



Education and Culture DG

Lifelong Learning Programme



# Report on the Evaluation of the Valorisation of the Project “GuideMe!”

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Project: GuideMe!  
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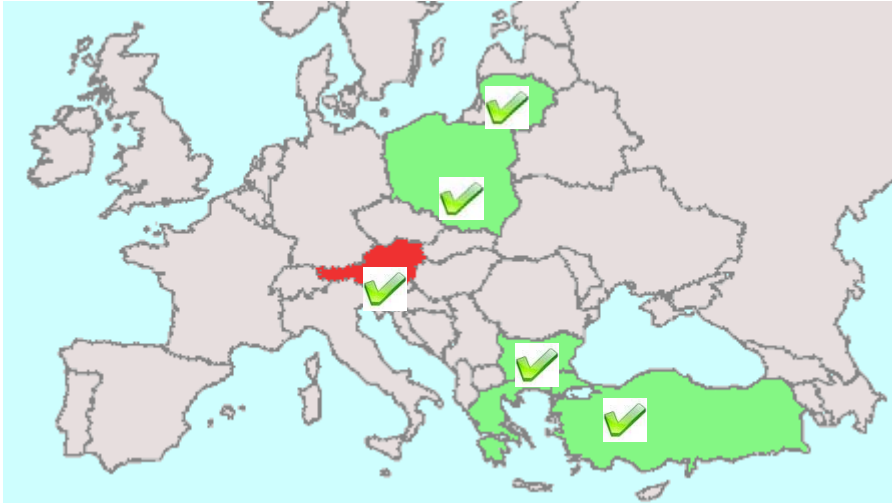
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## 1 Summary and conclusions

The present evaluation report is based on the survey of GuideMe! valorisation workshop participants (484 paper-pencil-questionnaires returned). 27 two-day workshops were organised in five European countries (Austria, Bulgaria, Lithuania, Poland and Turkey).



*The main results show:*

The target group of GuideMe! – guidance practitioners, guidance managers and trainers, administrative and planning personnel of training institutions and public employment services specialists and specialists from Career Counselling Centres – was reached within the scope of the project.

### Summary of the Respondents' profile:

Most of the GuideMe! valorisation workshop participants were:

- women (78%),
- aged 25–44 years (62%)
- holding a university degree (89%)
- with formal education in social sciences and humanities (63%)
- usually working as a counselling practitioner (39%) or trainer (26%)
- having less than 5 years of experience in the field of vocational orientation and career guidance (54%).

### Conclusions on the organisation and contents of the GuideMe! workshops:

The workshop design, the **topics and the trainers met the needs of the attendees**. Participants appreciated the workshop design with its strong interactive character. All in all, they felt motivated to participate and evaluated methods and trainer performance positively. The best-attended workshops are "Evaluation and feedback" (38%), "Materials and infrastructure" (33%) and "Quality assurance measures in the course" (30%).

The organisation of the workshops was very well evaluated by the participants.

The **trainers conducting the valorisation workshops seemed to add great value to the events** in all participating countries. Over 90% of the participants were very satisfied with the way trainers motivated the group and explained the course contents.

For a large part of the participants **the international component** of the project was **not very important**.

The online materials were **mostly perceived as practical and useful for the work** of the respondents (72% fully or partly agreed). There were almost **no technical problems** with online materials. However, the majority of the respondents (59%) **preferred face-to-face workshops** to using online materials.

As for the e-learning tools, it has to be mentioned that the interactive parts of the platform were not used very extensively before the workshop, but the **information tools seem to be very helpful** and well-accepted by trainers and participants. Over 70% of the respondents **had previous experience** with the informative GuideMe! online tools.

*Conclusions on the fulfilment of participants' expectations:*

**On the whole, all the demands of the participants were met during the valorisation workshops. The workshops can be considered to have been successful. Some expectations were more than fulfilled.**

Participants mainly expected to gain knowledge about quality improvement systems and to find out how to improve quality of vocational guidance and activation group training. The majority of the workshop participants were more interested in getting new inputs in exchange with other people and discussing interesting topics than being taught in traditional ways. The fulfilment of the expectations has to be analysed in the context of the workshop participants' preferences. The results of the analysis of the expectation fulfilment are positive. Issues that were expected most were evaluated positively. Those issues that were expected less were evaluated less positively. This proves that workshop participants got what they expected.

Best features:

- **discussing interesting issues and exchanging views** on the topic with others (66% fully agree)
- **gaining knowledge of quality improvement** in vocational orientation group coaching (50% fully agree)
- **getting to know other people** nationally and internationally in this field (46% fully agree)

Worst features:

- **learning from international experiences** in the field of quality assurance (13% fully disagree)
- **finding international examples of best practices** that can be adapted for my own work (12% fully disagree)

## 2 Organisation and Contents of Workshops

Guide me! is a Transfer of Innovation project within the framework of the “Leonardo da Vinci” programme supported by the European Commission. The aim was to extend the already developed quality guidelines and the curriculum of the project QUINORA to “new” countries. Thus a basis for common EU quality criteria in guidance was created and applied in new partner countries (Turkey, Greece, Bulgaria, Lithuania and Poland). In each country (except for Greece) the curriculum was tested in workshops with managers of guidance training activities in training institutions, various labour and education policy-makers (e.g. employment agencies in EU countries) engaged in guidance activities as well as trainers of guidance measures.

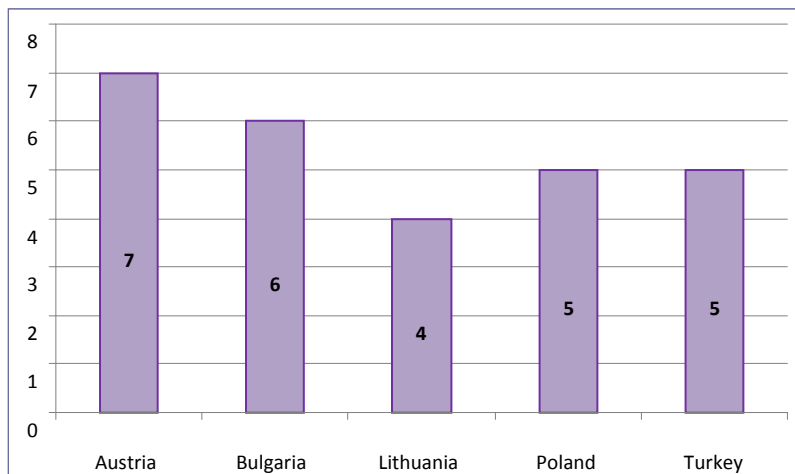
The aim of these workshops was to test the training materials, to discuss what might be missing and to add further content. The curriculum consists of seven domains that provide the framework of the project:

1. Domain: Demand and Needs Analysis
2. Domain: Call for Tender and Training Design
3. Domain: Staff Policy & Trainer Competencies
4. Domain: Materials & Infrastructure
5. Domain: Quality Assurance Measures on the System Level
6. Domain: Quality in the Course
7. Domain: Feedback & Evaluation

These topics were to be presented by the trainers of the partner organisations or by external experts. The participants were also supposed to have the opportunity to discuss these topics and related questions in the course of these workshops.

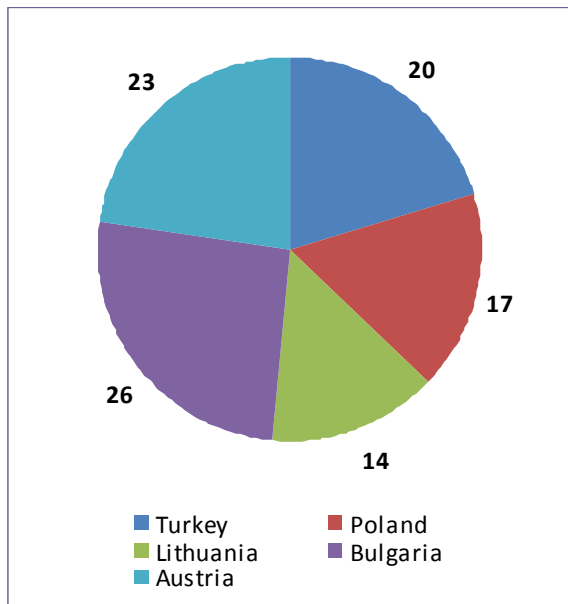
The primary target group of the workshops were people involved in the planning, conceptualisation, management and conducting of vocational orientation and activation group measures. Project partners were entitled to choose the most effective and useful organizational option to reach the target group. Each event was supposed to last for two days. Figure 1 below shows the number of workshops organised by project partners.

**Figure 1: Number of workshops per country [N=27]**



In total, 27 workshops – between 4 and 7 per country – were conducted and evaluated. 7 workshops were organised in Austria, 6 in Bulgaria, 5 in Poland, the same in Turkey and 4 in Lithuania, which is the smallest of all countries involved in this project.

**Figure 2: Average number of questionnaires filled in per workshop in all countries [N=484]**

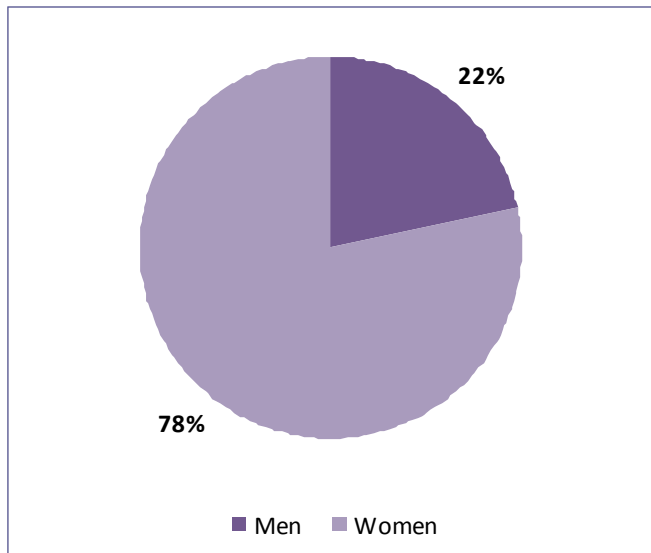


Altogether 484 questionnaires were filled in and returned. Taking into account the number of workshops conducted, an average of 18 questionnaires was completed per workshop. The number differed from country to country. In Bulgaria, an average of 21 questionnaires was filled in after each workshop, while it was 20 in Turkey. In Lithuania, Poland and Austria this number amounted to 16 or 17. The average number of questionnaires filled in per workshop in all countries is presented in Figure 2.

### 3 Profile of respondents

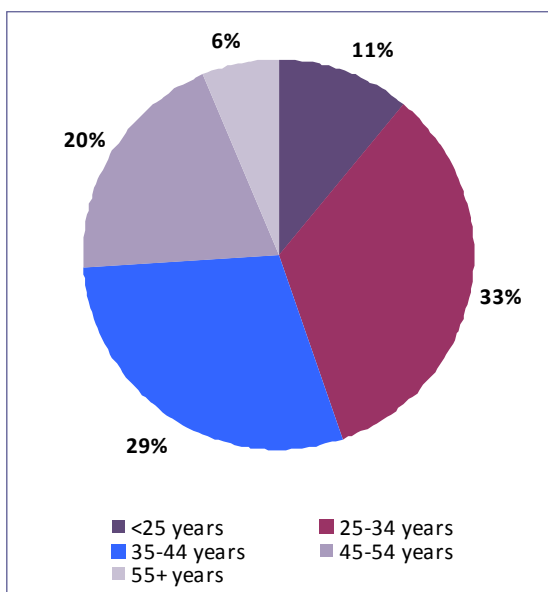
The great majority of respondents (workshop participants who filled in the questionnaires) were women (78%), while men represented only 22%.

**Figure 3: Sex of respondents [in percent; N=484]**



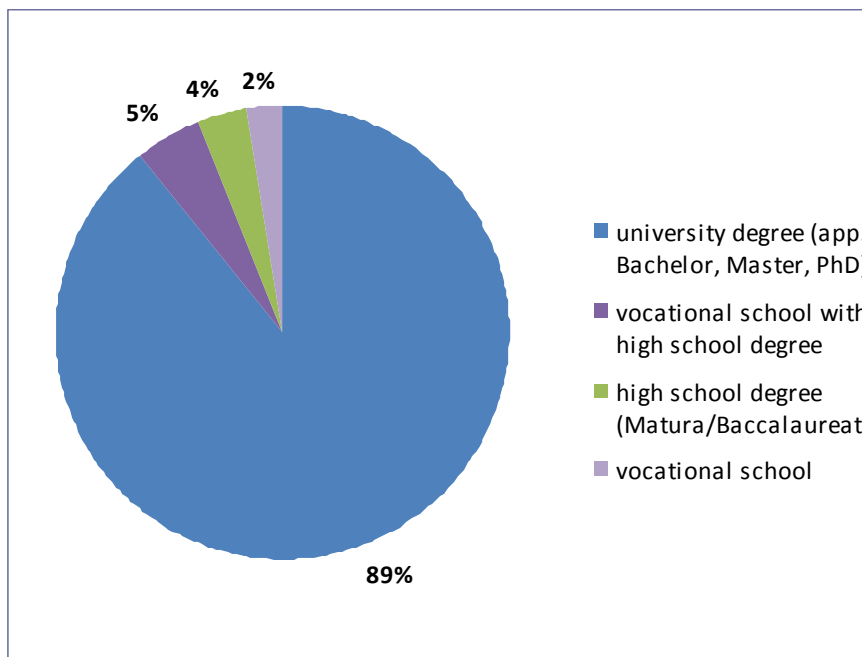
One third of the respondents was between 25 and 34 years old. Almost the same number of respondents reported to be between 35 and 44 years old. One fourth (26%) was older than 45, while only 11% of the respondents were younger than 25 years.

**Figure 4: Age of respondents [in percent; N=484]**



A great majority of workshop participants hold a university degree (89%). Only 5% reported to have finished vocational school with a high school degree, 4% stated to have finished high school and only 2% reported vocational school as the highest completed level of education.

**Figure 5: Highest completed level of education of respondents [in percent; N=484]**

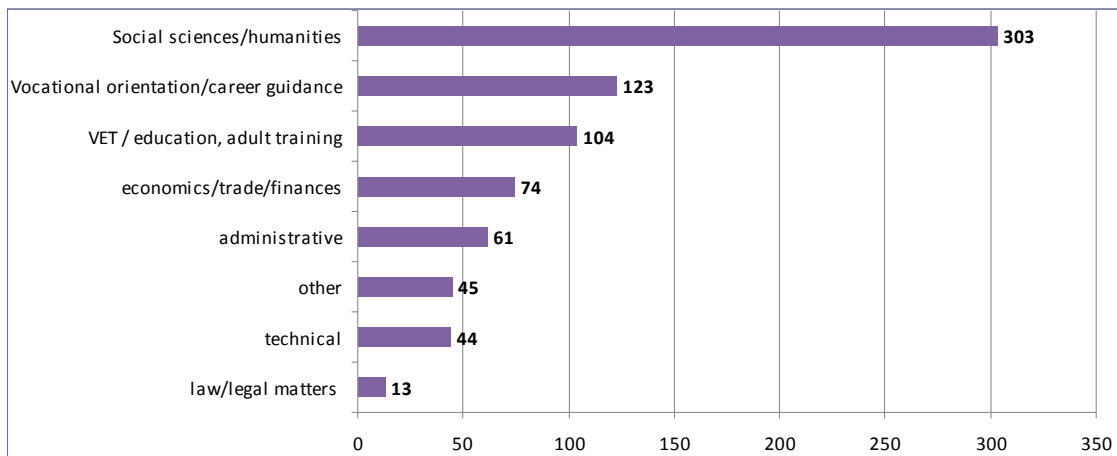


The most frequent field of formal qualification reported by the valorisation workshop participants is the field of social sciences/humanities. Other important areas in which the participants gained formal qualification are vocational orientation/career guidance (123 out of 767 responses) and VET/education, adult training (104 out of 767 responses). The second popular field of formal qualification are economics (74 out of 767 responses) and administrative qualifications (61 out of 767 responses). The least popular areas of formal education reported by valorisation workshop participants are technical and legal matters. It is important to mention that respondents were allowed to select more than one field of formal qualification.

The results are shown in Figure 6.

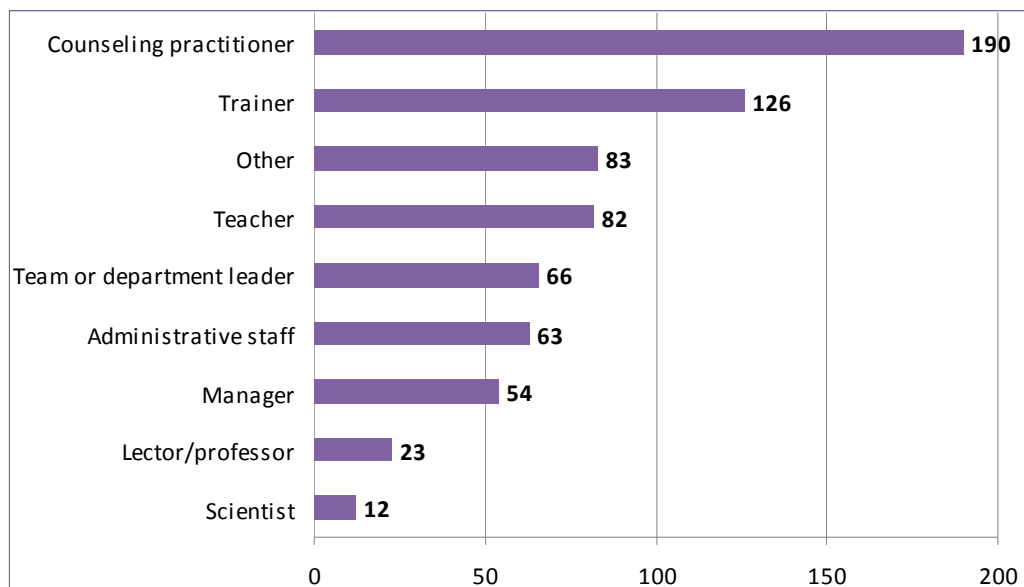


**Figure 6: Field of formal qualification [N=484]**



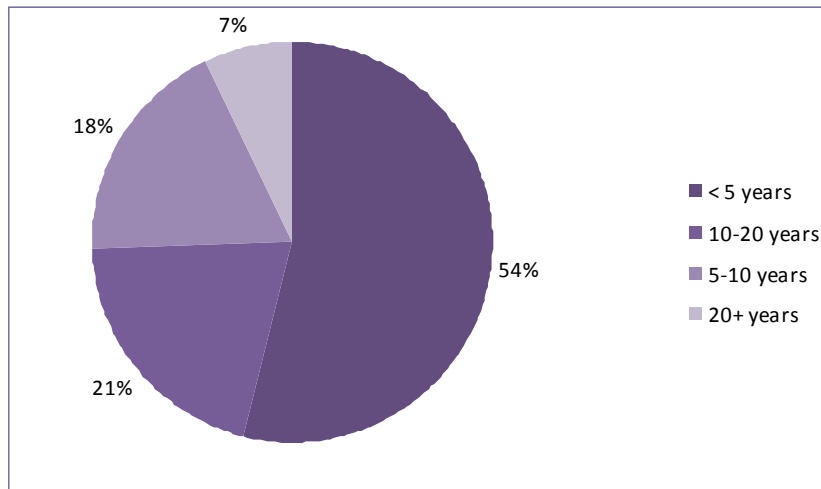
Many respondents described themselves as multi-professional, meaning that they have more than one profession. The most frequent professions found among the respondents were counselling practitioners (39%) and/or trainers (26%). Teachers were also well represented (17%). Other jobs reported by workshop participants are team or department leaders (14%), administrative staff (13%), managers (11%), lectors/professors (5%), and scientists (3%). What is interesting is that 17% of the respondents stated that they had a profession other than the ones included in that questionnaire. It is important to highlight that respondents were allowed to select more than one profession. Figure 7 below presents the results mentioned above.

**Figure 7: Profession [N=484]**



More than half of the respondents had less than 5 years of experience in the field of vocational orientation and career guidance. 18% of the respondents claimed to have 5 to 10 years of experience. Over one fifth had worked in that area for 10 to 20 years and only 7% of all respondents had more than 20 years of experience in vocational orientation and career guidance. These results are shown in Figure 8.

**Figure 8: Years of experience [N=484]**

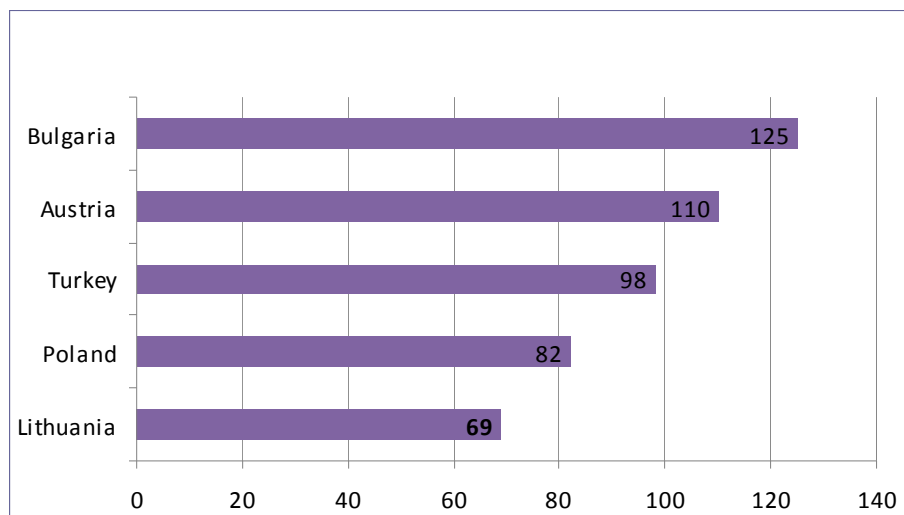


#### 4 Reaching the target group

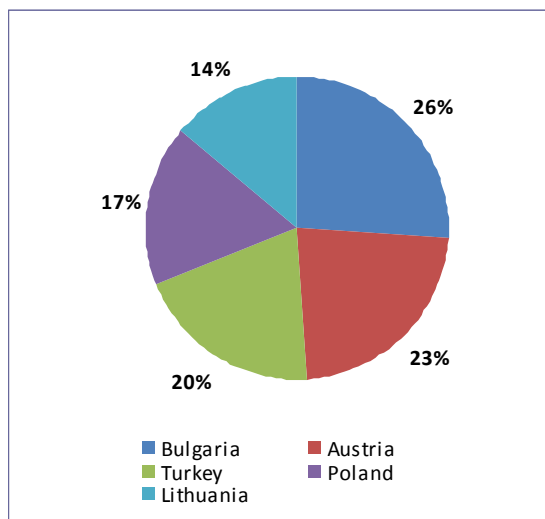
Altogether 484 questionnaires were returned to the partner organisations by participants of the workshops. The number of returned questionnaires varies from country to country.

The figure below shows how many questionnaires were completed in the participating countries.

**Figure 9: Number of questionnaires filled in by country [N=484]**



The distribution of the different nationalities ranged from 26% for Bulgaria that was best represented to 14% for Lithuania that was the least represented country. The second most represented country was Austria with 23% of all participants. Turkish participants made up 20% of all workshop participants and Polish 17% (see Figure 10).

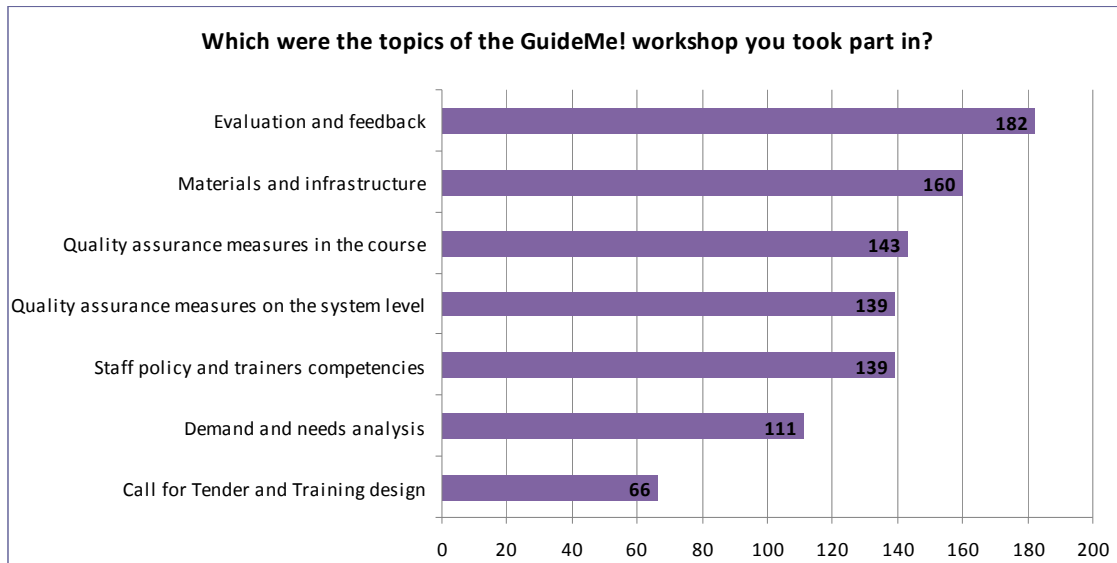
**Figure 10: Nationality of respondents**

Taking into consideration the population of all involved countries, the smallest country, Lithuania, was best represented (number of filled in questionnaires/population level), followed by Bulgaria and Austria and finally Poland and Turkey – the most densely populated countries of the GuideMe! project.

The topics of the GuideMe! workshops were organised around the seven domains of the GuideMe! curriculum.

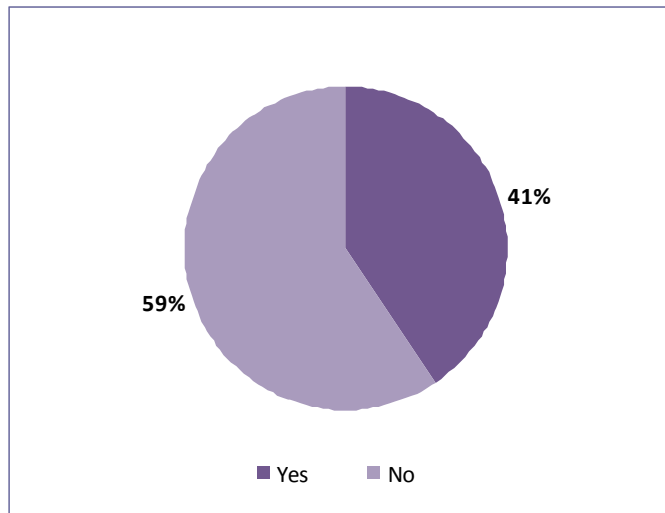
The best-attended workshops were those related to „Evaluation and feedback“ (38% of the respondents took part in them) and „Materials and infrastructure“ (33% of the respondents attended them). „Quality assurance measures in the course“, „Quality assurance measures on the system level“ and „Staff policy and trainer competencies“ achieved medium participation levels. Each of them was attended by one third of the respondents. Less attractive workshop topics were „Demand and needs analysis“ with a participation rate of 23% and „Call for Tender and Training design“, in which only 14% of the participants took part (See Figure 11).

**Figure 11: Most popular workshop topics**



Out of 484 respondents 41% had already taken part in quality assurance activities similar to GuideMe!.

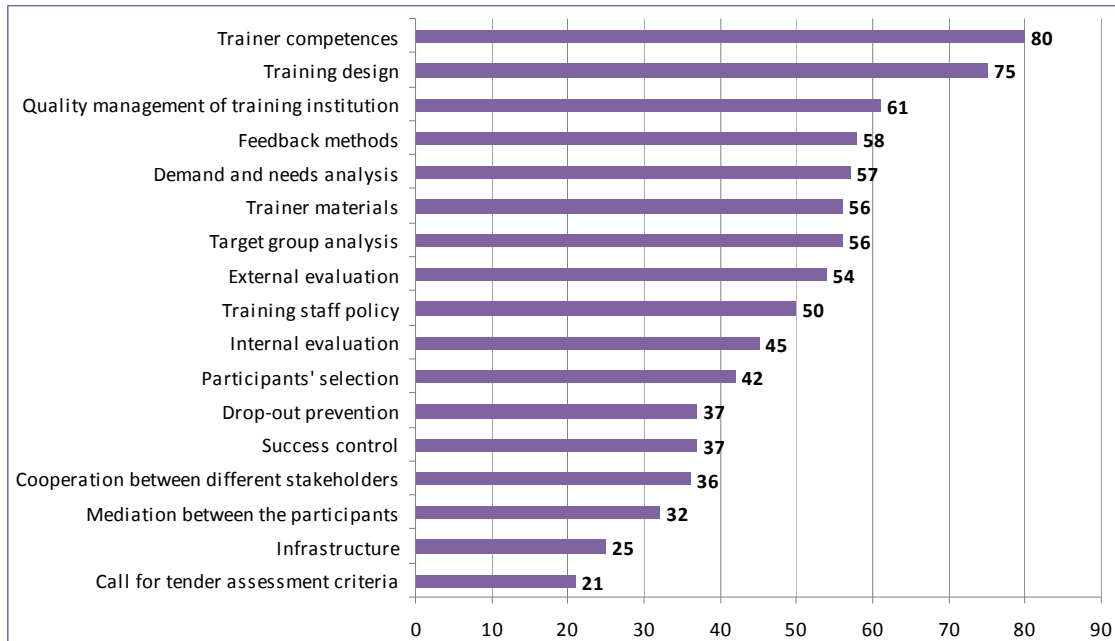
**Figure 12: Previous participation in any quality assurance activity (“Have you taken part in any quality assurance activity similar to GuideMe!?”) [N=484]**



Most of the respondents who had already participated in activities similar to the GuideMe! project stated that those were related to trainer competencies and training design (10% each). Topics that were reported as frequently were “Training staff policy”, “External evaluation”, “Target group analysis”, “Trainer materials”, “Demand and needs analysis”, “Feedback methods”, “Quality management of training institutions” (between 6 and 7% each). Less frequently attended activities were those related to “Success control”, “Drop-out prevention”, “Participants’ selection”, “Internal evaluation”, “Mediation between the participants”, “Cooperation between different stakeholders” (between 5% and 4% each). The least popular topics were

“Call for tender assessment criteria” and “Infrastructure” (3% each). These results are shown in Figure 13.

**Figure 13: Topics of the quality assurance activities previously attended [N=484]**

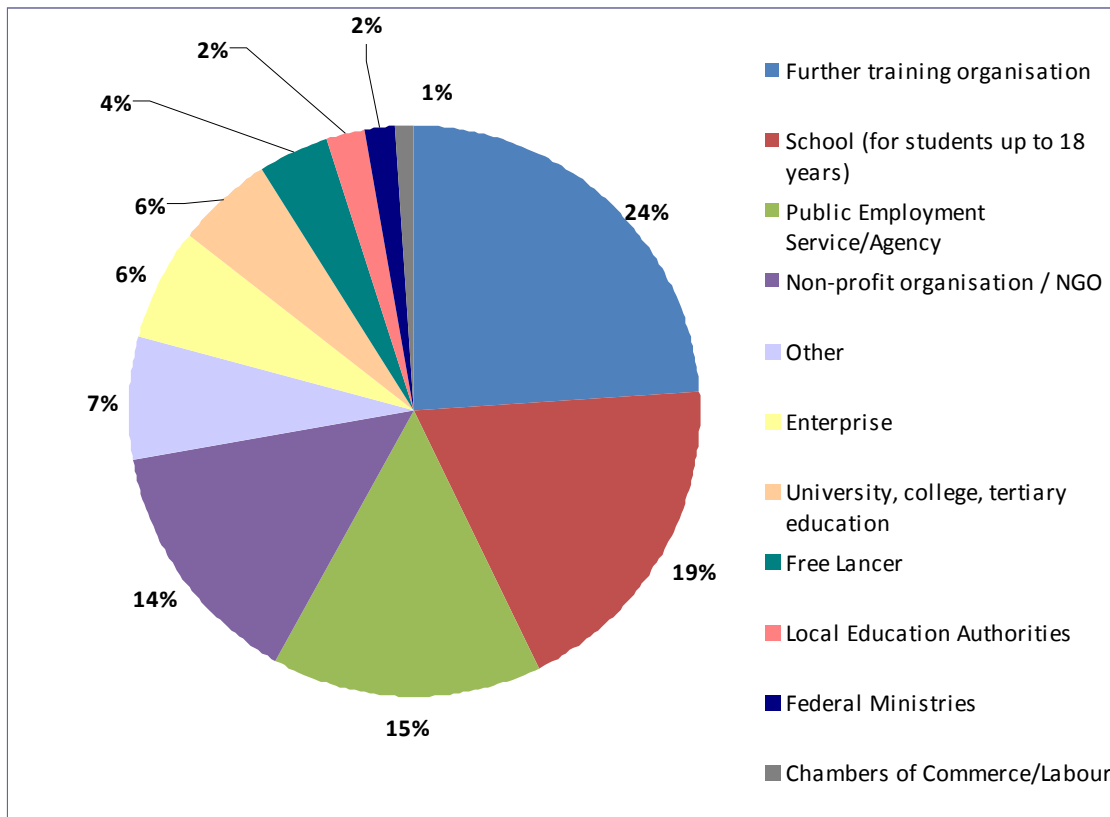


Concerning the intended target groups of the GuideMe! project, the professional background of the respondents leads to the assumption that they were reached to a high extent.

The workshop participants represented various institutions operating in the labour market. Almost one fourth of all responding participants (24%) were working for a “further training organisation”. A great number of respondents were working in schools for students up to 18 years (19%). Public employment services were also represented in that survey (15%) and almost the same number of respondents stated that they were working for an NGO (14%). There were fewer representatives of Local Education Authorities, Federal Ministries and Chambers of Commerce/Labour (up to 2%). 6% of all respondents stated that they worked as freelancers in the area of vocational guidance (See Figure 14).

Looking at the groups reached by the project and considering the previous activities in quality improvement of the users as well, the project’s relevance can be considered to be quite high. On the one hand, the distribution of respondents from different professional and organizational backgrounds met the project’s focus on the system level. On the other hand, less than half of the respondents had already had previous experience with quality improvement activities (41%), so there still is potential for raising awareness of quality among different stakeholders.

**Figure 14: Organisations respondents work for [in percent; N=484]**



## 5 Evaluation of the strategy and goals of the valorisation

The overall strategy of GuideMe! was to raise awareness for quality and quality assurance among the target groups – vocational counsellors and trainers – by making them familiar with the content and material developed within the GuideMe! project. Before and during the workshops, the participants were made familiar with the GuideMe! platform and the content available on the website (at the beginning of each workshop, a short presentation of the GuideMe! project was given as well). Bringing the project content to these target groups also meant discussing theoretical as well as practical content (methods, exercises for trainers/counsellors). In terms of theory, different quality concepts and quality standards were presented and then discussed with the participants: Which concept/standard is the most suitable for my work/my field of work and the target groups I am working with? Concerning quality assurance on a system level, quality certificates were discussed as well as the advantages and disadvantages of each model/concept. On a personal trainer/counsellor level, methods were suggested that help counsellors to improve the quality of their daily counselling practice (e.g. supervision and feedback methods that can also be used by trainers/counsellors without external supervision).

The main goal of the workshops was to adapt/select the most suitable content for the regional target groups. In order to choose the most interesting and suitable content, each partner had to find dissemination partners in each province/region. They also facilitated establishing contact with the target group(s)/the potential participants in each region. In Austria, for example, the dissemination partners

mainly supported **abif** by informing people on their own mailing lists and newsletters about the workshop taking place in the specific region (Some dissemination partners either directly employ counsellors and/or trainers or are establishing networks for counsellors/trainers.). In some regions, **abif** collaborated with the regional offices of the Public Employment Service. In Turkey, KARDER cooperated with public and private employment services, sometimes also with vocational training institutions. In Bulgaria, training institutions in different provinces were the main dissemination partners. In all participating countries, the partners tried to cover as many different regions as possible because workshops dealing with quality assurance are rarely provided and therefore interest in the topic could be raised.

In terms of **target groups**, the partners mainly addressed vocational guidance trainers and counsellors as well as university students (studying career guidance or psychology) and high school teachers who provided counselling services for their students.

### 5.1 Focus group on the strategy and goals of the valorisation

Additionally, the outcome of the focus group – which was carried out at the last transnational meeting in Lodz – is summarised in the following chapter.

All partners agree that the workshops worked out very well, even though some difficulties had to be resolved during the preparation of the workshops such as finding dissemination partners and workshop locations. This kind of administrative issues mostly arose in bigger countries such as Turkey, Bulgaria and Poland. However, with the support of the dissemination partners, the target group(s) could be reached and sometimes – as for example in Poland – even “new” target groups could be identified (university students, high school teachers). In Poland, one workshop held for university students was so successful that a follow-up workshop (after the GuideMe! project) is being planned. In Austria, the GuideMe! workshop held in Fall 2009 in Styria will be held again with a different quality focus in fall 2012 together with the Network of Career Counsellors in Styria.

In terms of **contents**, most partners focused on the quality domains 1 to 4, which are “Analysis of demand and need, goals of vocational orientation and activation measures”, “Tendering guidelines and training design”, “Staff policy, quality and qualification required of trainers”, and “Course materials and infrastructure”. Dealing with the different quality domains, an important focus of all partners was to bring practical content and exercises to the target groups that can be used in their every-day working context (such as different methods of peer counselling). The Turkish partner mentioned that sustainability in guidance services and how it can be assured were important discussion topics in several workshops. To cite another example, in Bulgaria an on-going process of institutionalization in the guidance sector is taking place. That is why the workshops aroused much interest, both from institutions and from counsellors. In this context, the overall strategy of Znanie was to provide content dealing with quality assurance at the system level and at the counsellors’ level.

#### Organisation of the workshops

Some partners reported they realized that it was quite time-consuming to find dissemination partners in some of the provinces where workshops were carried out. Discussing the needs analysis with the partners also took quite some time, at least in some provinces. The Turkish partner, for example, reported that it was sometimes difficult to form groups that were “big enough” to carry out a workshop, especially in rural areas where only few vocational trainers/counsellors work at one

place and where the training/counselling offices are situated far away from each other. At the same time, there definitely is a big demand for such workshops. Therefore the partnership tried to cover as many provinces as possible.

## 6 Workshop expectations

The attendees were asked what they had expected from the workshops. First of all, they expected to “gain knowledge of quality improvement systems in VET” (65.5% of respondents agreed to this statement; see Figure 15). This aspect was especially important for Austrian and Bulgarian participants.

More than half of the participants wanted “to find out how to improve the quality of vocational guidance and activation group training” (54.5%). 51.6% of the participants expected “to discuss interesting issues”. This point again was especially important to Austrian and Bulgarian participants.

Although GuideMe! is an international project, only 44.4% of the respondents were looking forward to “finding international examples of best practices”, and only one third expected to “get to know other people nationally and internationally in this field” and to “learn from international experience”. For 36% of the attendees, extension of their knowledge in the field of training measures was most important. Thus respondents seemed quite self-confident about their national quality improvement strategies. Only Bulgarian participants seemed to be more interested in learning from international examples.

**Figure 15: Expectations (“What did you expect from this workshop?”)**  
[N=484]



The results suggest that the majority of the workshop participants were interested in getting new inputs and collecting experiences in exchange with other people rather than being taught “best practices”. That is why workshop arrangements with a strong interactive character, place and time for discussions might have been the most successful ones. The interactive character of the workshops that was originally planned at least in some countries is justified by the results showing that the expectation of “discussing interesting issues” was largely fulfilled.



## 7 Meeting the demands

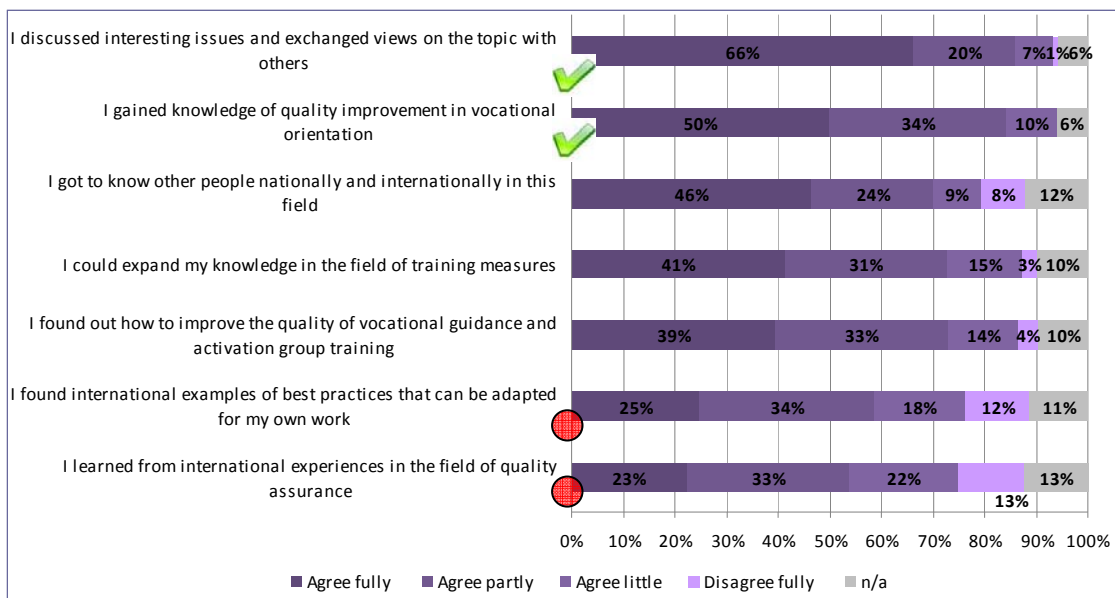
On the whole, all the demands of the participants were met during the valorisation workshops. The workshops can be considered to have been successful. Some expectations were more than fulfilled.

The most important expectation, “discussing interesting issues and exchanging views”, expected by 52% of the respondents, was more than just met, as 66% fully agreed and 20% partly agreed that they were able to discuss interesting issues and exchange views on the topic according to their expectation (see Figure 16). That value was the highest in Bulgaria where 89% of the respondents fully or partly agreed. Only 2 persons out of all 484 respondents were disappointed in this regard and they were from Turkey. In all other countries, none of the respondents stated that this demand had not been met.

The second important result of the valorisation workshops was “gaining knowledge of the quality improvement in vocational orientation”. Half of the respondents fully agreed to have gained such knowledge and 34% agreed partly. The country where that aspect was especially appreciated was Bulgaria where almost 90% of the respondents fully or partly agreed.

The third frequently mentioned expectation, “to find out how to improve the quality of vocational guidance and activation group training” (54.5% expected that), was also well satisfied (39% fully agreed and 33% partly agreed). It was especially well-evaluated in Poland and Lithuania, but relatively negatively in Turkey where 14% of the respondents stated that their expectations had not been fulfilled.

**Figure 16: Fulfilment of Expectations [in percent, N=484]**



The international dimension seemed to be the weakest point of the GuideMe! valorisation workshops. One fourth fully agreed and one third partly agreed that their expectations of “finding international examples of best practices that can be adapted for the participants’ own work” were fulfilled, but almost 12% of the respondents (that is approx. 58 persons) disagreed.

The countries where that dimension had the lowest level of agreement were Austria

(29.1% disagreed) and Poland (25.6% disagreed). The respondents least agreed with the statement "I learned from international experiences in the field of quality assurance". More than one fourth (26.4%) of Austrian respondents disagreed on that and between 16 and 17% respondents from Poland and Turkey disagreed as well. However, there were countries with a high level of agreement in that area. In Bulgaria 42% of the respondents fully agreed and 36% partly agreed that that expectation was fulfilled. In Lithuania that value was also high (altogether 74% partly or fully agreed).

It seems that the evaluation of the international dimension was very country-specific.

The possibility of getting to know other people nationally and internationally working in this field was also well appreciated in the valorisation workshops. 70% of respondents fully or partly agreed. The countries in which that dimension reached the highest level of agreement were Lithuania (79%) and Poland (72%).

One of the aims of the workshops was that the respondents would discuss interesting issues and exchange views on the topic with others. This was especially appreciated in Poland where 85% of the respondents fully or partly agreed that that goal had been reached.

Expansion of knowledge in the field of training measures was another important aspect. The countries where the most respondents agreed that their expectation had been fulfilled were Poland (83% fully or partly agreed) and Lithuania (82% fully or partly agreed). Agreement was lowest in Austria (7% disagreed and 30% agreed little).

To sum up, issues that were expected most were evaluated positively. Those issues that were expected less were evaluated less positively. So people seemed to get what they expected.

The results of the evaluation of expectation fulfillment per country are presented in Figure 17.

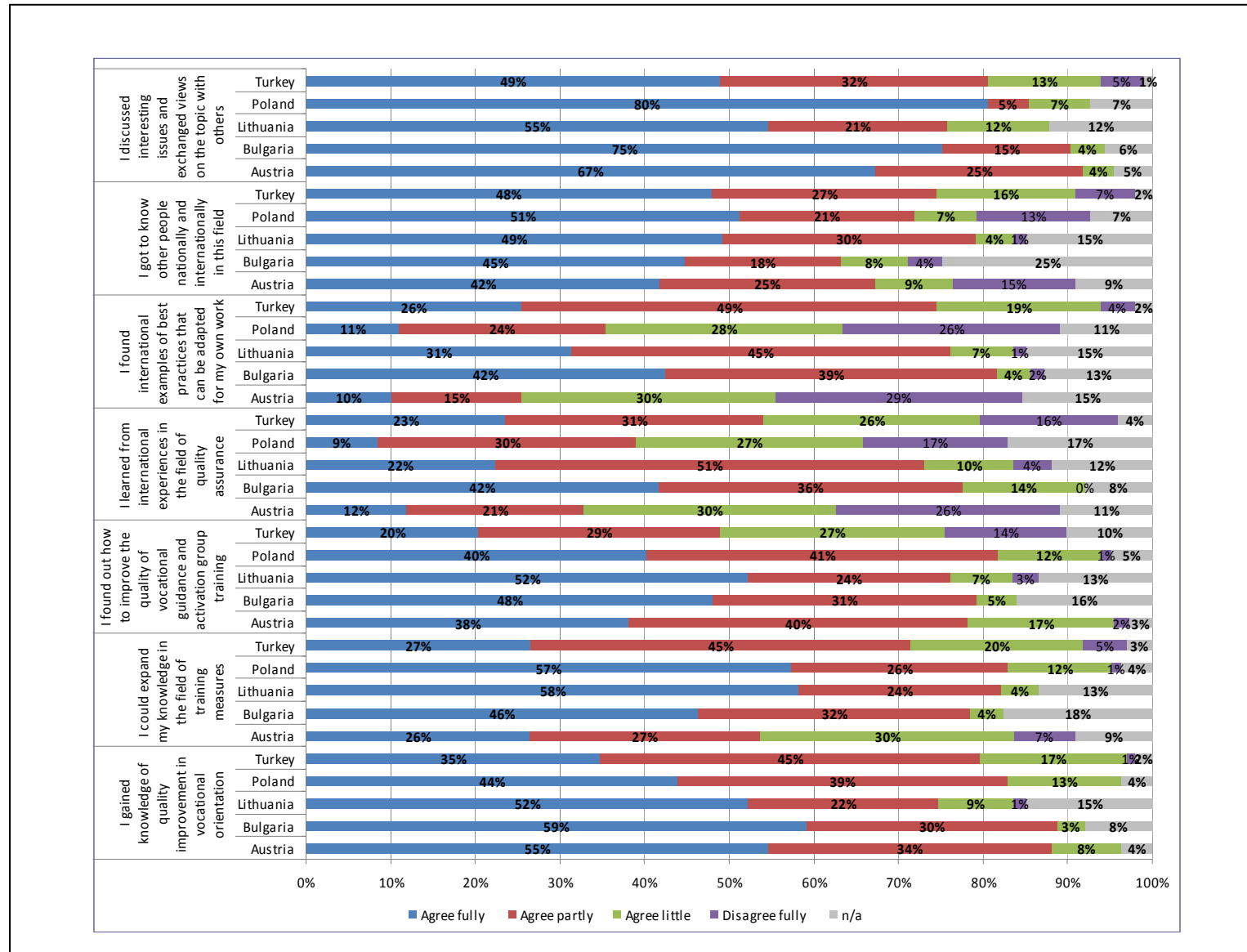


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Figure 17: Evaluation of the highly demanded issues per country (“How far were your expectations fulfilled?”) [in percent, N=484]





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In addition to the results of the participants' survey presented above, the project partners discussed the feedback they received in their countries (directly by the participants or through trainers) within a focus group which took place at the last transnational meeting. The results are summarised in the following.

*Positive/negative feedback of the workshop participants and suggestions*

In the following, the positive feedback of the workshop participants in the different partner countries is summarised. The participants felt inspired by new ideas of how to ensure quality in their daily counselling practice. They appreciated getting an opportunity to reflect on their own work and its quality. Several participants mentioned that they liked the concrete quality assurance methods presented during the workshops. Most of them reported that the GuideMe! curriculum was relevant and interesting for their working practice. All partners observed a need for workshops dealing with quality in their country. In Austria, for example, some trainers/counsellors – especially in the regions far away from the capital city of Vienna – showed great interest in participating in the workshops and even travelled to neighbour provinces in order to attend a workshop. According to the Bulgarian partner Znanie, this was also true for Bulgaria, especially for the rural regions. People who could not attend a workshop usually asked for an account in order to access the GuideMe! platform. Many people – also those who could not attend a workshop – were very interested in the GuideMe! materials, especially in the exercises and the e-library (This was especially mentioned by the Lithuanian partner). Most participants appreciated having the opportunity to interact with other counsellors/trainers, to exchange experiences and discuss them with people working in the same field. In Turkey, the participants especially liked the idea that all content would be freely available once the project has ended.

The main criticisms of the participants were the following: Some participants felt that the platform contained too much information, which makes it difficult to identify relevant content (in terms of their daily work as counsellors). Some counsellors stated that the platform could be more user-friendly and that more time should have been spent on explaining and discussing when and how the platform could be used. Another point of criticism was the two-day scheme that apparently was an obstacle for some participants. They would have preferred a one-day workshop, which is more compatible with their work duties. Some participants said they would have preferred to talk less about the GuideMe! materials and about the national guidance situation, but more about practical content (exercises, methods etc.). Some did not like the blended learning character of the curriculum.

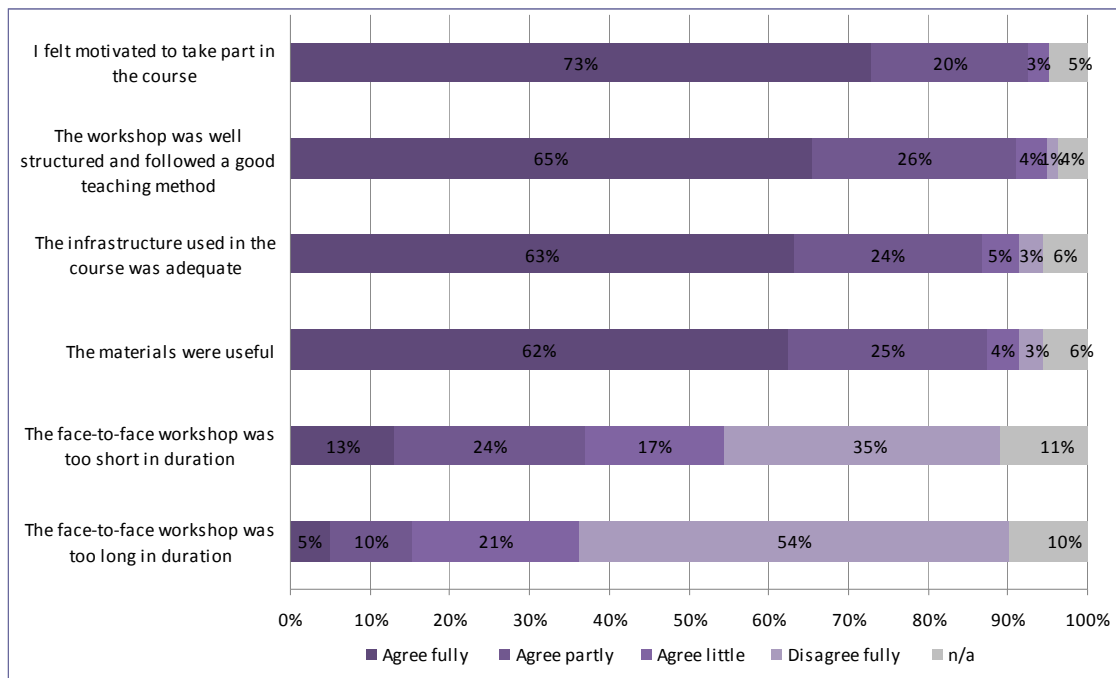
In terms of suggestions, some counsellors thought that the e-learning platform could be further expanded by inserting more practical content and exercises.

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## 8 Evaluation of methods

Participation in the workshops was free and mostly optional. A general evaluation of the workshops shows positive results for all countries in almost all regards (see Figure 18).

**Figure 18: Evaluation of face-to-face workshops [in percent, N=484]**



The organisation of the workshops was very well evaluated by the participants. Over 85% of them agreed (fully or partly) that they were well motivated to take part in the course, that the workshop was well structured and good teaching methods were used, that the infrastructure in the course was adequate and materials were useful. Regarding the duration of the face-to-face workshops, the majority responded that it was just about the right duration (not too long and not too short).

Figure 19 below shows that there were no major differences between the countries. In all countries the organizational aspects were evaluated positively. Only some minor remarks related to the infrastructure of the course (13%), materials used (11%) and course structure (5%) were reported in Turkey.

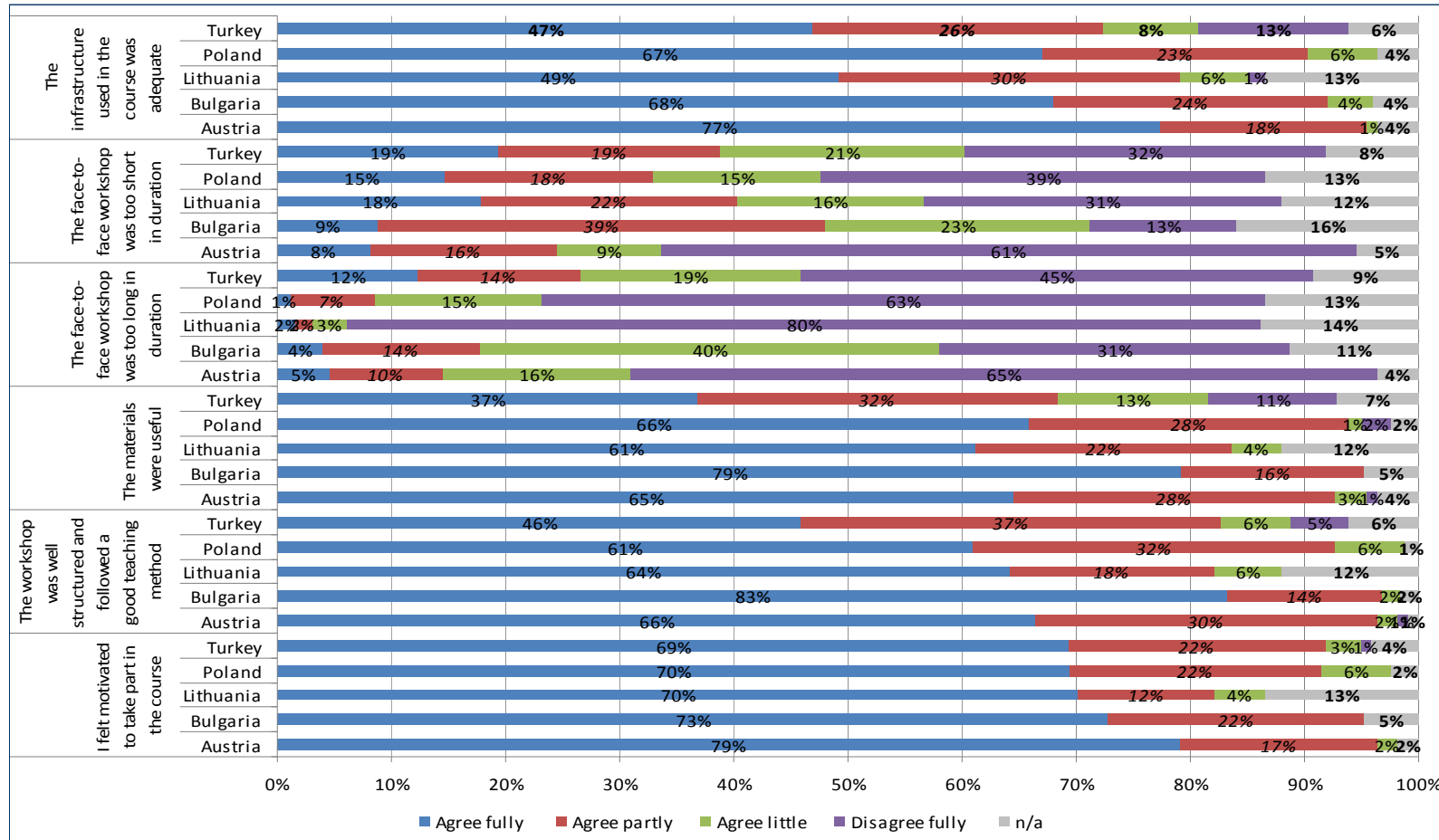


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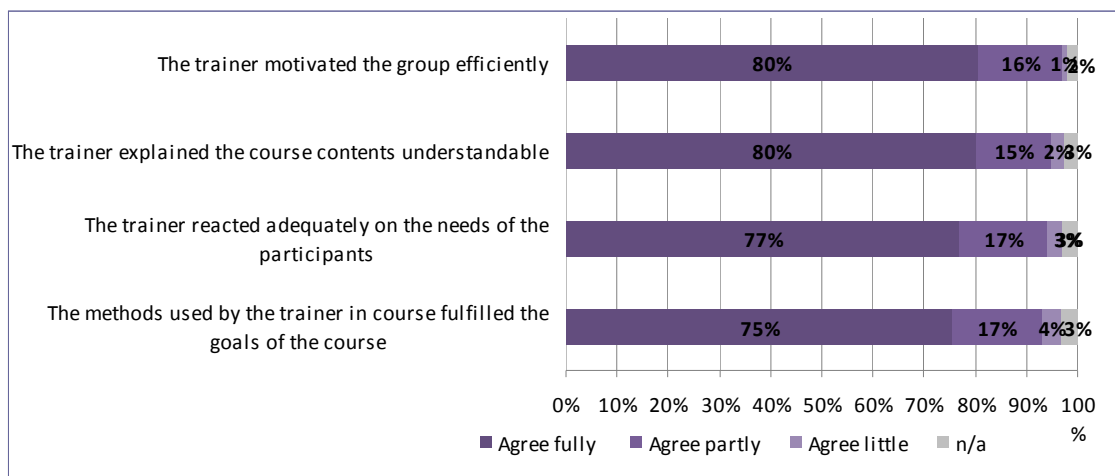
Figure 19: Evaluation of face-to-face workshops by country [in percent, N=484]



## 9 Trainers' performance

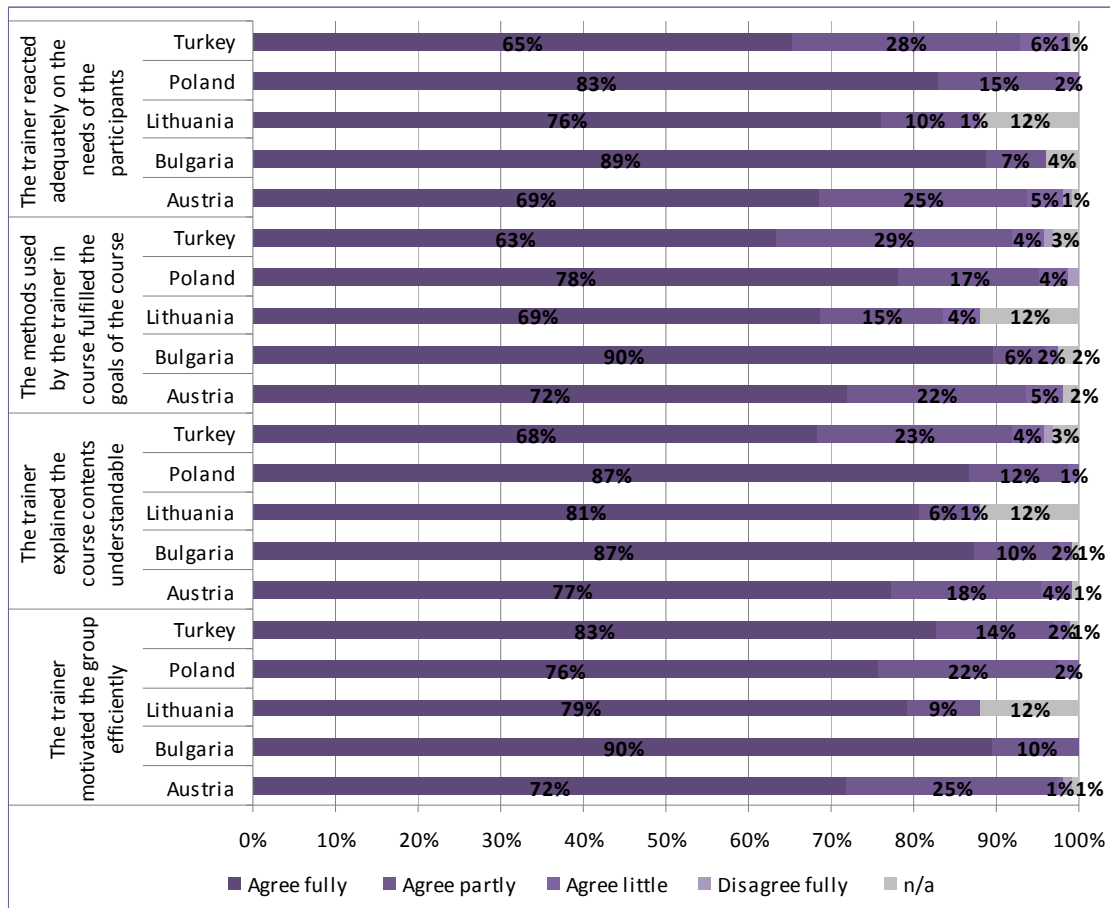
The trainers conducting the valorisation workshops added great value to the events. Over 90% of participants were very satisfied with the way trainers motivated the group and explained the course content. In all the workshops, trainers reacted adequately to the needs of the participants (94% fully and partly agreed). Also almost all participants agreed that the methods used by the trainers in the course fulfilled the goals of the course (93% fully and partly agreed).

**Figure 20: Evaluation of trainers' performance [in percent, N=484]**



The trainers' performance achieved the same good evaluation results in all participating countries. In none of the countries were any of the analysed aspects of trainers' performance evaluated negatively. This proves the high standard of the involved trainers' competences and preparation. The results are shown in Figure 21.

**Figure 21: Evaluation of trainers' performance by country [in percent, N=484]**



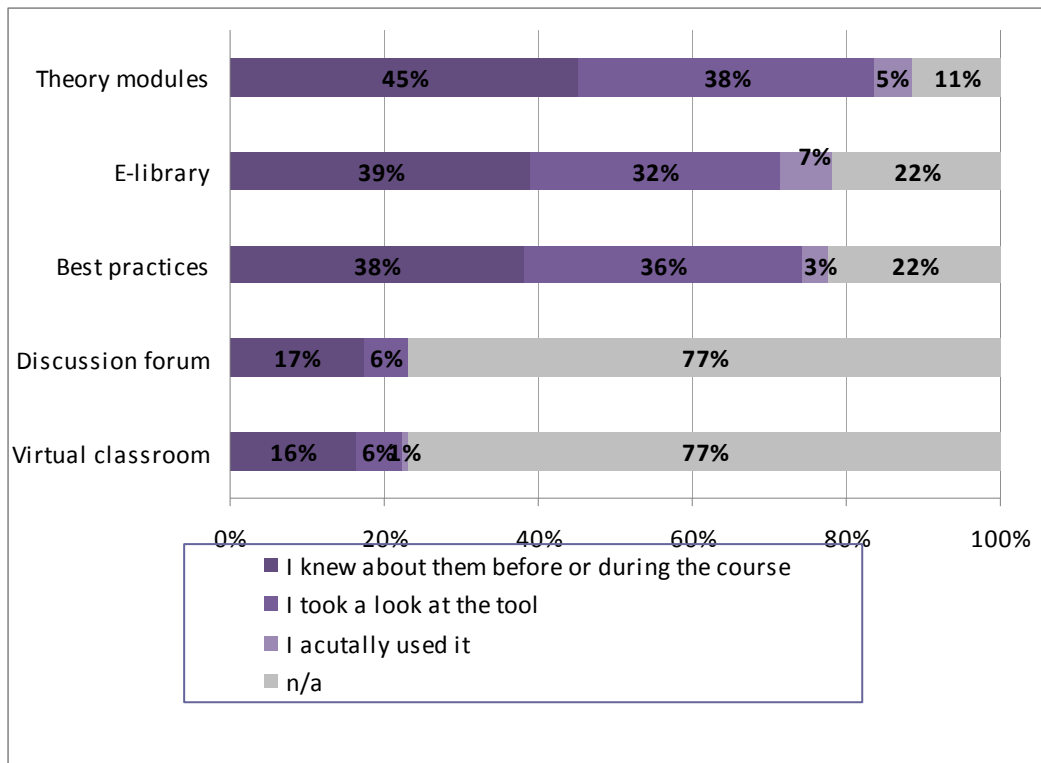
## 10 Usage of the online platform

The GuideMe! project offered several online tools: theory modules, e-library, best practices, discussion forum and virtual classroom. These password-protected areas were accessible to all registered users taking part and working in the project. For the present evaluation the main questions were if and to what extent the workshop participants were using the online platform. Therefore the participants were asked whether they had known about the platform and whether they had used it before the workshops started. As for the first three mentioned tools, the majority of respondents had known about them before the course and had even taken a look at them. Between 3 and 5% of the respondents had used these tools before the workshop. The discussion forum and the virtual classroom were familiar to more than 20%, but it seemed that they had not been actively used before the workshop.

Figure 22 shows the evaluation results of the usage of the online platform.

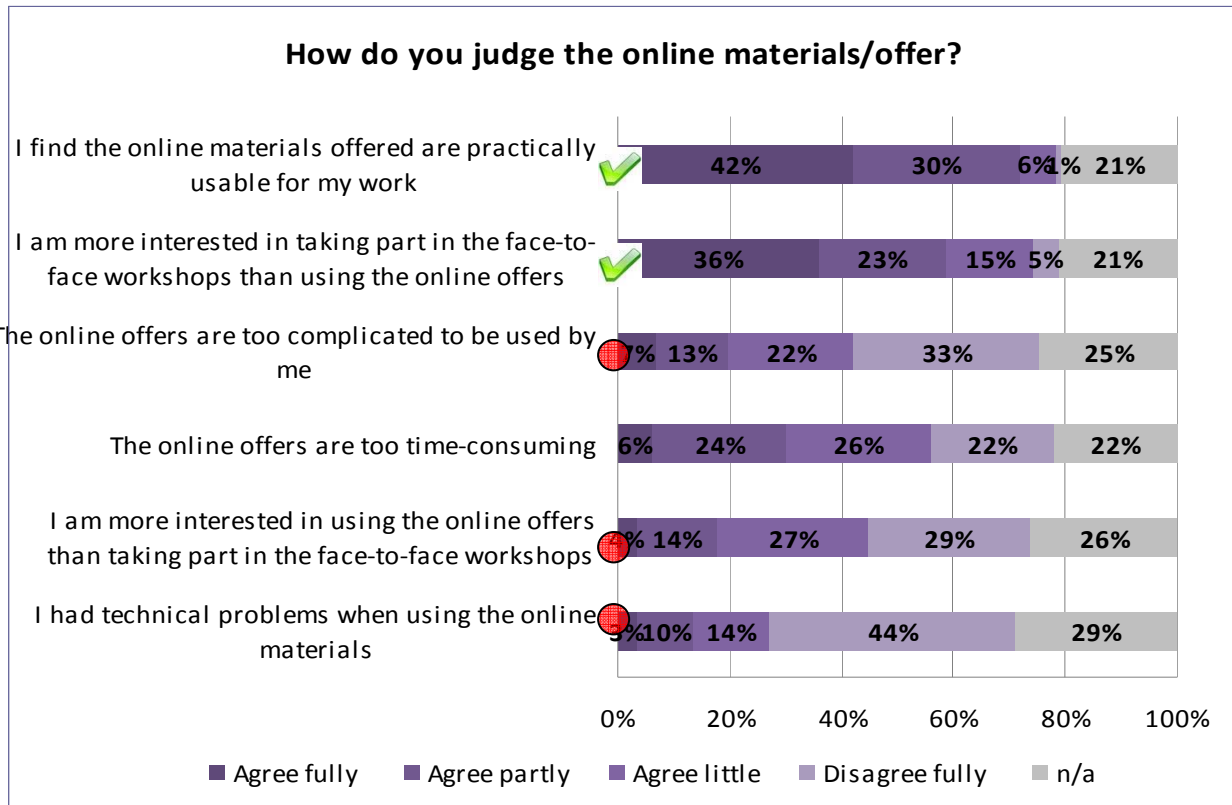


**Figure 22: Previous experience with GuideMe! online tools [in percent, N=484]**



The online offer of GuideMe! was perceived to be practical and useful for workshop participants' work (72% agreed fully or partly). After analysing the participants' preferences it was clear that a great majority of them were more interested in the face-to-face format than in online activities. That may have been due to technical problems that some of them faced (13%) or the need or preference to exchange views in person rather than using ICT. These results are presented in Figure 23.

**Figure 23: Evaluation of the online tools [in percent, N=484]**



The country where almost all respondents stated that the online materials offered were practical and useful for their work was Bulgaria (84% fully or partly agreed). The face-to-face mode was most preferred in Turkey (84% respondents fully or partly agreed). Turkey also had the highest level of agreement to the statement that “the online offer was too complicated to be used by respondents” (50% fully or partly agreed). These results are presented in Figure 24.

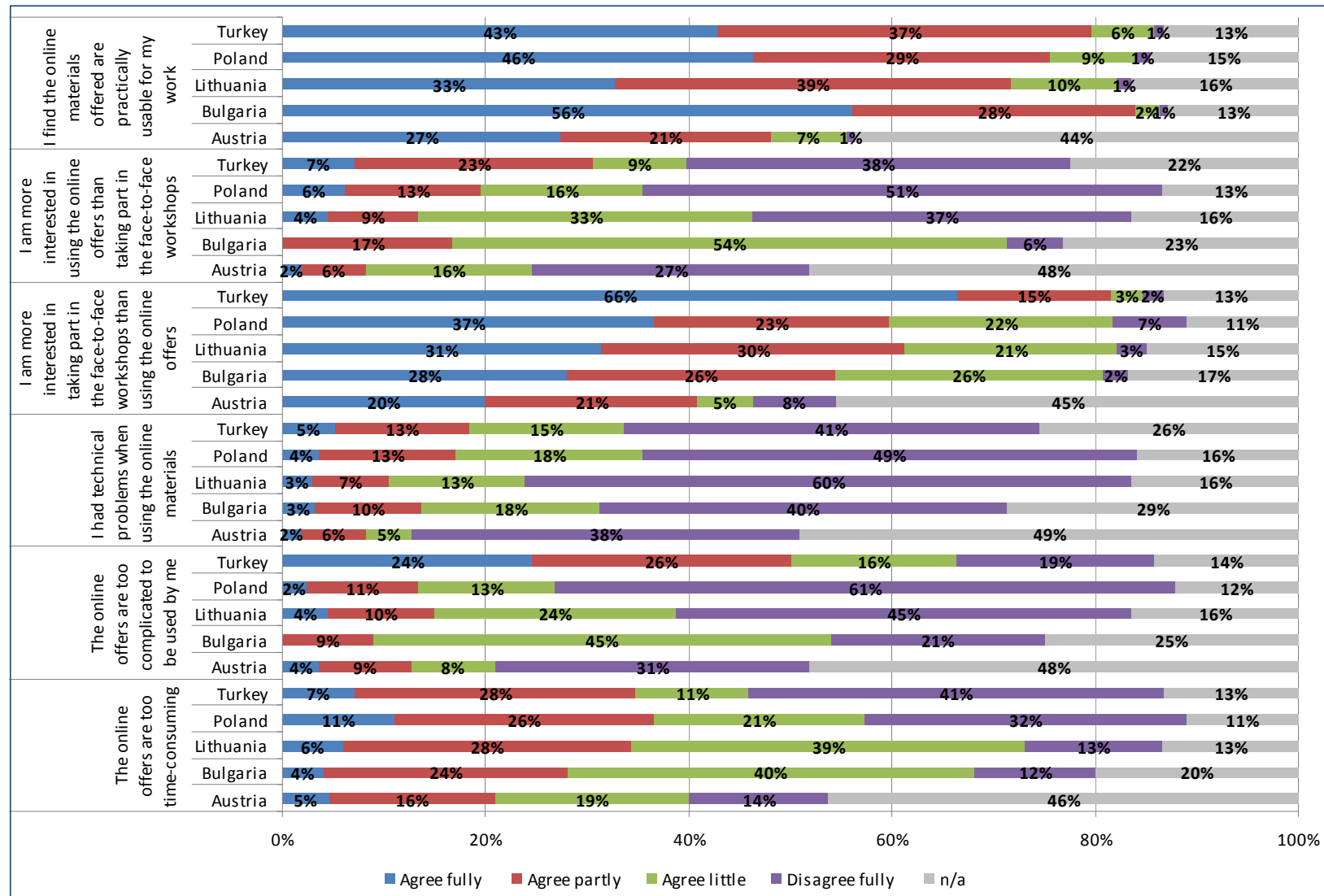


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*Guide me!*

Figure 24: Evaluation of the online tools by country [in percent, N=484]

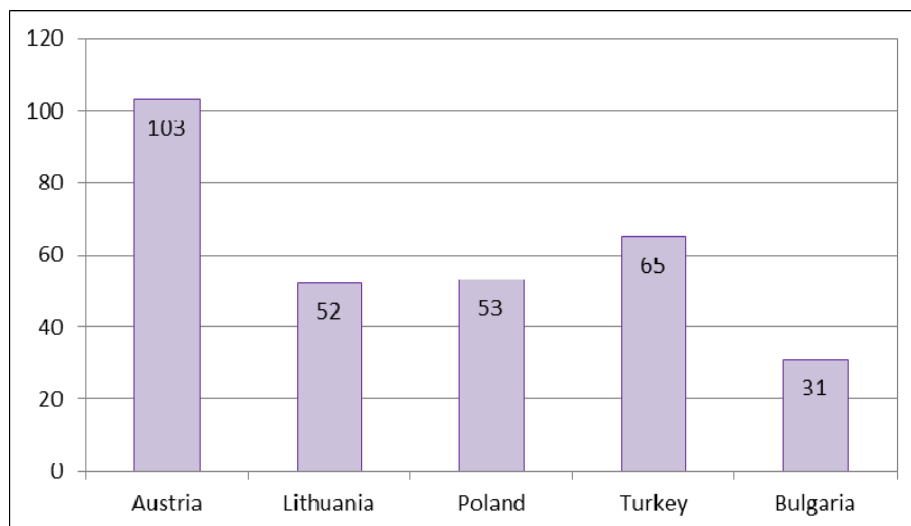


## 10.1 Profile of the platform users

In each workshop the participants were asked to access the GuideMe! platform prior to attending the workshop. The aim was to get familiar with the content of the project and the materials developed within. To access the platform each participant received an account, which facilitated the documentation of the participants' activities on the platform (How many people accessed the platform in each partner country; field of occupation, years working in vocational training and/or counselling, age, gender etc.). In this final chapter, the platform users are described briefly in terms of their socio-demographic characteristics and professional background. (Note: Most platform users participated in a workshop, even though some might not have, but heard about the GuideMe! project and contacted the national partner organisation in order to get access to the platform.)

For all workshops together, 809 IDs were assigned and, as most users accessed the platform more than once, the GuideMe! platform was accessed around 4,000 times (from October 2009 to September 2011). 173 IDs were assigned in Austria, 174 in Bulgaria, 107 in Lithuania, 126 in Poland and 229 in Turkey. As **Figure 25** shows, Austrian users completed the online questionnaire far more often than any other nationality.

**Figure 25: Number of completed questionnaires of platform users (N=304)**

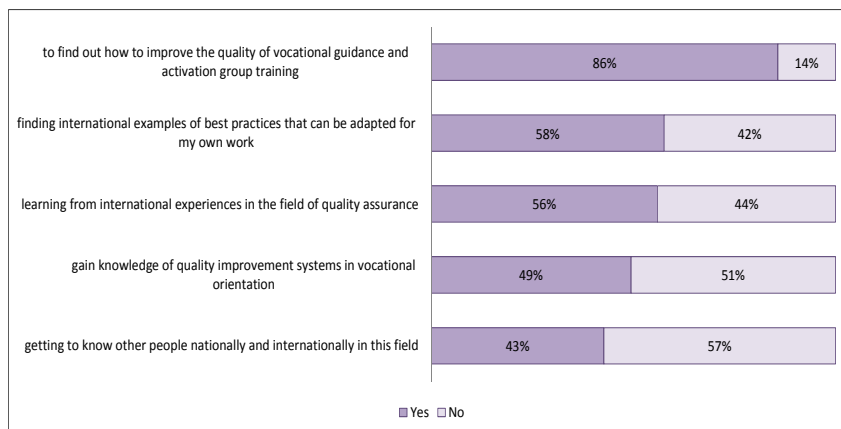


72% of the platform users were women, which is, even given the fact that counselling/training is an occupational field mainly women work in, a very high percentage. The age ranged from 20 to 65 years with a mean of 38.2 years (arithmetic mean). 85% held an academic degree, two thirds were graduates of social sciences/humanities.

The platform users had been working in the field of vocational counselling and/or training for 3.8 years (arithmetic mean), most of them as counselling practitioners (41%), 22% as trainers and another 20% as teachers.

When asked about their **expectations**, almost 90% of the platform users wanted to find out how to improve the quality of vocational guidance and activation in group settings (see also Figure 26). More than half of them said they wanted to learn about "international best practices" and "international experiences" in vocational guidance that could be used in their own work context.

**Figure 26: Platform users' expectations of the workshop (N=304)**



## 10.2 Homepage users

According to the provider's statistics app, 5,000 visits were registered on the project website [www.guideme.at](http://www.guideme.at). Aside from 4,000 registered online platform visits app, 1,000 visits could be counted within a two-year period.

## 11 Annex

### 11.1 Questionnaire for Participants

Dear GuideMe! workshop participant,

You have attended a valorisation workshop of the Leonardo da Vinci funded project GuideMe!. Your opinion is important to us in order to get feedback on the further development of the curriculum. Please answer the following questions as honestly as you can. Please do not reflect upon each question thoroughly, as the first answer you come up with is generally the right one!

**A. STATISTICS: Please give us some information about yourself. The personal data will be processed in a general statistical context, not individually.**

#### Statistics:

- 1) Nationality:
- Austria
  - Bulgaria
  - Greece
  - Lithuania
  - Poland
  - Turkey
  - Other

- 2) Gender:
- male
  - female

3) Age: \_\_\_\_

4) Highest qualification degree:

- equivalent to obligatory school attended (8-9 years of school)
- high school degree (Matura/Baccalaureat)
- vocational school
- vocational school with high school degree
- university degree (app. Bachelor, Master, PhD)

**5) In what field do you have a formal qualification? [multiple answers possible]**

- social sciences/humanities
- VET/education, adult training
- vocational orientation, career guidance
- economics/trade/finances
- administrative
- technical
- law/legal matters
- Other

**6) Profession:**

- Trainer
- Counselling practitioner
- Teacher
- Scientist
- Other
- Lector/professor
- Administrative staff
- Team or department leader
- Manager

**[multiple answers possible]**

**7) Organisation you work for:**

- School (for students up to 18 years)
- University, college, tertiary education
- Further training organisation
- Public Employment Service/Agency
- Federal Ministries
- Local Education Authorities
- Enterprise
- Non-profit organisation/NGO
- Chambers of Commerce/Labour
- Freelancer
- Other

**8) How many years professional experience do you have in the field of vocational orientation and career guidance?**

\_\_\_\_years    \_\_\_\_months

**9) Have you taken part in any quality assurance/improvement activity similar to GuideMe!?**

- Yes                       No

**10) If yes, in which field(s) was/were these quality/improvement activity/ies?**

- |  |   |
|--|---|
| <input type="radio"/> Demand and needs analysis                      | <input type="radio"/> Target group analysis   |
| <input type="radio"/> Call for tender assessment criteria            | <input type="radio"/> Training design   |
| <input type="radio"/> Training staff policy                          | <input type="radio"/> Trainer competences   |
| <input type="radio"/> Infrastructure                                 | <input type="radio"/> Trainer materials   |
| <input type="radio"/> Quality management of the training institution | <input type="radio"/> Cooperation between different stakeholders                        |
| <input type="radio"/> Participants' selection                        | <input type="radio"/> Mediation between the participants' expectations and course goals |
| <input type="radio"/> Drop-out prevention                            | <input type="radio"/> Internal evaluation   |
| <input type="radio"/> External evaluation                            | <input type="radio"/> Success control   |
| <input type="radio"/> Feedback methods                               |   |

Other: .....

**11) What did you expect from this GuideMe! workshop?**

- gain knowledge of quality improvement systems in vocational orientation
- expand my knowledge in the field of training measures
- to find out how to improve the quality of vocational guidance and activation group training
- learning from international experiences in the field of quality assurance
- finding international examples of best practices that can be adapted for my own work
- getting to know other people nationally and internationally in this field
- discussing interesting issues and exchanging views on the topic
- other: .....

**12) Which were the topics of the GuideMe! workshop you took part in?**

- Demand and needs analysis
- Call for Tender and Training design
- Staff policy and trainer competencies
- Materials and infrastructure
- Quality assurance measures on the system level
- Quality assurance measures in the course
- Evaluation and feedback
- Other: .....



**B. EVALUATION OF THE WORKSHOP PROGRAMME**
**13) How far were your expectations fulfilled?**

STATEMENTS	Agree fully	Agree partly	Agree little	Disagree fully
I gained knowledge of quality improvement in vocational orientation group coaching.	○	○	○	○
I could expand my knowledge in the field of training measures.	○	○	○	○
I found out how to improve the quality of vocational guidance and activation group training.	○	○	○	○
I learned from international experiences in the field of quality assurance.	○	○	○	○
I found international examples of best practices that can be adapted for my own work.	○	○	○	○
I got to know other people nationally and internationally in this field.	○	○	○	○
I discussed interesting issues and exchanged views on the topic with others.	○	○	○	○

**14) How do you judge the face-to-face workshop you took part in within the last two days?**

STATEMENTS	Agree fully	Agree partly	Agree little	Disagree fully
I felt motivated to take part in the course.	○	○	○	○
The workshop was well structured and followed a good teaching method.	○	○	○	○
The materials were useful.	○	○	○	○
The face-to-face workshop was too long in duration.	○	○	○	○
The face-to-face workshop was too short in duration.	○	○	○	○
The infrastructure used in the course was adequate.	○	○	○	○

**15) How do you evaluate the overall trainer's performance?**

STATEMENTS	Agree fully	Agree partly	Agree little	Disagree fully
The trainer motivated the group efficiently.	○	○	○	○

The trainer explained the course contents understandable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The methods used by the trainer in the course fulfilled the goals of the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The trainer reacted adequately to the needs of the participants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 16) What were your experiences with the online tools?

E-Learning Tool	I knew about them before or during the course.	I took a look at the tool.	I actually used it.
Theory modules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Best practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 17) How do you judge the online materials/offer?

STATEMENTS	Agree fully	Agree partly	Agree little	Disagree fully
The online offers are too time-consuming for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The online offers are too complicated to be used by me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had technical problems when using the online materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more interested in taking part in the face-to-face workshops than using the online offers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more interested in using the online offers than taking part in the face-to-face workshops.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find the online materials offered are practically usable for my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**The GuideMe! partnership thanks you for your co-operation! The evaluation report may be downloaded as of September 30, 2011 from the official GuideMe! website: [www.guideme.at](http://www.guideme.at)**

## 11.2 Questionnaire for platform users

Nationality:

- Austria
- Lithuania
- Poland
- Greece
- Turkey
- Bulgaria
- Switzerland
- Other

Gender:

- male
- female

Age:

Highest qualification degree:

- obligatory school degree
- vocational school degree / apprenticeship
- high school degree (Baccalaureat)
- vocational school with high school degree
- university degree (Bachelor, Master, PhD)

In what field did you obtain a qualification degree?

- social sciences/humanities
- administration
- economics/trade
- technical/handicraft
- Other

Profession:

- Group trainer
- Career counsellor
- Teacher
- Scientist
- Lecturer/professor
- Administrative staff
- Case manager
- Student / Trainee
- Other

Organisation you work for:

- School
- University or college
- Further training organisation
- Public administration
- Enterprise
- Non-profit organisation / NGO
- Public Employment Service
- Other Employment Agency

How many years did you have professional experience in the field of vocational orientation and guidance?

- years

- months

Have you taken part in any quality improvement activities in the past five years related to your professional work?

- Yes
- No

What do you expect from the GuideMe! curriculum?

- finding out how to improve the quality of vocational guidance and activation group training
- learning from international experiences in the field of quality assurance in this field
- finding international examples of best practices
- getting to know other people nationally and internationally in this field
- seeking overview about European quality standards in this field of activity

### 11.3 Focus group guideline

#### STRATEGY AND GOALS OF VALORISATION:

1. What was the overall strategy of the valorisation phase in your country?
2. What goals did you define for the implementation of the valorisation strategy?
3. Did you have any national partners for implementing the valorisation?  
If yes, who?
4. What was the role of the valorisation partners?

#### EVALUATION OF THE VALORISATION PHASE:

5. From today's perspective, how did the valorisation work out?
6. Did you reach the GuideMe! target group(s)?
7. What did you focus specifically on in your workshops? What were the contents you focused on?
8. What specifically did go well, what didn't (Did you have any kind of problems organising the workshops)?
9. How did the participants react to the workshop program?
  - a) according to the developed contents
  - b) according to the method (blended learning)
10. In which way, do you think, did the participants benefit from the workshop?