National Evaluation Report
Czech Republic

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### GLOSSARY

Except where otherwise stated, the definitions included here are derived from the European Lifelong Guidance Policy Network (ELGPN) Glossary: [http://COUNSELLOR.elgpn.eu/glossary](http://COUNSELLOR.elgpn.eu/glossary).

<table>
<thead>
<tr>
<th>Terms in English</th>
<th>Definition</th>
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</table>
| **Adult basic skills** | Basic skills may include competences in literacy (reading and writing), numeracy/everyday mathematics, Digital competence/ICT skills, and oral communication. Adults basic skills courses/programmes are literacy and numeracy education for adults who for some reason did not acquire these skills or a level sufficient for everyday adult life when they were at school.  
Source: Project GOAL definition. |
| **Basic skills assessment** | An assessment tool that measures skills in reading and/or writing and/or Maths and/or digital skills.  
Source: Project GOAL definition. |
<p>| <strong>Career</strong> | The interaction of work roles and other life roles over a person’s lifespan, including how they balance paid and unpaid work, and their involvement in learning and education. |
| <strong>Career guidance</strong> | A range of activities that enable citizens of any age, and at any point in their lives, to identify their capacities, competences and interests; to make meaningful educational, training and occupational decisions; and to manage their individual life paths in learning, work and other settings in which these capacities and competences are learned and/or used. |
| <strong>Counselling</strong> | The interaction between a professional and an individual helping them to resolve a specific problem or issue. |</p>
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early school leaver</td>
<td>See Early leaver from education and training.</td>
</tr>
<tr>
<td>Employment counselling/guidance</td>
<td>Counselling or guidance that addresses one or more of the following domains: career/ occupational decision-making, skill enhancement, job search and employment maintenance. Activities include assessment, development and implementation of an action plan, follow-up and evaluation.</td>
</tr>
<tr>
<td>Educational counselling/guidance</td>
<td>Helping an individual to reflect on personal educational issues and experiences and to make appropriate educational choices.</td>
</tr>
<tr>
<td>ESF</td>
<td>European Social Fund</td>
</tr>
<tr>
<td>Guidance</td>
<td>Help for individuals to make choices about education, training and employment.</td>
</tr>
<tr>
<td>Guidance counsellor</td>
<td>A trained individual delivering guidance as defined above. Guidance counsellors assist people to explore, pursue and attain their career goals.</td>
</tr>
<tr>
<td>Guidance services</td>
<td>The range of services offered by a particular guidance provider. These might be services designed for different client groups or the different ways that guidance might be delivered (e.g. face-to-face, online, telephone, etc.).</td>
</tr>
</tbody>
</table>
Interest inventory

An interest inventory is a career guidance tool that assesses an individual’s interests in order to identify the employment or educational opportunities that are most appropriate for those interests.

Source: GOAL Project Definition

Lifelong guidance

A range of activities that enables citizens of any age and at any point in their lives to identify their capacities, competences and interests, to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which these capacities and competences are learned and/or used.

Lifelong learning

All learning activity undertaken throughout life, which results in improving knowledge, know-how, skills, competences and/or qualifications for personal, social and/or professional reasons.

Low-educated adult

An adult without upper secondary education

NSK

National Register of Qualifications

NUV

National Institute for Education

One step up

A priority of the 2007 Action Plan on Adult Learning is to “Increase the possibilities for adults to go one step up and achieve at least one level higher qualification”.

Source: http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52007DC0558

Outcome (quality)

Positive or negative longer-term socio-economic change or impact that occurs directly or indirectly from an intervention’s input, activities and output
<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
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<tbody>
<tr>
<td>Self-knowledge</td>
<td>Knowledge that an individual has about him/herself. Developing self-knowledge/awareness is considered an important activity in career counselling: many career interventions are designed to increase self-knowledge.</td>
</tr>
<tr>
<td>UNIV</td>
<td>Recognition of results of non-formal and informal learning (systemic project)</td>
</tr>
<tr>
<td>Validation of non-formal and informal learning/ validation of prior learning (VPL)</td>
<td>A process of confirmation by an authorised body that an individual has acquired learning outcomes against a relevant standard. It consists of four distinct phases: (1) identification – through dialogue – of particular experiences made by an individual; (2) documentation – to make visible the individual experiences; (3) a formal assessment of these experiences; and (4) recognition leading to a certification, e.g. a partial or full qualification.</td>
</tr>
<tr>
<td>Vocational rehabilitation</td>
<td>A process which enables persons with functional, psychological, developmental, cognitive and emotional impairments or health disabilities to overcome barriers to accessing, maintaining or returning to employment or other useful occupation. Source: <a href="http://COUNSELLOR.vra-uk.org/">http://COUNSELLOR.vra-uk.org/</a></td>
</tr>
</tbody>
</table>

**Abbreviations**

<table>
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<td>ESF</td>
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<tr>
<td>NSK</td>
<td>National Register of Qualifications</td>
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Executive Summary

This report presents the Czech findings from the evaluation of the “Guidance and Orientation for Adult Learners” (GOAL) project.

Project GOAL sought to develop or expand guidance and orientation interventions for low-educated adults in six countries: Belgium (Flanders), Czech Republic, Iceland, the Netherlands, Lithuania, and Slovenia. Running from February 2015 to January 2018, GOAL was coordinated by the Flemish Government’s Department of Education and Training. The evaluation was carried out by the UCL Institute of Education (IOE), London, working with local evaluation teams in each country.

GOAL Activities

The hypothesis underpinning GOAL is that an independent one-stop guidance service that puts the specific needs of low-educated adult learners at its centre may help to increase the participation of this target group in education and training. Each of the six partner countries piloted new guidance models to specific target groups within the low-educated adult population. Five intervention strategies were implemented:

1. Networks and partnerships with relevant organisations were established or improved.
2. Tools were developed to facilitate the delivery of guidance specifically to low-educated adults.
3. The competences which counsellors require to enable them to address the specific needs of low-educated adults were defined.
4. Outreach activities designed to bring guidance services to specific target groups within the low-educated population were developed.
5. Each country sought to provide high-quality guidance services with the aim of optimising individuals’ learning and/or employment outcomes.

GOAL evaluation

This evaluation has two aims. Its primary aim is to understand, assess and improve GOAL across the six participating countries. The evaluation also aims to provide country-specific case studies that can be analysed by policymakers seeking to understand challenges and success factors in establishing ‘joined-up’ programmes in complex policy fields.

The evaluation focuses on processes and outcomes, thereby enabling the identification of success factors across different programme contexts. This evidence can potentially be used to develop a structural support basis amongst decision makers and relevant stakeholders for scaling up the pilot learning guidance and orientation models in partner or other countries.

Evaluators from the Czech Republic have gathered both quantitative and qualitative data for the evaluation. Within Wave 1, the quantitative dataset was characterized by the low numbers of clients: the challenges of programme set-up led to a slower than anticipated acquisition of clients, especially
in Ústecký region. Regarding the sample size, GOAL project team managed to gather sufficient number of clients within Wave 2, due to strengthened cooperation with labour offices in both regions. Also the number of clients who came of their own volition increased due to promotion of the project and its activities within the counselling sites in Olomouc and Ústecký region.

Despite the initial difficulties GOAL project team has had in reaching the target group, these issues have been overcome due to the establishment of cooperation with strategic partners (Labour Office).

**Research questions**

Four research questions underpin the evaluation:

1. What programme processes and resources were developed? To what degree did programmes achieve their implementation aims across the five intervention strategies, and what factors at programme and policy level appeared to influence this?

2. What service user outcomes were achieved, for what groups, and to what degree?

3. What was the Return on Expectations? That is, to what degree were programme expectations met?

4. What programme-level factors were associated with the achievement of high service quality and/or positive service user outcomes?

5. What policy-level factors were associated with the achievement of high service quality and/or positive service user outcomes?

**Evaluation data**

During the evaluation, data were gathered via:

- client monitoring data (to establish baseline, ongoing and exit data)
- client satisfaction and outcome data (user survey and qualitative interviews\(^1\))
- programme and policy data (literature review; needs and strengths analysis)
- case studies of programme sites (qualitative interviews, document analysis, analysis of quantitative data)
- qualitative interviews with policy actors, service users, staff members and partners in both regions

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\(^1\) Follow-ups included
Dataset

Dataset for the Czech Republic was collected from fieldwork undertaken between January 2016 and April 2017 in the Most and Olomouc regions.

The quantitative dataset is comprised of:

- Monitoring data for 132 clients
- 136 client satisfaction surveys
- 18 follow-up surveys with clients

The qualitative data set is comprised of interview and focus group data from 5 programme staff; 2 programme partners; and 5 policy makers.

Challenges

The main challenges regarding data analysis results in disproportion of the samples size within Wave 1 and Wave 2. Sample size within Wave 1 is very small in comparison to the size of the sample within Wave 2, therefore answer of one client within Wave 1 has different (and higher) weight when working with relative frequencies. This fact brought some problems when comparing results in and differences in some part of analysis.

Some problems also occurred in regards to data consistency within the client satisfaction survey. As the project GOAL is focused on a target group characterized by lower level of education and lower qualifications, there is higher risk of misunderstanding the wording of questions (also due to illiteracy problems, which occurred in several cases - in these cases counsellors were helping the clients in filling the satisfaction survey) and in filling the survey without any control of consistency of written answers. However there were only a few cases of this phenomenon.

Regarding the qualitative data gathering, the major methodological challenge lied in follow up interviews with service users within Wave 2. Though the rate of clients who provided contact information and agreed on further contact was quite high within Wave 1 and Wave 2, most of those clients were hard to reach. Clients were either not willing to participate in the follow up interviews, or local evaluator was unable to get in touch with them. This problem arises from the fact, that the target group itself is hard to reach. The target group consists of low educated people with low qualification, who are not motivated and their willingness to participation is very low in general. People within this target group are also unemployed very often, which limits the possibility of the contact (no access to the internet, they can’t afford to pay for telephone services in long term, so the contacts might be out dated quite soon). Local evaluator has contacted approximately 20 clients in the beginning of follow up survey but only 6 of them were willing to proceed with interviewing. In the later stages, evaluator has managed to obtain data from 12 more clients, who were answered within Wave 2.

Challenge lied also in administrative/organisational issues such as preparation and translation of the questionnaires, arranging a meeting with partners, and transcription of the questionnaires. GOAL project team is generally satisfied with the sample and information obtained from the qualitative interviews with all stakeholders.
Findings

Programme participants and stakeholders

According to findings obtained from staff members and partners, clients are generally looking for career guidance in order to obtain either higher qualification required for specific job or/and improve their competitiveness in the labour market. During the whole project implementation, evaluator recorded motivation from clients in obtaining higher qualification, increasing their competitiveness in the labour market. It should be mentioned that their expectations were met in terms of obtaining information they required. Regional counsellors regularly informed clients about educational opportunities (VNFIL) within the National Register of Qualifications (NSK) with positive feedback from clients. However financial issue remained the main barrier, which can’t be overcome without systemic approach at the national level. There are some retraining courses within VNFIL system provided and financed by labour offices (PES) but people can enroll under certain conditions only and these courses are available only for unemployed.

Within the GOAL project, all stakeholders expressed that direct face to face contact with the client remains the most effective and suitable tool for this particular target group. This approach has huge impact on psychological aspects and confidence of the counselled clients. Based on the interviews with representatives of regional labour offices, funding of guidance remains the biggest challenge and issue which has to be fixed in order to provide full support for the target group.

According to findings obtained from the staff members, most clients felt motivated after the session and they were better prepared for the next steps. A major part of counselled clients stated that they were more aware of education options and they were generally better informed. It is also essential to point out that (according to qualitative findings) there are many clients expecting quick solutions tailored to their current needs and situation which is not always the right decision. According to qualitative findings, counsellors stated that coaching method is the most effective way. The client should be an active partner in the whole counselling process. The counsellor should not take responsibility for the client’s life and make decisions for him/her (e.g. scheduling a meeting or job interview on behalf of client, creating professional resumes and CVs, choose him suitable course, etc.). At the regional level, there is a will to maintain cooperation at the highest possible level after the end of the project, which can be considered as a good achievement in the means of its implementation. All relevant stakeholders expressed their willingness to participate in these activities in the future. Despite the initial worries stated in the Needs and Strengths analysis (http://COUNSELLOR.projectgoal.eu/index.php/publications) (cooperation with strategic partners, target group acquisition), cooperation is at high level. Cooperation with stakeholders based in regions / regional labour offices is crucial in the Czech environment and this cooperation should be maintained within the existing networks and should involve schools as well. Programme staff members expressed that in order to provide high quality guidance to low skilled adults, they must have extensive knowledge about the further education system (National Register of Qualification, e.g.).

GOAL Guidance service

The main benefit is connected to the delivery of the useful information regarding further education/learning possibilities and ways to reach career goals, of which most of the clients are
unaware (also due to the fact, they don’t have any previous experience with guidance). It is also apparent, that clients are rather motivated due to external economic factors in order to increase the possibility of re-entering the labour market. However, even though the target group does receive useful information about their possibilities regarding further education/learning or achieving their career goals, they are not able to reach them without further help from the counsellors, in most cases. That is quite apparent from the main findings in follow-up survey. Some of the clients were able to reach their goals, however those client’s motivation was really high, which is not so common within this target group.

In the case of career goals, it is apparent that some of the clients were able to find a job, however this was more likely due to increased demand in the local labour market than to counselling-related changes. Therefore it is vital to set up the guidance system in form of continuing guidance sessions in order to help and boost the possibility of the goals achievement in the long run.

Counsellor competences

Counsellor working on the GOAL project are not full-time career counsellors and have a number of other tasks to fulfil as part of their job role. This may present a challenge to ensuring that counsellors are trained and developed in the full range of competences required. In particular, counsellors would likely benefit from more administrative support.

On the other hand, it is apparent that counsellors are perceived as competent and they received very good rating from their clients. The majority of the clients in both Olomouc and Most reported positively about the professional competency of their counsellors. Clients were mostly satisfied with the clear explanations regarding the content and focus of the sessions. They declared that they got answers on their questions during the sessions and they got useful and helpful information throughout the guiding session.

Outreach

As the GOAL project team learned over the life of the project, direct contact remains the most effective way to reach the target group (with cooperation of regional labour offices, which increased across the waves within the GOAL project). Also cooperation with schools seems to be very effective due to their access to students who dropped out of upper secondary education (early school leavers). They can also adopt proactive measures to prevent students from dropping out of school.

In order to reach adults there are several ways to promote these services that can be considered in the future. The establishment of partnership with suitable partners in the region and improvement of cooperation in the later stages of the project contributed to the higher amount of referrals from these stakeholders. Based on the counsellors experiences from the sessions, there was rather negative attitude among the service users in regards to the services provided either by labour offices or by schools (educational institution), so in order to motivate target group, it is important to bring them the whole context. Regarding the outreach efforts in the initial stages of the project, counsellors struggled with client acquisition mostly due to the fact that choosing suitable partners and establishing cooperation and trust took more time than expected. GOAL project team has also learnt that clients are not motivated to visit the programme site; the counsellor must come to the client. Cooperation with regional labour offices in terms of outreach has been beyond our expectations, especially in the
later stages of the project. Within the Wave 1 local evaluator had raised the issue relating to lack of formal cooperation. Based on the findings obtained from the partners, there is no need for “formal cooperation” as it possible to work with “non-formal cooperation” at the regional level.

Service user outcomes

Considering the programme exit data, the vast majority of GOAL clients attended only one session (7 clients attended 2 sessions). Clients generally declared they were informed about the educational opportunities and obtained information about formal education courses and on retraining courses. In most cases clients got information they were looking for and they were generally satisfied with guidance. According to follow up survey two thirds of clients visited GOAL centre for information about education opportunities. Considering the educational goals, 11 clients out of 18 set some of their own learning goals. Other clients did not want any education or training even when they were advised to do so. Considering career goals, almost all clients were referred from labour offices. According to follow up survey, 3 clients said they set an employment goal during counselling. Two clients mentioned that counselling helped them to be more confident about their career plans and they achieved what they hoped to. 10 out of 18 clients experienced a change in their current status (they found jobs etc.).

From the sample obtained during qualitative interviews, evaluator recorded client’s motivation with regard to obtaining higher qualification and improving their opportunities in the labour market. Respondents generally expressed they got what they were looking for, they felt they had experienced improvements in self confidence and their desire to re-enter education. According to respondents, the main obstacle lies in insufficient information about courses offered within the lifelong learning and lack of state support for the target group.

Service quality

Regarding the quality, it should be mentioned that in the beginning of the project, GOAL project team prepared Experimentation Protocols. The first intervention is focused on establishing the collaboration network. GOAL project team admits that establishing the cooperation with suitable partners has been the most important activity and condition for successful implementation of the project. In order to provide high quality services to the target group, GOAL project team prepared an intensive course for the counsellors. Direct contact with clients together with semi-structured interview remains the most effective tool. Almost all stakeholders agreed that there is a need to define “who is career counsellor in, terms of education, demonstration of competences etc.”.

It is obvious that clients rate GOAL very positively, as there is absence for such a service and most of the clients have no previous experience with any guidance. According to qualitative data obtained from policy makers, they all recognizes that there is a lack of integrated system of career counselling in lifelong perspective.

Conclusion

The most crucial outcome is delivering the information about possibilities to clients from this target group. However, clients from such target group are often unable to use the information for their further development on their own in relation to goal they need to assess. Some of the clients were able to achieve the goal they set during the guidance, however these were a minority of them.
GOAL project team declares that programme expectations were generally met because as mentioned in the Needs and Strengths analysis, career guidance provided by the regional branches of Labour offices is not sufficient so GOAL offered services to the target group that cannot be provided by the labour office (sophisticated approach to the clients and to career guidance). The initial worries in reaching the targeted group has been overcome due to intensive cooperation with Labour Offices – they provided GOAL counsellors with suitable clients.

GOAL project has been a pilot project in the Czech Republic and outreach approach in career guidance has been uncharted territory in the CZ. Goal project team have hoped that this experimentation will help to build at least one career guidance centre in each region in the Czech Republic. These expectations were partially met; within the projects two centers were established in Olomouc and Ustecky region. Policy makers generally consider GOAL as a first positive step that should lead to integrated system of career guidance, which does not exist in the Czech Republic at the moment and GOAL outcomes can be considered as a significant step to the broader systemic solution.

1 Introduction

The ‘Guidance and Orientation for Adult Learners’ Project (GOAL) was a collaboration between six partner countries: Belgium (Flanders), the Czech Republic, Iceland, Lithuania, the Netherlands, and Slovenia. Project GOAL sought to develop existing models of guidance and orientation for adults in the six countries in order that these services could reach low-educated adults and address their needs. GOAL was a three-year project, running from February 2015 to January 2018, and was coordinated by the Flemish Government’s Department of Education and Training. Project GOAL was evaluated by the UCL Institute of Education (IOE), London, in partnership with local evaluation teams in each of the GOAL countries.

This report presents national evaluation findings for Czech Republic. These findings cover the full evaluation period, which consisted of two waves: Wave 1 and Wave 2. A Wave 1-only (i.e. interim) report is also available on the GOAL project website: http://COUNSELLOR.projectgoal.eu/index.php/publications. This evaluation draws on quantitative data on GOAL service users collected between the launch of the programme in January 2016 and April 2017; qualitative data collected from programme stakeholders in April and May 2016 (Wave 1), and March and April 2017 (Wave 2) and contextual data gathered during a local needs and strengths analysis.

1.1 The GOAL project

Funded under ERASMUS+, Project GOAL addressed the European Commission’s priority theme of reducing the number of low-educated adults through increasing participation rates in adult education. As well as contributing to the European Agenda for Lifelong Learning (http://ec.europa.eu/education/policy/adult-learning/adult_en.htm), GOAL contributed to three priority areas of the 2008 ‘Council Resolution on better integrating lifelong guidance into lifelong learning strategies’

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2 Two members of the Turkish Directorate of Lifelong Learning are participating in GOAL as observers, with the aim of learning from the project and identifying opportunities to promote lessons in Turkish guidance policies.
that is, to facilitate access by all citizens to guidance services, to develop quality assurance or guidance processes, and to encourage coordination and cooperation among the various national, regional and local stakeholders.

Project GOAL was targeted at low-educated adults, that is, at adults without upper secondary education (ISCED level 3\(^3\)). The context for GOAL is that adult education provision in the six countries is fragmented and there is currently a lack of coordination between the different providers and stakeholders that are involved with low-educated adults. Moreover, although the partner countries have some forms of guidance for adult learners, or have specific policy strategies that focus on educational guidance and orientation, the existing services, or the structures on which these services rely, do not reach the adults most in need of education as well as they could or in sufficient numbers.

The hypothesis underpinning GOAL was that an independent one-stop guidance service that puts the specific needs of low-educated adult learners at its centre could help to increase the participation of this target group in adult education. To this end, each of the six countries piloted new guidance models, in two locations within each country, to specific target groups within the low-educated adult population. Five intervention strategies were implemented by the GOAL partners, although not all strategies were implemented in all countries:

1. **Networks and partnerships** with relevant organisations were established or improved.

2. **Tools** were developed to facilitate the delivery of guidance specifically to low-educated adults.

3. The **competences** which counsellors require to enable them to address the specific needs of low-educated adults were defined.

4. **Outreach activities** designed to bring guidance services to specific target groups within the low-educated population were developed.

5. Each country sought to provide **high-quality guidance services** with the aim of optimising individuals’ learning and/or employment outcomes.

The aim of the GOAL project was that, through developing, piloting and evaluating these interventions:

1. The **processes** to implement effective guidance services and supporting networks that improve service user outcomes would be mapped.

2. The **criteria, success factors and conditions** on implementation (processes) that contribute to outcomes of guidance users would be identified.

3. Potential generalizable **case studies** would be made available to be analysed by policymakers to understand and analyse challenges and success factors in establishing ‘joined-up’ programmes in complex policy fields.

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4. The policy processes that play a role in influencing programmes success would be identified and described.

1.2 The GOAL evaluation

The GOAL evaluation had two aims. Its primary aim was to understand, assess and help improve GOAL across the six participating countries. The evaluation also sought to provide country-specific case studies that can be analysed by policymakers seeking to understand challenges and success factors in establishing ‘joined-up’ programmes in complex policy fields.

The evaluation focused on processes and outcomes, thereby enabling the identification of success factors across different programme contexts. The evaluation evidence can potentially be used to develop a structural support basis amongst decision makers and relevant stakeholders for scaling up the pilot learning guidance and orientation models in partner or other countries.

Five research questions underpinned the GOAL evaluation:

1. What programme processes and resources were developed? To what degree did programmes achieve their implementation aims across the five intervention strategies, and what factors at programme and policy level appeared to influence this?

2. What service user outcomes were achieved, for what groups, and to what degree?

3. What was the Return on Expectations? That is, to what degree were programme expectations met?

4. What programme-level factors were associated with the achievement of high service quality and/or positive service user outcomes?

5. What policy-level factors were associated with the achievement of high service quality and/or positive service user outcomes?

The evaluation unfolded in a series of stages:

1. Pre-implementation stage (February 2015 - October 2015): activities centred on needs and strengths analyses in each of the six countries; on reporting the results of these analyses, and generating data collection tools.

2. Ongoing (cross-wave) data collection (November 2015⁴ - 7 April 2017)
   a. Client satisfaction survey
   b. Monitoring data

3. Wave 1 data collection (with national reporting completed in October 2016)
4. **Wave 2 data collection** (with national reporting completed in October 2017), including a longitudinal follow-up survey in each country

5. **Data analysis and final reporting**

Section 2.2 of this report outlines the evaluation methodology in greater details.

The local evaluator for the Czech Republic was Martin Úlovec, who is the current Head of Department responsible for the analysis of the labour market and education within the National Institute for Education. Martin graduated in sociology from the Faculty of Social Science, Charles University in Prague. He has extensive experience in market research for the private sector and analysis of public sector data. Within the GOAL Project, Martin was responsible for the quantitative data collection and the analysis of both qualitative and quantitative data and reporting.

1.3 **Project GOAL in the Czech Republic**

**Context**

Career guidance for adults in the Czech Republic is currently seen as **inadequate**: the country lacks of a systematic framework and approach, there is no national coordination (including qualification requirements) for guidance staff, and the availability of career planning support for adults is generally uncoordinated. The Labour Office mostly specialises in counselling unemployed people. Since 2007 the Czech Republic has been developing a new element of non-formal education (VNFIL system - validation of non-formal and informal learning - National Register of Qualifications - NSK). However, the general public does not have enough information about these educational opportunities and they have difficulty accessing the professional services of career advisors. Although career guidance is currently not specifically targeted at the GOAL target group (that is, low-educated adults), the educational system offers a variety of options to support the target group such as the ability to return to formal education for adults, retraining, and the validation of non-formal and informal learning (NSK).

The **new focus on developing adult education** is a means to addressing this gap in services. For example a proposal integrated in “Proposal of integrated system of career advisory”, focuses on the development of an accessible network of counselling services for adults as a regular service for everybody. Services provided by NGOs are usually project-based, with insufficient staffing, availability in limited locations, and differences in approach.

In the Czech Republic barriers can be traced back to the education system (for example, formal admission requirements, inaccessibility of study formats other than full-time), barriers in other policy areas (that is, insufficient coordination between education and employment policies) and, of course, barriers related to learners themselves (for example lack of motivation, and the need to combine family and work duties).

Regarding the situation of the target group, there is a rather **high unemployment rate**, which carries a social stigma. Unemployed people are accustomed to using the services of the Labour Office and draw social benefits. They face significant barriers to communication such as the inability to use the Internet, and lack of verbal skills (and, in extreme cases, illiteracy). This said, clients such as the Roma
and the socially disadvantaged can act as examples of good practice: where these hard-to-reach clients are successful and satisfied with the service, they may be able to spread the positive experience within their communities and motivate others to try it.

The GOAL project is in accordance with the Strategy for Development of Educational Policy in the Czech Republic 2020. In the recent years several steps have been made in order to support the development of the further education. On the other hand, the main reason for further training of the adults is the need of employers to innovate, to expand or increase the skills of the workforce. Further education programmes developed as a part of the ESF co-funded projects such as UNIV 3 are subject to comments by social partners. Act No. 179/2006 Coll. on the Verification and Recognition of Further Education Results is an instrument to support adult education in the Czech Republic by providing validation and recognition of prior learning.

**GOAL programme**

**Aims**
GOAL was a pilot project in Czech Republic – the programme developers were de facto starting from scratch. As mentioned above, there is not sufficient support for the target group in the Czech Republic: services related to career guidance are not widespread and the general public is usually not aware of these services. The outreach approach in career guidance is uncharted territory in the Czech Republic.

The aims of GOAL for the Czech Republic are in accordance with the objectives set out in the Strategy for Education Policy of the Czech Republic until 2020. Based on this document, the government is focused on reducing inequalities in access to education by promoting the availability and quality of further education. Specific attention has been paid to creating an informed environment which will stimulate demand for further education, especially with among low-skilled and socially disadvantaged people. The second goal is to develop schools as centres of lifelong learning which will provide not only initial education, but also a wide range of continuing education courses (professional, civic etc.). The GOAL project is also in accordance with the strategic plans of Ministry of Education.

**Activities**
In the GOAL project, the activities of the National Institute for Education (NUV) focused on the creation of career guidance centres, in two regions, which provided support for the target group. These centres focused on providing information to the target group and providing career guidance, especially in the field of education (linked to the existing Lifelong Learning Centres). Cooperation with other organisations focused on education services, social services, employment agencies, job providers, etc. The centres used existing structures created within the systemic project UNIV. Within the project, NUV focused on identifying critical factors and criteria of success as a basis for evidence-informed policy development and the possible future establishment/creation/implementation of centres for guidance and orientation with opportunities for validation and recognition of prior learning.

In the Czech Republic there were no official partners/networks involved in the project, and cooperation with other stakeholders took place on a non-formal basis. There was good cooperation.

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6 For further information, see: [http://univ2.univ.cz/cs/](http://univ2.univ.cz/cs/)
and extensive contacts with schools, social partners and other relevant stakeholders in the regions. Validation centres are often part of vocational schools (lifelong learning centres); GOAL project team/NUV have introduced career guidance as a new service of these centres. Cooperation was established with the regional branches of the Labour Office and the Agency for Social Inclusion. Within the GOAL project implementation, GOAL Project Team / NUV developed intensive and mutually beneficial non-formal partnership with regional Labour offices. The quality of the cooperation with Labour Offices in terms of outreach exceeded expectations in the latter stages of the project.

Sites
As part of GOAL, career guidance centres were established in 2015 in the Olomouc region and in Most, in the Ústecký region. Each centre was operated by two trained consultants.

In the Olomouc centre cooperation was established with the regional branch of the Labour Office of Czech Republic. The Director of the Olomouc branch Labour Office and Head of the Department of Mediation Work talked about the activities of the project and its objectives. Through this branch, contacts were made with the closest contact office in the Olomouc region. The first collaboration was established with the Labour Office in Uničov town. The facilitator of the employment office sent a letter to selected unemployed persons, an information leaflet and the specific date of the visit. In December 2015 contacts were established with vocational schools in the region (towns of Jeseník, Šumperk, Olomouc and Přerov), where the GOAL project was presented to school principals.

The regional centre in Most was established through cooperation with non-profit organisations focused mainly on the Roma minority and disadvantaged persons on the labour market, where the GOAL project was presented. In January 2016, there was a joint meeting of consultants and representatives of the regional labour office where cooperation has been established.

Target group
Project GOAL focused on providing career guidance services to adults in a difficult position on the labour market, especially those with low levels of formal education. Within the project, the team initially aimed to work with 100 clients in total (50 in each centre). In the later stages of the project implementation, demand for the GOAL service was relatively high, especially due to extensive cooperation with the Regional Labour Offices. GOAL counsellors counselled 15 clients within the Wave 1 (January to May 2016) and 117 clients within the Wave 2 (March 2016 to April 2017), for a total of 132 clients over the life of the GOAL project.

A number of attempts were made to include prisoners within the project’s target group. In January 2016, a joint meeting was held between the regional centre consultants in Olomouc and the prison in Olomouc focusing on the preparation of draft cooperation offering career guidance services for people in prison). This offer was not realised, however, partly because there were already opportunities to obtain qualifications in the prison and they have their own educational programmes for inmates. In January 2016 a meeting was held with the head of production and employment of persons in the prison at Mírov where, again, the possibility of cooperation was discussed. This offer was not be implemented because in the prison there is a team of staff providing psychological, educational and career guidance – prisoners are involved in practical training and in work activities (these are mostly prisoners with long sentences).
1.4 About this report

This is the final GOAL evaluation report for the Czech Republic. An interim report, published in 2016, can be found on the GOAL project website: http://COUNSELLOR.projectgoal.eu/. This website also includes final and interim reports for the five other countries participating in GOAL. In addition, the project website includes the final and interim GOAL cross-country report, which synthesise data and findings from all six GOAL countries. Key aims of the cross-country reports are to enable participating countries to learn from one another’s programme development experiences, and to draw lessons that can support national-level programme improvement.

The current national report is comprised of 11 chapters including this Introduction. This report is structured as follows.

- Chapter 2 describes the methodological design of the evaluation.
- Chapter 3 provides an overview of the GOAL programme participants and stakeholders in the Czech Republic.

Chapters 4-10 report on programme processes and findings, covering the following topics:

- Chapter 4 describes the GOAL service in the Czech Republic.
- Chapter 5 discusses GOAL partnerships and networks.
- Chapter 6 discusses GOAL counsellor competences.
- Chapter 7 focuses on guidance tools used in the provision of GOAL services.
- Chapter 8 looks at GOAL outreach strategies.
- Chapter 9 presents and analyses programme outcomes.
- Chapter 10 discusses the quality of the GOAL programme.
- Chapter 11, the Conclusion, addresses the five overarching evaluation questions, as well as the potential implications of this project for future programmes and policy.

The reporting template on which this national report is based was designed by IOE to be used across all six countries. IOE also contributed generic text to the six national reports, including the material on the GOAL project background and the evaluation methodology. All reporting on national and site level findings is authored by the local evaluation team, with editorial input from IOE.

2 Methodology

This chapter summarises the evaluation methodology for the GOAL project, discussing: the overarching evaluation design; quantitative and qualitative methods of data collection and analysis; and methodological challenges within the Czech Republic and across the six-country project as a whole.
2.1 Evaluation design and methods

Evaluation design

The methodological approach for this evaluation is shaped by the complexities of the project design, namely the facts that:

- GOAL is multi-site (12 ‘sites’ or locations, that is, two in each of six countries) and multi-organisational.
- GOAL has multiple objectives.
- GOAL is predicated on cross-organisational collaboration.
- Each partner country has its own unique context and target groups (and target numbers to achieve).
- Programme resources are finite, and should be primarily focused on the interventions rather than the evaluation.

For these reasons, it was neither feasible nor advisable to conduct an experimental or quasi-experimental evaluation involving comparison groups. Instead the evaluation has positioned itself within the broad ‘Theory of Change’ approach. Evaluations adopting this approach typically seek to address two levels of theory: 1) Implementation theory and 2) Programme theory.

Implementation theory focuses on how programmes are implemented, e.g. the intervention strategies that underpin programme activities. Programme theory focuses on programme mechanisms, by which we refer not to programme activities but to the changes within participants that those activities facilitate. These changes, in turn, may lead to the desired programme outcomes. For example, in a counselling programme such as GOAL, counselling is not a mechanism, it is a programme activity. Programme activities will ideally trigger mechanisms (i.e. responses) within programme participants – such mechanisms may include greater knowledge, increased confidence or motivation, and/or heightened ambition. These mechanisms, in turn, may then contribute to client actions and outcomes, such as enrolling on a course.

While drawing on Theory of Change approaches in general, the GOAL evaluation also draws on a specific type of Theory of Change evaluation: Realist Evaluation. The Realist approach emphasises the central importance of the interplay between programme contexts and mechanisms. A central tenet of Realist Evaluation is that programmes do not themselves produce outcomes in a direct causal fashion: programmes are not catapults with which we metaphorically launch clients into a better future. Unlike balls launched by catapults, clients have agency. Furthermore, they live their lives within structural contexts; these contexts produce constraints and opportunities within which agency may

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flourish (or not) to greater or less degrees. Causality (in terms of the intervention producing the desired effects) is thus contingent rather than deterministic: in the appropriate context and for the people, programmes (through their activities) may facilitate the triggering of mechanisms which may in turn lead to desired outcomes. Realist Evaluation, as with Theory of Change evaluation more generally, seeks to develop and test hypotheses about which interventions (or aspects of those interventions) work for whom in what contexts. As a corollary of this objective, Realist Evaluation rejects the assertion that to be considered successful, programmes must be context-independent, in terms of their ability to produce desired outcomes through the same intervention strategies for all target groups across all contexts. Whereas such context-independence and broad-scale generalisability may potentially be achieved with simpler interventions, it is unlikely to be feasible with complex interventions such as GOAL. A key objective of Realist Evaluation (and Theory of Change evaluation more generally) is thus to produce theoretical generalisations which future programme developers and policymakers can draw on when developing interventions in their own particular contexts and for particular target groups. This means measuring not only the degree to which a programme does or does not work, i.e. the degree to which it produces the desired outcomes, but also generating knowledge about how programmes work, for whom, in what contexts, and why. This requires in-depth understanding of intervention strategies and activities, and their relationship to programme contexts, mechanisms and outcomes.

In generating knowledge not just about whether programmes work but also how and why they do so, evaluators seek to go beyond merely providing a summative assessment of a specific programme. Summative evaluation is necessary but not sufficient. A broader goal is to contribute to the accumulation of knowledge in a field. Such accumulation, and the theory development it implies, is particularly essential in underdeveloped fields such as that investigated by GOAL: guidance and counselling for low educated adults. This objective is important not just because of the limited amount of credible evidence in this nascent field, but also because of the inherently complex nature of interventions such as GOAL. Evaluations which seek to understand and assess complex interventions must take account of a range of complicating factors within the programme11, including: 1) multi-agency governance and/or implementation; 2) simultaneous causal strands leading to desired outcomes; 3) alternative causal strands leading to desired outcomes; and 4) recursive causality. These four factors are discussed in the following paragraphs.

The importance of multiple agencies will be apparent throughout this report, particularly in discussions of partnerships and networks. As these agencies exist at programme and policy levels, the evaluation takes a multilevel approach: an important element of the evaluation is the description and assessment of the policy factors that play a role in influencing programme success. It is hoped that this dual focus on programme-level and policy-level processes, and their interaction, will provide useful evidence for a range of policymakers working in complex fields.

The notion of simultaneous causal strands refers to the presence of two or more causal strands that are required in order for desired outcomes to be achieved – e.g. for programme participants to enrol on a course, they may need to improve their motivation (causal strand 1), but viable courses also need

to be made available to them (causal strand 2). ‘Alternative causal strands’ refers to the likelihood that one aspect of the programme may work for one client (in terms of producing a desired outcome), whereas another aspect may work for another client. For example, one GOAL client may take the ‘next step up’ into education as a result of increasing their previously low self-confidence or self-belief. Another client may take the same step for a different reason, e.g. perhaps she was already motivated but simply lacked information about relevant courses.

Finally, the notion of recursive causality refers to the non-linearity of many causal pathways. A linear model of programme theory might, for example, show a client moving in a direct, linear fashion across the following stages:

1. Improved self-esteem, which leads to
2. Increased ambition, which leads to
3. Desire for knowledge about further education courses, which leads to
4. Enrolment on a course, which leads to
5. Successful completion of the course.

A more realistic (particularly for disadvantaged target groups), recursive model of causality might include all five of these stages, but would take account of the tried and tested maxim that humans often need to take one step back in order to take two steps forward. Thus, a recursive model of causality might be:

1. Improved self-esteem, which leads to
2. Increased ambition, which leads to
3. A crisis of confidence: the client had never seen herself as an ambitious person, and is uncomfortable or even threatened by this new identity. This could lead to
4. Additional focus on self-esteem and identity, which leads to
5. Desire for knowledge about further education courses, which leads to
6. Enrolment on a course, which leads to
7. Another crisis of confidence, which leads to
8. Renewed focus on self-esteem and identity, plus a focus on study skills and resilience, which lead to
9. A new, expanded identity or self-concept as a capable learner, which leads to
10. Successful completion of the course.

A central objective of the GOAL evaluation is to develop and present a rich understanding of the range and types of causal pathways to be found in the programme, and the relationship of these pathways to specific national and local contexts.

In summary, this evaluation has sought to achieve three overarching objectives: 1) to measure the effects of GOAL, with regard to client outcomes; 2) to understand how, why, for whom and in what contexts outcomes are (or are not) achieved; and 3) to contribute to joint learning and knowledge accumulation – both (a) within the GOAL programme itself (e.g. by sharing process evaluation evidence

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with programme developers and other key stakeholders), and (b) in terms of the broader field of adult
guidance and counselling (by providing credible and relevant programme theory and evidence that
future programme developers and policymakers can draw upon in their own endeavours). In working
towards these objectives, evaluation evidence has been gathered via:

- client monitoring data (to establish baseline, ongoing and exit data)
- client satisfaction and outcome data (user survey and qualitative interviews)
- programme and policy data (literature review; needs and strengths analysis)
- case studies of programme sites (qualitative interviews, document analysis, analysis of
  quantitative data)
- qualitative interviews with policy actors.

The evaluation includes: a) ongoing data collection (throughout the life of the project) and b) wave-
specific data collection.

**Interim reporting**

An interim national evaluation report for each GOAL country was published in November 2016. These
reports, along with an interim cross-country report synthesising findings and key messages from all six
countries, are available at [http://COUNSELLOR.projectgoal.eu/index.php/publications](http://COUNSELLOR.projectgoal.eu/index.php/publications) under the
heading ‘Wave 1 Evaluation Reports’. A key aim of this interim reporting stage, which drew on data
collected through January 2016 – May 2016 (quantitative) and April 2016- May 2016 (qualitative) was
to analyse and share early messages in order to facilitate service adaptation and improvement.

The findings from the interim reporting stage are included in the current (i.e. final) report.

**2.2 Sample**

The quantitative evaluation in the Czech Republic is based on data from **15 clients (Wave 1)** and **117
clients (Wave 2)** who received guidance between January 2016 and April 2017 in the Most and
Olomouc regions. Three of the 15 clients (all from Most) counselled within the Wave 1 completed two
guidance sessions and the remainder had one session, meaning there are a total of **18 client entries in
the Wave 1 monitoring database**. Regarding the Wave 2 data collection, **117 clients in total were
counselling, 4 clients completed two guidance sessions** (one of the clients however ended the
counselling before the appointed time – in that particular case, even when client and counsellor
booked meeting/session, COUNSELLOR hasn’t managed to contact the client. He either gave the
counsellor wrong contact details or the client meanwhile lost interest.

All 15 clients from the Wave 1 evaluation period of the GOAL project in Czech Republic completed a
**client satisfaction survey, as did all of the clients within Wave 2 (117 clients)**. These satisfaction
surveys were filled in upon the completion of every session, so the total number of filled
questionnaires corresponds to the number of the sessions (18 sessions within Wave 1, 121 sessions
within Wave 2).
As it comes to the size of the samples within quantitative approach (table 2.1), is is apparent that GOAL project team managed to overcome the problems regarding the acquisition of the clients for the counselling sessions, which arises from the enhanced cooperation with (un)employment services (labor offices within the targeted regions) and promotion of the project and its activities within the counselling sites in Olomouc and Ústecký region. The enhanced level of cooperation led to a higher number of clients.

The qualitative data collection took place at the two stages over the life of the programme. The first stage (Wave 1) of qualitative data collection took place from April 2016 till May 2016. The second stage of qualitative data collection (Wave 2) took place from March 2017 till April 2017.

**Follow up Survey:**

Follow up survey data have been collected within Wave 2 from **18 clients**. Data were collected from February 2017 – June 2017. Follow up interviews with service users were conducted solely by phone. Each interview lasted approximately 45 to 60 minutes.

**Table 2.1. Data Collection sample**

<table>
<thead>
<tr>
<th>Method</th>
<th>Wave 1</th>
<th>Wave 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questionnaire monitoring data</td>
<td>15</td>
<td>117</td>
<td>132</td>
</tr>
<tr>
<td>Questionnaire client satisfaction survey</td>
<td>18</td>
<td>121</td>
<td>139</td>
</tr>
<tr>
<td>Questionnaire follow up survey service users</td>
<td>-</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Interviews/focus groups follow up service users</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Interview policy actors</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Interview policy makers</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Interview programme staff</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Interview programme partners</td>
<td>-</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Interview service users</td>
<td>2</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
<td>263</td>
<td>303</td>
</tr>
</tbody>
</table>

**2.3 Data collection**

**Quantitative data**

Quantitative client data were collected throughout the life of the programme via: 1) a data monitoring instrument and 2) client satisfaction surveys. The **data monitoring instrument** gathered detailed information about the clients on the GOAL programmes, thus enabling evaluators to measure target numbers and track a range of programme processes and service user outcomes. This instrument included a question asking clients if they could be contacted later as part of the evaluation study.

The **monitoring data** were gathered by the counsellors during the counselling sessions and summarise client demographic information, personal development and guidance outcomes. Data were recorded into the printed templates prepared for the data gathering. Data from these printed templates were then copied into Excel. The majority of the clients experienced one session, which results from the fact that within Czech Republic counselling services for adults are not really common in institutionalized form and the clients are not used to “career counselling” services. However, within Wave 1 and Wave
2 there are a few cases in which the client had two sessions (3 clients within Wave 1, 4 clients within Wave 2).

The data monitoring instrument was used **each time** a client had a guidance session, although not all fields were completed at every session: some fields were relevant for the first session only (entrance data) whereas other fields focused on exit data. Each client was assigned a unique identifier by the counsellor, allowing evaluators to link data for clients who participated in multiple sessions.

The **Client Satisfaction Survey** was designed to gather data from service users about their experience of the GOAL counselling service. The instrument was a short, two-page, self-completion survey offered in either paper or online formats. It contained eight questions: two gathering demographic information on the client (age, gender); five focusing on the counselling session, and one question asking clients to record if they received assistance in completing the survey. Client satisfaction surveys were offered in all six countries, with small differences across countries, reflecting the different contexts in which the guidance was offered and the different objectives of various programmes.

**Client satisfaction questionnaires were printed** for the clients, as it was felt that offering the survey in this format would be easiest for users. The questionnaires were distributed after each session, and all were filled in by the clients themselves, **mostly without any help** (in Wave 2 regional counsellors have recorded three cases, where clients were helped with filling the evaluation questionnaire, mostly due to the client’s health condition or illiteracy). Questionnaire data was then copied into Excel.

Both instruments (data monitoring and client satisfaction survey) were developed by IOE in close collaboration with the country partners in order that the instruments were sufficiently sensitive to the target groups involved and to national data protection regulations and concerns. These tools were finalised in autumn 2015. The follow-up survey instrument was developed via a similar process in autumn 2016.

In Wave 1, a short quantitative survey was administered to all **GOAL programme staff members** (not only those participating in qualitative interviews and focus groups) to gather some basic data on their educational background, their current employment, and their professional development and training.

**Qualitative data**

Qualitative data were collected at two different stages over the life of the programme. The first stage (Wave 1) of qualitative data collection took place from April 2016 – May 2016. The second stage of qualitative data collection took place from March 2017 – April 2017. By collecting such data in two waves rather than only one, the evaluation is able to provide a longitudinal focus on key issues.

During each data collection wave, **semi-structured qualitative interviews and/or focus groups** were conducted with a range of programme stakeholders. In the first stage of qualitative data collection, four topic guides were developed by IOE to assist local evaluators in Wave 1 data gathering and to ensure consistency across the programme locations: 1) **Programme Staff; 2) Programme Partners; 3)***

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13 It was anticipated that low literacy levels, or migrants’ low skills in the national language, might prevent some clients from completing the survey without assistance.
Policy Actors; and 4) Service Users. A fifth topic guide, used in Iceland only, combined questions for Programme Partners and Policy Actors.

Similar topic guides were developed for the second wave of qualitative data collection. However, the development of these later topic guides was led primarily by local evaluators in each country, in consultation with IOE. The second wave of topic guides was somewhat more targeted in terms of the issues that were focused on: after qualitative data from Wave 1 had been analysed, key issues requiring further exploration or understanding were highlighted. These issues then formed the basis for Wave 2 topic guide development.

Regarding the qualitative data collection, GOAL project team interviewed 2 service users. They were contacted after previously giving their permission for this within the counselling session. The topic list developed by IOE was elaborated in the Czech Republic to a semi-structured, open questionnaire usable in an individual interview context (face-to-face). The questions elicited information on the clients’ experience of the guidance process and their perceptions regarding guidance quality.

They both were from Olomouc region and they were interviewed face-to-face. One client (female, in her 40s, elementary education, currently unemployed) learned about GOAL from the Labour Office employee in Uničov. She had one guidance session in the Olomouc guidance centre. The second client (female, in her 30s, elementary education, early school leaver) learned about the project from Labour Office worker in Uničov. She also had one guidance session in Olomouc guidance centre. The interviews were recorded and transcribed for further analysis.

Four staff members, local career guidance counsellors with extensive experiences in the field, from both Olomouc regional centre (2 staff members) and Most regional center (2 staff members) were interviewed (face to face) The interviews were recorded and transcribed for further analysis.

Five policy makers were interviewed (face-to-face). One is a representative of the Ministry of Education involved in lifelong learning, one is involved in methodology and counselling, and the third is involved in the employment sector (Wave 1). Within the Wave 2, two further policy makers were interviewed. One of them is a representative of the Ministry of Education – Lifelong Learning Department – and the second one works for Ministry of Labour and Social Affairs; the latter is responsible for further education, analysis of labour market predictions and implementation of the digital education strategy. The interviews were recorded and transcribed for further analysis.

Two partners (representatives of regional branches of the Labour Office were interviewed. One is a representative of the Labour Office in Most and the second one is a representative of the Labour Office in Olomouc. Although there has been no official partnership network established in the CZ context, GOAL project team consider cooperation with these local stakeholders as a key factor for successful project implementation.

Qualitative interviews were conducted by local evaluator.

Qualitative interviews were conducted face-to-face (semi-structured interview, open questionnaire), each interview lasted approximately -1.5 hours. Data were recorded into the printed templates prepared for the data gathering (template prepared by the IoE translated to the Czech language).
Regarding the follow up interviews with service users, survey templates pre-prepared by the IoE were translated to the Czech language and clients were contacted solely by phone. Answers were recorded on pre-prepared template in printed form and transcribed for further analysis.

Beginning in January 2017, a follow-up survey was conducted with 18 clients. This survey sought to collect longitudinal outcome data from clients, in order to provide evidence on programme effects. The survey also collected quantitative and qualitative data on clients’ perspectives on the programme and its impacts on their lives.

Though the follow-up survey was conducted in as rigorous a manner as possible, any conclusions drawn from it must be considered tentative: the limited time period of the evaluation means that only short-term outcomes could be assessed. Furthermore, participation in the follow-up survey was voluntary and non-representative; thus it is not possible to generalise from the survey findings to the broader group of GOAL clients. That being said, the survey may provide valuable insights into the experiences and outcomes of particular clients or subgroups of clients. As discussed in Section 2.1, this evidence may thus contribute to programme theory regarding how to meet the needs of such clients.

Follow-up survey data were collected from February 2017 – June 2017. Follow-up survey templates were translated to the Czech language and clients were contacted solely by phone. Answers were recorded on pre-prepared template in printed form and transcribed for further analysis. Local evaluator has only contacted clients who agreed to be re-contacted and provided contact details (phone numbers) to the counsellors. Local evaluator have started with clients who were counselled during the Wave 1 in order to obtain relevant data. Based on the fact, these clients had sessions in the initial stages of the project implementation, local evaluator assumed the outcomes will have higher value because of the significant time period from the session to the follow up (9-13 months). In the initial stages of follow up data collection, evaluator has contacted 20 clients who agreed to be re contacted, but many of them were unavailable or refused to proceed with interviewing. This created some challenges, as the data collection deadline imposed by IOE was 7 April 2017, by which point the evaluation team had conducted full interviews with only 6 clients. Due to this very small sample, interviewing continued with follow up data collection until 30 June 2017 and managed to recruit 12 more clients (from Wave 2). However, this latter group of 12 clients do not appear in the cross-country analysis being conducted by IOE.

Evaluation manual

To ensure the collection of robust data and the consistency of instrument administration across the six countries, IOE created an evaluation manual containing guidelines for the use of the data collection tools. Version 1 of the manual (November 2015) included protocols for two quantitative instruments used in ongoing data collection. Version 2 (March 2016) added guidelines for the administration of the Wave 1 Topic Guides and other instruments, as well as guidance for completing the interim national reports. Version 3 (February 2017) provided guidance on the development and use of all Wave 2 data collection instruments, and guidelines for completing the final national reports.

2.4 Data analysis

In this mixed methods evaluation, a number of analytical approaches were used. Quantitative data were analysed using mainly descriptive statistics, e.g. frequencies, averages, group comparisons and
cross-tabulations. For the Wave 1 report, most of the investigation relied on descriptive statistics, as GOAL programme participant numbers were too small for any in-depth inferential statistical analysis. As for Wave 2, the size of the sample is much bigger in comparison to the sample size in Wave 1. The larger sample within Wave 2 enabled cross tabulations and comparisons, the data outputs are mainly cross-tabulated by the sites of counselling services, which brought some additional information regarding the local context (different socio-economic situation in the regions, where the sites were established). Otherwise the sample is quite homogenous, so cross-tabulations and group comparisons regarding other variables do not bring statistically significant differences or there is obvious effect of size disproportion between the observed categories within the sample\textsuperscript{14}. Homogeneity of the sample is also significantly caused by the fact, that vast majority of the clients has no previous experience on counselling and career guidance within further education; it’s their first experience with this kind of service.

Qualitative data from focus groups and interviews were analysed using mainly thematic analysis around the topic guides that were explicitly linked to the main aims and objectives of the project. In addition some typology analysis and group comparison analysis were also used.

2.5 Methodological challenges

Quantitative data challenges

The main methodological challenge was connected to the size of the sample within Wave 1. Due to the small sample obtained within the WAVE 1, it was not possible to use inferential statistics in Wave 1 data analysis, and all the analysis presented in this Wave 1 report is based on descriptive statistics and crosstabs reflecting results for both centres in Most and Olomouc. In the initial stages of the project implementation, regional COUNSELLORS have experienced difficulties in finding clients within the target group, especially in Most region. However, the programme was able to draw on the support of the agency for social excluded areas. In the later stages of the project (Wave 2), GOAL project team managed to overcome this issue. Despite the initial obstacles in finding clients within the target group, the intensive cooperation has been established with regional branches of Labour Office in both regions who provided regional COUNSELLORS with clients suitable for career guidance. Also share of clients who came individually increased due to promotion of the project and its activities within the counselling sites in Olomouc and Ústecký region. This resulted in a fact that sample obtained within the WAVE 2 is significantly bigger and gives more opportunities for deeper analysis. However, the sample is still quite homogenous and there are not many statistically significant differences when implementing group comparisons or cross tabulations, which is (as described above) significantly caused by the fact, that the vast majority of the clients have no previous experience on counselling and career guidance within further education, it’s their first experience with this kind of service.

In terms of comparisons, at least cross tabulations regarding sites of counselling services were implemented due to different local context – regions are characterized with very different socio-economic situation and climate, which has effect on the strategies regarding employability and

\textsuperscript{14} Regarding the testing of statistical significance, Pearson’s chi-square test was used.
education. Also, some cross-tabulations regarding gender, age and type of target group were implemented, where suitable and possible.

Qualitative data challenges

Regarding the qualitative data gathering, the major methodological challenge lied in follow up interviews with service users within Wave 2. Though the rate of clients who provided contact information and agreed on further contact was quite high within Wave 1 and Wave 2, most of those clients were hard to reach. Clients were either not willing to participate in the follow up interviews, or evaluator was unable to get in touch with them. This problem arises from the fact, that the target group itself is hard to reach. The target group consists of low educated people with low qualification, who may lack motivation and have limited willingness to participate. People within this target group are also unemployed very often, which limits the possibility of the contact (no access to the internet, they can’t afford to pay for telephone services in long term, so the contacts might be outdated quite soon). Evaluator has contacted approximately 20 clients in the beginning of follow up survey but only 6 of them were willing to proceed with interviewing. In the later stages, evaluator managed to obtain data from 12 more clients, who were answered within Wave 2.

Challenges lied also in administrative/organisational issues such as preparation and translation of the questionnaires, arranging a meeting with partners, and transcription of the questionnaires. GOAL project team generally satisfied with the sample and information that were obtained from the qualitative interviews with all stakeholders.

Challenges for counsellors

According to qualitative surveys with counsellors, there haven’t been any significant barriers in data collection (data monitoring sheets and client satisfactory surveys collected by counsellors). As it is mentioned above, the initial worries were focused mainly on establishment of cooperation with strategic partners and on target group acquisition because this particular target group is usually very hard to reach; they don’t have good experiences with educational system and with the services provided either by schools or by Labour office. GOAL project team has partially overcome this issue due to the cooperation with Regional Labour Offices. Transportation costs (operational costs generally) remained one of the major challenge for counsellors because counsellors had to travel to clients – this proved to be very time (and financially) consuming. Regional counsellors also said that the administrative burden associated with the project implementation has been relatively high.

Data analysis challenges

The main challenges regarding data analysis results in disproportion of the samples size within Wave 1 and Wave 2. Sample size within Wave 1 is very small (N=15) in comparison to the size of the sample within Wave 2 (N=117), therefore answer of one client within Wave 1 has different (and higher) weight when working with relative frequencies. This fact brought some problems when comparing results in and differences in some part of analysis.

Some problems also occurred in regards to data consistency within the client satisfaction survey. As the project GOAL is focused on target group characterized by a lower level of education and lower qualifications, therewas higher risk of misunderstanding the wording of questions (also due to illiteracy
problems, which occurred in 3 cases - in these cases counsellors were helping the clients in filling the satisfaction survey).

There were also several cases reported, where the sociodemographic profiles didn’t fit when connecting data from the satisfaction survey and monitoring data. Some of the clients didn’t fill the information regarding demographics within the satisfaction survey properly and it differed from the information obtained by the counsellors – in these cases, information from the counsellors were used, as it was evaluated as more relevant.

2.6 Key methodological findings

Evaluators from the Czech Republic have gathered both quantitative and qualitative data for the evaluation. Within Wave 1, the quantitative dataset was characterized by the low numbers of clients: the challenges of programme set-up led to a slower than anticipated acquisition of clients, especially in Ústecký region. Regarding the sample size, GOAL project team managed to gather sufficient number of clients within Wave 2, due to strengthened cooperation with labour offices in both regions. Also the number of clients who came of their own volition increased due to promotion of the project and its activities within the counselling sites in Olomouc and Ústecký region.

Despite the initial difficulties GOAL project team has had in reaching the target group, these issues have been overcome due to the establishment of cooperation with strategic partners (Labour Office). According to qualitative survey with the staff member, it was essential for the future cooperation to explain the partners that regional COUNSELLORS are not their competitors and to explain the benefits of the cooperation. Building the mutual trust and negotiating with the partners is very time demanding task, hence the small sample in Wave 1 II. In that stage of the project, COUNSELLORS were more focused on the establishment of the cooperation with partners than on the guidance process itself.

Although especially at the later stages of the project, the cooperation with all stakeholders was at the very high level in the regions, COUNSELLORS expressed their dissatisfaction with administrative burden and organizational issues, e.g. scanning, printing documents, travelling to clients, arranging meetings, etc.

As mentioned in the previous chapter, evaluators have experienced difficulties with follow up interviews with clients. Though the rate of clients who provided contact information and agreed on further contact was quite high within Wave 1 and Wave 2, most of those clients were hard to reach. Clients were either not willing to participate in the follow up interviews, or the evaluator was unable to get in touch with them, in some cases, the contact was not actual.

3 Programme Participants and Staff

This chapter provides descriptive data on the GOAL programme participants and stakeholders in Czech Republic. These data are drawn from quantitative and qualitative data gathered during Wave 1 and Wave 2. The intention in this chapter is to develop a picture of: a) the target client group in each country, and b) GOAL staff. In doing so, GOAL project team seeks to provide context for the programme’s objectives, successes and challenges.
In the Czech Republic, GOAL sought to provide guidance services to: low-educated adults without upper secondary education; early school leavers; immigrants; and adults who have a criminal record.

### 3.1 Service users

#### Sociodemographic characteristics

In Czech Republic, the GOAL client monitoring system contains answers and feedback from 132 adults in total. 59 clients (45%) come from the Centre of career guidance located in Most (Ústecký region), 73 clients (55%) went through counselling in Olomouc (Olomouc region). The full sample consists of 15 clients from Wave 1 (11%) and 117 clients from Wave 2 (89%).

As can be seen from the Table 3.1., within Wave 1 the proportion of clients was higher in Olomouc (Olomouc region) than in Most (Ústecký region) – mainly due to the early stage of the project and setting up the cooperation with local Labour offices and other institutions and referring organizations (Agency for social inclusion e.g.). Within Wave 2 the share of clients among the sites was quite well balanced.

Table 3.1. Share of the clients within the GOAL population in Czech Republic – programme sites

<table>
<thead>
<tr>
<th></th>
<th>Wave 1</th>
<th></th>
<th>Wave 2</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Most</td>
<td>5</td>
<td>33</td>
<td>54</td>
<td>46</td>
<td>59</td>
</tr>
<tr>
<td>Olomouc</td>
<td>10</td>
<td>67</td>
<td>63</td>
<td>54</td>
<td>73</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
<td>117</td>
<td>100</td>
<td>132</td>
</tr>
</tbody>
</table>

**Target group**

As Table 3.2. illustrates, the majority of the clients were classified by the counsellors as early school leavers (77%), both in Wave 1 and Wave 2. 23% of the clients were classified as job seekers/unemployed. Within Wave 2 one of the clients was recorded as Migrant/refugee/asylum seeker. However, it should be pointed out that majority of the early school leavers were also unemployed and therefore can be also classified as job seekers, as both early school leaving from education and training and unemployment are closely connected - lack of qualifications is associated with poor employability and barriers to re-entering the labour market.

Table 3.2. Demographic characteristic of the GOAL population in Czech Republic – target group

<table>
<thead>
<tr>
<th></th>
<th>Wave 1</th>
<th></th>
<th>Wave 2</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Early school leaver</td>
<td>13</td>
<td>87</td>
<td>88</td>
<td>75</td>
<td>101</td>
</tr>
<tr>
<td>Job seeker/unemployed</td>
<td>2</td>
<td>13</td>
<td>28</td>
<td>24</td>
<td>30</td>
</tr>
<tr>
<td>Migrant/refugee/asy</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
<td>117</td>
<td>100</td>
<td>132</td>
</tr>
</tbody>
</table>
Gender

The gender within the whole sample was quite well balanced. 55% of clients were female and 45% were male. Within the waves the proportion was quite similar.

Table 3.3. Demographic characteristic of the GOAL population in Czech Republic - gender

<table>
<thead>
<tr>
<th></th>
<th>Wave 1</th>
<th></th>
<th>Wave 2</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>60</td>
<td>63</td>
<td>54</td>
<td>72</td>
<td>55</td>
</tr>
<tr>
<td>Male</td>
<td>6</td>
<td>40</td>
<td>54</td>
<td>46</td>
<td>60</td>
<td>45</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
<td>117</td>
<td>100</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

Age

The majority (50%) of GOAL clients in the Czech Republic were young people aged between 19 and 25 years (Table 3.4.), which corresponds to the fact that young graduates entering the labour market are one of the most significant groups at risk of unemployment due to the absence of previous work experience and practice within the studied branch. Regarding the early school leavers, it is important to point out that earlier school leaving from the education and training leads to the absence of the qualification demanded by employers on the labour market. The second largest group contains clients aged 36 to 55 (23%), another 20% of clients are in age 26 to 35.

When phases of the survey is taken into account, it is well visible, that within Wave 1 is higher share of clients in age of 36 to 55, meanwhile Wave 2 reports higher share of younger clients (especially in age of 19 to 25).

Table 3.4. Demographic characteristic of the GOAL population in Czech Republic - age

<table>
<thead>
<tr>
<th></th>
<th>Wave 1</th>
<th></th>
<th>Wave 2</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>18 and under</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>19 to 25</td>
<td>2</td>
<td>13</td>
<td>64</td>
<td>55</td>
<td>66</td>
<td>50</td>
</tr>
<tr>
<td>26 to 35</td>
<td>5</td>
<td>33</td>
<td>21</td>
<td>18</td>
<td>26</td>
<td>20</td>
</tr>
<tr>
<td>36 to 55</td>
<td>8</td>
<td>53</td>
<td>22</td>
<td>19</td>
<td>30</td>
<td>23</td>
</tr>
<tr>
<td>56 to 65</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
<td>117</td>
<td>100</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

Residence and home language

Looking at residence status, the GOAL clients can be seen to be a very homogeneous group. The vast majority of the clients are citizens of Czech Republic: there was only 1 case reported, where the client was of non-EU nationality with residence permit. When talking about the home language, most of the clients mentioned Czech language (93%). 6% of the clients mentioned also Roma language. 2% mentioned another home language (German and Spanish language).
Table 3.5. Demographic characteristic of the GOAL population in Czech Republic – home language

<table>
<thead>
<tr>
<th>Language</th>
<th>Wave 1</th>
<th>Wave 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Czech language</td>
<td>15</td>
<td>94</td>
<td>117</td>
</tr>
<tr>
<td>Roma language</td>
<td>1</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>German language</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Spanish language</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
<td>100</td>
<td>126</td>
</tr>
</tbody>
</table>

Note: Variable referring to home language was coded as multiple.

Education and employment characteristics

**Highest educational level**

Most of the GOAL clients declared their highest qualification was lower secondary education (95%), which is due to the focus on the clients with lower qualification and education and early school leavers within the project. 3% of clients obtained general upper secondary education. 2% of clients declared they have only primary education (1%) or vocational education within upper secondary level (1%).

Table 3.6. Highest educational level of GOAL clients in Czech Republic

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Wave 1</th>
<th>Wave 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Primary education</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Lower secondary education</td>
<td>15</td>
<td>100</td>
<td>111</td>
</tr>
<tr>
<td>General upper secondary education</td>
<td>-</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Vocational education (upper secondary level)</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
<td>100</td>
<td>117</td>
</tr>
</tbody>
</table>

**Current education and learning**

When clients were asked if they were engaged in education and learning, the vast majority answered that they are not (95%). One of the main reasons is lack of information about possibilities of further learning, or they can’t finance further learning by themselves, because of unemployment. When engaged in education and training, most of the clients declared they were working towards a specific qualification – they got advice in the labour offices mostly.
Table 3.7. Engagement in education and learning of GOAL clients in Czech Republic

<table>
<thead>
<tr>
<th></th>
<th>Wave 1</th>
<th>Wave 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Not engaged in education and learning</td>
<td>14</td>
<td>93</td>
<td>111</td>
</tr>
<tr>
<td>Currently engaged in education and learning</td>
<td>1</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
<td>117</td>
</tr>
</tbody>
</table>

Employment status

Most of the GOAL clients were unemployed at the time of the sessions (86%), 8% of the clients were employed full-time, 4% were self-employed and 3% were inactive (not retired and not actively looking for a job).

Table 3.8. Employment situation of GOAL clients in Czech Republic

<table>
<thead>
<tr>
<th></th>
<th>Wave 1</th>
<th>Wave 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Unemployed</td>
<td>12</td>
<td>80</td>
<td>101</td>
</tr>
<tr>
<td>Self-employed</td>
<td>2</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Employed full-time</td>
<td>1</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Inactive</td>
<td>-</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
<td>117</td>
</tr>
</tbody>
</table>

Previous guidance

Most of the GOAL clients didn’t have any previous experience with guidance services in the past; only 8% declared they had already some previous experience. As shown in Table 3.9., clients with the previous experience were recorded only within Wave 2. When taking into account differences among the programme sites within Wave 2, previous experience were declared only by clients in Most (Ústecký region). Higher incidence of previous experience with guidance services might arise from fact, that this region traditionally reports highest rate of unemployment and early school leavers. Ústecký region is one of the areas, where are prevailing problems regarding socio-economic situation, it’s also one of the regions with highest rate of socially excluded areas.

Table 3.9. Previous experience with guidance services of GOAL clients in Czech Republic

<table>
<thead>
<tr>
<th></th>
<th>Wave 1</th>
<th>Wave 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Previous experience</td>
<td>-</td>
<td>-</td>
<td>11</td>
</tr>
</tbody>
</table>
Table 3.10. Previous experience with guidance services of GOAL clients in Czech Republic – programme sites (Wave 2)

<table>
<thead>
<tr>
<th></th>
<th>Most</th>
<th>Olomouc</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Previous experience</td>
<td>11</td>
<td>20</td>
<td>11</td>
</tr>
<tr>
<td>No previous experience</td>
<td>43</td>
<td>80</td>
<td>106</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100</td>
<td>63</td>
</tr>
</tbody>
</table>

**Self-efficacy**

In the initial guidance session clients were asked to answer three questions concerning their own judgment about their self-efficacy, i.e. their self-perceived ability to achieve desired outcomes in life. Each question was made up of two statements, one presenting a more positive view and the other a more negative view. The positive statement gave the client a score of 1 point for that question and the negative one gave them a score of 0 points; thus the scores for the whole scale could range from 0-3 points, with 3 representing a client who chose the positive statement for all three questions and who thus had the highest possible score on the self-efficacy scale. The lowest possible score was 0.

Based on this data (see Table 3.11.), it can be concluded that most of the service users believe in their capacity to produce a given attainment (54% of clients with the maxim highest self-efficacy score). 25% of the GOAL clients seems to be convinced that they in control of their achievement only partially (clients with self-efficacy score=2), 19% have rather limited control over achieving what they set to do (clients with self-efficacy score=1).

Table 3.11. Self-efficacy rate for GOAL clients in Czech Republic

<table>
<thead>
<tr>
<th></th>
<th>Wave 1</th>
<th>Wave 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>0</td>
<td>-</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>20</td>
<td>22</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>47</td>
<td>26</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>33</td>
<td>66</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
<td>117</td>
</tr>
</tbody>
</table>
In the case of clients with two sessions (7 clients), self-efficacy scores were recorded twice, at the start and end of the guidance (with a gap of around two weeks between the two sessions). The scores for those clients did not change (no differences were recorded within Wave 1 or Wave 2).

When comparing the situation among the programme sites in Wave 2 (Table 3.12.), it can be seen that self-efficacy score is higher in Olomouc (Olomouc region). This might be connected to the socio-economic situation within the regions. Ústecký region and town of Most indicates traditionally higher rates of unemployment, the situation there is in comparison to Olomouc region much more problematic (there is also higher amount of socially excluded areas within Ústecký region). Therefore clients from Most might perceived their life more problematic as they frequently declare, that they have got limited control over their life.

Table 3.12. Self-efficacy rate for GOAL clients in Czech Republic – programme sites (Wave 2)

<table>
<thead>
<tr>
<th></th>
<th>Most</th>
<th>Olomouc</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>0</td>
<td>3</td>
<td>6</td>
<td>-</td>
</tr>
<tr>
<td>1</td>
<td>15</td>
<td>28</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>11</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>25</td>
<td>46</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100</td>
<td>63</td>
</tr>
</tbody>
</table>

When comparing evaluation of self-efficiency among the target groups within GOAL project, it is apparent that limited control over the life is declared by job-seekers or unemployed more often. Early school leavers are in regard to self-efficacy much more positive.

Table 3.13. Self-efficacy rate for GOAL clients in Czech Republic – target group (Wave 2)

<table>
<thead>
<tr>
<th>Job-seeker/unemployed</th>
<th>Early School Leaver</th>
<th>Migrant/refugee/asylum seeker</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>Sig.16</td>
</tr>
<tr>
<td>0</td>
<td>1</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>36</td>
<td>++</td>
</tr>
<tr>
<td>2</td>
<td>9</td>
<td>32</td>
<td>+</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td>29</td>
<td>---</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100</td>
<td>88</td>
</tr>
</tbody>
</table>

15 Statistical significance
16 Statistical significance: +/- statistical significance on the significance level 0.05

Statistical significance:
++/-- statistical significance on the significance level 0.01
+++/-- statistical significance on the significance level 0.001
Attitudes to learning

More than 3/4 of clients (78%) declared that they like learning new things (Table 3.14); however, 53% qualified this by responding that they like learning new things ‘a bit’. 21% of clients declared they don’t like learning new things at all.

Table 3.14 Attitude of GOAL clients in Czech Republic towards learning

<table>
<thead>
<tr>
<th></th>
<th>Wave 1</th>
<th></th>
<th>Wave 2</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Yes, a bit</td>
<td>7</td>
<td>47</td>
<td>63</td>
<td>54</td>
<td>70</td>
<td>53</td>
</tr>
<tr>
<td>Yes, a lot</td>
<td>4</td>
<td>27</td>
<td>29</td>
<td>25</td>
<td>33</td>
<td>25</td>
</tr>
<tr>
<td>No, not really</td>
<td>4</td>
<td>27</td>
<td>24</td>
<td>21</td>
<td>28</td>
<td>21</td>
</tr>
<tr>
<td>Don’t know</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
<td>117</td>
<td>100</td>
<td>132</td>
<td>100</td>
</tr>
</tbody>
</table>

If we look at the learning attitudes according to programme sites within Wave 2 (Table 3.14), it can be seen that more motivated clients were in Most - 48% of them like to learn new things a lot, however in Olomouc it’s only about 5% of the clients. In Olomouc, there is higher share of clients who declared they like learning new things only a little bit (65%) or not at all (29%).

Table 3.15 Attitude of GOAL clients in Czech Republic towards learning – programme sites (Wave 2)

<table>
<thead>
<tr>
<th></th>
<th>Most</th>
<th></th>
<th>Olomouc</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>Sig.17</td>
<td>N</td>
<td>%</td>
<td>Sig.</td>
</tr>
<tr>
<td>Yes, a bit</td>
<td>22</td>
<td>41</td>
<td>--</td>
<td>41</td>
<td>65</td>
<td>++</td>
</tr>
<tr>
<td>Yes, a lot</td>
<td>26</td>
<td>48</td>
<td>+++</td>
<td>3</td>
<td>5</td>
<td>---</td>
</tr>
<tr>
<td>No, not really</td>
<td>6</td>
<td>11</td>
<td>-</td>
<td>18</td>
<td>29</td>
<td>+</td>
</tr>
<tr>
<td>Don’t know</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100</td>
<td>63</td>
<td>100</td>
<td>117</td>
<td>100</td>
</tr>
</tbody>
</table>

Regarding the previous findings within Wave 2, the motivation of clients is higher in Most, as we consider influence of regional socio-economic factors and different background as intervening factor. There is correlation with the economic and social situation in the regions in the means of motivation for the further learning. In Ústecký region, there is traditionally quite high rate of unemployment and the possibility of re-entering the labour market is complicated, as there are a lot of barriers. This fact may correspond with the lower self-efficacy level in Most (Ústecký region), as the clients and their

17 Statistical significance:
+/- statistical significance on the significance level 0,05
++/-- statistical significance on the significance level 0,01
+++/-- statistical significance on the significance level 0,001
possibilities are more limited. As there is constant decrease in rate of unemployment across all the regions, it may influence level of motivation for obtaining qualifications to re-enter the labour market in regions with higher rates of unemployment. Olomouc region is, on the other hand, characterized by a lower rate of unemployment and there are better possibilities to re-enter the labour market, also in various forms (like wage labour e.g.). These factors may influence motivation to participate in further education, e.g. by attracting individuals directly into the labour market and not into further education.

**Learning goals**

As can be seen from the data presented in Table 3.16., the GOAL clients declared themselves motivated to engage in further education and learning in order to obtain higher qualifications required for a specific job, or simply for better employability on the labour market. One third of the GOAL clients said that they wanted to achieve a specific qualification (34%), and 32% declared they needed further education to find a job. 16% of clients wanted to achieve a non-specific qualification in order to boost the probability of their employability on the labour market. 14% of clients did not have any specific objectives regarding further learning and obtaining higher qualification. In comparison to Wave 1, share of clients who had specific qualification in mind decreased in Wave 2 (decrease of 38 percentage points); there was also a higher share of clients who don’t have any specific objectives in mind (increase of 7 percentage points) – however the differences are caused mainly by the small size of the sample within Wave 1.

**Table 3.16. Learning objectives of GOAL clients in Czech Republic**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Wave 1 N</th>
<th>Wave 1 %</th>
<th>Wave 2 N</th>
<th>Wave 2 %</th>
<th>Total N</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I want to achieve a specific qualification</td>
<td>3</td>
<td>25</td>
<td>33</td>
<td>35</td>
<td>36</td>
<td>34</td>
</tr>
<tr>
<td>Yes, I need this learning to find a job</td>
<td>2</td>
<td>17</td>
<td>32</td>
<td>34</td>
<td>34</td>
<td>32</td>
</tr>
<tr>
<td>Yes, I want to achieve a qualification of any sort</td>
<td>6</td>
<td>50</td>
<td>11</td>
<td>12</td>
<td>17</td>
<td>16</td>
</tr>
<tr>
<td>Yes, I want to improve my skills in a specific area</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Yes, I want to improve my skills in general</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Yes, I need this training for my current job</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>No, I do not have any specific objectives</td>
<td>1</td>
<td>8</td>
<td>14</td>
<td>15</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
<td>95</td>
<td>100</td>
<td>107</td>
<td>100</td>
</tr>
</tbody>
</table>

When considering differences between the programme sites within Wave 2, it is apparent that motivation for obtaining a higher qualification in order to improve the possibility of client’s employability is higher in Most (Table 3.17.), which corresponds with the higher motivation in learning activities in general (Table 3.15.). 53% of clients in Most wanted to achieve a specific qualification, however in Olomouc it’s only about 25%. 18% of clients in Most wanted to achieve a qualification of

---

18 Valid N is lower than 132, due to the filter in the question (N=108). Total represents number of the answers obtained within the question.
any sort. Clients in Most were also less likely to declare that they did not have any objectives in mind (9% in Most, 18% in Olomouc).

Table 3.17. Learning objectives of GOAL clients in Czech Republic – programme sites (Wave 2)

<table>
<thead>
<tr>
<th>Objective</th>
<th>Most</th>
<th></th>
<th></th>
<th></th>
<th>Olomouc</th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>Sig.</td>
<td>N</td>
<td>%</td>
<td>Sig.</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Yes, I want to achieve a specific qualification</td>
<td>18</td>
<td>53</td>
<td>++</td>
<td>15</td>
<td>25</td>
<td>--</td>
<td>33</td>
<td>35</td>
</tr>
<tr>
<td>Yes, I need this learning to find a job</td>
<td>2</td>
<td>6</td>
<td>---</td>
<td>30</td>
<td>49</td>
<td>+++</td>
<td>32</td>
<td>34</td>
</tr>
<tr>
<td>Yes, I want to achieve a qualification of any sort</td>
<td>6</td>
<td>18</td>
<td></td>
<td>5</td>
<td>8</td>
<td></td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Yes, I want to improve my skills in a specific area</td>
<td>4</td>
<td>12</td>
<td>++</td>
<td></td>
<td>-</td>
<td>--</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Yes, I want to improve my skills in general</td>
<td>1</td>
<td>3</td>
<td>-</td>
<td></td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>No, I do not have any specific objectives</td>
<td>3</td>
<td>9</td>
<td></td>
<td>11</td>
<td>18</td>
<td></td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>34</td>
<td>100</td>
<td></td>
<td>61</td>
<td>100</td>
<td></td>
<td>95</td>
<td>100</td>
</tr>
</tbody>
</table>

When considering target group in connection to the learning objectives, job-seekers and unemployed clients seek for specific qualification or obtaining specific skills more often. Early school leavers declare, that they need the learning, so they can find a job, which is quite logical due to their low qualification level and raising demands of employers on the labour market.

Table 3.18. Learning objectives of GOAL clients in Czech Republic – target group (Wave 2)

<table>
<thead>
<tr>
<th>Objective</th>
<th>Job-seeker/unemployed</th>
<th></th>
<th>School</th>
<th>Migrant/Refugee/Asylum</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>Sig.21</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Yes, I want to achieve a specific qualification</td>
<td>9</td>
<td>64</td>
<td>+</td>
<td>24</td>
<td>32</td>
</tr>
<tr>
<td>Yes, I need this learning to find a job</td>
<td>-</td>
<td>-</td>
<td>--</td>
<td>32</td>
<td>42</td>
</tr>
<tr>
<td>Yes, I want to achieve a qualification of any sort</td>
<td>3</td>
<td>21</td>
<td></td>
<td>8</td>
<td>11</td>
</tr>
<tr>
<td>Yes, I want to improve my skills in a specific area</td>
<td>2</td>
<td>14</td>
<td>+</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Yes, I want to improve my skills in general</td>
<td>-</td>
<td>-</td>
<td></td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

21 Statistical significance:
+/- statistical significance on the significance level 0,05
++/-- statistical significance on the significance level 0,01
+++/---- statistical significance on the significance level 0,001

20 Valid N is lower than 117, due to the filter in the question (N=96). Total represents number of the answers obtained within the question.
Within the report for Wave 1, GOAL project team suggested that clients were motivated to improve their qualification due to external factors like employability on the regional labour market, demands for qualifications made by employers, the local economic situation and the social environment. Thus motivation stems from the economic situation and development of the labour market, and not from the belief that education or further education are important in themselves. This suggestion seems to be applicable also on the results for Wave 2 – the motivation for further education and obtaining higher qualification in order to boost the employability reacts onto socio-economic factors and unemployment rate within the region. In this particular case, motivation is higher in Ústecký region, where the unemployment rate is traditionally higher (the highest values in comparison to other regions) and motivation might be also boosted by the socio-economic changes in time (There is continual decrease in unemployment across all of the regions in the CZ). On the other hand Olomoucký region belongs to the regions with lower unemployment rate, where people have more possibilities to re-enter the labour market, therefore the motivation in obtaining higher qualification and education might be lower.

**Career goals**

70% of clients who were seeking for guidance because of the career goals had clear career ambitions, with a specific job in mind. Less concrete ideas were declared by only 30% of the clients. Share of specific career goals had increased across the phases of the survey. While the proportion of the clients with clear career goals was 46% in Wave 1, it was about 73% in Wave 2 (increase of 27 percentage points). Absence of clear career goals is mainly caused by the lack of information about the possibilities of employability within certain jobs and industry, lack of information on employer’s demands on labour force or possibilities within studied branch.

**Table 3.18. Number of GOAL clients with clear career goals in Czech Republic**

<table>
<thead>
<tr>
<th></th>
<th>Wave 1</th>
<th>Wave 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Certain industry or type of work in mind</td>
<td>3</td>
<td>33</td>
<td>24</td>
</tr>
<tr>
<td>Specific job in mind</td>
<td>1</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>No, the client do not have any specific job or career area in mind</td>
<td>5</td>
<td>56</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100</td>
<td>41</td>
</tr>
</tbody>
</table>

22 Valid N is lower than 117, due to the filter in the question (N=96). Total represents number of the answers obtained within the question.
23 Previous work with low qualified people or long-term unemployed people in the Czech Republic suggests that this group do not understand the value of education in itself, and have a limited understanding of the connection between employability and education.
24 Valid N is lower than 132, due to the filter in the question (N=50).
3.2 Programme staff

Two counsellors work on the GOAL project at each of the regional career centres that were established in Olomouc and Most. In the regional career guidance centre in Olomouc, the counsellors are one male (72 years old) and one female (62 years old). At the regional career guidance in Most, the counsellors are both female (aged 37 and 40 respectively).

3.3 Key findings

GOAL clients in Czech Republic are rather homogenous group regarding observed sociodemographic – most of them are early school leavers, who are currently unemployed due to the low education level obtained and low qualification profile. Vast majority has no previous experience with the guidance services, if they do, the experience was reported mainly among the clients who left education system before the appointed time. Based on the results of the monitoring, it can be concluded that most of the service users reported a high level of self-efficacy, however this belief is influenced by the socio-economic climate and the background of the clients – in this particular case, clients in Olomouc report higher self-efficacy, suggesting a stronger belief in their capacity to produce a given attainment; however clients in Most are more skeptical. This corresponds with the socio-economic situation in both regions, especially when considering rate of unemployment, which is higher in Most and Ústecký region in general.

However economic situation in Czech Republic is getting better, especially when considering rate of unemployment in all of the regions, including Ústecký region. This also might be one of the reasons, why clients in Most are more motivated to obtain higher education and qualification so they can re-enter the labour market more easily. Motivation among the clients is lower in Olomouc, which may be caused by better economic situation and easier accessibility of the labour market. When asked about learning goals, most of the clients declared themselves motivated to engage in further education and learning in order to obtain higher qualifications required for a specific job, or simply for better employability on the labour market. One third of the GOAL clients declared, they want to achieve a specific qualification, or they need services of further education to find a job. This suggests that the motivation lies in achievement of qualification in order to boost the probability of their employability on the labour market, so the motivation is caused by external economic factors rather than an intrinsic understanding of the value of education itself. This mindset is quite common among this target group, according to previous surveys in Czech Republic.

When asked about career goals, most of the clients had clear career ambitions, with a specific job in mind. The problem is, however, that even with the obtained information within the guidance and recommendations, only small share of clients is able to achieve their goals by themselves (as it turned out also from the follow-up survey within the GOAL project).

---

3.4 Key Implications

Implications for future programme development

Based on the findings most of the GOAL clients didn’t have any previous experience with guidance services in the past and they lack the effectiveness of guidance services, and there is also the lack of information about possibilities of further education. It seems it would be more effective to spent more time with the clients, so the clients are able to achieve their goals. Therefore when setting up this service in Czech Republic, it would be vital to lead the clients within such target group through the whole process, or giving continuous backup to ease them achievement regarding goals they have.

4 The GOAL guidance service

This chapter provides an overview of the GOAL guidance service. Looking across Europe as a whole, the culture of adult guidance is underdeveloped, especially among adults who are traditionally less likely to engage in work-related and other forms of learning, such as those with low education and/or low literacy and numeracy skills. There is a perception – which to some extent is still borne out by practice – that guidance is almost exclusively a careers-focused service offered in schools at or near the point where students are completing their compulsory education.

According to the ELGPN26, guidance within adult education typically takes three forms:

- **Pre-entry guidance** which supports adults to consider whether to participate in adult learning and what programmes might be right for them.
- **Guidance as an integral part of adult education programmes.** Some adult education programmes are strongly focused on career planning or on the development of employability and career management skills: in these cases lifelong guidance is often built into the core of the programme.
- **Exit guidance** which supports graduates of adult education programmes to consider how they can use what they have learned to support their progress in further learning and work.

4.1 Guidance activities and processes: Quantitative findings

Reasons for seeking guidance

If talking about all various reasons for seeking the guidance, clients most frequently mentioned **exploring educational opportunities (46%)**. Other frequently mentioned reasons are: finding link between personal interest and occupational/educational opportunities (20%) and getting assistance with job seeking (18%) – assistance with job seeking is mentioned more often within Wave 2 in comparison to the previous wave (increase of 12 percentage points). Clients also mentioned validation of existing competences/prior learning (6%) and finding financial resources for learning (5%), which was frequently mentioned within Wave 1.

### Table 4.1. Reasons for seeking guidance

<table>
<thead>
<tr>
<th>Reason</th>
<th>Wave 1 N</th>
<th>Wave 1 %</th>
<th>Wave 2 N</th>
<th>Wave 2 %</th>
<th>Total N</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>To explore educational opportunities</td>
<td>11</td>
<td>42</td>
<td>90</td>
<td>46</td>
<td>101</td>
<td>46</td>
</tr>
<tr>
<td>To find links between personal interest and occupational/educational opportunities</td>
<td>6</td>
<td>23</td>
<td>39</td>
<td>20</td>
<td>45</td>
<td>20</td>
</tr>
<tr>
<td>To get assistance with job seeking</td>
<td>2</td>
<td>8</td>
<td>38</td>
<td>20</td>
<td>40</td>
<td>18</td>
</tr>
<tr>
<td>To validate existing competences/prior learning</td>
<td>1</td>
<td>4</td>
<td>13</td>
<td>7</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>To find financial resources for learning</td>
<td>4</td>
<td>15</td>
<td>8</td>
<td>4</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Because of personal issues</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>To get assistance with writing a CV</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26</strong></td>
<td><strong>100</strong></td>
<td><strong>194</strong></td>
<td><strong>100</strong></td>
<td><strong>220</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Most GOAL clients selected **exploration of educational possibilities** (62%) as the main reason for seeking the guidance. 17% of clients mentioned finding links between personal interest and occupational/educational opportunities, 16% mentioned assistance with job seeking. In case of finding links between personal interest and occupational/educational opportunities, there is an apparent increase in frequency when comparing proportions within the phases of the survey (increase of 18 percentage points). In case of the main reason, evaluator has registered a slight decrease in frequency of obtained answers (decrease of 12 percentage points). The difference between the waves is however influenced by the disproportion in the size of the samples within the waves.

### Table 4.2. Main reason for seeking guidance

<table>
<thead>
<tr>
<th>Reason</th>
<th>Wave 1 N</th>
<th>Wave 1 %</th>
<th>Wave 2 N</th>
<th>Wave 2 %</th>
<th>Total N</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>To explore educational opportunities</td>
<td>11</td>
<td>73</td>
<td>71</td>
<td>61</td>
<td>82</td>
<td>62</td>
</tr>
<tr>
<td>To find links between personal interest and occupational/educational opportunities</td>
<td>1</td>
<td>7</td>
<td>22</td>
<td>19</td>
<td>23</td>
<td>17</td>
</tr>
<tr>
<td>To get assistance with job seeking</td>
<td>2</td>
<td>13</td>
<td>19</td>
<td>16</td>
<td>21</td>
<td>16</td>
</tr>
<tr>
<td>To validate existing competences/prior learning</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Because of personal issues</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>100</strong></td>
<td><strong>117</strong></td>
<td><strong>100</strong></td>
<td><strong>132</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

27 Total represents number of the answers obtained within the question.
When considering programme sites, clients from Most were seeking for guidance to get assistance with job seeking, which corresponds to the fact, that Ústecký region has problem with employability (unemployment rate is traditionally high in this region). Clients from Olomouc were seeking guidance because of linkage of personal interest and occupational/educational opportunities.

Table 4.3. Main reason for seeking guidance - programme sites (Wave 2)

<table>
<thead>
<tr>
<th></th>
<th>Most</th>
<th>Olomouc</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>28</td>
<td>42</td>
<td>71</td>
</tr>
<tr>
<td>%</td>
<td>43%</td>
<td>67%</td>
<td>61%</td>
</tr>
<tr>
<td>Sig.</td>
<td>28</td>
<td>29</td>
<td>62%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>++</td>
<td></td>
</tr>
<tr>
<td>To explore educational opportunities</td>
<td>29</td>
<td>42</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>43%</td>
<td>67%</td>
<td>61%</td>
</tr>
<tr>
<td>Sig.</td>
<td>28</td>
<td>29</td>
<td>62%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>++</td>
<td></td>
</tr>
<tr>
<td>To find links between personal interest and occupational/educational opportunities</td>
<td>4</td>
<td>18</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>7%</td>
<td>29%</td>
<td>19%</td>
</tr>
<tr>
<td>Sig.</td>
<td>--</td>
<td>++</td>
<td></td>
</tr>
<tr>
<td>To get assistance with job seeking</td>
<td>17</td>
<td>2</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>31%</td>
<td>3%</td>
<td>16%</td>
</tr>
<tr>
<td>Sig.</td>
<td>++</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>To validate existing competences/prior learning</td>
<td>3</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>6%</td>
<td>-</td>
<td>3%</td>
</tr>
<tr>
<td>Sig.</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Sig.</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Because of personal issues</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Sig.</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>63</td>
<td>117</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Contact type

The vast majority of the contact moments with service users were registered in the data monitoring system as individual face-to-face contact moments (97%). Within Wave 2 were four contact moments registered in form of focus groups (3%).

Length of session

As Tables 4.4., 4.5. and 4.6. illustrate, guidance sessions are typically relatively long: on average, a session takes almost an hour. If taking into account time difference between the waves, one session within Wave 1 took 57 minutes, in case of sessions within Wave 2 it was about 51 minutes (decrease about 6 minutes). Sessions within programme site in Most took approximately 45 minutes, in Olomouc each session took on average 58 minutes (decrease about 12 minutes across the waves). That might be caused by the level of client’s cooperation during the sessions, which was higher in Olomouc – clients from within this site were more talkative and expressed more pro-active approach (there might be again connection to the socio-economic context of the both regions, as in Ústecký region are more excluded areas for example).

---

28 Statistical significance:
+/- statistical significance on the significance level 0,05
++/-- statistical significance on the significance level 0,01
+++/---- statistical significance on the significance level 0,001
Table 4.4. Length of first GOAL guidance session in minutes

<table>
<thead>
<tr>
<th>Length in minutes</th>
<th>Wave 1</th>
<th>Wave 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>30</td>
<td>-</td>
<td>-</td>
<td>8</td>
</tr>
<tr>
<td>35</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>40</td>
<td>2</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>45</td>
<td>2</td>
<td>13</td>
<td>30</td>
</tr>
<tr>
<td>50</td>
<td>-</td>
<td>-</td>
<td>7</td>
</tr>
<tr>
<td>55</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>60</td>
<td>8</td>
<td>53</td>
<td>43</td>
</tr>
<tr>
<td>65</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>70</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>80</td>
<td>2</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>100</td>
<td>1</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
<td>100</td>
<td>117</td>
</tr>
</tbody>
</table>

Table 4.5. Length of subsequent GOAL guidance session in minutes

<table>
<thead>
<tr>
<th>Length in minutes</th>
<th>Wave 1</th>
<th>Wave 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>35</td>
<td>1</td>
<td>33</td>
<td>1</td>
</tr>
<tr>
<td>40</td>
<td>1</td>
<td>33</td>
<td>2</td>
</tr>
<tr>
<td>45</td>
<td>1</td>
<td>33</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total&lt;sup&gt;29&lt;/sup&gt;</strong></td>
<td>3</td>
<td>100</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 4.6. Mean length of GOAL guidance sessions

<table>
<thead>
<tr>
<th></th>
<th>Wave 1</th>
<th>Wave 2</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean length (in min)</td>
<td>N</td>
<td>Mean length (in min)</td>
</tr>
<tr>
<td>Most</td>
<td>44</td>
<td>8</td>
<td>45</td>
</tr>
<tr>
<td>Olomouc</td>
<td>68</td>
<td>10</td>
<td>56</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>57</td>
<td>18</td>
<td>51</td>
</tr>
</tbody>
</table>

<sup>29</sup> Subsequent guidance sessions were recorded only in Most region.
Focus of the sessions

Based on the information recorded by the counsellors, more than half of the sessions were focused on learning, education and qualifications (54%), which corresponds with the client’s reasons for seeking the guidance in the first place. 36% of the sessions were focusing on topics regarding jobs and employment, 2% on validation of prior learning. 8% of sessions were aiming for topics like self-development of the clients, their ideas of their life and their visions regarding their future life, and assistance with client’s CV/ Some of the clients got rather general information about their further possibilities as they came without any specific reason, rather because of their curiosity about how the service works.

Table 4.7. Focus of GOAL guidance sessions (client monitoring system)

<table>
<thead>
<tr>
<th>Focus of the sessions</th>
<th>Wave 1</th>
<th></th>
<th>Wave 2</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Learning/education/qualifications</td>
<td>8</td>
<td>35</td>
<td>102</td>
<td>57</td>
<td>110</td>
<td>54</td>
</tr>
<tr>
<td>Jobs/employment</td>
<td>12</td>
<td>52</td>
<td>60</td>
<td>34</td>
<td>72</td>
<td>36</td>
</tr>
<tr>
<td>Validation of prior learning</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>13</td>
<td>13</td>
<td>7</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>100</td>
<td>179</td>
<td>100</td>
<td>202</td>
<td>100</td>
</tr>
</tbody>
</table>

Route to guidance: type of referring organisation

The majority of the GOAL clients were referred to the service from the unemployment services (81%), 13% of the clients came voluntarily, just by themselves. 4% of the clients were referred by the Agency for Social Inclusion (socio-cultural institutions). The rest of the clients were referred by social (welfare) services. The differences in proportions among the waves indicates development of the cooperation with other institutions, especially labour offices (increase across the waves about 16 percentage points). Agency for Social Inclusion helped with referring clients mainly in the early phase of the project, GOAL project team was able to get the clients from other institutions in Wave 2. Also the share of clients who came voluntarily increased within Wave 2 (increase about 9 percentage points), as the knowledge about the project and its services increased.

Table 4.8. The referral of clients to the GOAL service providers

<table>
<thead>
<tr>
<th>Referral type</th>
<th>Wave 1</th>
<th></th>
<th>Wave 2</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>(Un) employment services</td>
<td>10</td>
<td>67</td>
<td>97</td>
<td>83</td>
<td>107</td>
<td>81</td>
</tr>
<tr>
<td>Self-referral</td>
<td>3</td>
<td>20</td>
<td>14</td>
<td>12</td>
<td>17</td>
<td>13</td>
</tr>
</tbody>
</table>

We decided to use rather information from the counsellors as we found it more relevant regarding the content of the sessions. We were also able to come out from the description of the sessions from the counsellor (original string variable DQ4 was also preserved), which was more detailed.
When checking the differences across the programme sites within Wave 2, it is apparent, that site in Olomouc used cooperation with labour offices more often (98% in Olomouc, 65% in Most), whereas in Most there is higher share of clients, who came voluntarily (24% in Most, 2% in Olomouc) and more cooperation with Agency for Social Inclusion and social (welfare) services occurred.

**Table 4.9. The referral of clients to the GOAL service providers – programme sites (Wave 2)**

<table>
<thead>
<tr>
<th></th>
<th>Most</th>
<th>Olomouc</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-referral</td>
<td>13</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>(Un) employment services</td>
<td>35</td>
<td>62</td>
<td>97</td>
</tr>
<tr>
<td>Social (welfare) services</td>
<td>3</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>Socio-cultural institutions</td>
<td>3</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>63</td>
<td>117</td>
</tr>
</tbody>
</table>

Clients’ counselling needs

Vast majority of the GOAL clients went through one session only, as there is no institutionalized service for career guidance within further education/learning in Czech Republic yet and this project is a pilot of such a service. Therefore evaluator is unable to use any kind of typology regarding number of sessions. However it must be said, that according to the results of the data monitoring and follow-up survey, it is suitable to use the system based on several sessions for the clients, as clients get the information, which is suitable and helpful for them, however they are unable to work with obtain information and their progress towards their goals is very limited.

**4.2 Guidance activities and processes: Qualitative findings**

**Seeking to meet client needs: The guidance process**

GOAL project target group belongs to the most vulnerable and complicated group in terms of career guidance provision. It is obvious that career guidance has to be performed by experienced consultant who can apply different methods and techniques in accordance with client’s specific needs and who are able to deal with crisis situations during the counselling process.

Clients were referred to the Counsellors in regions mostly through regional Labour Offices (in some cases, particularly in Most Region by non-profit organisations focused for example on the Roma minority and disadvantaged groups in the Labour market).
Clients easily approached counsellor by telephone contact they received in the Labour office. In terms of client recruitment and referral, the GOAL service is reliant on advisers travelling to clients, as clients largely live in areas where public transport is limited and beyond their means. Regarding the obtaining additional information, it should be mentioned that there is no universal approach in terms of contacting clients because every client is different. There are clients who prefer to obtain additional information by for example phone, emails and there are those who prefer solely face-to-face conversation with career counsellor.

The GOAL service in the Czech Republic is a face-to-face service. To work towards providing a high quality service for the target group, the following tools are used during interviews with service users:

- **Infoabsolvent.cz**: Information system for the education outcomes of school graduates on the labour market – information on options within both education and the labour market.
- **Narodnikvalifikace.cz** – Information on the system of vocational qualifications in the Czech Republic in the validation of non-formal and informal learning
- **Nsp.cz** – occupations, monitoring requirements of the labour market
- **Laws and regulations**: concerning education, guidance etc.
- **Worksheets** for clients aim to encourage self-discovery, self-reflection and awareness, identification of interests and learning how to plan and manage one’s own career.
- **Pictures, cards**: A set of cards displaying emotions and feelings.

It is essential to point out that client is an active partner in the whole counselling process. Active cooperation motivates client to be responsible for his own life. The condition of effective cooperation is that client receives career guidance on the voluntary basis and he is introduced with the scope and form of such service.

At the start of every session, counsellors try to find out information about the client, his or her integration within the family and wider friendship circles, and his or her health, and they also explore the client’s feelings and ideas etc. Based on the client’s answers, the counsellor chooses ways to proceed in order to meet client’s needs and goals.

Although the approach is different for each individual client, **there is a ‘common’ methodology**:

1. **Introduction**
2. **Explanation of project objectives, working conditions, ensuring anonymity etc.**
3. **Clarifying expectations**
4. **Identification of client’s needs**
5. **Concretization of the client’s goal**
6. **Mapping the client’s current situation** (mapping the client’s past and current situation, his competences = career diagnosis)
7. **Expectations and interview based on counselling methods– identifying strengths and weaknesses, client’s needs etc., use of particular tool in accordance with client’s needs.**
8. **Finding the solutions** (educational trajectory, career changes, personal development journeys)
9. **Proposals that emerged from the sessions**
10. **Supporting the client in the realization of the target** (setting the action, plans, checkpoints in client’s development based on his/her career objective/goals)
11. Conclusion.

According to WAVE 1 qualitative findings, counsellors identified client needs through a mix of coaching methods and semi-structured interview techniques. No one structured technique is used in interviews; rather, the counsellor selects the mix of methods that will work best with the individual client. After the session both clients expressed satisfaction: they obtained the information that they needed and they expressed their intention to return to education if the financial barriers could be overcome. Within the WAVE 2 counsellors stated that they had to adapt services to the needs of this particular group. Counsellors have encountered cases when clients dropped out of upper secondary school in the third year (secondary study finishes with a final school-leaving exam in the fourth year). Counsellors had to work with dropouts very fast in order to directing them back (preferably) to formal education. These clients generally expressed their desire to finish the upper secondary education in the same or similar field of study. On the other hand, work with clients who haven’t even started upper secondary education was completely different. Counsellors had to choose different methods and tools. This required a more complex approach to the client, according to staff members. They had to start with the most basic information such as what does it mean to have upper secondary education, what are benefits, explaining to them there are several pathways leading to certain qualification (VET school, general education, etc.). They had to start from the beginning, because these clients were not aware of that information.

**Career diagnosis/mapping:** The tools GOAL counsellors use in order to find out the level of client’s skills include: career portfolio, mapping the client’s competences, level of education, current life situation etc. Career diagnosis/ mapping the client’s needs and attitudes are tested and evaluated in the first stages of the guidance process (i.e. early in the session). It is considered to be crucial phase of the process because client finds out (often for the first time) what his/her skills are, how and if he can achieve his career goals. One of the methods counsellors use in order to identify client’s needs and attitudes is structured interview with the help of GROW method\(^\text{31}\) which is extensively used in coaching.

In order to **motivate clients**, counsellors from Most stated they used “Maslow’s Hierarchy of Needs” during the group session. Clients had to express themselves what is important for them in their life, if they consider education to be important for them, where they see themselves in 5-10 years. Counsellors worked with their potential, with their strengths and weaknesses. In Olomouc region, counsellor stated that although vast majority of clients were unemployed, they often felt that they lacked time. Counsellors explained them benefits of returning to education system and exploring ways and motivation of the clients.

Regarding the services counsellors provide to the clients it is essential to point out that there are many clients expecting quick and tailored solutions to their current situation. Counsellor can’t take responsibility for client’s life and make decisions instead of him (eg. scheduling a meeting or job interview on behalf of client, creating professional resumes and CVs, choose him suitable course etc.

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\(^{31}\) GROW - G- GOAL – mapping the clients goals, where he wants to be, what his motivation is. R- reality: Mapping the present situation, where he is now. O: Obstacles: what prevents him to achieve his goals. COUNSELLOR – way forward: what steps and actions client needs to take to his goal.
But on the other hand, it is possible to make practical demonstration of these activities during guidance process (simulation of job interview, preparation of CV etc.).

Regarding the length of the sessions, counsellors expressed 60 minutes to be an optimal length of one session, but individual approach is necessary. The reasons for different length of the sessions is that every client is different, every case is different. Partners (Representatives of Labour Office) expressed 1-1.5 hour to be optimal length.

According to qualitative findings from the WAVE 1 policy actors identified certain deficiencies in the area of social inclusion. This particular target group has a huge deficit which is related to the fact they have only elementary (compulsory) education. As a consequence they have very limited access to the labour market and to education. It is essential that national strategies focused on social inclusion are aimed more at this target group, and more systemic and sophisticated measures are needed. There is also need for systemic support at the national level, and possible changes in current legislation. At the national level, there is currently no systemic solution for this target group. It should be specified if this support will be included in the Labour Office portfolio or as an independent service, and it needs to be determined whether this service will be funded from state budget or private sources.

Within the WAVE 2, policy makers stated that in order to work with clients systematically, there should be centralized and coordinated system for the career guidance provision. This system should include common methodology which would be accompanied with quality assurance of educational/guidance providers.

**Client case studies**

The vast majority of counselled clients attended only one session. The case studies are based on qualitative interviews with counsellors:

Client 1: this client is 23 years old, female without upper secondary education. She has not been in regular full time employment, at this moment, she usually works on temporary basis only. The client talked about her background situation and reasons why she has dropped out from the education in her final year; she was unable to complete final exam from English in her final year of the studies and she feared that in the case of another failure, she would not know what to do in her further professional life.

- **Session:** Client failed her exam in English and it emerged from the interview that she has also health related problems. She attended session in order to solve her current situation and to get psychosocial support. During the session which took place in Most, counsellor used card technique to help the client to express her emotions. She had to choose one particular card reflecting her current emotions. With the card in her hand, she started to talk about her fears and worries. Her self-confidence was at the very low level. The structured interview was aimed at determining her values and goals. Client discussed with the counsellor about her current priorities (education/health-related issues). The whole conversation was very passionate and client showed her emotions. She concluded herself that in order to get the education, she has to solve her health problem first. Client expected guidance and advice in finding solution to her situation. In the later stages of the guidance, client found out ways how to improve English language skills and she came up with the idea to secure foreign internship or job opportunity abroad.
Client 2: this client is 46 years old and she comes from region with one of the highest unemployment rate in the Czech Republic. She hasn’t finished her formal education at the upper secondary level. She has been employed as a cook in the home in the Retirement home. Although she is satisfied in her job, she feels that in order to keep her job, she needs to gain a job-related qualification.

- **Session 1**: Session was primarily focused on identifying her personal goals and on the ability to strengthen her competences. During the interview, client was very motivated to further education. She stated that she likes to learn new things and doesn’t want to be only assistant cook because she knows that she is able to improve her qualification in order to be independent cook or even head cook. She considers this position to be her long-term goal and the greatest motivation.

- **Session 2**: At the second meeting, counsellor explained the client that with regards to her current job and her practice (3 years) she can have their practice recognized within the recognition and validation of previous learning system (according to The Further Education Results Recognition Act (i.e. Act No. 179/2006 Coll.)). Counsellor explained the client what is required in order to have her practice recognized provided client with the necessary information. The client has been provided with information and contacts together with information about the estimated costs of the course. She enrolled in the course (authorized by the Ministry of Education) focused on gastronomy.

4.3 Key findings

Guidance activities and processes: quantitative findings

If talking about all various reasons for seeking the guidance, most frequently mentioned reason is exploring educational opportunities, which also results in fact, that most of the clients within this target group are early school leavers, so they are rather low educated without the qualifications that are demanded by the employers on the labour market.

Guidance sessions were typically relatively long: on average, a session took almost an hour. If taking into account time difference between the waves, sessions within Wave 1 were longer (about 6 minutes on average), which might be also caused by the fact, that within Wave 1 was the sample of clients relatively small and so the clients were given more time and space – within Wave 2 the session also took place in the form of focus groups, which didn’t happen within Wave 1.

Most of the clients were referred by local labour offices. From the results and comparison of the phases within the survey, it is apparent that for example the communication and cooperation with labour offices was boosted. Also share of clients who came voluntarily increased across the waves, which may indicate increased knowledge about the GOAL project and its activities.

Guidance activities and processes: qualitative findings

According to qualitative data obtained both from staff members, policy actors and partners, the key issue in the Czech Republic is the need for a systematic guidance approach at the national level. The GOAL project is in accordance with the Strategy for Development of Educational Policy in the Czech Republic 2020. By serving as a pilot activity, GOAL has the potential to play an important role in the
development of such an approach. However, there is a clear need to determine which institution(s) will be responsible for GOAL (or GOAL-life) services, and to broaden awareness of GOAL to the general public, for example through promotional activities, tools and campaigns.

Regarding the philosophy of this service, all stakeholders consider the target group to be very vulnerable in the labour market with few chances to obtain some kind of decent standard of living. There are however positive outcomes from the service as stated in the case studies.

In the Czech Republic context, there is nothing like typical guidance session, because each client requires individual and different approach. However, there is common methodology focused on identification of client’s needs through a mix of coaching methods and semi-structured interview techniques. It is also important to point out that client is an active partner in the whole counselling process. The condition of effective cooperation is that client receives career guidance on a voluntary basis and he/she is introduced to the scope and form of such a guidance service.

**4.4 Key implications**

**Implications for future programme development**

Data gathered thus far strongly indicates that attempts to establish educational guidance in the Czech Republic will be hampered where there are significant financial barriers preventing clients from accessing educational programmes.

**Policy implications**

Findings to date suggest that recommendations emerging from GOAL in the Czech Republic will be higher-level policy recommendations, focusing on the establishment of appropriate policies, structures and pathways to support clients who seek to take one step up. According to qualitative findings from both Wave 1 and Wave 2, policy makers stated that in order to work with clients systematically, there should be centralized and coordinated system for the career guidance provision (systemic solution at the national level).

**Implications of policy**

According to Needs and Strenghts analysis report, the main factors the GOAL project team/NUV attempted to adress were: The participation of adults in non-formal education is below the EU 28 average; persons with low or no qualicatons are less likely to find a suitable further education program and the fact there is no systemic guidance support for this particular target group at the national/regional level.

In the Czech Republic’s context, there is insufficient promotion of this service to the target group due to limited offer of the guidance services in general, financial resources and general lack of awareness about this service. The advisors had to go to the client in order to offer them counselling service - the clients themselves received guidance only when they were recomended this service by the Labour Office staff. There is also signicant problem in providing these services to the clients who live in areas where public transport availability is limited. The main obstacles is lack of financial resources (lack of state support) of target group and lack of relevant information about further education. There is no integrated system and support from the state budget that will enable low-skilled clients to enroll in
particular courses within the further education system. On the other hand, clients usually expressed their satisfaction with attitude of counsellor and information they received within the GOAL project.

**Implications for policy**

At the National Level there should be mechanisms which will bridge financial issues (transport, courses etc.), informing the National Guidance Forum on regular basis. In order to improve efficiency, there should be strong administrative support for regional career guidance counsellors so that counsellors can focus mainly on career guidance process. Development of systemic solution is a long term issue involving many stakeholders. GOAL project outcomes will be further discussed with policy makers and relevant stakeholders such as labour offices and with partners involved in National Guidance Forum.

National Guidance Forum is an advisory body established by Ministry of Education, Youth and Sport and Ministry of Labour and Social Affairs in the area of career guidance in a lifelong perspective. Meetings of National Guidance forums are usually focused on coordination of activities, discussions about professional competencies of career guidance providers. It is also focused on coordination of project plans implementations in the field of lifelong guidance at the national level. It helps to increase synergy in systemic changes at the national level.

### 5 Partnerships and Networks

This chapter provides description and analysis of the partnerships and networks that have been developed to support the work of GOAL. This analysis includes an assessment of the strengths, achievements and challenges involved in developing and maintaining these partnerships and networks.

#### 5.1 Developing partnerships and networks: programme aims

There is no formal cooperation (that is, cooperation formalised by signed contacts) with partners within the GOAL project in the Czech Republic, only non-formal cooperation.

As mentioned in the Needs analysis, at national level the Labour Office is the institution designated to provide career guidance for unemployed but these services are usually very time- (and financially) demanding and are not that sufficient. The branches of the Labour Office are not precisely career guidance centers but mainly public employment services helping unemployed to find a job. It is also essential to point out that there were concerns in reaching the targeted group; this issue partially resolved intensive cooperation with Labour Office - they provided regional counsellors with suitable clients. GOAL project offered sophisticated approach to the clients, more information and intensive work with each client. In these terms, GOAL project met its expectations addressed in the Needs and Strengths report.

Close cooperation between relevant stakeholders at the regional level, especially with the regional branches of the Labour Office can be seen as one of the most successful factor within the GOAL project implementation. Representatives of Labour Office regularly informed clients about the availability of the service especially in the later stage of the project.
Regional counsellors struggled with the client acquisition in the beginning mostly due to fact that choosing suitable partners and establishing the mutually beneficial cooperation take more time than expected; the second issue was that they found out, clients won’t come to them - they have to go to client. Cooperation with the Labour Office in terms of outreach has exceeded expectations in the later stages of the project.

GOAL project team have learned that partnerships with the Labour Office is necessary in order to get access to the clients (this target group which is very hard to reach) and information. Face to face meetings and personal contact remain the most important in client acquisition. The main factor that supported achievement in the terms of establishing the intensive and mutually beneficial cooperation lies in the negotiating strategy and personality of the counsellors. In order to bridge initial barriers, they had to explain to the partners that counsellors are not their competitors – they offer “additional services” not provided by the labour offices to the clients. Extensive knowledge of the regional specifics – in both regions is necessary; regional counsellors are based in well known institutions (school, lifelong learning centre) and they have extensive experience and personal contacts with suitable partners.

According to qualitative findings obtained from the partners, they consider career guidance services provided within the GOAL project as a great tool to support the target group. They all expressed their willingness to participate in the similar project in the future. Regional counsellors would like to maintain contacts and exchange information with partners, providing them with the GOAL outputs after the termination of the project.

5.2 Existence and scope of partnerships and networks

The Labour Office of the Czech Republic has its own regional branches. Regional branches have further contact points in various smaller towns and municipalities throughout the country. The Labour Office carries out various tasks in the following areas: employment, protection of employees in the case of employer insolvency, state social support, benefits for people with disabilities, allowances for care, inspection of the provision of social services, and providing assistance in occasions of material need.

On GOAL, cooperation takes place with the local branch of the Labour Office (information about services offered), via the distribution of leaflets, information and promotional materials and through the provision of outreach opportunities, peer learning, exchange of good practices and work experience with the target group, mutual exchange and utilisation of expertise and tools. Within the membership of the project team in the National Guidance Forum, a formal link has been established with the Directorate General of the Labour Office CZ, who have expressed their support for the project.

The Agency for Social Inclusion is one of the departments of Human Rights Section of the Office of the Prime Minister and falls under the responsibility of the Minister for Human Rights, Equal Opportunities and Legislation. The agency has been operating since 2008 and is a government tool to support communities that address issues of social exclusion. The Agency for Social Inclusion helps municipalities and cities in mapping and detailing the cognition problems of socially excluded localities and their inhabitants, in the preparation and setting long-term processes for addressing them and in obtaining funding for these procedures. Currently the Agency works with 41 locations across the Czech Republic.
As GOAL in the Czech Republic is a new pilot in guidance, there is no established national network of guidance and counselling centres.

According to qualitative findings, both partners expressed their satisfaction with the scope of cooperation. They expressed that it is an important services for the clients and they stated it’s necessary to avoid that clients are “pushed” to these services. From the experience they have got with the work with GOAL target group, they also mentioned that not all clients are interested in stable employment and not all of them feel employment is their goal.

5.3 Developing and sustaining partnerships and networks: programme challenges and barriers

Despite the initial barriers and obstacles in the cooperation with labour offices, GOAL project team have managed in the later stages of the project to create mutually beneficial environment for cooperation at the high level. Due to cooperation with the Labour Office, challenges in reaching the target group have been overcome and project indicators have been met despite our initial worries. Policy makers are generally convinced about GOAL project benefits. On the other hand, the establishment of the regional centres and operational issues were very time demanding. GOAL project is pilot project in CZ and it’s a new experience for both regional counsellors and partners. Regarding the administrative and organizational issues counsellors faced during the project implementation, establishment of cooperation with suitable stakeholders should had been done in the pre-programme stage, the same applies to ensuring the administrative support.

5.4 Strengths and achievements

According to qualitative findings obtained from the partners, they consider career guidance services provided within the GOAL project as a great tool to support the target group. They all expressed their willingness to participate in a similar project in the future. Regional counsellors would like to maintain contacts and exchange information with partners, providing them with the GOAL outputs after the termination of the project. They would like to maintain cooperation at the highest possible level in order to have access to information. Partners provide information about these services to teachers and students as well within the existing network of schools in the region. Based on our experience with GOAL project, the key actions lies in regular exchanging of the information, regular meetings, informing the partners about outcomes etc.

5.5 Key findings

Developing partnerships and networks: programme aims

According to Needs and Strengths analysis report, the main factors GOAL project team attempted to address were: The participation of adults in non-formal education is below the EU 28 average; persons with low or no qualifications are less likely to attend suitable further education programme and the fact there is no systemic guidance support for this particular target group at the national/regional level.

As it is mentioned in the Needs analysis, career guidance for unemployed as provided by the
Labour Office is not particularly sufficient. Despite the initial worries in the project implementation (reaching the target group etc.), GOAL project team have to point out that in the later stages of the project, the intensive cooperation with regional branches of the Labour Office has been established. Representatives of Labour Office provided regional counsellors with suitable clients and GOAL project offered sophisticated approach to the clients. Regarding the cooperation with regional branches of the Labour Office, the level of cooperation is currently at the very high level and beyond initial expectations.

Existence and scope of partnerships and networks

Cooperation with Labour Office is crucial in the CZ environment because they are the most important institution having access to the target group (low skilled adults, unemployed). The cooperation should also be done within the existing networks (e.g. networks of high schools etc.) and should involve schools as well in order to get access to dropouts from the upper secondary education. Career counsellors must have extensive knowledge about adult education and validation system (e.g. National Register of Qualification). Within GOAL, regional counsellors have learnt that the most effective tool remains direct contact with client - GOAL project enabled this kind of opportunity for client. This approach appears to have positive impacts on psychological aspects and confidence of the counselled clients.

Challenges and barriers

The initial worries were focused mainly on cooperation with strategic partners (Labor Office) and on target group acquisition (this target group is usually very hard to reach; they don't have good experiences with services provided by schools or by Labour Office). Within the GOAL project implementation, GOAL project team managed to overcome both issues. Despite the initial obstacles (to explain that regional counsellors are not their competitors, explanation of mutual benefits of cooperation took time), the eventual level of cooperation was at a very high level and was mutually beneficial. In terms of funding, there is a need for discussion which should be focused on finding systemic solution/approach at the national level, because these services might help client to determine his goals, motives but if we take into the account financial possibilities of this particular target group, they are usually not able to fund courses themselves. Within WAVE 1 attempts were made to establish cooperation with prisons, but this route was not possible as prisons already run programmes for inmates.

Strengths and achievements

Partners consider career guidance services provided within the GOAL project as a great tool to support the target group. They all expressed their willingness to participate in a similar project in the future. Regional counsellors would like to maintain contacts and exchange information with partners after the termination of the project. They would like to maintain cooperation at the highest possible level in order to have access to information. Maintaining the cooperation with relevant partners that has been established with regional partners is one of the biggest achievement of the project. In order to make this initiative sustainable it is necessary to resolve funding - this target group is not able/willing to pay for desired courses themselves.
5.6 Key implications

Although no formal lines of cooperation have been established, work on GOAL to date suggests that non-formal cooperation between the regional guidance centre and the Labour Office branch in Olomouc is proving effective. The Labour Office is the main partner in client acquisition for the GOAL project. Partners do not consider lack of formal cooperation to be barrier. One counsellor however stated that if it is in the state’s interest to set the system and provide high quality career guidance.

Implications for future programme development

The process of establishing regional career guidance centres from the scratch is very time demanding. In the event of a future project, GOAL project team will probably recommend to put more emphasis on PR activities, administration, organisational issues and development of partnerships in the pre-programme stage. Career guidance counsellors should be focused mostly on quality of guidance process in the future and not on these activities, which have been very time consuming for them.

Policy implications

Implications of policy

The inability of GOAL to establish cooperation with prisons highlights the importance of understanding and meshing with the broader policy landscape, in terms of delivery of guidance services to GOAL’s target groups. In order to maintain cooperation with stakeholders that have been established within the GOAL project at the highest possible level, the funding of these services needs to be clarified but this issue requires broader and complex discussion at the national level.

Implications for policy

Amongst policy makers, GOAL is considered as a significant step to the integrated system of career guidance. According to qualitative survey, clients were regularly informed about educational possibilities during the process. Educational system offers a variety of options to support the target group such as ability to return to formal education, retraining courses, validation and recognition of prior learning etc. Clients were informed about the educational possibilities within the Act No. 179/2006 Coll.); according to quantitative findings (WAVE 1), none of these clients was previously aware of the system! Steps should be taken to raise awareness about this system between all relevant stakeholders involved in career guidance process. According to qualitative interviews with staff member, policy makers should decide whether the state wants to establish this service or not (clear message) and if yes, then it is important to determine funding, scope of the services provided within the career guidance and which institution should be responsible for these services (broaden awareness of career guidance to the general public, for example through appropriate promotional activities, tools and campaigns).
6 Counsellor competences

This chapter focuses on guidance counsellors, first providing an overview of counselling activities and the competences required to meet the needs of the GOAL target groups. The chapter also focuses on challenges to high quality counselling, and how those challenges may be overcome.

6.1 The job of the counsellor

Background

In general, the educational system in the Czech Republic is permeable, flexible and offers many opportunities for adult learners. All the counsellors in the project have pedagogical experience (teaching, research and educational projects, etc.) and are very familiar with the national educational system. They also have experience with the target group (social work), they know the terrain, have contacts at the Labour office and cooperate with local NGOs.

Career counsellors are familiar with the basic conditions of the consultation work to meet the quality standards of consultation work with clients. At each site there are appropriate rooms with discreet zones ensured in each centre for work with clients, workplaces are equipped with computers, printer, multimedia tools, internet access, printed material and furniture.

Programme staff experience, education and training prior to GOAL

One of the two counsellors at the regional career guidance centre in Olomouc has been employed by National Institute for Education for eight years where he has been working in adult counselling. The second counsellor has been working in adult counselling for six years and has extensive experience in tutoring and educational counselling. Turning to their qualifications, one counsellor has Doctor’s degree in Pedagogy and second one has Master degree in Pedagogy (teaching). One works full time for National Institute for Education and the second works on part-time basis (approximately eight or nine hours per week for GOAL).

In the regional career guidance centre in Most, one counsellor has been working in adult counselling for three years and the second for one year and four months. They both have been employed by School of Economics, Social and Health, Business Academy, Pedagogical school in Most (fulltime teachers) and both counsellors have a University degree. One graduated in Social Policy and Social Work (Master’s degree) and the second has Masters Diploma in Social Pedagogy and Social Prevention.

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32 Support of adult education is based on strategic and long term goals set by national educational policies. Many VET schools have been transformed into lifelong learning centers and validation and recognition of prior learning is now important part of adult education in the Czech Republic. The legal framework for the National Register of Qualification governed by the act 179/2006 Sb., on the Verification and Recognition of Further Education Results, as amended, (the act on the Validation of Non-formal and Informal Learning – further the act on VNFIL). It is based on the premise that lifelong learning is a continuous process which can follow multiple paths. Important is not the input (the length or type of education), but important are learning outcomes, i.e. what a learner knows, understands and is able to do at the end of the learning process. The recognition of diverse educational paths is based on the recognition and validation of learning outcomes in standardised examinations, on completion of which successful candidates receive a certificate of vocational qualification.
Counselling activities

Due to the fact that the service started from scratch, none of the counsellors was able to spend a 100% of their time working with clients because there is no external support in client acquisition, PR activities, marketing etc. Counsellors were responsible for these activities and they had to travel to clients, negotiate with suitable stakeholders and partners and inform them about project activities at the regional level. At Olomouc, the more experienced counsellor is responsible mostly for networking, communication with relevant partners and stakeholders in the region, reporting, creating the methodologies and guidance tools, (60% these activities, compared to 40% counselling) and the second one spends more time in guidance activities (70% guidance, 30% administrative tasks – networking, evaluation documents etc.). At both sites, GOAL counsellors are responsible for all administrative tasks related to outcomes of services provided to clients.

Both counsellors in Most work on part time basis for the National Institute of Education (fixed term non-permanent contract). Neither counsellor does full-time counselling of GOAL service users. One counsellor declared she spends approximately two hours per week on guidance activity within the GOAL project and eight hours per week for different activities within the project (negotiations with stakeholders, partners, client acquisition, reporting). The second spends approximately two hours per week on guidance and direct work with clients and eight to nine hours per week on another activities within the project.

Defining competences

Although each career counsellor creates his own consulting system over time, working as a careers advisor should always involve a set of skills, knowledges and personal attributes that counsellors constantly improve. An essential part of the work of the counsellor is to keep learning, which goes hand in hand with training and improving theoretical and practical knowledges (technique, practical training, and supervision).

While working with at-risk groups, there is important roles for long-term experience in the field and for skills related to managing crisis situations in the counselling process.

- **Consulting competences**: lead client to take responsibility, methods and techniques – selection according to client’s needs, setting the counselling process, feedback etc.
- **Professional competences**: Deep knowledge and experience in the field
- **Personal competences**: Ethical values, good communication skills, self-reflection, communication skills, following the trends.

Aims

Although as mentioned in the previous chapter, GOAL counsellors in both region are highly experienced professionals, and the GOAL target group is one of the most vulnerable groups in terms of guidance provision. In order to provide high quality guidance to the clients, and to overcome the difficulties counsellors may face during career guidance process, GOAL counsellors received intensive training focused on obtaining core competences for work with this particular target group, self-management of clients (teach clients to take responsibility for their life), implementation of guidance process (from initial contact to feedback), selecting appropriate tools and methods "in line" with
client’s needs, structuring the interview, setting up control mechanism (to maintain the professional boundaries with client and impartiality with counsellor), stages of guidance process etc. The follow up one-day training which took place in May 2016 has been based on feedback from the field (problems with guidance etc.). Course was delivered by non-profit organization ASPEKT (member of National Guidance Forum). They promote social integration, support of employment and career guidance.

6.2 Achieving high standards of counsellor competence

Service user perceptions

Within Wave 2, the majority of the clients in both Olomouc and Most reported positively about the professional competency of their counsellors, just like in Wave 1. Overall, at least 81% of the clients declared, they were happy/satisfied with the counsellor competences (that is, gave ‘yes’ answers to the different questions about counsellors’ professional competency). Clients were mostly satisfied with the clear explanations regarding the content and focus of the sessions (97%), and felt that they got answers on their questions during the sessions (95%). 89% of the clients said that they got useful and helpful information, and 86% said that counsellors understood their needs.

Graph 6.1. Professional competency of counsellors - evaluation by clients (client satisfaction survey) – Wave 2

Staff and other stakeholders’ perspectives

During the qualitative interviews with programme staff these findings were recorded: they pointed out training with specialists who provided them with information, they use literature resources and experiences from the previous years. Career counsellors should have extensive and deep experiences in lifelong learning. He or she should be familiar with psychological and pedagogical approaches. One programme staff member mentioned that he is the co-author of textbooks aimed at career guidance services. Both staff members expressed their intention to deepen their knowledge through training and self-learning.

Programme staff were also asked about the GOAL-specific training they received prior to the start of the pilot. According to counsellors, they appreciate this training and receiving information about current trends and methods in career guidance with respect to target group. The general framework
of these procedures has been respected during each session (personal values, communication values, approaches, use of certain tools etc.).

According to findings from interviews, these competences can be improved by training, literature research, practise and experience. There is also a possibility of obtaining vocational qualifications within the NSK system.

During the qualitative interviews within the WAVE 2, one counsellor stated that in order to provide high quality services, counsellor should be able to understand the client’s needs and should have deep knowledges about the methodology of guidance process and information required for the work with clients. That means: he should have extensive knowledges about the educational system and its possibilities, professional experience and knowledges. Counsellors also admitted, they had to change tools in order to provide guidance to the client during the entire process. On the other hand, one counsellor admitted that in risky situations, he doesn’t feel competent enough to provide client with psychological help if needed. They all expressed coaching method to be the most effective way. According to the second counsellor, the main competences counsellor should have are: **Empathy, communication skills, motivation, method.**

According to partners, counsellor should be expert in social sphere (e.g. a social worker). He should be able to understand his client’s needs, why for example he can’t study anymore. **Career guidance is not only about counselling itself but also about getting appropriate information about the counselled client.** The social area is very important. State authorities should somehow regulate job of counsellor by for example setting the minimum level of education he should have. The second partner stated that it is crucial for every counsellor to understand client’s needs and he should not give clients his own opinions based on his preferences. Also, he should have extensive awareness of labour market. Regarding the education level, counsellors’ fields of study may include: pedagogy, psychology, social work, counselling skills. This partner doesn’t consider definition of competences/level of education set by state authorities to be crucial but does feel that **formalized requirements for career counsellors are necessary in order to provide high quality guidance** (for example with cooperation with the Faculty of Pedagogy or other relevant stakeholders. etc.).

**According to policy makers, formalization of competences is definitely needed.** In order to formalise competences, it is desirable to use the existing system and existing programmes developed within the NSK project, where qualifications of career counsellor has been created. The NSK system is based on validation of non-formal and informal learning idea and it is a publicly accessible register of all qualifications and their qualification and assessment standards created within the system, and is opened to the general public and informs about the process of obtaining those qualifications, validation and recognition of previous learning, examination procedure and certification.

**Summary of strengths and achievements**

According to qualitative findings, counsellors stated that training helped them to get the competences and “manual” for the successful guidance process (how to communicate with clients, techniques of the interview etc.). They all mentioned that **clients’ success stories boosted their own self confidence and motivation for further work.**
Regarding the development of competences, GOAL project team has to mention here that one counsellor in Most region got an offer from head of school to become career counsellor based in the school and the second one uses the experiences obtained within the project as a teacher. In Olomouc region, counsellors are prepared to provide career guidance as a service offered by Lifelong Learning Centre after the project termination.

6.3 Challenges and barriers

This target group is one of the most difficult because in many cases their motivation is not particularly high and they usually have none or very limited awareness about their career or educational plans. The most challenging was working with clients from socially excluded localites (Chanov in Most region) - there were drug addicted clients, some of them with criminal record as well. These clients had rather to solve their current social situation than career plans - working with these people havent been very effective in terms of guidance outcomes.

Regional counsellors were not 100% focused on career guidance, they had to deal with administration, establishing the partnership networks in the regions, promotion, client acquisition, reporting. In order to improve their competences in career guidance they should be given more administrative support.

Key findings

Background and aims

Counsellors in the Czech Republic are skilled professionals and steps have been taken to provide further training to staff so that they are up to date on current trends and methods in career guidance and how these can be applied with the GOAL target group. Clients were on the whole very satisfied with the competences their counsellors display.

Counselling activities

None of the counsellors is able to spend a 100% of their time working with clients because there is no external support in client acquisition, PR activities, marketing etc. Counsellors are responsible for these activities and they have to travel to clients, negotiate with suitable stakeholders and partners and inform them about project activities at the regional level. This may present a challenge to ensuring that counsellors are trained and developed in the full range of competences required. In particular, counsellors would likely benefit from more administrative support in the future.

On the other hand, it is quite obvious that counsellors are perceived as competent and they received very good rating from their clients. The majority of the clients in both Olomouc and Most reported positively about the professional competency of their counsellors. Clients were mostly satisfied with the clear explanations regarding the content and focus of the sessions. They declared that they got answers to their questions during the sessions and they got useful and helpful information throughout the guiding session.

Defining competences

Working as a career advisor should always involve a set of skills, knowledges and personal attributes that counsellors constantly improve. An essential part of the work of the counsellor is to keep learning,
which goes hand in hand with training and improving theoretical and practical knowledges (technique, practical training, and supervision).

While working with at-risk groups, there is an important role of long-term experience in field and skills related to managing crisis situations in the counselling process.

**Achieving high standards of counselling competence**

Programme staff were asked about the GOAL-specific training they received prior to the start of the pilot. According to counsellors, **they appreciate this training and receiving information about current trends and methods in career guidance with respect to target group.** The general framework of these procedures has been respected during each session (personal values, communication values, approaches, use of certain tools etc.). According to findings from interviews, these competences can be improved by training, literature research, practise and experience. There is also a possibility of obtaining professional qualifications within the NSK system. Partners and policy makers stated there is a need of formalization of competences career advisor should have: They have discussed possibilities within the existing scope and models – such as using the existing programmes aimed at career guidance within the NSK system, then cooperation with faculties and other relevant stakeholders has been mentioned as well.

**Challenges and barriers**

Regional counsellors were not 100% focused on career guidance, they had to deal with administration, establishing the partnership networks in the regions, promotion, client acquisition, reporting. In order to improve their competences in career guidance they should be given more administrative support.

**6.4 Key implications**

Counsellors’ broad range of responsibilities, including numerous non-GOAL related tasks, may have implications for programme development and quality, as well as staff satisfaction. Limited administrative support may also have implications.

**Policy implications**

According to qualitative interviews, policy makers would like to use project outcomes as a basis, or a starting point for the creation of more sophisticated system (maybe through a systemic project) they would like to establish/introduce at the national level. In order to improve quality of the service, there should be more sophisticated measures introduced (e.g. establishing and later implementation of career guidance system) and financial issues should be resolved. Regarding the competences, there were several approaches mentioned and they need to be further discussed between the relevant stakeholders (definition of competences within the NSK system, cooperation with Universities, state regulations etc.). The definition of the desired competences counsellor should have is subject to broader discussion at the national level.
7 Guidance tools for low educated adults

This chapter discusses the tools which counsellors on the GOAL programme in the Czech Republic use in their GOAL guidance programmes, offering analysis of the strengths and weaknesses of these tools in terms of impact and quality, as well as the challenges associated with tool development and/or use. The range of tools that support staff and clients in adult guidance is broad and can include:

- Traditional, paper-based resources and newer online and digital tools.
- Tools to diagnose and assess levels of skills, including basic skills.
- Tools to support the validation of prior learning (VPL) processes.
- Tools for evaluation and self-evaluation (such as interest inventories, tools for making action plans, goal-setting pro forma).
- Tools that help counsellors to reflect; professional development tools for counsellors.
- Information tools (internal and external sources), including both those which inform the counsellor and those which can be used to disseminate information to clients (such as job-search tools, college websites).
- Data monitoring tools and registrations systems, where analysis of the variables can be used to develop the programme and track outcomes.
- Tools that help to structure the guidance session such as scripts for interview. Data monitoring templates can also support this aspect of the counselling.
- Tools that help clients with job-search, such as tools to assist with CV writing.

From this range, GOAL programmes sought to develop a toolbox of resources that could support guidance services for low-educated adults.

7.1 Context and aims

The GOAL service in the Czech Republic was a face-to-face service. To work towards providing a high quality service for the target group, the following tools were used during interviews with service users:

- **Infoabsolvent.cz**: Information system for the education outcomes of school graduates on the labour market – information on options within both education and the labour market.
- **Narodnikvalifikace.cz**: Information on the system of vocational qualifications in the Czech Republic in the validation of non-formal and informal learning.
- **Nsp.cz**: Occupations, monitoring requirements of the labour market.
- **Laws and regulations**: Concerning education, guidance etc.
- **Worksheets**: For clients aim to encourage self-discovery, self-reflection and awareness, identification of interests and learning how to plan and manage one’s own career.
- **Pictures, cards**: A set of cards displaying emotions and feelings.

It is essential to point out that client is an active partner in the whole counselling process. Active cooperation motivates client to be responsible for his own life. The condition of effective cooperation is that client receives career guidance on the voluntary basis and he is introduced with the scope and form of such service.
Clients were referred to the Counsellors in regions mostly through regional Labour Offices (in some cases, particularly in Most Region by non-profit organisations focused for example on the Roma minority and disadvantaged groups in the Labour market).

7.2 Guidance tools for low educated adults

Tool selection, development and use

A number of tools were used by GOAL counsellors in the Czech Republic: the main tools are listed above.

A methodology for counsellors, “Career Guidance Counsellor Assistant”, was developed by the GOAL project team. This methodology contains the structure of the guidance process, sets up the cooperation with clients, the plan for examining solutions, semi-structured steps in career guidance, feedback, and self-reflection. It also contains theoretical approaches to career guidance (context and goal of career guidance), that the principle behind the conversation with clients is based on mutual respect, the types of questions that might occur during interview, mapping the possible conflict situations and their solutions, storytelling tools, clarification of life experience, road maps for clients etc.

In addition to this a number of online tools (career information sources) are used, as well as worksheets for clients, pictures and cards. The selection of particular tool has to correspond with client’s needs. It is therefore always essential to identify and examine goals and needs of every client. There is no universal approach in guidance services because every client is different. There are clients who prefer to obtain additional information by for example phone, emails and there are those who prefer solely face-to-face conversation with career counsellor.

Within the GOAL project implementation GOAL projet team experts have also developed Methodological recommendations and summary for work with low skilled adults. This methodology includes: characteristic of the target group as a receiver of counselling services, preparation of career counsellors, feedback and methodological recommendations, active partnership in guidance process, mapping the client’s needs, structured interview, exploring the client goals, rejection of client.

When considering information and main findings from the follow-up survey, clients’ opinions about the service present positive findings. None of the clients have ever used a similar service, they don’t have any information or knowledge on career options. Everyone appreciated that the COUNSELLOR was dedicated to helping them. They could talk to someone about their life situation, look for solutions, offer a different view. Clients also positively evaluated information about educational opportunities they had not previously been familiar with, COUNSELLORwhether with regard to educational opportunities within formal education system or the offer of non-formal education. The information provided to them during counselling was easy to understand and useful to clients. Some clients were surprised by the range of options leading to skills and qualification development.

On another hand, some clients also mentioned that the meeting did not reflect their interests. They were advised about training they were not interested in.
Table 7.1. Intelligibility of obtained information - evaluation by clients (follow-up survey)

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</tbody>
</table>

From the techniques / tools used, all career guidance clients have identified personal interview as the most powerful techniques (face to face contact). As a second useful tool, they featured the internet and web sites. Almost all clients attended only one counseling meeting, so it was not possible to try out more tools with them.

Table 7.2. Usefulness of tools/activities within the guidance sessions - evaluation by clients (follow-up survey)

<table>
<thead>
<tr>
<th></th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Websites</td>
<td>9</td>
</tr>
<tr>
<td>Interest tests</td>
<td>1</td>
</tr>
<tr>
<td>Brochures</td>
<td>3</td>
</tr>
<tr>
<td>Other - mostly personal interview</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>25</strong></td>
</tr>
</tbody>
</table>

Strengths and achievements

There was generally positive feedback from the counselled clients and according to WAVE 2 qualitative survey with staff member (regional career guidance counsellor in Most; approximately 20% of counselled clients have proactively set their learning goals. Factors: Clients usually appreciated the fact counsellors talked with them about these issues and provided them with relevant information about their possibilities. In Olomouc region, clients generally reacted positively to the guidance and they understood all information they have received from the counsellors.

According to programme staff, they use a combination of the tools outlined in section 7.1, carefully chosen for particular activities during the guidance session. So, for one specific activity they use data sheets, graphical tools mapping life situation of client, work and family plan – in graphical form, they try to show them effects that influence their decisions. They use multimedia and online tools as well. The significant part of clients however prefer face-to face communication, interview, in order to get information.

There was a “common” methodology focused on work with client in both centres. The general framework of these procedures has been respected during each session, said clients, who also

---

33 Multiple question, total N = number of answers
reported that they felt more motivated after the sessions and that they perceived the important information for realization of the next steps. The clients were motivated to do something with their current situation, they have got more information they were looking for and realized what to do with this information in order to undertake next steps.

According to qualitative survey, the most effective tool is cooperation with Labour Office and direct contact with the client. The most effective tool remains direct contact and interview and cards. One counsellor stated, she used SWOT analysis and pictures in order to map client’s interests.

7.3 Challenges and barriers

In the context of Czech Republic, it’s essential to ensure awareness about this service to the general public (promotional tools, PR tools) and to secure funding of the services. The main challenge lies in the fact that there was no previous experience in the providing guidance service to this particular target group and some tasks were very time demanding for counsellors such as establishing partnerships. Regional counsellors did not spent most of their time on guidance (as they expected to) but also on networking, negotiations with suitable partners, etc.

7.4 Key findings

Context and aims

The GOAL service in the Czech Republic was a face-to-face service. To work towards providing a high quality service for the target group, there were several tools used during the guidance process. Clients were active partners in the counselling process. Clients were referred to the counsellors in regions mostly through regional branches of Labour Office (in some cases, particularly in Most by non-profit organisations focused for example on the Roma minority and disadvantaged groups in the labour market).

Training of the counsellors and boosting their competences corresponds with high rating of the counsellors given by the clients, suggesting that the former factors contributed positively to client satisfaction. Vast majority of the clients was satisfied with their counsellors in the sense of explanations regarding the content and focus of the sessions, information backup. Such a positive stance towards the counsellors is also caused by the fact, that almost noone has never known career options and never used a similar service before. Everyone appreciated that the COUNSELLOR dedicated to them. They could talk to someone about their life situation, look for solutions, offer a different view. These people also positively evaluated information about educational opportunities they had never heard of. From the techniques / tools used, all career guidance clients have identified personal interview as the most powerful techniques (face to face contact). The selection of particular tools suitable to each individual client is very demanding and has to correspond with client’s needs.

Tool selection, development and use

Staff members attended training where many tools were introduced. They regularly use them in accordance with client’s needs. There are various tools developed for the GOAL project purposes (methodologies, online tools, cards, using of existing tools etc.).
Strengths and achievements

Positive feedback from the clients. There is “common” methodology focused on work with client in both centres. General framework of these procedures has been respected during each session. Clients said they feel more motivated after the session. Direct face to face contact remains the most effective tool according to programme staff, partners and clients.

Challenges and barriers

It’s essential to ensure awareness about this service to the general public (promotional tools, PR tools) and to secure funding of the services. Administration tasks were very time demanding for counsellors (providing high quality guidance x meeting the project indicators).

7.5 Key implications

Implications for future programme development

Findings to date establish that there is a need for a portfolio of different counselling tools so that counsellors can select those from the range best suited to the individual client’s needs and goals. This implies that the quality of the guidance service may be enhanced by effective training and guidelines on the use of this ‘toolbox’. Direct contact and cards are (according to qualitative survey with staff members the most effective tool).

Policy implications

There are no clear implications for the policy in this area. Selecting the appropriate tools might be part of for example standard but as it is already mentioned above, in our case, selecting the tools during the guidance process in solely up to counsellor because every session is different and every client is different. There is no universal approach to this issue.

8 Outreach

This chapter provides analysis of the outreach strategies adopted by the GOAL programme in the Czech Republic, including a description of the challenges involved and analysis of the strategy’s strengths and achievements.

By ‘outreach’ the GOAL project refers to strategies for bringing the guidance programmes to the target group, for example, by setting up drop-in services in locations that are easier for marginalised clients to access, and strategies for bringing the target group to the guidance programmes, such as establishing referral structures, or awareness-raising measures. Outreach may occur through ‘reaching out’ to the target group directly, but it also will occur through ‘reaching into’ organisations that serve the target group. At its core, outreach in GOAL aims to identify and attract those adults who would not normally engage with either counselling services or further education and training.
8.1 Context and aims

GOAL is a pilot project in Czech Republic – CZ GOAL project team started from the scratch. The outreach approach in career guidance is an uncharted territory in Czech Republic.

Three groups of outreach challenges have been identified:

1) Challenges presented by the characteristics of the target group:

The target group are people who, for various reasons, including lack of education, lack of qualifications, and low social status, have not been able to succeed in the labour market to date. These people are not satisfied with their professional opportunities, but do not meet the qualification requirements for many professions due to their low levels of education. This group includes young people who are out of the education and labour market system for a long period – so-called NEETs (Not in Education, Employment or Training).

In accordance with the project objectives, career guidance is exclusively provided to the individuals who:

- have only elementary education, drop-outs from secondary education without qualification.
- have low or narrowly focused qualifications not demanded by the labour market (people who graduated from certain course but without possibility of employment)
- find themselves in difficult social situation (ethnic minorities, people released from prisons, refugees, homeless, people without family background etc.)

2) Resources challenges

Lifelong learning centres are based in schools. These centres were established within the ESF co-funded project34. There is very good cooperation and extensive contacts with schools, social partners and other relevant stakeholders. These centres would like to introduce career guidance as a new service provided by these centres. Cooperation is established with local Labour offices, NGOs and Agency for Social Inclusion.

However, there is insufficient promotion of services to the target group due to limited financial resources. Both centres of career guidance aim to actively promote the centres as a new entity to provide career guidance and counselling. Currently advisors have to take the service to the clients – the clients themselves will not come to the centre.

3) Transport Barriers

There is problem in providing this services to the clients who live in areas where public transport is limited. Providing services in these locations has already been problematic due to the fact clients do not have enough financial resources for travel.

34 For further information, see: http://univ2.univ.cz/cs/
8.2 Outreach strategies

Overview

Both centres use the promotional tools that come within the allowed budget. Project websites have been launched together with contacts and information about working hours. Regarding the target group and their lack of relevant information, direct contacts through cooperation with relevant stakeholders is seen as the most effective tool at present.

One thousand leaflets have been distributed and offered to Labour offices and other stakeholders, contact points etc.

Within the Lifelong Centre in Olomouc, there was extensive cooperation with 26 vocational schools. Career counsellors were regularly invited to attend events where they presented GOAL project together with outputs.

Strengths and achievements

Regional counsellors struggled with the client acquisition in the beginning mostly due to fact that choosing suitable partners and establishing the mutual beneficial cooperation take more time than expected; the second issue was that they found out, clients won’t come to them - they have to go to client. Cooperation with Labour Office in terms of outreach has even been beyond expectations in the later stages of the project.

Direct contact remains the most effective way to reach the target group (through cooperation with Labour Office in the regions.) There is also a very good cooperation and extensive contacts with schools (access to dropouts etc.)

Regarding the partnership with schools: Extensive cooperation with schools (elementary and secondary) provides students with relevant information and possibilities to prevent them from dropping out of upper secondary education (eg. change of study programme).

In order to reach adults, there are several ways to promote these services that can be considered e.g. leaflets in public transport with contact details.

In order to increase demand for the career guidance, it is important to mention that counselling and guidance services are not provided by schools or labour offices because there is generally negative attitude between the target groups about these services. If they are advised to attend guidance session by Labour Office representative, they might get a feeling this is something mandatory for them (they are afraid to lose social benefits etc.).

8.3 Challenges and barriers

In order to increase demand for the career guidance, it is important to mention that counselling and guidance services are not provided by schools or labour offices because there is generally negative attitude between the target groups about these services. If they are told to attend guidance session by labour office representative, they might get a feeling this is something mandatory for them (they are afraid to loose social benefits etc.), effective promotion.
At the national level, a system of career guidance centers should be introduced, according to programme staff. GOAL staff also felt that the national government should introduce career guidance as a regular service provided to students and pupils within initial education (for the purposes of dropout prevention, change of programme, choose of suitable career patch), so that young people will become more familiar with career guidance possibilities and advantages.

8.4 Key findings

Context and aims

GOAL is pilot project in Czech Republic – Goal project team is starting from the scratch. The system level outreach approach in career guidance is an uncharted territory in Czech Republic especially for this target group.

Outreach strategies

Both centres use the promotional tools that come within the allowed budget. Project websites have been launched together with contacts and information about working hours. Regarding the target group and their lack of relevant information, direct contacts through cooperation with relevant stakeholders is seen as the most effective tool at present.

Strengths and achievements

According to Needs and Strengths analysis; there were concerns that cooperation with strategic partners such as Labour office would be difficult or insufficient. These fears were mainly due to a lack of previous experience in cooperation with these partners. Looking back at GOAL, the evaluators are able to conclude that cooperation achieved a very high level, greatly exceeding the project team’s initial expectations.

Challenges and barriers

It is important to mention that these services are not provided by schools or Labour Office because there is generally negative attitude between the target group about these services.

8.5 Key implications

Implications for future programme development

The barriers clients face in accessing the regional guidance centres mean that resource expenditure, both in terms of staff time and finances, are high, and may impact negatively on other aspects of the service. These issues may also impact on programme sustainability and/or the choice of viable target groups. Although partnership with regional branches of Labour Office reached a very high level, if funding is not clarified, it will be very difficult to provide these services to this target group.
Policy implications

The relatively high cost per client to this point, for example, in relation to the need for advisers to travel to clients, may have implications for policy makers’ ability and willingness to support GOAL or similar programmes in the future, after EU funding has ceased.

Implications of policy

Securing the funding of the career guidance services (or co-funding). Low skilled adults, often also unemployed, are generally not willing or able to pay for career guidance services themselves. A systematic approach at the national level is needed, including awareness raising, as for this target group career guidance and counselling is relatively unknown territory. According to staff member survey and interviews with stakeholders (Labour Office), this is definitely an issue which has to be fixed in order to have full support for the target group. Financial possibilities of this target group are very limited. It is not only funding but establishment of the career guidance centres seems as one of the fundamental actions needed to improve the quality of life of the individual as well as the whole society.

9 Service user outcomes

Over the course of this evaluation, quantitative data have been collected on a broad range of outcome measures. These include: educational outcomes, such as enrolling on or completing a course; attitudinal outcomes, e.g. client attitudes to learning; and non-cognitive outcomes, e.g. client self-efficacy. Evaluators have also collected qualitative data on outcomes – for example, client perspectives on the benefits of the programme. This chapter first summarises key findings across a broad range of outcome measures, then interprets those findings in the light of key contextual factors that may influence client outcomes.

9.1 Quantitative findings, by data source

Service User Satisfaction Survey

Immediately after the guidance session, clients completed a satisfaction survey, where they evaluated the whole session in relation to focus of the session, counsellor’s competences and outcomes of the session. As Table 9.1 shows, most of the clients evaluated the outcomes of this session within Wave 2 positively – 53% of clients wanted to follow up on the advice given by the counsellor, another 45% of clients will use the advice at least to some extent. Only three clients said they would not act according to the counsellor’s advice.

Table 9.1 Outcomes of guidance - evaluation by clients (client satisfaction survey)

<table>
<thead>
<tr>
<th></th>
<th>Yes N</th>
<th>%</th>
<th>Somewhat N</th>
<th>%</th>
<th>No N</th>
<th>%</th>
<th>No answer N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the next steps clearer after the counselling session?</td>
<td>71</td>
<td>59</td>
<td>46</td>
<td>38</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Did the counselling help you to plan what to do next?</td>
<td>75</td>
<td>62</td>
<td>41</td>
<td>34</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
80% of the GOAL clients were more aware of education options within Wave 2, 64% of clients declared, they are more aware of training options. This corresponds to the fact, that within the sessions, clients got information about possibilities they were not aware of before. However, it would be necessary to continue with additional sessions, because even though clients obtained new information, they were not able to fully use this information in regards to fulfilling their goals.

When considering programme site when talking about the outcomes in Wave 2, clients in Most more often declared, that the next step were more clear after the session (statistical significance on the significance level 0,05), counselling helped them to plan next steps and were more aware of training options and were more motivated (statistical significance on the significance level 0,01). Clients from Most also more often declared, that they will follow the given advice (statistical significance on the significance level 0,001).

When comparing the results of Wave 1 and Wave 2 (see Table 9.2.), it’s apparent that the positive evaluation is slightly lower in case of following up given advice by the counsellor, this is probably caused by the disproportion of the samples size within the waves to higher extent. On the other hand, awareness of training options is much higher (increase about 25 percentage points) – again, it’s important to reflect the sample size disproportion.

Table 9.2 Outcomes of guidance - evaluation by clients (client satisfaction survey) – comparison of positive evaluation in Wave 1 and Wave 2

<table>
<thead>
<tr>
<th></th>
<th>Wave 1 N</th>
<th>Wave 1 %</th>
<th>Wave 2 N</th>
<th>Wave 2 %</th>
<th>Total N</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the next steps clearer after the counselling session?</td>
<td>10</td>
<td>56</td>
<td>71</td>
<td>59</td>
<td>81</td>
<td>58</td>
</tr>
<tr>
<td>Did the counselling help you to plan what to do next?</td>
<td>11</td>
<td>61</td>
<td>75</td>
<td>62</td>
<td>86</td>
<td>62</td>
</tr>
<tr>
<td>Are you more aware now of education options?</td>
<td>15</td>
<td>83</td>
<td>97</td>
<td>80</td>
<td>112</td>
<td>81</td>
</tr>
<tr>
<td>Are you more aware now of training options?</td>
<td>7</td>
<td>39</td>
<td>77</td>
<td>64</td>
<td>84</td>
<td>60</td>
</tr>
<tr>
<td>Are you motivated to start a course after the counselling session?</td>
<td>15</td>
<td>83</td>
<td>81</td>
<td>67</td>
<td>96</td>
<td>69</td>
</tr>
</tbody>
</table>
Do you think you will follow up on the advice given by the counsellor? 12 67 64 53 76 55

Note: share of “Yes” answers within Wave 1 and Wave 2.

When considering overall satisfaction with the guidance process, vast majority of clients declared complete satisfaction with their session and its outcome in general. Within Wave 1, all of the clients were satisfied with the guidance, in case of Wave 2, complete satisfaction is little bit lower, but still on the level of 98%.

Table 9.3 Overall satisfaction with the guidance - evaluation by clients (client satisfaction survey)

<table>
<thead>
<tr>
<th></th>
<th>Wave 1</th>
<th></th>
<th>Wave 2</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>18</td>
<td>100</td>
<td>118</td>
<td>98</td>
<td>136</td>
<td>98</td>
</tr>
<tr>
<td>Somewhat</td>
<td></td>
<td></td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100</td>
<td>121</td>
<td>100</td>
<td>139</td>
<td>100</td>
</tr>
</tbody>
</table>

Overall satisfaction is almost the same across the programme sites within Wave 2.

Table 9.4 Overall satisfaction with the guidance - evaluation by clients (client satisfaction survey) – programme sites (Wave 2)

<table>
<thead>
<tr>
<th></th>
<th>Most</th>
<th></th>
<th>Olomouc</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>57</td>
<td>98</td>
<td>61</td>
<td>97</td>
<td>118</td>
<td>98</td>
</tr>
<tr>
<td>Somewhat</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>58</td>
<td>100</td>
<td>63</td>
<td>100</td>
<td>121</td>
<td>100</td>
</tr>
</tbody>
</table>

Programme exit data

Results of the session

As most of the clients attended only one session (7 clients attended two sessions throughout all waves within the survey), there is insufficient data for the analysis of programme exit outcomes. As for the sessions, most of the clients completed all the planned guidance sessions (one session). From the records written down by the counsellors, only 3 clients didn’t complete all planned sessions (those sessions took place in Most). In 13 cases, there was not a specific number of sessions planned, perhaps because counsellors simply did not write down that only one session was planned.

As for the results of the sessions, most of the clients declared, they were informed about the educational options - what to study and where (23%), they obtained information about formal education courses (19%), information on formal qualifications and on retraining courses (both 16%).
As for the clients’ achievement of guidance objectives, all of the clients declared they have taken steps to some extent to achieve their goals, fully or at least partially. If only partially, it was mainly because insufficient information about the courses they needed to attend. However, when considering the outcomes, this problem was overcome as all of the clients attending two sessions declared, that in the end they gained sufficient information about training/education opportunities.

Follow-up survey

According to follow up survey, two-thirds of clients visited centre GOAL for information about education or training opportunities. Almost half of the clients were also interested in the area of employment. Five clients said another option. Most of them were sent from labour office and they had no expectations from the counselling sessions, their motivation wasn’t too high.

<table>
<thead>
<tr>
<th>Table 9.5 Reasons for seeking the guidance - evaluation by clients (follow-up survey)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Job related issues</td>
</tr>
<tr>
<td>Education/training/learning related issues</td>
</tr>
<tr>
<td>Other</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

Considering educational goals, 11 clients out of 18 interviewed within the follow-up survey set some of their own learning goals. Other clients (seven of them) did not want any education or training course, even if they were advised to do so. Some of the goals of clients were more general. Clients wanted to increase their qualifications by some kind of education. They did not decide in what way, although the counsellor has some specific educational opportunities for them. Other clients chose some specific courses during counselling.

<table>
<thead>
<tr>
<th>Table 9.6 Setting up learning goals - evaluation by clients (follow-up survey)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

According to clients, counselling helped them to be a little bit more confident about their learning plans. Only two clients answered negatively on this issue. With regard to the progress of educational goals, 4 out of 11 clients have advanced in their plans. The three even achieved what they hoped to. One received an apprenticeship certificate to obtain a trade license. One client started studying, but admits it is very demanding and she does not know whether to complete the study. One client finished a retraining course to be a cook.

35 Multiple question, total N = number of answers
On the contrary, 8 of 11 clients did not register for any education or training after their GOAL counselling. The reasons why they did not enrol on a course are different and clients mentioned more reasons altogether. It was often mentioned, it was time-consuming, clients lost motivation, or they found a job in the end so it was not necessary to re-enter education. Two clients said that their chosen course required a fee and the Labour Office could not pay for them. Two clients said they did not find the course they wanted.

### Table 9.8 Achieving learning goals and barriers - evaluation by clients (follow-up survey)

<table>
<thead>
<tr>
<th>N</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was too busy</td>
<td>2</td>
</tr>
<tr>
<td>It was too expensive / I could not afford it</td>
<td>2</td>
</tr>
<tr>
<td>I could not find the course I wanted</td>
<td>2</td>
</tr>
<tr>
<td>The course(s) were at an inconvenient time or place</td>
<td>1</td>
</tr>
<tr>
<td>I wasn’t confident enough to enrol</td>
<td>1</td>
</tr>
<tr>
<td>I never wanted/aimed to enrol on a course</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
</tr>
</tbody>
</table>

Considering career goals, almost all clients were referred from labour offices. They were unemployed, but also low qualified and they were early school leavers. That is why counsellors often discussed with them more questions related to their further education and training than about possibilities of a job offer. According to the follow up survey, only 3 people said that they set an employment goal during counselling. Two clients said that counselling helped them to be more confident about their career plans and they even achieved what they hoped to. One client unfortunately did not achieve her career goal because the labour office did not pay the fee for her chosen training course (it would be free of charge only if the client had a contract with an employer).

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36 Multiple question, total N = number of answers
37 Multiple question, total N = number of answers
When asked about changes in their current status, 10 out of 18 clients experienced a change. Clients did find the job, however due to current situation on the labour market - in some regions there is currently a shortage of unskilled workers. So clients found a job rather by chance than by an active approach. One of them also lost his job after a few months and is currently unemployed again.

Table 9.9 Achieving career goals and barriers - evaluation by clients (follow-up survey)

<table>
<thead>
<tr>
<th>Goal</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>I got a job (previously unemployed)</td>
<td>7</td>
</tr>
<tr>
<td>I got a promotion</td>
<td>0</td>
</tr>
<tr>
<td>I lost my job</td>
<td>1</td>
</tr>
<tr>
<td>I am now volunteering/doing an internship</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
</tr>
</tbody>
</table>

9.2 Qualitative findings: benefits of guidance

Client perspectives

There were no qualitative interviews with clients within WAVE 2. Within WAVE 1, clients who were interviewed said they had received in-depth information about different educational possibilities they were not aware existed (National Register of Qualifications, retraining courses, possibility to obtain upper secondary education etc.) For example, one client testified:

‘It was very surprising. I though there is only education which takes place in school where I sit as a student and due to this service I have learnt there are courses which leads to certain qualification much faster. I am very interested in this and I like it. On the other hand, the problem is, it costs a lot of money and I don’t have enough financial resources to pay for them’.

The two clients interviewed in the qualitative research strand reported that they had learned there are possibilities in education they were not aware of before and they boosted their self-confidence. If financial issues could be solved at the higher level, there is motivation and demand from these clients to enter the education system. On the other hand one client who was interviewed mentioned he does not like learning and has negative experiences from his experiences of formal education. Both clients in the qualitative dataset were unemployed when guidance sessions took place. They were registered in the Labour Office and were referred by Labour Office workers to the regional counsellors. They were looking for guidance that would enable them to be more competitive in the labour market through improving their qualifications. During the guidance session their competences and qualifications were discussed and both were aware that they lacked the education required for certain jobs they would like to do in the future (cook, waitress etc.). Their counselling expectations were met but they

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38 Multiple question, total N = number of answers
expressed their disappointment with the fact that they will not be able to use the acquired information practically in near future because of financial issues.

Programme staff perspectives

According to programme staff members, they stated that expectations were generally met and they see GOAL services as a step to the activity which is going to be supported in the future. They have established very good cooperation with the local stakeholders. They also point out that there is a need for creation of a system of counselling centres which would not be under the umbrella of the Labour Office or schools. One counsellor told that there should be put emphasis on working with elementary schools as well.

9.3 Key findings

Key outcomes

From the sample obtained during qualitative interviews, evaluator recorded clients’ motivation with regard to obtaining higher qualifications and improving their opportunities in the labour market. In terms of obtaining relevant information, client expectations were met. However, financial barriers were a significant challenge, and limited clients’ ability to achieve educational goals. Respondents interviewed within the WAVE 1 generally expressed that they had received the information they were looking for. They felt they had experienced improvements in self-confidence, and their desire to re-enter education or training. According to respondents, the main obstacle lies in insufficient information about courses offered within further education.

Strengths and achievements

Expectations were generally met and programme staff see GOAL services as a step to the activity which is going to be supported in the future. They have established very good cooperation with the local stakeholders.

Challenges and barriers

The main obstacles is lack of financial resources (lack of state support) for the target group and lack of relevant information about further education. There is no integrated system and support from the state budget that will enable low-skilled clients to enroll on particular courses within the further education system. There is also significant problem in providing these services to the clients who live in areas where public transport availability is limited.

Another barrier that was already mentioned within the previous chapters lies in the fact, that even when the target group receive useful information about their possibilities regarding further education or achieving their career goals, they are not able to reach them without further help from the counsellors, in most cases. That is quite apparent from the follow-up survey. Some of the clients were able to reach their goals, however those client’s motivation was really high, which is not so common within this target group. In case of career goals, it is quite apparent, that some of the clients were able to find the job, however rather due to improving on the labour market than due to achieving the goals,
which they were trying to assess. Therefore it is **vital to set up the guidance system in the form of continuing guidance sessions** in order to help boost the possibility of the goal achievement.

### 9.4 Key implications

#### Implications for future programme development

Most clients to this point have received single-session guidance, as opposed to multiple sessions. Consideration should be given to the possibility of providing more than one session to more clients, particularly given the substantial barriers that prevent clients converting the advice they receive into tangible outcomes.

#### Policy implications

Discussions should be focused on finding a systemic solution that addresses the main challenge to the service to date, namely, that the target group are not able to fund their own education. At present, **the lack of funding for further education has the potential to undermine the client motivation that counsellors work hard to build** in the sessions.

### 10 Service quality

One of the five intervention strategies piloted in GOAL is the implementation of high-quality guidance services. This chapter provides findings and analysis on the quality of the guidance service provided by GOAL in the Czech Republic. It draws on quantitative data from the client satisfaction survey as well as qualitative data gathered from the range of GOAL stakeholders in interviews and in focus groups.

#### 10.1 High quality guidance services for low-educated adults: implementation and aims

In the beginning of the project, GOAL project team have prepared Experimentation Protocols. The first intervention is focused on establishing the collaboration network. As it is mentioned in previous chapters, **establishing the cooperation with suitable partners has been one of the most important activity and condition for successful implementation of the project** in the CZ. According to staff members and partners, this cooperation eventually achieved a very high level and if financial barriers can be overcome and solved, all relevant stakeholders would like to maintain this level of partnership. **GOAL project team consider this intervention to be crucial for project realization.**

In the beginning of the project GOAL project team have struggled with client acquisition due to the fact, that building the mutual trust and negotiating with the partners is very time demanding task and requires many mutual meetings, explanations etc. This intervention is linked to the Intervention 4: **Outreach**: Bringing guidance to specific target group. GOAL is pilot project in the Czech Republic; in order to provide these services to the clients, the Lifelong Learning centres based in VET school and established within the ESF co-funded project UNIV 2 were a very good option because these centres have extensive contacts with schools and relevant stakeholders in the region. Our goal stated in the Experimentation protocol was to improve cooperation with Labour Office, launch cooperation with new partners such as prisons. Goal project team /NUV aimed to introduce career guidance as a new
service provided by these LLL centres. GOAL project team would like to mention that in terms of creating the cooperation with suitable partners and introducing career guidance as a new service provided by the LLL centres in both regions, the initial expectations were exceeded. Regarding the fact that CZ team starting practically from the scratch, the main focus was on establishing the cooperation and introducing this service to the clients.

In order to provide quality tools for the low skilled adult, GOAL project team prepared an intensive course for the COUNSELLORS. Direct contact and talking and semi-structured interview remains the most effective tool; as mentioned in the case studies counsellors used pictures and cards as well. This is linked to defining competences needed for counsellors. Almost all stakeholders agreed there is a need to define “who is career counsellor in terms of education, demonstration of competences etc.” There is already an approved qualification standard within the NSK system.

10.2 Challenges and barriers to high quality services

Regional counsellors were not able to be 100% focused on career guidance, they had to deal with administration, establishing the partnership networks in the regions, promotion, client, acquisition, reporting. They had to travel to clients – this was very time demanding for them. According to qualitative interviews obtained from clients within the WAVE 1, they were generally satisfied with the guidance process but we have to mention here that they didn’t have previous experience with career guidance. Counsellors also had to motivate clients which was quite difficult in case of this particular target group (they don’t have good experience with educational system etc.).

10.3 Strengths and achievements

Service user perspectives

It is obvious from the results of the survey, that the clients rate GOAL very positively, as there is absence for such a service and most of the clients have no previous experience with any guidance. It is also apparent, that many of the clients are motivated to increase their education and qualification level in order to boost up the possibility of successful re-entering the labour market, regardless of being motivated by external economic factor rather than perceive education and self-development as important and crucial value.

One of the biggest achievements is that clients from this target group (low educated / low qualified people) received information about further possibilities regarding education and learning and possibilities of finding a job on the labour market. That is also one of the things, which is really appreciated by the clients – they got vital information and they found out that there are various possibilities for them regarding education and re-entering the labour market. However, even when they get the information and support for further progress in order to obtain their goals, they will not able to reach these goals alone without further help from counsellors (in most of the cases).

Programme staff perspectives on guidance quality

Programme staff, all feel that, despite the initial barriers mentioned earlier, they have developed a high quality service for the target group. They all rate cooperation with clients as positive.
Programme staff members thought that direct contact with the client was the most effective counselling tool. This target group requires a special approach centred on understanding the client’s mind-set and their approaches to particular solutions. Counsellors should possess deep knowledge in the lifelong learning field, and have decent knowledge of psychology and pedagogical skills in order to provide quality service.

Programme staff felt that the strengths of the service were that clients have an opportunity to talk about their current situation, about their problems with high-skilled professionals with extensive experience, they have an opportunity to obtain useful information related to their further professional growth. They usually ‘feel’ somebody is interested in their situation, somebody listens to them which has huge impact on their psychological attitude to the society.

Barriers to offering high quality guidance services included the limited financial resources, health issues of clients, difficult personal and family situation clients need to deal with.

Partner and policy stakeholder perspectives on guidance quality

Three policy makers were interviewed as part of the Wave 1 data collection. One expressed her view that she would like to take the project results into account when establishing the National career guidance system which is under responsibility of Ministry of Education and Ministry of Labour. In the longer term she would like to define competences in a lifelong perspective and make sure the project’s outcomes will be considered. She recognized that there is lack of integrated system of career counselling in lifelong perspective.

The second policy maker has a deep knowledge of GOAL project and understands it as an initial way to develop service which will be somehow integrated on a national scale. There were certain deficiencies recorded in the area of social inclusion. In order to improve the quality of service, there should be more advanced and specific measures introduced as at the moment only existing career guidance system is in Labour Office for unemployed target group. There is no integrated system at the national level and it is very difficult to collect data about services.

The third policy maker understands GOAL project as a pilot for the low skilled and she expects feedback for the upcoming systemic project focused on career guidance. She recognizes the main obstacle lies in the insufficient financial support; there is nothing to build on, i.e. no previous experience with a career guidance system at the national/regional level.

Within the WAVE 2 one policy maker working in the Ministry of Education, Adult Education Department expressed that there should be coordinated system of Career Guidance centres at the National Level. These centres should provide assistance to the clients on the basis of a common methodology. In order to ensure quality of the services, she mentioned quality assurance system for education/guidance providers to be the main tool. Second police maker interviewed within the WAVE 2 (Ministry of Labour and Social Affairs) stated that in order to ensure quality of the services, counsellors should be well selected and they have to be well informed about the target group and available educational opportunities.

According to qualitative data obtained from partners, one partner (Representative of Labour Office) stated that some kind of “career guidance” should begin in the nursery school. Children should be led
to the fact that education is important. The success lies in change of mentality according to her. According to second partner (Representative of Labour Office), information about further education opportunities, educational system etc. is the most important. In order to ensure quality, counsellors should select appropriate tools in accordance with client’s needs. For example career diagnosis is not always a suitable tool, if for example somebody with decent practice comes to the career counsellor and he wants to obtain information about for example course, or he want to choose something new, career diagnosis is not needed in this case. But if somebody for example made wrong decision and he doesn’t know what to do or which job is suitable for him, then career guidance is a good tool to start the guidance.

10.4 Key findings

Implementation and aims

Establishing the cooperation with suitable partners has been one of the most important activity and condition for successful implementation of the project in the CZ. According to staff members and partners, this cooperation is currently at the very high level and if financial barriers will be overcome and solved, all relevant stakeholders would like to maintain this level of partnership. GOAL project team/NUV aimed to introduce career guidance as a new service provided by regional LLL centres. GOAL project team would like to mention that in terms of creating the cooperation with suitable partners and introducing career guidance as a new service provided by the LLL centres in both regions, our initial expectations were exceeded. Regarding the fact that GOAL project team were starting from the scratch, the main focus was on establishing the cooperation and introducing this service to the clients.

Strengths and achievements

Key strengths and achievements were: establishment of two regional career guidance centres in both regions; motivated staff having wide range of professional skills; development of intensive and mutually beneficial cooperation with labour offices and other relevant partners; and further professional development of the staff. Amongst policy makers, GOAL is considered as a significant step to the integrated system of the career guidance.

Challenges and barriers

Regional counsellors were not 100% focused on career guidance; they had to deal with administration, establishing the partnership networks in the regions, promotion, client, acquisition, reporting. They had to travel to clients – this was very time demanding for them.

Baseline and progress across GOAL’s five intervention strategies

Table 10.1 provides a brief evaluative summary of the quality of different aspects of the GOAL programme in Iceland, comparing quality at the start of the evaluation (baseline) and at the end. In this table, evaluator provides numerical ratings for each of the five intervention areas, and an explanation of that rating for each category. These ratings and explanations are provided for the start of the evaluation and the end, with the aim of briefly summarising key issues and change over time. In addition to provide ratings and commentary for the five core GOAL intervention areas, evaluator also
addresses overall service quality and policy interest/support. The latter is a key factor in determining future programme sustainability.

### Table 10.1. Baseline and progress across GOAL’s five intervention strategies, plus policy interest/support

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<thead>
<tr>
<th>ASPECT OF PROGRAMME OR POLICY</th>
<th>LEVEL OF DEVELOPMENT</th>
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<tbody>
<tr>
<td><strong>Partnerships and networks</strong></td>
<td><strong>Start of GOAL</strong></td>
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<td>1 2 3 4 5 6 7 8 9 10</td>
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<tr>
<td>[Explanation of choice]</td>
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<tr>
<td>In the beginning of project, there was no cooperation with stakeholders such as regional branches of labour offices. GOAL project team started from the scratch.</td>
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<td><strong>End of GOAL</strong></td>
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<td>[Explanation of choice]</td>
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<tr>
<td>Within the project implementation, GOAL project team managed to create intensive and mutually beneficial cooperation with regional branches of labour offices. In terms of outreach, cooperation has been beyond our initial expectation. GOAL project team also managed to establish contact with NGO’s such as House of Romani culture in order to reach clients in socially excluded locations (particularly in Ustecky region). Although the cooperation with regional stakeholders has been at the very high level, cooperation will not remain sustainable in long term future if the systemic solution/approach in terms of funding won’t be found.</td>
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<td><strong>Counsellor competences</strong></td>
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<td>[Explanation of choice]</td>
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<tr>
<td>In the Czech Republic, approved professional qualification standard career guidance within the National Register of Qualification exists. All the counsellors in the project have pedagogical experience (teaching, research and educational projects, etc.) and are very familiar with the national educational system. They also have experience with the target group (social work), they know the terrain, have contacts at the Labour office and cooperate with local NGOs.</td>
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Counsellors in the Czech Republic are skilled professionals and steps have been taken to provide further training to staff so that they are up to date on current trends and methods in career guidance and how these can be applied with the GOAL target group. None of the counsellors is able to spend a 100% of their time working with clients because there is no external support in client acquisition, PR activities, marketing etc. Counsellors are responsible for these activities and they have to travel to clients, negotiate with suitable stakeholders and partners and inform them about project activities at the regional level. This may present a challenge to ensuring that counsellors are trained and developed in the full range of competences required. On the other hand, it is quite obvious that counsellors are perceived as competent and they received very good rating from their clients. The majority of the clients in both Olomouc and Most reported positively about the professional competency of their counsellors.

The outreach approach in career guidance is an uncharted territory in the Czech Republic. According to experimentation protocol, GOAL project team mentioned that there are Lifelong learning centers based in schools and there is good cooperation and contact with schools in the regions. Establishing the cooperation with regional labour offices and NGO’s has been identified as a crucial in terms of outreach.

Both centres used the promotional tools that come within the allowed budget. Project websites have been launched together with contacts and information about working hours. Regarding the target group and their lack of relevant information, direct contacts through cooperation with relevant stakeholders is seen as the most effective tool at present. One thousand leaflets have been
Regional counsellors struggled with the client acquisition in the beginning mostly due to fact that choosing suitable partners and establishing the mutual beneficial cooperation take more time than expected; the second issue was that they found out, clients won’t come to them - they have to go to client.

<table>
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<th>Tools</th>
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[Explanation of choice]

Existing tools: **Infoabsolvent.cz** – Information system for the education outcomes of school graduates on the labour market – information on options within both education and the labour market, **Narodnikválfikace.cz** – Information on the system of nationally recognized professional qualifications in the Czech Republic, **Nsp.cz** – occupations, monitoring requirements of the labour market, **Laws and regulation** – concerning education, guidance, etc. **Worksheets for clients** aim to encourage self-discovery, self-reflection and awareness, identification of interests and learning how to plan and manage one’s own career. **Pictures, cards**: A set of cards displaying emotions and feelings make it easier to identify, and express without using words the feelings of children and adults. **Cards with stories** use original photographs where everyone can find a part of their own life. They help open up the conversation and disclose the client’s needs, dreams, values, etc.

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[Explanation of choice]

A methodology for counsellors, “Career Guidance Counsellor Assistant”, was developed by the GOAL project team. This methodology contains the structure of the guidance process, sets up the cooperation with clients, the plan for examining solutions, semi-structured steps in career guidance, feedback, and self-reflection. In addition to this a number of online tools (career information sources) are used, as well as worksheets for clients, pictures and cards. The selection of particular tool has to correspond with client’s needs. It is therefore always essential to identify and examine goals and needs of every client. There is no universal approach in guidance services because every client is different. Within the GOAL project implementation, GOAL project experts have also developed Methodological recommendations and summary for work with low skilled adults. This methodology includes: characteristic of the target group as a receiver of counselling services, preparation of career counsellors, feedback and methodological recommendations, active partnership in guidance process, mapping the client’s needs, structured interview, exploring the client goals, rejection of client.
## Overall Service Quality

**Start**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

[Explanation of choice]

The availability of services for this target group was insufficient. Labor offices do not have the capacity (personnel and time) to work with clients on an ongoing basis. GOAL project team would like to increase the participation of the target group in further education and influence significantly a positive change in the client’s low socio-economic status.

**End**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

[Explanation of choice]

## Policy Interest and/or Support

**Start**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

[Explanation of choice]

GOAL project team have hoped that this experimentation will help us to build at least one guidance centre in each region in the Czech Republic. These expectations were partially met; career guidance centres were established in 2015 (within the project) in two regions - Olomouc and Ústecký region. Policy makers generally consider GOAL as first positive step that should lead to integrated system of the career guidance.

**End**

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

[Explanation of choice]

According to staff members and policy actors, there is a need for a systematic solution at the national level. In terms of funding, discussion should be focused on...
finding a systemic solution that addresses the main challenge to the service to date, namely, that the target group are not able to fund their own education. Policy makers would like to use GOAL as the basis for the development of a sophisticated, structurally embedded guidance system. In order to improve quality of the service, there should be more sophisticated measures introduced and financial issues should be resolved.

10.5 Key implications

Implications for future programme development

Tensions may potentially arise with regard to the relationship between service quality and service efficiency, for example with regard to staff time and other costs. Regional counsellors had to deal with administration and organizational issues. In future programmes, they should be given more administrative support.

Policy implications

Implications of policy

There is a need for a systematic solution at the national/regional level and there is also need to determine which institution will be responsible for these services in future. According to staff member’s survey and interviews with stakeholders (Labour Offices) securing the funding is definitely an issue to be fixed in order to have full support for the target group. Financial possibilities of this target group are very limited.

11 Conclusions: answering the evaluation questions

The GOAL evaluation was underpinned by five overarching research questions:

6. What programme processes and resources were developed? To what degree did programmes achieve their implementation aims across the five intervention strategies, and what factors at programme and policy level appeared to influence this?

7. What service user outcomes were achieved, for what groups, and to what degree?

8. What was the Return on Expectations? That is, to what degree were programme expectations met?

9. What programme-level factors were associated with the achievement of high service quality and/or positive service user outcomes?

10. What policy-level factors were associated with the achievement of high service quality and/or positive service user outcomes?

In this concluding chapter, we address each of these questions. We then highlight some key messages for policy and future programmes.
11.1 What programme processes and resources were developed? To what degree did programmes achieve their implementation aims across the five intervention strategies, and what factors at programme and policy level appeared to influence this?

There are two centres in Most and Olomouc established and fully equipped with furniture, ICT etc.

Staff members attended training where many tools were introduced. They regularly used them in accordance with client’s needs. There were various tools developed for the GOAL project purposes (methodologies, online tools, cards, using of existing tools etc.).

A **methodology** for counsellors, “Career Guidance Counsellor Assistant”, was developed by experts to serve the purposes of the GOAL project. This methodology contains the structure of the guidance process, sets up the cooperation with clients, the plan for examining solutions, semi-structured steps in career guidance, feedback, and self-reflection. It also contains theoretical approaches to career guidance (context and goal of career guidance), that the principle behind the conversation with clients is based on mutual respect, the types of questions that might occur during interview, mapping the possible conflict situations and their solutions, storytelling tools, clarification of life experience, road maps for clients, etc.

In addition to this a number of online tools (career information sources) were used, as well as worksheets for clients, pictures, cards. The selection of particular tool has to correspond with client’s needs. It is therefore always essential to identify and examine goals and needs of every client. There is no universal approach in guidance services because every client is different. There were clients who preferred to obtain additional information by for example phone, emails and there are those who prefered solely face-to-face conversation with career counsellor.

Within the GOAL project implementation GOAL project team experts also developed **Methodological recommendations** and summary for work with low skilled adults. This methodology includes: characteristics of the target group as a receiver of counselling services, preparation of career counsellors, feedback and methodological recommendations, active partnership in guidance process, mapping the client’s needs, structured interview, exploring the client goals, and rejection of client (e.g. if the client is violent or aggressive).

11.2 What service user outcomes were achieved, for what groups, and to what degree?

The most crucial outcome is delivering the information about possibilities regarding education and learning and obtaining career goals as in absence of such a service, clients from this target group suffer from lack of relevant information. However, clients from such a target group (low educated / low qualified) are unable to use the information for further development on their own in relation to goals they need to assess. Some of the clients were able to achieve the goals, which were set during the guidance, however these were a minority of the clients. Or some of them were able to find a job, however this was rather due to improving situation on the labour market within the region and declining rate of unemployment.
11.3 What was the Return on Expectations? That is, to what degree were programme expectations met?

Clients were usually looking for career guidance in order to obtain the higher qualification required for a specific job and in order to improve their competitiveness in the labour market. From the sample obtained during qualitative interviews, evaluator recorded the motivation of both clients in obtaining higher qualification, improve their competitiveness in the labour market and there should be mentioned, their expectations were met in terms of obtaining information they required. Regional Counsellors informed clients about educational opportunities within the National Register of Qualifications and clients were provided with detailed information. Clients usually responded positively but finances remain the main barrier that can’t be overcome without a systemic approach at the national level.

As mentioned in the Needs and Strengths analysis, career guidance for the unemployed is provided by the Labour offices but these services are usually very time- (and financially) demanding and are not sufficient. It’s also essential to point out that there were concerns in reaching a targeted group; this issue resolved intensive cooperation with Labour Offices - they provided regional counsellors with suitable clients. GOAL offered a sophisticated approach to the clients, featuring more information and intensive work with each client. In these terms, GOAL project met the expectations addressed in the Needs and Strengths analysis.

GOAL is a pilot project in Czech Republic. The outreach approach in career guidance has been uncharted territory in Czech Republic. Goal project team have hoped that this experimentation will help us to build at least one guidance centre in each region in the Czech Republic. These expectations were partially met; career guidance centres were established in 2015 (within the project) in two regions - Olomouc and Ústecký region. Policy makers generally consider GOAL as first positive step that should lead to integrated system of the career guidance, which doesn’t exist in the Czech Republic at the moment. GOAL outcomes can be considered as a significant step to the broader systemic solution.

11.4 What programme-level factors were associated with the achievement of high service quality and/or positive service user outcomes?

Establishment of two regional career guidance centres in both regions, motivated staff having wide range of professional skills, development of intensive and mutually beneficial cooperation with labour offices and other relevant partners, further professional development of the staff. Among the policy makers, GOAL activities are considered as a significant step towards the integrated system of the career guidance.

11.5 What policy-level factors were associated with the achievement of high service quality and/or positive service user outcomes?
As there is no similar service in Czech Republic, this project was conceived as pilot for such kind of service, it can’t be compared it with anything, there is no previous experience in Czech Republic.

### 11.6 Implications and recommendations for future programme development

The process of establishment regional career guidance centres from the scratch is very time consuming. In the case of future projects, GOAL project team will recommend that based on the findings, the eventual coordinator of similar project probably puts more emphasis on PR activities, administration, organisational issues and development of partnerships in the pre-programme stage. Career guidance counsellors should be focused mostly on the quality of the guidance process in the future and not on those activities that have been very time consuming for them.

Within the GOAL project, GOAL project team have learnt that cooperation with labour offices is crucial because they are the most important institution having access to the target group (low skilled adults, unemployed). The cooperation should be done within the existing networks (e.g. networks of high schools etc.) and should involve schools as well in order to get access to dropouts from the secondary education. Career counsellors must have extensive knowledge about further education system (e.g. National Register of Qualifications).

The main barriers are financial. Courses – if not provided by the Labour Offices (they have certain conditions) – are generally too expensive for unemployed people. The second barrier lies in insufficient awareness about courses offered within the further education. There are some solutions for the development, such as to provide more information about further education possibilities and better awareness about National Register of Qualification (NSK) and its use. The role of networking and cooperation with relevant stakeholders at national, regional and local level is crucial and should be developed.

### 11.7 Policy implications and recommendations

According to staff members and policy actors, there is a need for a systematic solution at the national level. There is also a need to determine which institution will be responsible for the type of services offered by GOAL in the future and to broaden awareness of this service with the general public, through promotional tools and campaigns. In terms of funding, discussion should be focused on finding a systemic solution that addresses the main challenge to the service to date, namely, that the target group are not able to fund their own education. At present, the lack of funding for further educational courses has the potential to undermine the client motivation that counsellors work hard to build in the sessions.

Policy makers generally consider GOAL as a first positive step that should hopefully lead to an integrated system of career guidance. This is lacking in the Czech Republic at the moment. Policy makers would like to use GOAL as the basis for the development of a sophisticated, structurally embedded guidance system. In order to improve quality of the service, there should be more sophisticated measures introduced and financial issues should be resolved.

After the project termination, outputs and reports will be presented to the relevant stakeholders together with the recommendations. Programme issues GOAL project team have mentioned within
this report such as definition of competences counsellor should have, scope of cooperation with stakeholders, which institutions should be responsible for career guidance provision, systemic solution in terms of funding etc. require broad and complex discussion between stakeholders (National Guidance Forum – Ministry of Education, Ministry of Labour and Social Affairs etc.). NUV can only give recommendations and provide these stakeholders (at the National level) with data outputs, reports etc., but within our institution, NUV can’t implement these policies.