lifelong learning into national strategy. The following questions could form the starting point for evaluating the activities of a national strategic guidance forum or equivalent working group, or for its envisioning, planning and activities.

1.1.1 Evaluation of national guidance policy

1. How is evaluation data taken into consideration and how is it used in the following aspects of national guidance provision: a) re-envisioning activities, b) decision-making, c) development?

2. What are the starting points and principles underlying evaluation and quality assurance in national guidance provision?
3. On what indicators is the evaluation of national guidance provision based?
4. Who are involved in producing evaluation data on guidance provision?
5. How is guidance evaluated as a part of educational, welfare as well as employment and economic policy?
6. How is the effectiveness of guidance provision evaluated?
7. How is the cost-effectiveness of guidance provision evaluated?
8. How is the impact of guidance provision evaluated?
9. How is decision-making on national guidance provision evaluated multi-administratively?
10. How is national guidance provision evaluated multi-administratively?
11. How is international comparability of national evaluation data handled?
12. How is the national comparability of regional evaluation data handled?
13. How can regional actors and those working within an organizational network influence the creation of national guidance visions, strategies, action plans and objectives, and refine them in their own self-evaluations, on the basis of the client feedback they receive and their own experiences?

1.1.2 Visions, strategies and developmental goals of national guidance policy

The goals of national guidance policy for the next ten-year period:

1. In what way do the needs of various client groups (e.g., citizens, employers and educational providers) direct and define the principles affecting a) national guidance provision, and b) provision of educational, welfare and employment and economic services?
2. On what kinds of values, theories, statutes and principles is the national planning of guidance based?
3. How do international educational, social and labour policy lines affect the orientation of national guidance policy?
4. Which bodies should be involved in national guidance strategy work?

5. How do multi-administrative guidance decision-makers interpret and operationalize a jointly defined and agreed concept of lifelong guidance (28.5.2004 and 21.11.2008 resolutions of the EU Council of Ministers)?
6. What principles, goals and contributory factors are included in the national guidance vision and strategies?
7. On what kind of research data is national guidance provision policy decision-making based?
8. On which documents and background publications is public decision-making on guidance based?
9. What is the significance of guidance as a part of the national multi-administrative development of educational, social and labour policy, skill enhancement and national competitiveness?
10. What are the national goals for the planning and coordination of guidance for the next ten years?
11. How are a) international, b) national and c) regional good practices originating in various administrative fields used to serve the vision of national multi-administrative guidance provision?
12. What new guidance services and modes of delivery are needed for the next ten years?

1.1.3 Communication and commitment of national guidance policy

1. How do you ensure the participation of the relevant bodies in the preparation of guidance strategies?
2. How do you ensure that guidance strategies are communicated to the relevant parties?
3. What kind of national forums and working groups should be formed in order to direct and develop national guidance?
4. How is the use of ITC promoted in national guidance development?
5. What kind of decisions are required in order to develop national electronic services and to guarantee compatability, both content-wise and technically?

1.1.4 Construction of national guidance policy and continuous learning

1. What national policy decisions are required so that the multi-dimensional development of regional guidance service provision proceeds according to policy guidelines?
2. What research data and documents are required to form a basis for national decision-making on guidance?
3. What kind of principles guide national decisions on resourcing for guidance?
4. What kind of decisions are required to resource guidance provision?
5. What kind of new operational processes are required in order to allocate resources appropriately?
6. How is national development of guidance policy managed?
7. What is done to ensure that the current policy objectives and principles related to education, welfare and employment and economy are realized?
8. What will be done at national level to ensure the necessary multi-administrative synergy and harmonization of the statutes underlying guidance over the next ten years?
9. What is done to ensure operational resources for guidance at the national level (time, money, operational prerequisites, operational authority)?
10. How is the balance between national guidance policy and operational resources ensured?
11. How do you ensure the linkage of national guidance provision to trends in European and global guidance?
12. What are the policy guidelines for the basic and in-service and further training of counsellors for the next ten years?
13. What is done to ensure the multi-administrative generation of educational and professional knowledge?

1.2 Guidance policy at regional level

Regional guidance policy includes
- regional decision-making
- defining and drawing up of policy lines
- obtaining and allocating resources
- collecting feedback and evaluation data on regional guidance provision and
- utilizing evaluation data in regional decision-making.

In Finland regional actors are, for example, the municipalities, federations of municipalities or other defined areas where guidance services are jointly provided. Delineation of guidance policy lines is simplified by the appointment of a permanent multi-administrative expert group. This expert group functions as a discussion forum and instigator in developing organizations and guidance networks. Members of the group inform their interest groups of matters under preparation or requiring a decision. The questions below can be used to help in nominating a regional expert group.

Nominating a regional expert group

1. What are the goals of the regional guidance expert group's activities?
2. What are the duties of the regional guidance expert group?
3. What are the background organizations and job responsibilities of the people in the expert group?
4. What is done to ensure that the following are represented in the expert group: policymakers, administrative leaders, organizational leaders, employees in organizations, parents/guardians, pupils/students and regional employers?
5. How is the operational authority of the regional expert group defined?
6. How are development projects taking place in the region and the resulting innovations integrated into the guidance services of regional organizations and their development?

7. What are the prerequisites for the planning and activities of the regional expert group (e.g., education, working hours, economic and intellectual resources, discussion forum)?
8. How should these prerequisites be developed?

1.2.1 Evaluation of regional guidance policy

The questions in the following sections form the basis for regional guidance policy. Before answering the questions , it is necessary to define the area of guidance provision, the decision-making bodies that are responsible for organizing guidance and the regional actors.

1. How is evaluation data utilized in the following aspects of regional guidance provision: a) re-envisioning activities, b) decision-making, c) development?
2. What are the starting points and principles underlying evaluation and quality assurance of regional guidance provision?
3. On what kind of indicators is the evaluation of regional guidance provision based?
4. Who are involved in producing evaluation data on guidance provision?
5. How is guidance evaluated as a part of educational, welfare as well as employment and economic policy?
6. How is decision-making affecting regional guidance provision evaluated multi-administratively?
7. How is regional guidance provision evaluated multi-administratively?
8. How is guidance evaluated as part of the overall evaluation of regional strategies?
9. How is guidance evaluated as part of the overall regional evaluation of education and training?
10. How is anticipatory data used in planning regional provision of education and training and of guidance services?
11. How can the actors in a network influence the more precise focussing of the network's a) visions, b) strategies, and c) objectives, on the basis of the feedback they receive and their own experiences?

1.2.2 Visions, strategies and developmental goals of regional guidance policy

Goals of regional guidance provision for the next ten-year period.

1. In what way do the needs of client groups (e.g., citizens, local employers and educational providers) direct and define the principles of a) regional guidance service provision, and b) the provision of educational, welfare and employment and economic services?
2. Who defines the legitimacy of the activity of a regional guidance provision network, and where is it defined?
3. On what values, theories, statutes and principles is the planning of regional guidance provision based?
4. How do national policy lines for education, welfare and employment and economy affect the orientation of regional guidance policy?
5. Which parties should be involved in the strategic work affecting regional guidance provision?
6. Who provides the funding for regional guidance services?
7. How do multi-administrative guidance decision-makers interpret and operationalize a commonly defined and agreed concept of lifelong guidance at the regional level (28.5.2004 and 21.11.2008 resolutions of the EU Council of Ministers)?
8. What principles, goals and factors are included in the vision and strategies of regional guidance provision?
9. On what kind of research data is regional guidance policy decision-making based?
10. In what way are guidance provision processes and the prerequisite division of labour and responsibility defined in the region (e.g. anticipating educational needs, early recognition of a client's service needs and intervention, describing/constructing an integrated learning path for a pupil/student, fulfilment of educational and social guarantee, inter-organizational co-operation, transitions in education and working life, prevention of social exclusion, information flow and transfer between administrative sectors, ensuring the legality and functionality of data protection, a systematic and integrated service system)?

11. On which documents and background publications is regional public decision-making based?
12. What is the significance of guidance provision as a part of the regional multi-administrative development of educational, welfare, employment and economic policy, skill enhancement and regional competitiveness?
13. What are the goals for the planning and coordination of regional guidance provision for the next ten tears?
14. How are a) international, b) national and c) regional good practices of various administrative fields used to serve the vision of regional multi-administrative guidance provision?
15. What new guidance services and modes of delivery are needed over the next ten years?

1.2.3 Communication and commitment of regional guidance policy

1. How do you ensure the participation of the relevant bodies in the preparation of regional guidance strategies?
2. What is done to ensure that the strategies for regional guidance provision are communicated to the appropriate bodies?
3. What kind of regional forums and working groups should be formed to direct and develop regional guidance provision?
4. How is the use of ITC promoted in regional guidance provision development?
5. What kind of decisions is required in order to develop regional electronic services and to guarantee compatability?

1.2.4 Construction of regional guidance policy and continuous learning

1. What regional policy decisions are required so that the multidimensional development of regional guidance service provision proceeds according to policy guidelines?
2. What research data and documents are required as a basis for regional decision-making on guidance?
3. How is regional development of guidance policy directed?

4. What are the principles guiding regional decisions on resourcing for guidance?

5. What kind of decisions are required for the resourcing of guidance service provision?

6. What kind of new operational processes are required in order to allocate resources appropriately?

7. What is done to ensure that the current policy objectives and principles related to education, welfare and employment and economy constitute a meaningful and targeted whole?

8. What is done to ensure that the current policy objectives and principles related to education, welfare and employment and economy are realized?

9. What is done at regional level to ensure the necessary multi-administrative synergy and harmonization of the statutes underlying guidance provision for the next ten years? How are the operational resources for guidance at the regional level ensured (time, money, operational prerequisites, operational authority)?

10. How is the balance between regional guidance policy and resources ensured?

11. What is done to ensure the linkage of regional guidance provision to national, European and global guidance trends?

12. What are the policy guidelines for the in-service and further training of counsellors for the next ten years?

1.3   Guidance policy at organizational level

Guidance service producer organizations are, for example, schools, colleges, employment and economic offices, work force service centres, family guidance centres, organizations providing social services, health centres, workshops, parishes, civic and voluntary groups, schemes and projects. The organization's guidance policy is created by its administrators, boards, directors and actors.

1.3.1 Evaluation of policy for guidance provided by the organization

1. How is evaluation data utilized in the following aspects the organization's guidance provision: a) envisioning, b) decision-making, and c) development?
2. What are the starting points and principles underlying evaluation and quality assurance of the organization's guidance provision?
3. On what indicators is the evaluation of the organization's guidance provision based?
4. Who are involved in producing evaluation data on guidance provision?
5. How is the organization's guidance evaluated as a part of the region's educational, welfare as well as employment and economic policy?
6. How is guidance evaluated as part of the overall evaluation of the organization?

1.3.2 Visions, strategies and development goals of policy for guidance provided by the organization

1. In what way do the needs of various client groups (e.g., citizens, local employers and educational providers) direct and define the organization's guidance service provision?
2. On what values, theories, statutes, principles, official and unofficial rules, and action and behavioural models is the organization's guidance service envisioning and strategy work based?
3. On what values, theories and principles is the planning of the organization's guidance provision based?
4. How do regional educational and social and employment policy lines influence the direction of the organization's guidance policy?
5. Which parties should be involved in the strategic work affecting organizational guidance provision?
6. How do multi-administrative guidance decision-makers interpret and operationalize a commonly defined and agreed concept of lifelong guidance at the organizational level (28.5.2004 and 21.11.2008 resolutions of the EU Council of Ministers)?

7. What principles are included in the vision and strategies of the organization's guidance provision?

8. What goals are included in the vision and strategies of the organization's guidance provision?

9. What factors are included in the vision and strategies of the organization's guidance provision?

10. On what research data is the organization's guidance policy decision-making based?

11. On which documents and background publications is the organization's decision-making based?

12. What is the significance of guidance provision as a part of the organization's multi-administrative a) development, b) skill enhancement, c) competitiveness, and d) regional vitality?

13. What are the goals for the planning and coordination of the organizaton's guidance provision for the next ten tears?

14. How are a) international, b) national and c) regional good practices used to serve the vision of the organization's guidance provision?

15. What new guidance services and modes for their delivery are needed over the next ten years?

1.3.3 Communication and commitment of policy for guidance provided by organization

1. How is the participation of the necessary parties in the preparation of guidance strategies ensured?

2. What is done to ensure that the strategies and goals for guidance provision are communicated to all parties in the organization?

3. How is authority and responsibility for action in the strategic development of guidance provision communicated within the organization?

4. What kind of decisions are required in respect of forums and working groups set up to develop the vision and strategy of the organization's guidance provision?

5. In the organization's strategic guidance provision work, what account is taken of the opportunities of the parties responsible for guidance to participate in the organization's guidance service strategic work?

6. Within the organization, what is done to ensure that the organization's employees and those employed in the activities of a regional network are adequately informed about the values, culture, underlying principles and goals of their own organization?

7. How is it ensured in the organization that the networking expertise of those employees taking part in the activities of a regional network are used in the development of the organization?

8. How is the organization's ITC strategy tailored to the development of the organization's guidance service provision?

9. What kind of decisions are required in order to develop the organization's electronic services and to guarantee compatability, both content-wise and technically?

1.3.4 Construction of policy for guidance provided by the organization and continuous learning

1. How does the organization ensure its involvement in regional envisioning and strategy work?

2. In the strategic work related to the organization's guidance provision, how are the various guidance processes defined?

3. How does the organization's guidance provision form a meaningful and targeted whole?

4. How is the organization's policy development for guidance provision managed?

5. What is done to ensure that the organization's guidance service provison is tailored to regional, national, European and global development trends in guidance provision?

6. What kind of multi-administrative decision-making is required in the organization for a) the development and b) the delivery of guidance?

7. In economic planning what is done to ensure that the organization's operational resources for guidance provision are in proportion to the goals set (time, money, operational prerequisites, operational authority)?

8. What are the organization's principles underlying in-service and further training for the whole staff with regard to the development of guidance provision?

2 GUIDANCE SERVICE PROVISION IN A REGIONAL, MULTI-ADMINISTRATIVE NETWORK

In the section on guidance provision in the Networked Guidance Service Provision model (NEGSEP), two levels of regional multi-administrative and multi-professional guidance cooperation are described. The context of guidance provision is described on two levels: 1) multi-administrative guidance work between organizations, and 2) cooperation within an organization. In Finland the following at least belong to a regional guidance network: day-care centres, schools and colleges, social and health services, youth and leisure services, employment and economic services, working life, the third sector and various regional projects and schemes related to guidance Because regional networks vary depending on their location, the first task of the guidance network is to define its area of operation and its service providers.

Guidance services may be a) within a single administrative sector or b) multi-administrative. Services are provided either a) amongst members of one profession or b) multi-professionally.

In this section on guidance provision, regional and organization-level guidance activities are modelled according to the principles of the same strategic cycle as used at the public decision-making level. In initiating development work members of the network must discuss how national and regional public decision-making challenges the regional planning and development of guidance service provision and the related defining of key questions of responsibility. In other words, who are responsible for providing regional guidance services.

2.1 Multi-administrative inter-organizational regional cooperation

> The following questions help to model the planning, implementation and development of regional activities in guidance planning provision, as well as the division of labour and responsibility at the interface of various organizations. In the following section there are sample questions related to the definition of a network and the context for multi-professional and multi-dimensional guidance services.

1. What kind of cooperation is carried on in the region between various organizations and actors?
2. What kind of developmental challenges are there in the cooperation between organizations and actors?
3. What kind of cooperation takes place between education/training and working life in the region?
4. How is the regional provision of education/training developed in the form of cooperation between working life and educational institutions?
5. How can parents/guardians, pupils/students take part in the planning, decision-making, activities and evaluation related to regional guidance service provision?
6. What kind of continuum does guidance service provision form in the region and how can the formation of such a continuum be encouraged?

2.1.1 Evaluation of inter-organizational regional multi-administrative cooperation

1. What is done to assess whether current national educational and employment policy goals and principles related to guidance service provison are implemented in regional guidance service provision?
2. What is done to assess whether current regional goals and principles underlying educational, welfare and employment and economic policy for guidance service provision are actualized?
3. How is the planning of regional education/training provision assessed from the perspective of enabling individual curricula?

4. What is done to ensure that evaluation data on regional guidance service provision is used in inter-organizational development work?
5. How is the effectiveness of regional guidance service provision evaluated?
6. How is the cost-effectiveness of regional guidance service provision evaluated?
7. How is the impact of regional guidance service provision evaluated?
8. How are common quality indicators for regional guidance service provision determined?
9. What information should actors in a regional guidance service provision network produce and document?
10. How is feedback on the region's guidance service provision collected?
11. What is done in the region to ensure that clients' service needs are met?
12. What is done to assess whether there is a correct balance between the goals of guidance provision and the resources available?
13. How can network actors affect the refinement of action plans on the basis of a) self-assessment, b) feedback received, or c) their experiences?

2.1.2 Action plan for inter-organizational regional multi-administrative guidance

1. What are the goals of the action plan for regional guidance service provision for the planning period?
2. What are the principles and contents of the action plan for regional guidance service provision?
3. Which organizations take part in drafting the action plan for the region's service provision?
4. In regional guidance servive provision, how are the prerequisites for long-term planning work created (e.g., further or in-service training, working hours, economic and intellectual resources, time for joint activities, discussion forums)?
5. How do you ensure the availibility of operational resources in line with the goals of regional guidance service provision (time, money, operational prerequisites, operational authority)?
6. What is done in the regional guidance network to ensure that work proceeds in accordance with its visions, strategies and goals?

7. What is done to ensure that the region has drawn up development plans for cooperation between guidance service provision and pupil/student care and home and school/college?

8. What is done to ensure that a multi-administrative plan for lifelong guidance is drawn up in the region?

9. What new guidance services are needed in the region?

10. How is the activity of the region's guidance provision network managed?

2.1.3 Communication and commitment for inter-organizational regional multi-administrative guidance

1. What is done to ensure that the multi-administrative actors responsible for guidance service provision are informed about the national and regional visions, strategies, goals and action plans that direct activities?

2. What is done to ensure that the regional guidance service provision network shares a commonly agreed conceptual framework and language for guidance?

3. What is done to ensure the regional guidance service provision network has common contractual practices?

4. What efforts are made to promote confidence building?

5. What has been done to ensure that guidance service provision employees in the region are familiar with the guidance planning mechanisms, guidance tasks and work division of a) their own organization, and b) the region's guidance service provision network?

6. How are employees authorized to participate in work related to the region's guidance service provision inducted?

7. How is the commitment of regional guidance service provision employees to network cooperation encouraged?

8. What has been done to ensure that guidance personnel involved in the regional guidance service provision network are in possession of correct and current information about training and working life, and about the changes taking place in these?

9. What has been done to ensure that guidance personnel involved in the regional guidance service provision network produce correct and current

information about training and working life, and about the changes taking place in these?

10. How is the use of ITC encouraged in regional development of guidance service provision?

11. What is done to ensure that actors have the opportunity to communicate any development needs they identify?

2.1.4 Inter-organizational regional multi-administrative guidance cooperation and continuous learning

Operative, multi-administrative and regional expert group for guidance

1. How is the regional guidance expert group organized in order to achieve its goals?
2. What kind of meeting practices does the expert group have, and how is work and responsibility divided?
3. How does the expert group implement its designated tasks at the strategic level?
4. How does the regional expert group evaluate its goals and own activities?

Network of multi-professional and multi-administrative service providers

1. What parties belong at present to the region's multi-administrative and multi-professional guidance service provision network?
2. What parties should belong to the region's multi-administrative and multi-professional guidance service provision network?
3. What is done in the guidance provision network to ensure that its actors are aware of the kind of statutes and their interpretation that underlie the guidance cooperation of various administrative branches and organizations?
4. What guidance service provision is available in ther region?
5. What is done to ensure that the client's interests and needs are respected in the allocation of guidance responsibility in the region?
6. What new guidance services are needed in the region?
7. What kind of forums and working groups should be set up in order to focus and develop regional guidance service provision?

8. How are the guidance needs of different pupils/students taken into account in planning the adequacy, availability and quality of the region's guidance provision?

9. How are the activities of the network providing regional guidance services coordinated?

10. How and where are inter-organizational guidance responsibilities in the region defined?

11. How do the authorities working with immigrants participate in the provision of guidance services?

12. How is the decision-making and activity of the region's guidance provision network being developed?

13. What kind of further and in-service guidance training is required in the region?

14. How are the region's training needs for guidance service provision collated?

15. How are possible problems connected to unhealthy competition between organizations solved in the regional guidance service provision network?

16. How is inter-organizational cooperation used in the region to ensure that as many students as possible complete their studies?

17. How is inter-organizational cooperation used to ensure that pupils and students in the region are monitored at transitional points between study stages?

2.2 Guidance cooperation provided by an organization

In this section we model guidance service provision within an organization. The organizations here are schools, educational institutions, social service organizations (e.g., the regional centre for social services), health service organizations (e.g., family advice centre or health centre), employment and economic offices, youth service organizations, workshops, enterprises and various project organizations.

2.2.1 Evaluation of guidance cooperation provided by the organization

1. What is done to assess whether current national and regional goals and principles related to educational and employment policy for guidance service provision are actualized in the guidance provision of the organization?
2. What information about guidance provision is it necessary for actors in the organization to produce and document?
3. What is done to ensure that evaluation data are used in the organization's development work?
4. How is the effectiveness of the organization's guidance services evaluated?
5. How is the cost-effectiveness of the organization's guidance services evaluated?
6. How is the impact of the organization's guidance services evaluated?
7. What is done to evaluate whether there is a correct balance between the goals of guidance and the resources available?
8. How and from which parties is feedback collected on the organization's guidance service provision?
9. How is anticipatory data generated by the organization and the region used in the planning of regional educational provision and guidance services?
10. How is the organization's training/education provision evaluated from the perspective of enabling individual curricula?

2.2.2 Operative plan for guidance provided by the organization

1. What are the goals of the organization's guidance service provision?
2. What are the contents and methods of the organization's guidance network action plan?
3. Who take part in drawing up the organization's guidance plan?
4. What steps are taken in the organization to ensure that work proceeds in line with national, regional and organizational visions, strategies and goals?
5. In what way do the development plans for guidance, pupil/student care and home and school/college cooperation form an integrated whole within the organization?
6. How are guidance responsibilities defined in the guidance plan?
7. Where are guidance responsibilities put on record?

8. What new guidance services are needed in the organization?
9. How can actors affect the refinement of the organization's visions, strategies and action plans on the basis of self-assessment, feedback received, or their experiences?

2.2.3 Communication and commitment of the implementation of the organization's operative guidance plan

1. What is done to ensure that the organization's multi-administrative actors responsible for guidance service provision are familiar with the regional visions, strategies, goals and work division that direct their activities?
2. What is done to ensure that the organization's guidance service provision employees are familiar with the guidance tasks and work division related to guidance in their own organization?
3. What is done to ensure that the regional guidance service provision network shares a commonly agreed conceptual framework and language for guidance?
4. What is done to ensure that the organization's employees share common contractual practices in respect of guidance?
5. What efforts are made to promote confidence building?
6. How are a) the responsibilities, b) the duties and c) work division of the various actors involved in the organization's guidance service provision communicated to the regional guidance network, to employees and clients, to parents/guardians and to other bodies working with the organization?
7. How are employees responsible for the allocation of work related to the organization's guidance service provision inducted?
8. How do you encourage the commitment of the organization's guidance service provision employees to guidance work?
9. How are the network representatives participating in the provision of guidance services for an organizational concern trained and equipped to give information about the whole group and not merely their own section?
10. What has been done to ensure that guidance personnel involved in the organization's guidance service provision network are in possession of correct and current information about training and working life, and about the changes taking place in these?

11. How is the use of ITC encouraged developing the organization's guidance service provision?
12. What is done to ensure that actors have the opportunity to communicate any development needs they identify for consideration in the planning of guidance services?

2.2.4 Guidance cooperation and continuous learning provided by the organization

1. What is done in the organization to ensure that its actors are aware of the kind of statutes that underlie organizational guidance provision cooperation?
2. In what way are guidance provision processes defined in the organization? (e.g., anticipating educational needs, early recognition of the need for guidance and intervention, describing/constructing an integrated learning path for a pupil/student, implementation of educational and social guarantees, cooperation between various organizations, cooperation at key transitional stages, prevention of social exclusion, information flow and transfer, ensuring the legality and functionality of data protection, a systematic and integrated service system, etc)?
3. What are the goals of the organization's guidance service provision?
4. Who participate in the organization's guidance cooperation?
5. How is guidance work and responsibility for it assigned?
6. What is done in the organization to ensure that clients' guidance needs are met?
7. What is done to ensure that the client's interests and needs are respected?
8. In administering guidance what is done to ensure that data protection regulations are complied with?
9. For what kind of client groups is guidance service provision planned?
10. In the planning of the adequacy, availability and quality of the organization's guidance provision, how are the guidance needs of different pupils/students taken into account?
11. How should the organization's operating culture be developed in such a way that guidance would work well (for example, clarifying discussion on guidance and its significance, creating a communal approach to guidance,

planning, structures, division of labour, shared responsibility for guidance services)?

12. What has been done to make sure that internal network relationships within the organization work?

13. What kind of forums and working groups should be formed in order to direct and develop the organization's guidance service provision?

14. What guidance service provision is offered in the organization?

15. What kind of continuum is formed by the guidance service provision in the organization?

16. What new guidance services are needed in the organization?

17. How are the activities of the organization's guidance service provision planned?

18. How are the activities of the organization's guidance service provision coordinated?

19. How are the activities of the organization's guidance service provision managed?

20. How is working time set aside in the organization for the common planning required for guidance and for the implementation of guidance?

21. How is guidance service provision decision-making in the organization being developed?

22. How are the operational resources for the organization's guidance service provision ensured (time, money, operational prerequisites, operational authority)?

23. What is done to ensure that there is a correct balance between the goals of guidance and the resources available?

24. In what way can parents/guardians, pupils/students take part in the planning, decision-making, activities and evaluation related to school and college guidance service provision?

25. Who represents/represent the organization in the regional guidance network?

26. How is the expertise developed by network representatives utilized in developing the organization?

27. In what kind of inter-organizational development cooperation related to guidance provision does the organization participate?

28. What kind of development challenges are there in inter-organizational co-operation?
29. What is done in regional intra-organizational cooperation to ensure that as many students as possible complete their studies?
30. How is cooperation of the organization used to ensure that there is follow-up monitoring of pupils and students at each stage of their studies?

Further and in-service training
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1. What kind of guidance in-service training is required in the organization?
2. How are training needs collected and collated within the organization?
3. What in-service training is used to ensure the adoption of workable meeting and negotiation practices?
4. What is done to ensure that the new ideas picked up in the regional guidance network become part of the organization's guidance?

3   GUIDANCE SERVICES VISIBLE TO THE CLIENT

Guidance services visible to the client are divided into a) regional multi-administrative and multi-professional services, and b) organizational multi-professional services. The implementation of guidance services visible to the client conforms to those visions, strategies and development goals drawn up at the levels of public decision-making on guidance and of guidance provision. The provision of guidance services is based on national, regional and organizational visions and strategies.

The starting point for this section is that the client is or becomes the client of some organization. According to the client's service needs, guidance cooperation within the organization expands and develops into inter-organizational cooperation. For this reason, and in contrast to the descriptions of the other levels of activity, we first present the organization's services and then move on to inter-organizational guidance services.

3.1   Services visible to the client delivered by organizations

3.1.1   Evaluation of client service in guidance provided by the organization

1. What efforts are made in the organization so that the client recognizes his/her own a) guidance service needs, and b) willingness to use various modes of service?
2. In the organization how is the adequacy of the client's psycho-social support services evaluated?
3. In the organization how is the adequacy of the learning and study guidance services provided to the client evaluated?
4. In the organization how is the adequacy of the career and life planning guidance services provided to the client evaluated?
5. In the organization how is the availability of the client's psycho-social support services evaluated?
6. In the organization how is the availability of the learning and study guidance services provided to the client evaluated?
7. In the organization how is the availability of the career and life planning guidance services provided to the client evaluated?
8. In the organization how is the quality of the client's psycho-social support services evaluated?
9. In the organization how is the quality of the learning and study guidance services provided to the client evaluated?
10. In the organization how is the quality of the career and life planning guidance services provided to the client evaluated?
11. In the organization how is the functionality of the client's psycho-social support services evaluated?
12. In the organization how is the functionality of the learning and study guidance services provided to the client evaluated?
13. In the organization how is the functionality of the career and life planning guidance services provided to the client evaluated?
14. What kind of feedback on guidance services is collected from clients?
15. How is the collected feedback data used in developing guidance?

16. What efforts are made in the organization's multi-professional cooperation so that the client's needs for support are recognized early and appropriate intervention is made?
17. How does the organization recognize the limits of its own available services?

3.1.2 Communication and commitment of client service in guidance provided by the organization

1. How is information about the organization's guidance services communicated to a) clients, b) clients' parents or guardians, c) other guidance service providers, d) working life representatives, and e) other bodies requiring information?
2. How is current guidance information communicated to a) clients, b) clients' parents or guardians, c) other guidance service providers, d) working life representatives, and e) other bodies requiring information?
3. What is done to ensure that the guidance contents provided to clients are, from the perspective of information given about education and working life, equal, equitable and cover the entire field of training information?
4. What is done to guarantee that the client's decision-making, from the perspective of information given about education and working life, is supported by equal, equitable and comprehensive training information?
5. What is done to guarantee that the decision-making of the parents/guardians of a pupil/student, from the perspective of information given about education and working life, is supported by equal, equitable and comprehensive training information?
6. How is ITC utilized in the organization's guidance service provision (for example, email, Internet, regional and organizational websites on guidance provision, mobile solutions)?

3.1.3 Functionality of client service in guidance provided by the organization and continuous learning of service providers

1. What are the contents of the guidance provided by the organization?
2. What kind of entity do the organization's guidance service contents form?
3. How do the guidance contents link in with the student's other studies?

4. What are the contents of the organization's guidance services at different stages of the pupil's/student's study path: before studies, at the start of studies, during studies, at the end of studies, transferring to the labour market, follow-up stage?

5. What kind of continuum is formed by guidance services at the various stages of the pupil's/student's study path?

6. What is done to ensure that the content areas related to guidance services are comprehensively covered in the allocation of work within the organization's guidance service provision?

7. In the allocation of guidance work how are the professional interfaces of the various actors and their activities defined (for example, a particular expert has reached the limits of his/her activity and additional actors are required)?

8. How is contact maintained with the organization's external multi-professional services?

9. How are clients directed in the organization to seek services from other organizations?

10. Who is/are responsible for the availability and adequacy of the guidance services provided by the organization?

11. What is done to ensure that the organization's internal guidance network acts pre-emptively and that guidance services are promptly available at various stages of the study path?

Client viewpoint

1. Who are the organization's guidance service provision clients?

2. What kind of guidance needs do the organization's guidance service provision clients have?

3. What is done to ensure that the client can participate in all guidance decision-making affecting him/herself in all of its forms and at all of its stages?

4. How is the customer supported in devising a guidance vision emerging from his/her own guidance needs and in formulating his/her guidance goals?

5. Using the organization's guidance service provision, what is done to ensure that the client has the necessary skills to recognize his/her own guidance needs and to seek help from these services?

6. In planning the quality and adequacy of the organization's guidance service provision, how are the guidance needs of different pupils/students taken into account?

7. How are the guidance services for pupils/students studying according to the plan for the organization of personal teaching arranged at the various stages of the study path?

8. What kind of flexible study arrangements exist in the organization at the key transitional stage of the student's study path (extra teaching, workshops, preparatory training for vocational studies)?

9. How are guidance services arranged for students in need of special support who change their place of study?

10. How are guidance services arranged for young immigrants who are clients of the organization?

11. How are special rehabilitation and care services (e.g. special nursing services) integrated into the organization's guidance services?

12. How is cooperation within the organization used to follow up pupils and students at transitional points in their studies?

13. What kind of guidance services are available to young people who are not in education or training?

14. Who in the organization collect/s information and provides guidance to young people not in education or training?

Guidance methods

1. What kind of guidance methods are used in the organization's guidance network at various stages of the pupil's/student's study path (before studies, at the start of studies, during studies, at the end of studies, at a transitional stage)?

2. What methods does the organization use for timely identification of a pupil's/student's guidance needs?

3. What methods does the organization use for timely intervention according to the pupil's/student's guidance needs?

4. What methods does the organization use in the support work given at transition points in the pupil's/student's study path?

5. What methods does the educational institution use to develop cooperation between home and school/institution?
6. What methods does the organization use in guiding pupils/students in need of special support?
7. What methods does the organization use to prevent pupil/student drop-out?
8. What methods does the organization use to prevent social exclusion of the pupil/student?
9. How is ITC employed in the organization as a guidance service provision method?
10. What is done in the organization to ensure that guidance service provision methods are up-to-date?
11. What is done in the organization to ensure that guidance methods are developed within its guidance network?
12. What methods does the organization use in monitoring the student's study stages?

In-service and further training required for guidance

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1. How are the needs for further training in guidance identified?
2. What kind of further training related to guidance delivery do employees receive?
3. What kind of training do employees receive in using guidance methods?

3.2   Inter-organizational services visible to clients

3.2.1 Evaluation of client service provided through inter-organizational cooperation

1. How is the adequacy of the client's psycho-social support services evaluated regionally?
2. How is the adequacy of the learning and study guidance services provided to the client evaluated regionally?

3. How is the adequacy of the career and life planning guidance services provided to the client evaluated regionally?
4. How is the availability of the client's psycho-social support services evaluated regionally?
5. How is the availability of the learning and study guidance services provided to the client evaluated regionally?
6. How is the availability of the career and life planning guidance services provided to the client evaluated regionally?
7. How is the quality of the client's psycho-social support services evaluated regionally?
8. How is the quality of the learning and study guidance services provided to the client evaluated regionally?
9. How is the quality of the career and life planning guidance services provided to the client evaluated regionally?
10. How is the functionality of the client's psycho-social support services evaluated regionally?
11. How is the functionality of the learning and study guidance services provided to the client evaluated regionally?
12. How is the functionality of the career and life planning guidance services provided to the client evaluated regionally?
13. What kind of guidance service feedback is collected from clients?
14. How does client feedback affect the development of work allocation in regional guidance services?
15. How does client feedback affect the development of the contents of regional guidance services?
16. How does client feedback affect the development of methods in regional guidance services?

3.2.2 Communication and commitment of client service provided through inter-organizational cooperation

1. How is information about guidance services in the region communicated to a) clients, b) the parents and guardians of clients, c) other guidance service providers, d) representatives of working life, and e) other bodies?
2. Who is informed about the region's guidance services?

3. How is current information about the region's guidance services communicated to a) clients, b) the parents and guardians of clients, c) other guidance service providers, d) representatives of working life, and e) other bodies requiring the information?
4. What is done to ensure that regional guidance contents are, from the perspective of information given about education and working life, equal, equitable and cover the entire field of training information?
5. What is done to guarantee that the client's decision-making, from the perspective of information given about education and working life, is supported by equal, equitable and comprehensive training information?
6. What is done to guarantee that the decision-making of the parents/guardians of a pupil/student, from the perspective of information given about education and working life, is supported by equal, equitable and comprehensive training information?
7. How is ITC utilized in the region's guidance service provision (for example, email, Internet, regional websites on guidance provision, mobile solutions)?

3.2.3 Functionality of client service provided through inter-organizational cooperation and the continuous learning of employees

1. What is done to ensure that the region's guidance network acts pre-emptively and that guidance services are promptly available at various stages of the pupil's/student's study path?
2. What are the contents of the region's guidance services at different stages of the pupil's/student's study path: before studies, at the start of studies, during studies, at the end of studies, transferring to the labour market, follow-up stage?
3. What kind of regional guidance services are available to young people who are not in education or training?
4. Which body or authority ensures regionally that all young people outside education or training receive guidance services?
5. What is done regionally to ensure that the client receives the necessary psycho-social support services?

6. What is done regionally to ensure support for the client's career and life planning?
7. How is regional cooperation used to ensure that young people in need of special support receive guidance services?
8. What is done regionally to ensure that immigrants receive the multi-professional and multi-dimensional services they require?
9. What is done regionally to ensure the provision and integration within guidance services of special rehabilitation and care services (e.g. special nursing services)?
10. How do the authorities working with immigrants contribute to the organization of guidance services?

Network working methods

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1. What kind of guidance methods are used in the region's guidance network at various stages of the pupil's/student's study path (before studies, at the start of studies, during studies, at the end of studies, at a transitional stage)?
2. What methods does the region use in the guidance of pupils/students in need of special support?
3. What methods does the region use in providing support at transitional points in the pupil's/student's study path?
4. What kind of methods does the region use to develop cooperation between home and school/institution?
5. What methods does the region use for monitoring the student's study stages?
6. What kind of methods does the region use to prevent pupil/student drop-out?
7. What kind of methods does the region use to prevent social exclusion of the pupil/student?
8. What is done in the region to ensure that guidance methods are developed within its regional guidance network?
9. How is ITC employed in the development of guidance service provision methods?

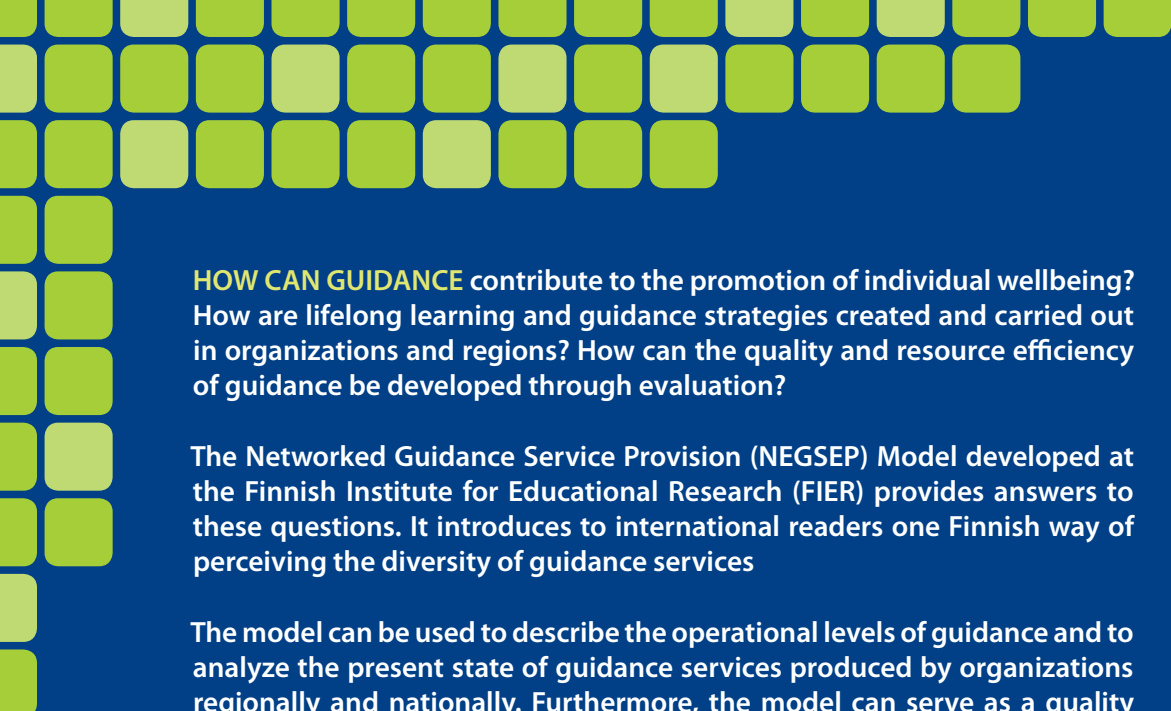> In-service and further training in the region's guidance network

1. What kind of further training would be needed and how would this need be assessed?
2. What kind of in–service and further training do the region's guidance provision experts receive in order to develop their multi-professional guidance expertise?
3. What kind of multi-professional and multi-administrative in-service or further training, as required in the allocation of work in guidance service provision, is arranged in the region?

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HOW CAN GUIDANCE contribute to the promotion of individual wellbeing? How are lifelong learning and guidance strategies created and carried out in organizations and regions? How can the quality and resource efficiency of guidance be developed through evaluation?

The Networked Guidance Service Provision (NEGSEP) Model developed at the Finnish Institute for Educational Research (FIER) provides answers to these questions. It introduces to international readers one Finnish way of perceiving the diversity of guidance services

The model can be used to describe the operational levels of guidance and to analyze the present state of guidance services produced by organizations regionally and nationally. Furthermore, the model can serve as a quality manual in the evaluation and development of coherent guidance services.

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