



Voice of users

in promoting quality of guidance services for
adults in the Nordic countries



Voice of users

- Funded by the Nordic Council of Ministers and the NVL
- Based on a previous project: *Expected outputs/outcomes of guidance services for adults in the Nordic countries* (NVL, 2009)
- Gap identified: “An explicit gap in the research and national quality frameworks seems to be in the user involvement in the design and evaluation of the guidance services (Vuorinen et al., 2009).”

Aim and research questions

- Contribute to the body of knowledge on the effectiveness and quality of adult guidance
- Cross-country comparison
 - What are the benefits of vocational and educational guidance for adult users?
 - How satisfied are they with the guidance services?
 - Do we listen to the voices of adult users of guidance and are they involved in developing the guidance services?

Taxonomy of involvement in educational and vocational guidance

Level	Type of involvement	Example of involvement	Level
Level 1.	Information gathering	Being told what is available	Individual
Level 2.	Sharing of information	Telling services what it is like to use them	Individual
Level 3.	Forums of debate	Workshops, focus groups, consultations	Service
Level 4.	Participation	Involved in shaping policies and strategies	Strategic
Level 5.	Partnership	Deciding with others what policies and strategies need reshaping	Strategic

Method

- Participants in the study
 - Adults seeking guidance in the Nordic countries – low level of formal education
 - Practitioners and managers
 - Urban vs. rural
- Focus groups study
 - Clients, practitioners and managers
 - 6-8 groups in each country
- Questionnaire survey
 - Adult users of guidance services (clients)

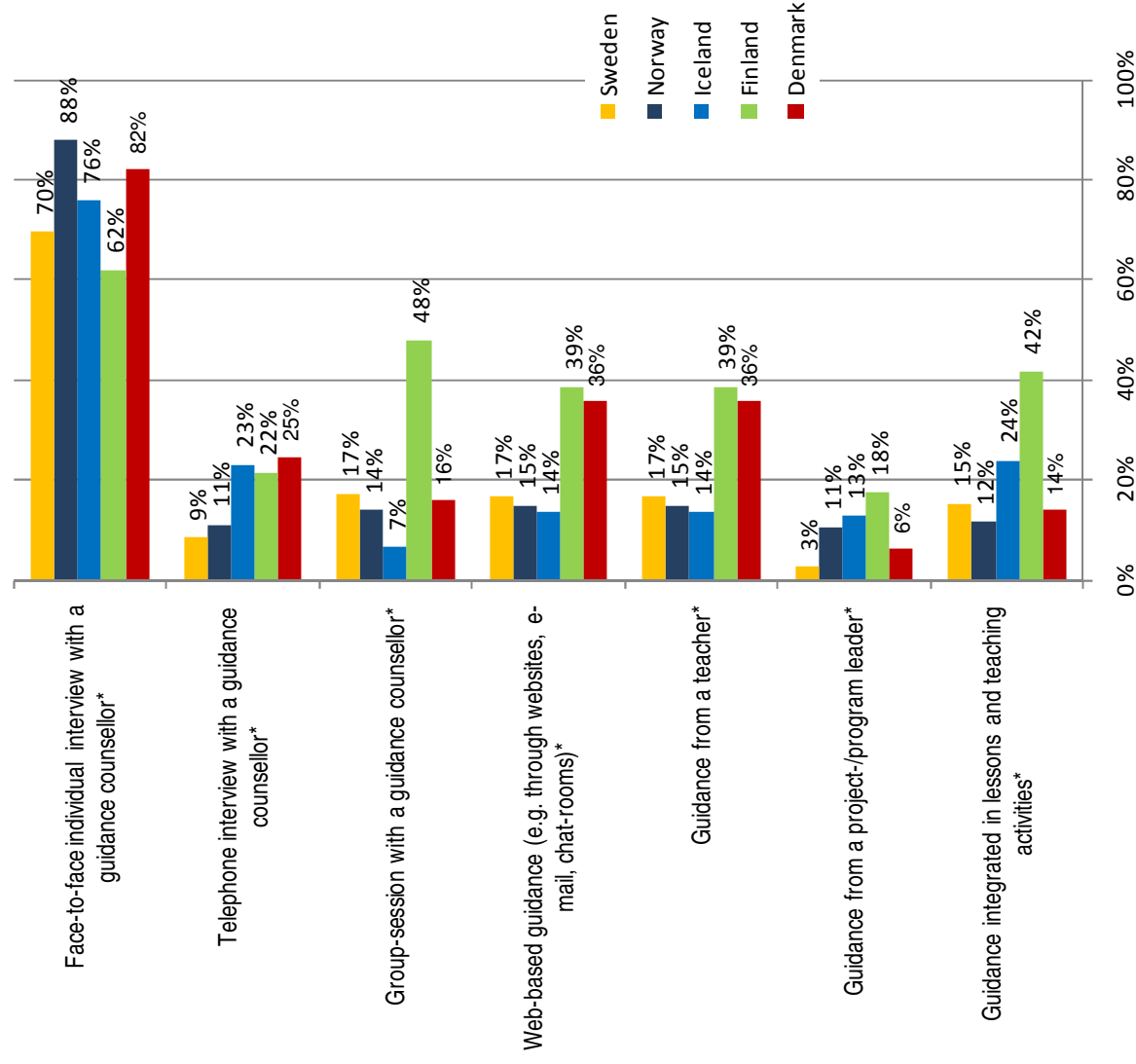
Web-survey: Respondents

	Denmark	Finland	Iceland	Norway	Sweden
N	114	136	471	163	305
Gender					
Male	43%	20%	36%	25%	31%
Female	57%	80%	64%	76%	69%
Age					
29 years old or younger	63%	27%	16%	28%	42%
30-39 years old	13%	20%	25%	33%	32%
40-49 years old	12%	28%	31%	28%	21%
50 years or older	12%	24%	27%	10%	6%
Educational level					
Compulsory education or less	53%	10%	45%	18%	25%
Upper secondary education (gymnasium)	13%	18%	16%	14%	24%
Vocational education (upper secondary level)	14%	21%	27%	27%	20%
Post secondary - or tertiary education	21%	51%	12%	41%	32%
Residence					
In a city/municipality over 30 000 inhabitants	64%	73%	49%	33%	93%
In a city/municipality under 30 000 inhabitants	21%	23%	46%	25%	6%
In the rural area /in the country	14%	4%	5%	42%	1%
Language					
Official language	89%	98%	97%	84%	38%
Else	11%	2%	3%	16%	62%

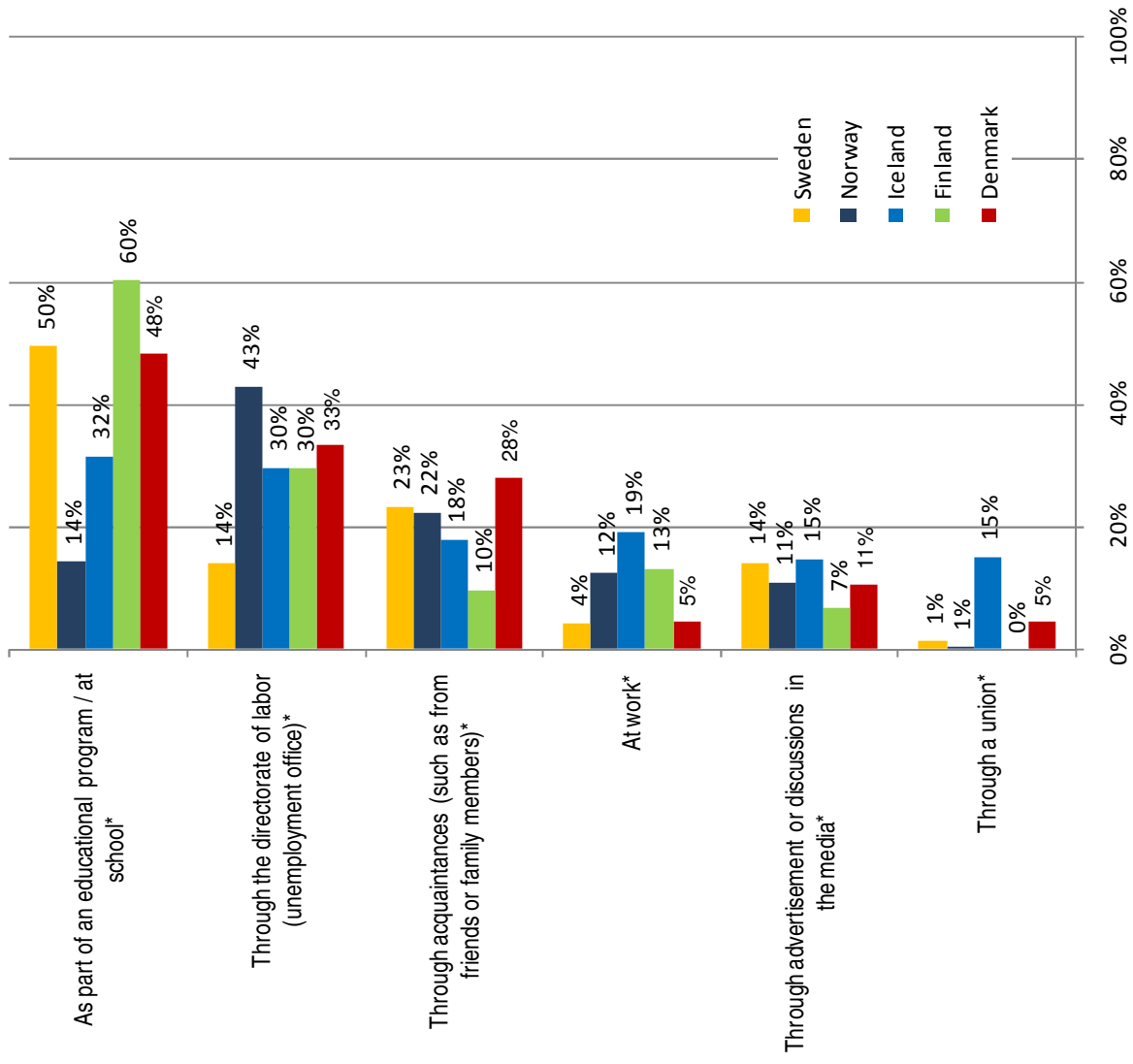
Types of guidance

Educational and vocational guidance is defined as the assistance on educational, vocational and personal issues, provided by practitioners, teachers or web based self-help.

What kind of vocational and educational guidance did you participate in?



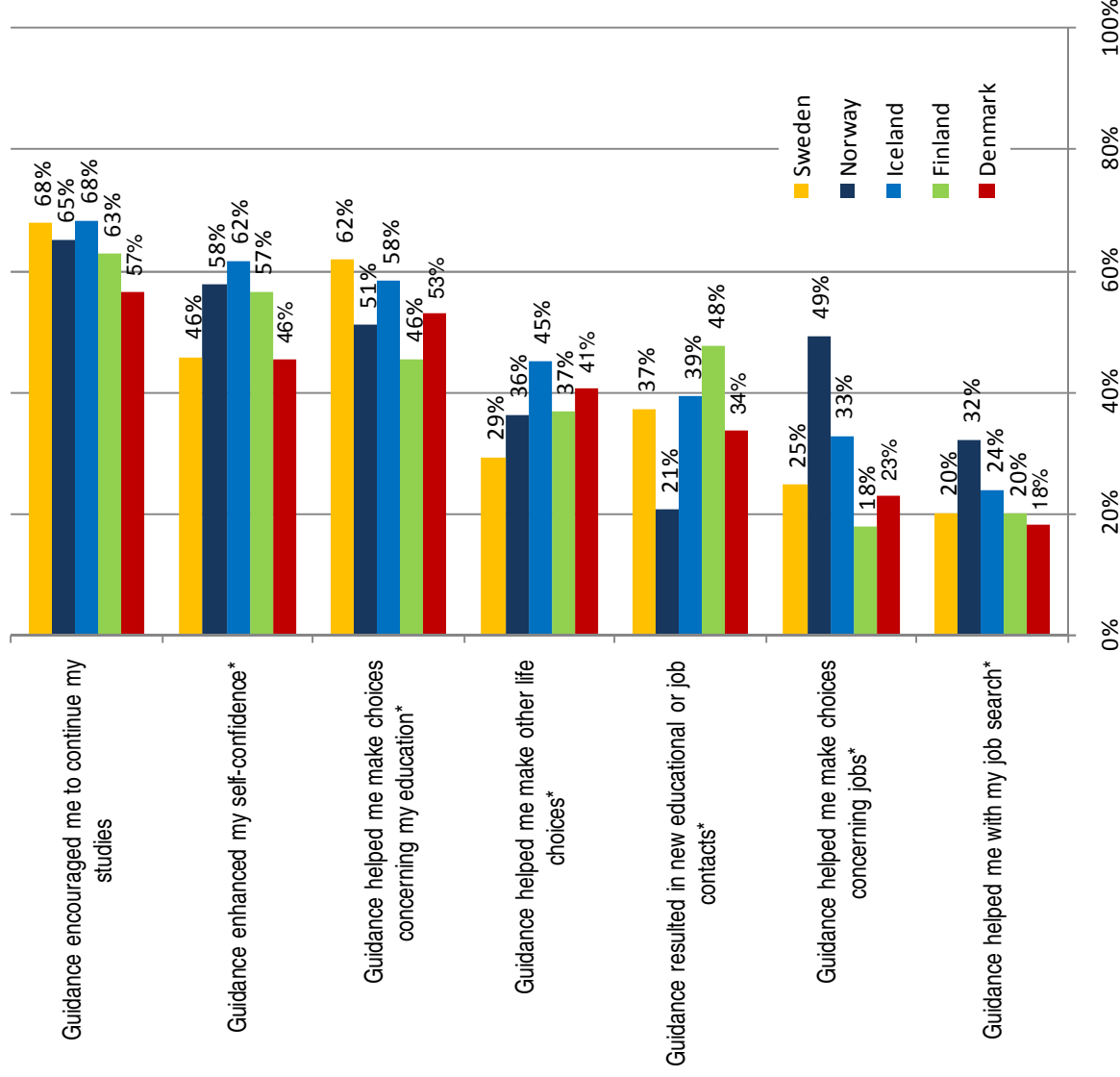
Where did you learn about the vocational guidance educational services?



Outcome of guidance

The following statements describe possible benefits of vocational and educational guidance.

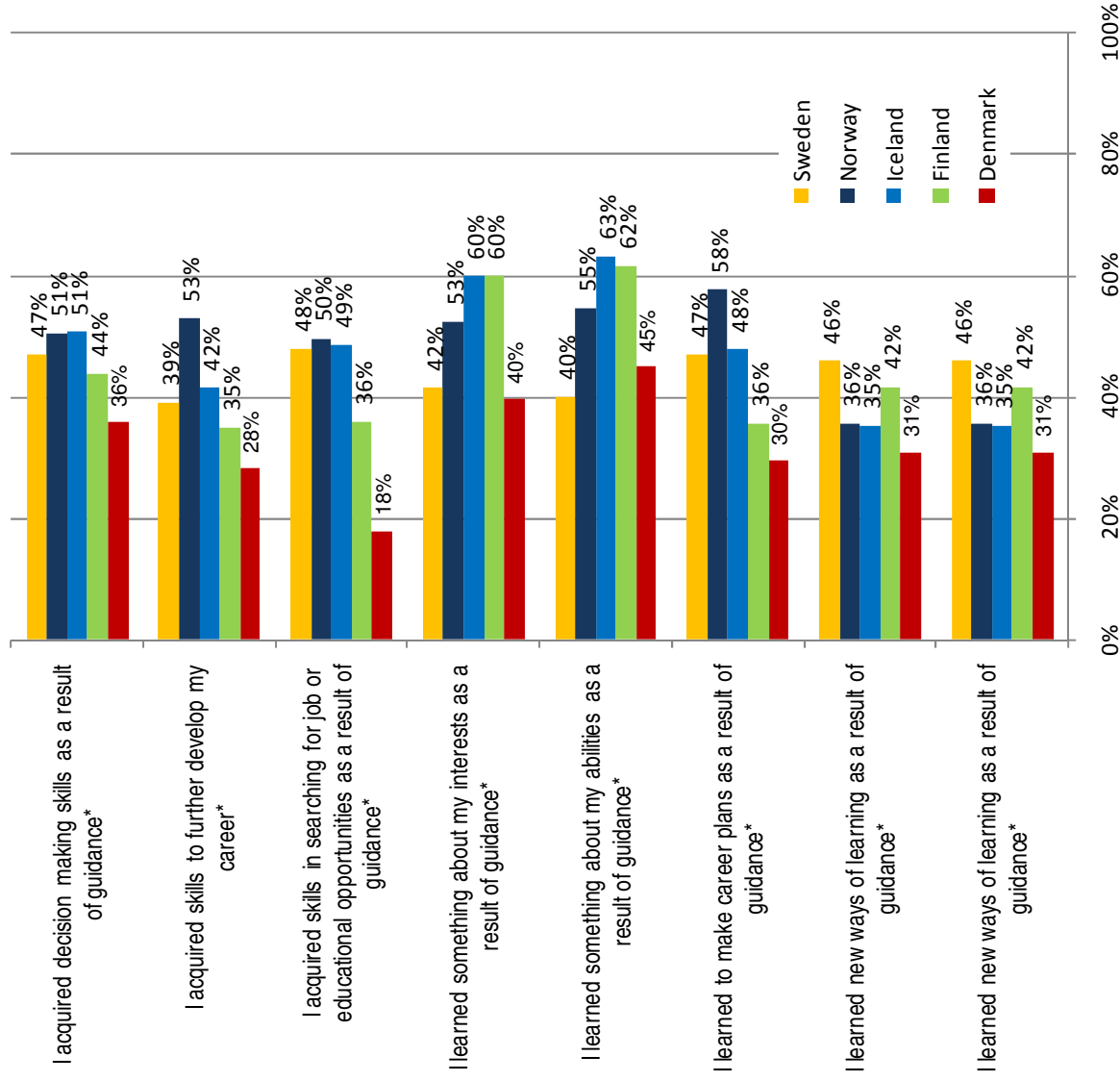
To what extent do you agree or disagree with these statements in terms of the outcomes of your guidance experience?



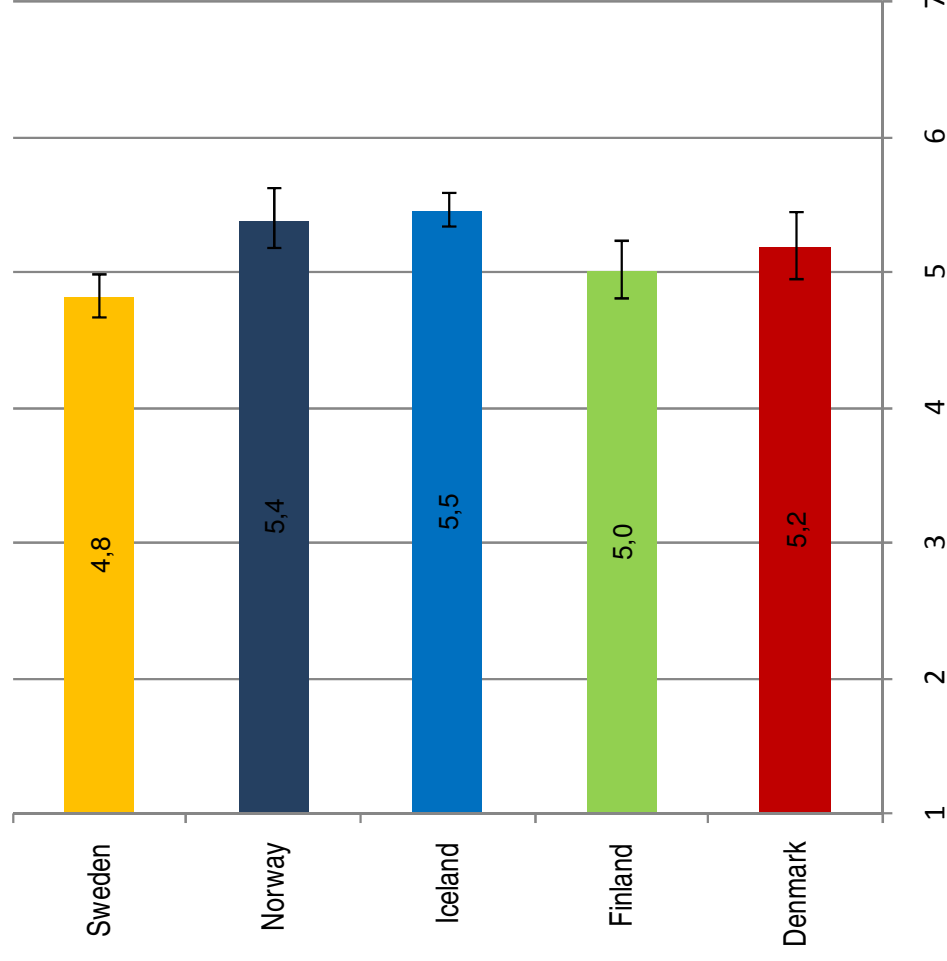
Outcome of guidance

The following statements describe possible benefits of vocational and educational guidance.

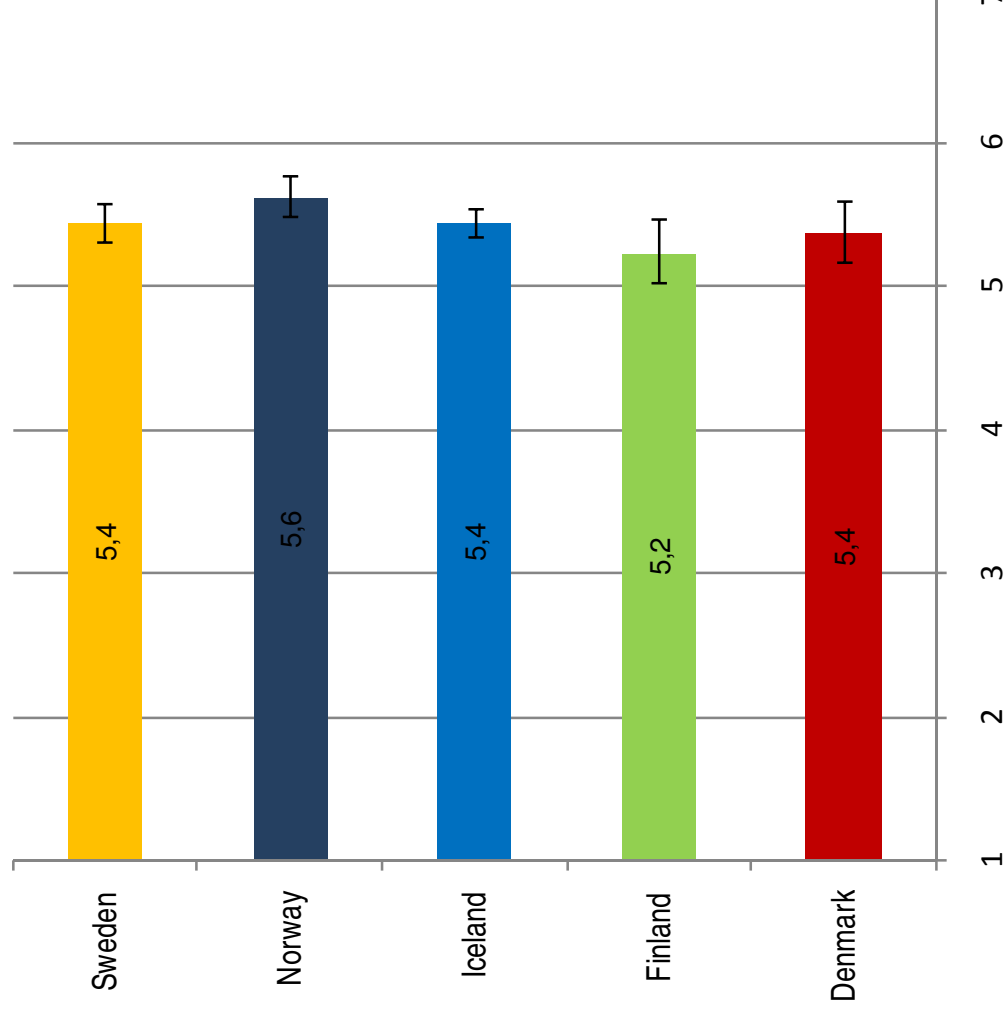
To what extent do you agree or disagree with these statements in terms of the outcomes of your guidance experience?



Overall, how satisfied or dissatisfied were you with your guidance? Please answer on the scale of 1-7 where 1 means very dissatisfied and 7 very satisfied.



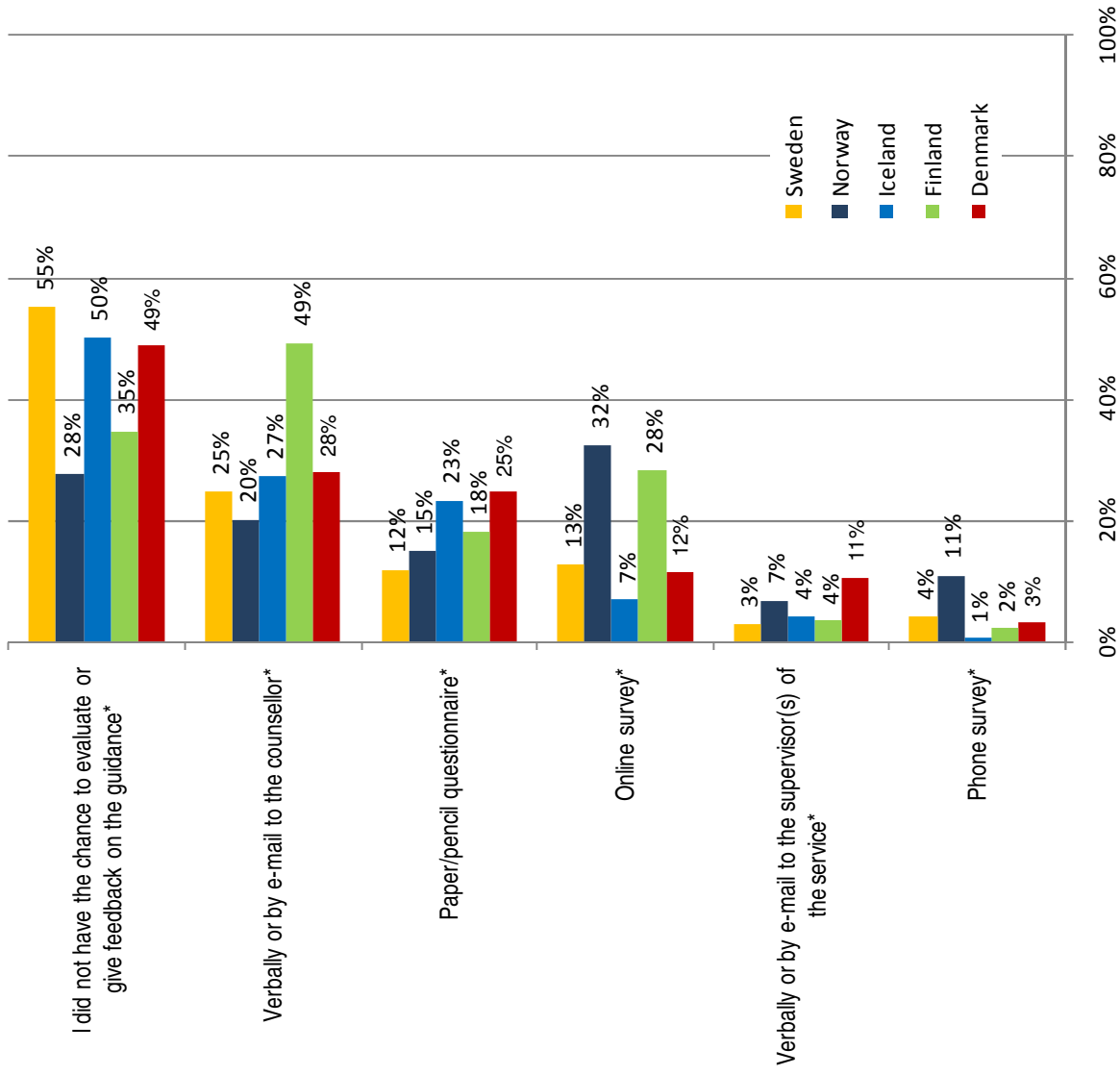
Overall, how actively involved were you in the guidance process?
Please answer on the scale of 1-7 where 1 means that you were very passive
and 7 that you were very actively involved.



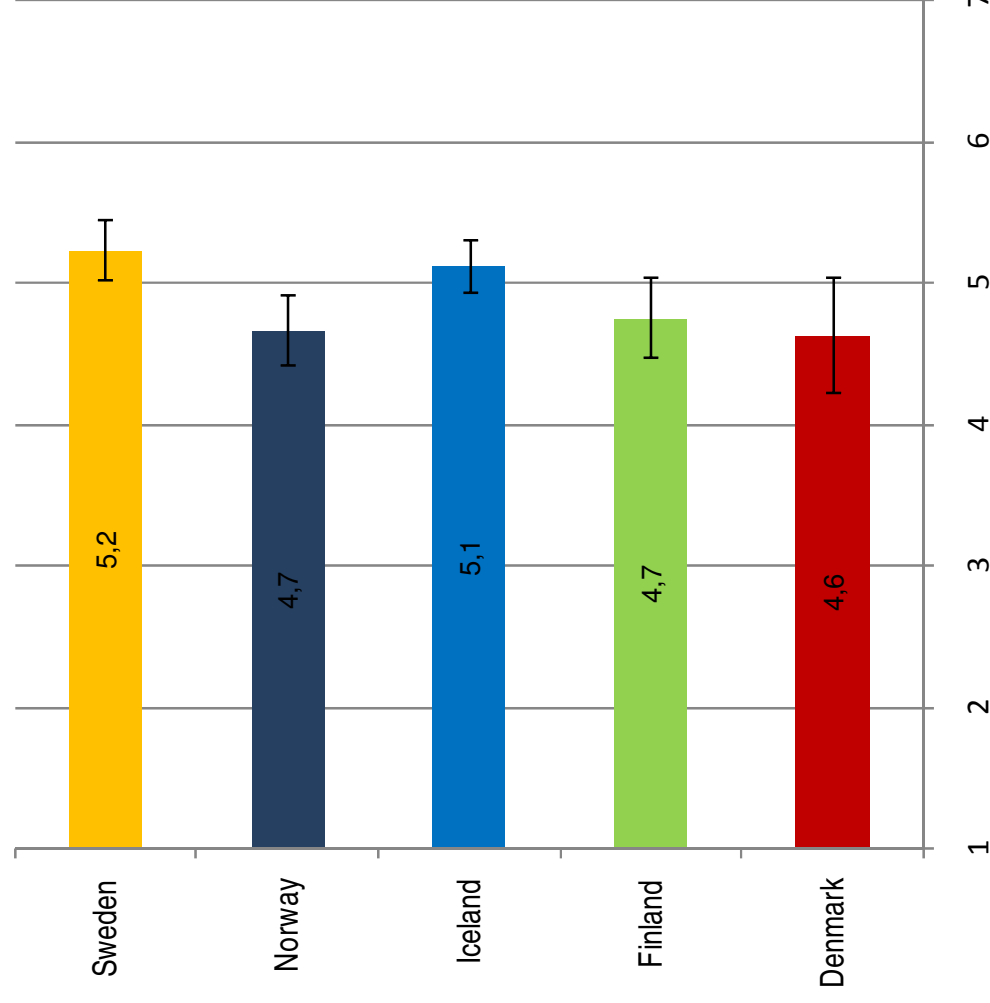
LEVEL 2 of user involvement

Giving information

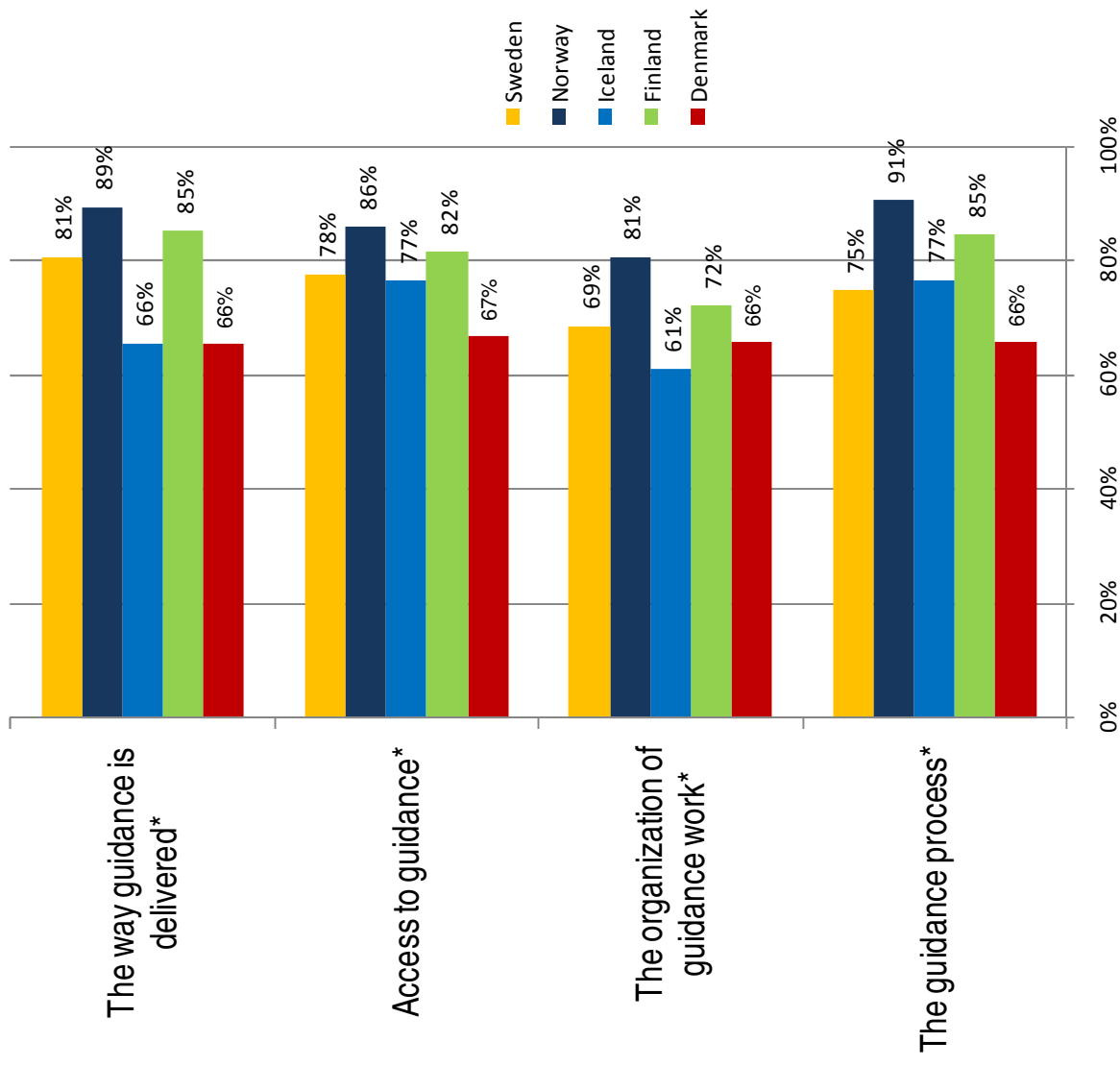
Did you have a chance to evaluate or give feedback on the guidance you received using any of the following?



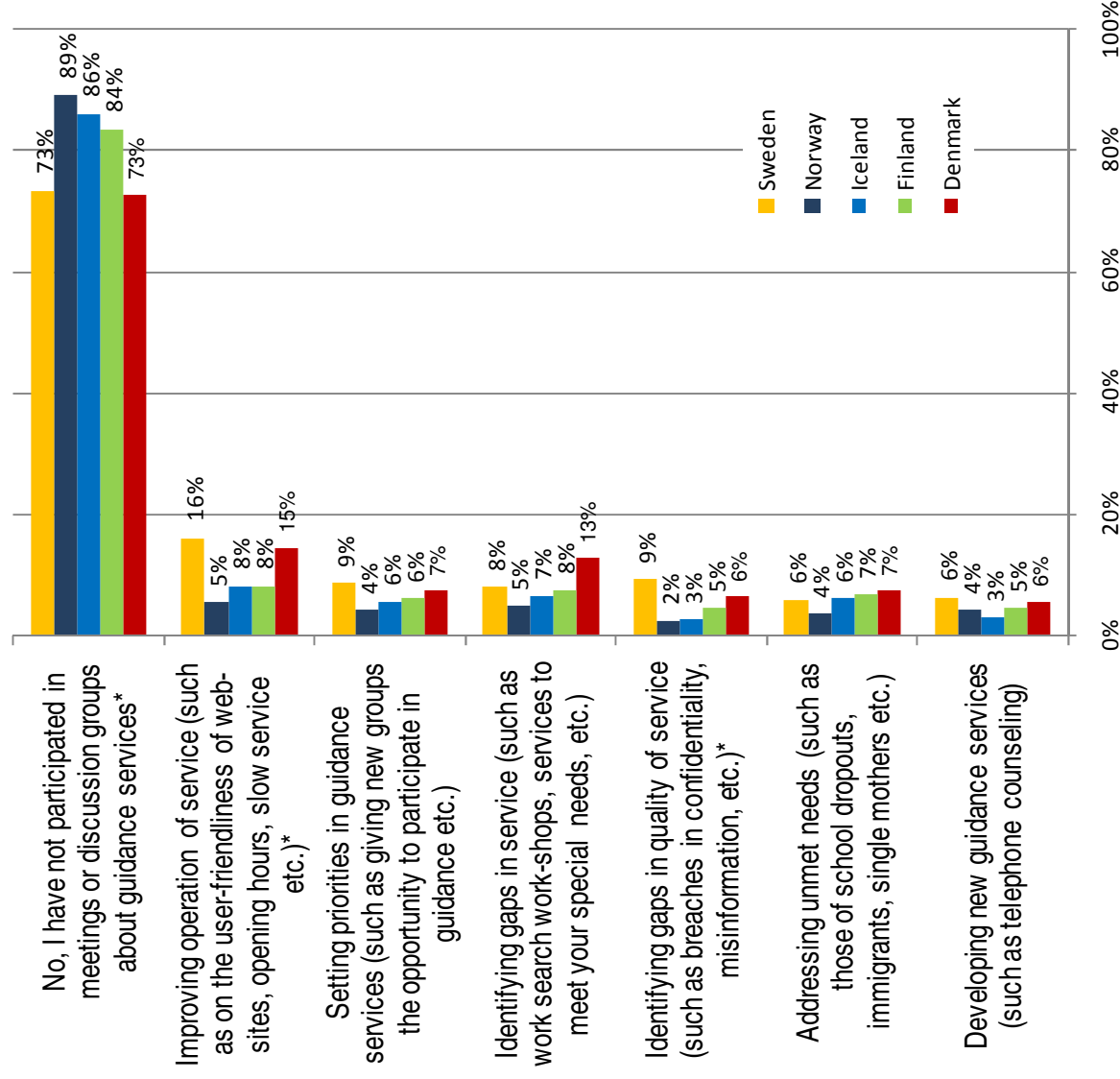
Do you think that your feedback on guidance is likely or unlikely to result in improvements in the guidance service? Please answer on the scale of 1-7 where 1 means very unlikely and 7 very likely.



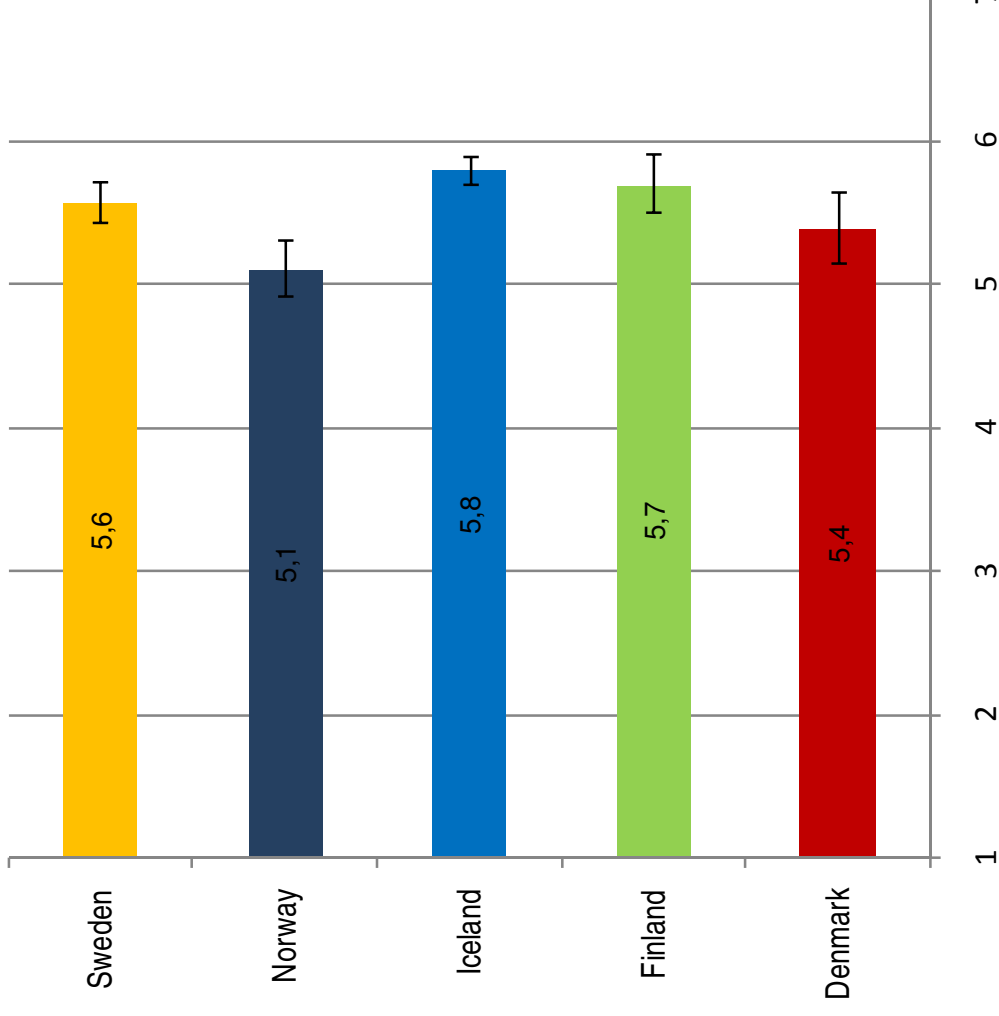
Do you think that it is important or unimportant that users of guidance have the opportunity to evaluate or give feedback on the following?



LEVEL 3 of user involvement
Forums of debate
Have you as a user of guidance been consulted (participated in meetings or discussion groups) on the following concerns regarding guidance services?



Do you think that it is important or unimportant for the improvement of guidance that users are consulted? Please answer on the scale of 1-7 where 1 means very unimportant and 7 very important.

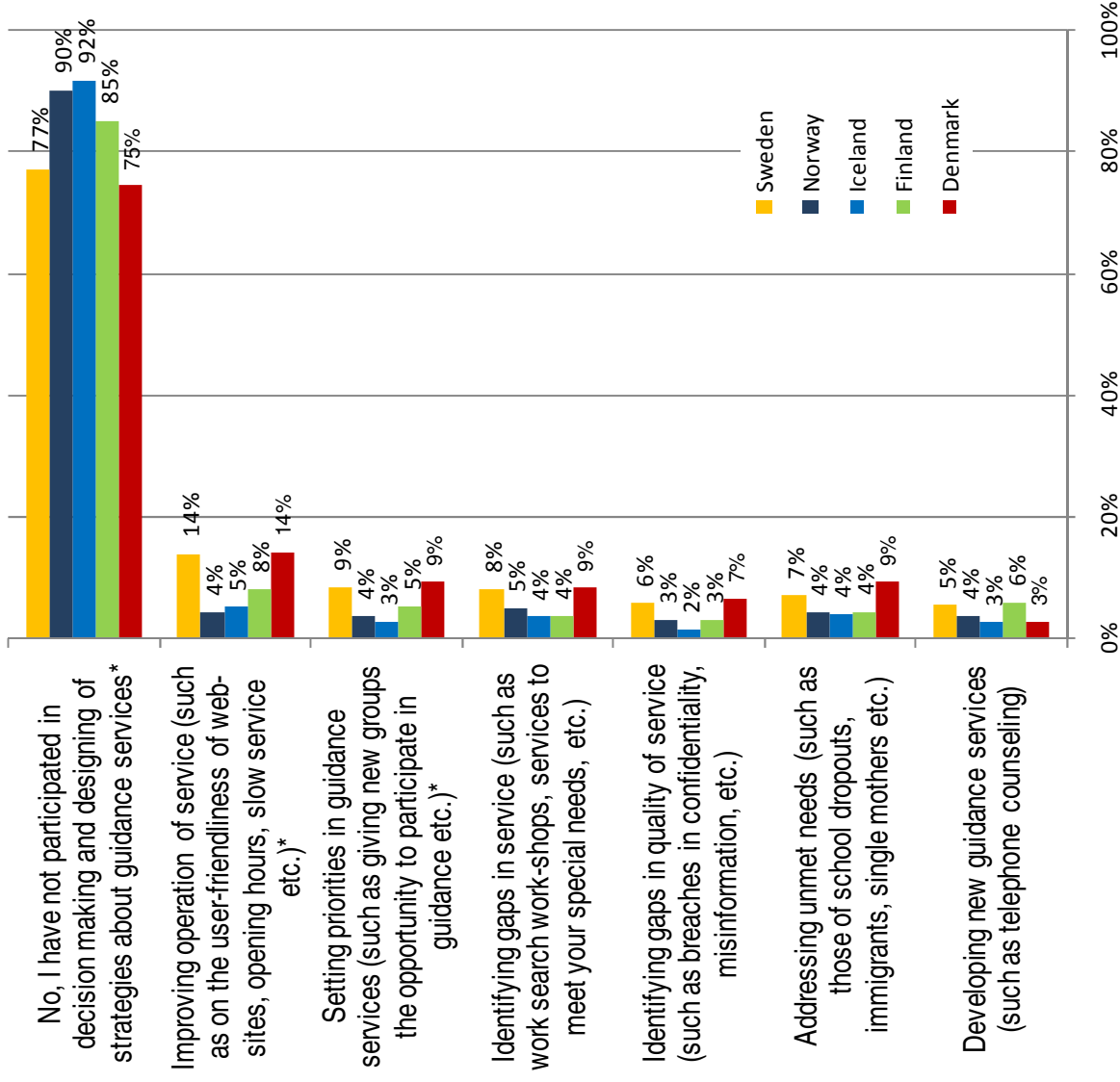


LEVEL 4-5 of user involvement

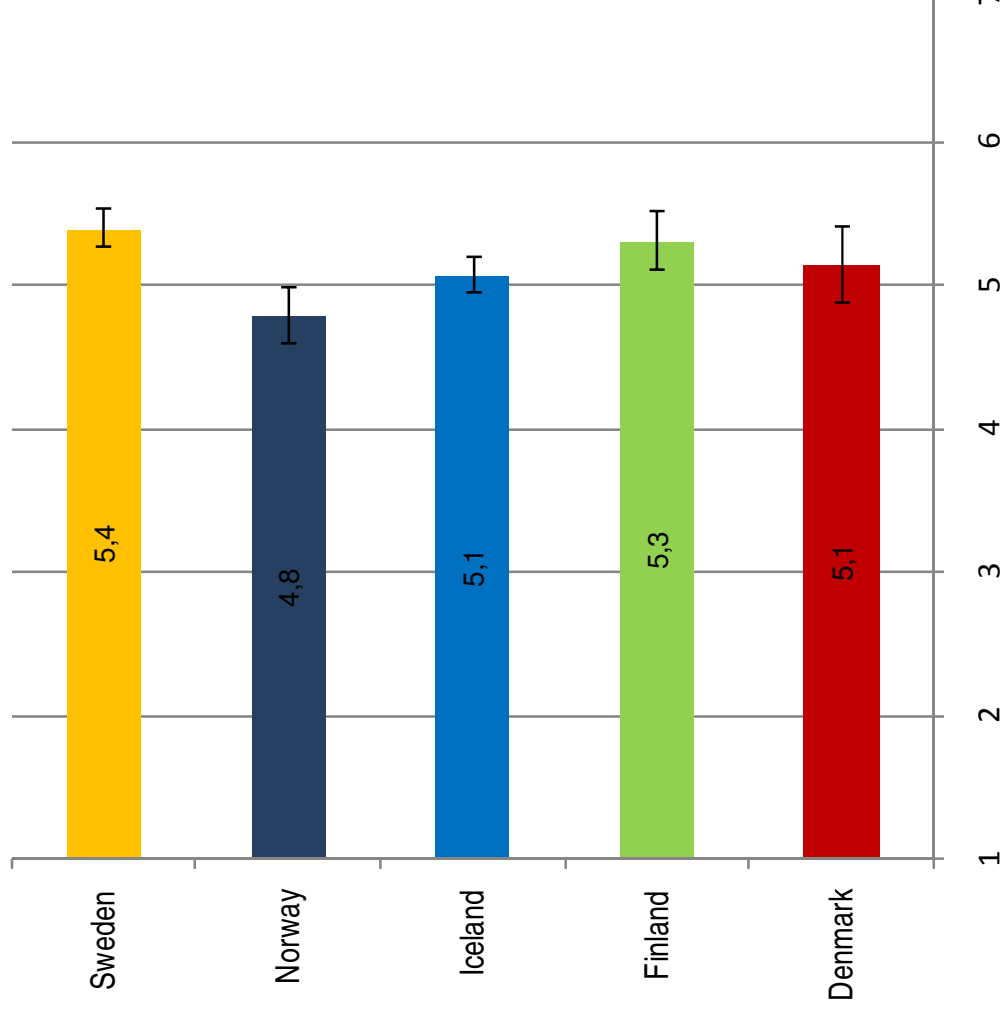
Participation and partnership

Have you as a user of guidance participated in decision making and designing of strategies in guidance?

Participation in designing of strategies refers to deciding how guidance should be operated and the amount of guidance each should get.



Do you think that it is important or unimportant for the improvement of guidance that users participate in decision making and designing of guidance services? Please answer on the scale of 1-7 where 1 means very unimportant and 7 very important.



What would be an effective way for you as a user of guidance to have your voice heard on the delivery of guidance?

