



"MAKING A DIFFERENCE, MAKING THE CASE"

A Networking and Dissemination Conference

for

DfES Guidance Pilots

Stratford upon Avon

30 - 31 July 2002

CONFERENCE SUMMARY

The "Making a Difference, Making the Case" conference brought together 54 delegates from the DfES' 20 Adult Guidance pilots. The main purpose of the conference was to share their experiences of managing and implementing an adult guidance project and to report any interim outcomes and milestones which may support the argument for a wider roll out of adult guidance.

The event was held over a 24-hour period and being the first occasion that the pilots had been brought together, enabled networking of experiences and promoted ongoing inter-pilot communication.

The aims of the conference were

- To enable pilot staff to compare approaches, learn about alternative or additional methodologies, share experience on a range of common themes and disseminate good practice.
- To consider ways in which the work of the pilots is contributing to the case for guidance and provide the DfES with a 'first draft' of arguments and evidence.

In addition the conference provided an opportunity for delegates to hear first hand the latest viewpoint from the DfES, and to have answered any questions about points of detail that pilots had. The event also provided an appropriate platform for the staff of pilot projects to recognise the national significance of their projects in building and contributing to the case for guidance, and their responsibility to work together to produce sound evidence of benefits to clients, efficacy of delivery models and competent management.

In his opening address, the DfES Adult Opportunities team leader, Millar MacDonald stressed that the projects at the event were at the forefront and therefore under close scrutiny in the "making the case for adult guidance" argument.

He tasked each of the 20 pilot projects with:

- A responsibility to make this pilot work.
- The need to present good practice.
- Raising the profile of guidance.
- Producing enough evidence to make the case for guidance in a climate of tight competition for public spending.
- Emphasise the benefits to the community and the economy.

The remainder of the conference was workshop based to enable delegates to reflect upon emerging evidence that each of the 20 pilots had acquired so far in "making the case".

Whilst many workshops enabled the pilots to look at different approaches for client groups and learn from each other, another session on 'What is guidance' highlighted the need for further development on identifying the models each pilot has been developing with closer examination of how transferable the different models are to different sectors.

The after dinner guest speaker, John Hotowka, reinforced the Millar's keynote message in an imaginative and entertaining way, rounding off the first day on a light hearted, yet serious note.

The conference concluded on the second day with 6 upbeat "Making the Case" presentations to a panel comprising Millar MacDonald (DfES), Louise Proctor (Learning and Skills Council national office), Pat McDermott (Merlin Minds) and Stuart McRill (Merlin Minds).

The conference closed with Millar MacDonald thanking the Guidance Projects on the progress thus far achieved confirming that it was a solid foundation upon which to build upon. He thanked the participants and Merlin Minds for coordinating the event and expressed the need for a follow on event before the end of the year.

Immediate feedback from speakers and delegates confirmed that the conference had been a real success in fulfilling its aims. Participants had enjoyed the opportunity to network and to hear from speakers current themes and debates relating to adult guidance. Many were, in the words of one delegate, "fired up" to prove the case that "guidance pays".

The event clearly began the process of gathering sound evidence for future funding for adult guidance. The pilots are doing this by producing case studies illustrating the impact of guidance on individual lives as people are progressing on to a range of learning and work opportunities. There is significant evidence of impact on local strategic coherence with a range of agencies who traditionally have not had a great deal of contact, for example those who work with people with disabilities, now working actively together for the benefit of their client groups. They are also beginning to demonstrate economic benefits with powerful arguments illustrating the comparative costs of not providing adult guidance.

WELCOME AND INTRODUCTION - John Smith, Merlin Minds Ltd

The purpose of this event was to provide an opportunity for Adult Guidance pilot staff (and delivery partners where appropriate) to network together and consider how their work is contributing to the case for guidance. The conference had two main aims:

- To enable pilot staff to compare approaches, learn about alternative or additional methodologies, share experience on a range of common themes and disseminate good practice.
- To consider ways in which the work of the pilots is contributing to the case for guidance and provide the DfES with a 'first draft' of arguments and evidence.

Taking place over two days, John highlighted that the event was to be as interactive and participative as possible with colleagues encouraged to explore linkages with other pilots and develop a business case for embedding guidance within the lifelong learning agenda as a key underpinning feature.

In the evening a guest speaker was to present an after dinner speech that would capture and develop the key messages of the first day.

John then introduced the Merlin Minds contract management team and their respective caseloads and also formally welcomed Jenny Wallis (Adult Opportunities Team, DfES), Lisa Seymour (Adult Opportunities Team, DfES) and Louise Proctor (LSC National Office, IAG Team).

Finally John welcomed Millar MacDonald, the conference guest speaker.

THE NATIONAL CONTEXT - Millar MacDonald, Team Leader Adult Opportunities DfES

Millar welcomed all participants to the conference and confirmed that the aim of the event (apart from enabling participants to network) was to enable Guidance Pilots to compare approaches, learn about possible alternative or additional methodologies, share experience on a range of common themes and disseminate good practice.

Millar stressed that pilots needed to be aware of the contribution that their work was making to the national policy debate, and understand that the pilot programme has not just been about DfES making some money available for guidance, but that the future of government funding for, and its approach in general toward, adult guidance would largely be informed by the work of the pilots.

He stressed the following five key messages to pilots:

'You have a responsibility to make this pilot work'. Pilots really do have to work hard at making the projects succeed – there's a lot depending on them.

'You need to identify good practice'. It's not just about getting the job done, but pilots need actively to seek out what is good about their projects and others' and make every effort to 'bang the drum', using all the media they can think of. DfES will help to promote and disseminate good practice.

'You are in the vanguard of a national effort to raise the profile of guidance'. Showing everyone why guidance is a 'Good Thing' and that everyone should have access to some if they need it. He stressed the importance of raising awareness of the value of guidance with local MPs and Ministers.

'You must produce enough evidence to make the case for guidance in a climate of tight competition for public spending'. Pilots need to make the case by gathering sound Management Information and contributing to the MORI/IES evaluation and generally to gather good evidence that shows guidance in the context of their projects actually makes a difference in economic as well as social terms.

'You need to emphasise the benefits to the community and the economy'. Benefits include more people entering and completing learning, taking an active role in the community, coming off benefits, getting into employment, acquiring basic skills, etc. Demonstrating clients' progression through IAG is key to the case for Adult Guidance.

He referred back to the Government's White Paper - *'Learning to Succeed - a new framework for post-16 learning'*, published in June 1999 that asserted, "There is a good case for improving the quality and coverage of the services which provide adults with information, advice and guidance about learning".

Millar then posed the questions: "What will make the case? What evidence do Ministers and others need? What sort of proof should pilots endeavour to produce?"

He continued to give just a few examples of what is currently happening within the sector to help establish and prove the economic and social case for IAG including:

- The 20 guidance pilots are in themselves part of a research agenda to establish the case for Adult Guidance. But are they demonstrating the impact of IAG in raising the demand for learning? And, is IAG enabling client progression? Can its value added be measured?
- Creating an external UK research network.
- National Research Database - that will house all IAG related research centrally and provide a national resource for practitioners and policy makers.
- Longitudinal Study - the DfES has commissioned a piece of research to measure impact of IAG over a medium to long-term timescale. This is expected to be in the autumn. Stand-alone development projects - such as the IAG Skills for Media project that provides sector specific IAG.

- Employer **matrix** trials with many household names seeking **matrix** accreditation in time for the matrix quality mark launch by the Minister for Adult Skills in October 2002.

Millar concluded his keynote address by reminding participants of the quality agenda that underpins guidance. He highlighted the excellent progress made to date in working with the LSC and other key stakeholders to develop policies that raise standards in terms of continuous improvement in delivery of IAG services. He gave two specific examples of outcomes in the quality agenda to date:

- The development and provision, in collaboration with the Employment NTO and the LSC, of two professional development packages - one for managers and co-ordinators and one for front-line staff - which have now been distributed to IAG partnerships **AND**
- The launch of the **matrix** quality standard for information, advice and guidance services, with its rigorous on site assessment and accreditation by the Guidance Accreditation Board.

FEEDBACK FROM THE WORKSHOPS

Workshop 1

Group 1: WHAT IS GUIDANCE?

This workshop focused upon the age-old question “what is guidance” and its relationship with advice. A short introduction sought to refresh colleagues’ minds of the expected outcomes of guidance – increased self awareness, increased occupational awareness, decision making skills, information and transitional support.

A brief reminder of Egan's The Skilled helper and the Ali/Graham Four Stage model was given with colleagues being asked to consider the relevance of these models to the client group they are working with. (*Useful Books: The Counselling Approach to Careers Guidance - Lynda Ali and Barbara Graham. Routledge London 1996, and “The Skilled Helper” Gerald Egan - Brooks Cole, Monterey CA 1993*)

Delegates were asked to consider:

- a) Were they offering guidance or just more of the same, i.e. advice?
- b) Is it helpful and indeed necessary to detach guidance from advice or could they be merged into one?
- c) Is there the need for the projects staff / volunteers to be trained in a model of delivery? And, if so, which model?

Key Points

- Some colleagues had hoped that the session would be more of a presentation and had wanted answers to help them focus upon the further roll out of their pilot project. This training need has been recorded for future events.
- There was considerable discussion about the added value of guidance and the difference between advice and guidance. Colleagues were challenged to consider whether they are simply delivering more advice sessions rather than a guidance service and were reminded of the current definitions that are being promoted by the Guidance Council. Delegates were at pains to stress their view that guidance is a holistic process, encompassing a range of support, including advice, and requiring more time than a straightforward advice intervention.
- One delegate suggested that all guidance practitioners should have access to a top up training module every two years or so to remain ‘currently competent’. If such best practice is appropriate for doctors then it ought to be for the IAG sector.
- Whichever model is provided to staff, it should be both flexible and responsive enough to be delivered according to: a) the organisation/services method of delivery b) clients personal circumstance and issues and c) the constraints of delivery such as time, access to resources and range of in depth guidance products and services.
- Concern that the matrix quality standard is “vague” in its criteria about staff competence to deliver the various IAG components. Delegates were assured by both matrix advisors and Millar MacDonald that staff competence frameworks were a

core underpinning feature to meet element 5 of matrix, and that evidence of a staff training and development framework being successfully implemented would be required to meet matrix element 8.

- As there appears to be a number of different approaches to the training of guidance advisers, a customised training package on guidance models could be developed and disseminated to the sector. The training could be a stand-alone programme but with close links to CAMPAG.

Overall, although the workshop allowed discussion of many interesting issues, the questions raised about guidance models will need to be addressed at future events in more detail if we are to make a truly robust and convincing case that the guidance delivered by pilots offers more value for money than the services delivered through the existing IAG Partnerships.

Workshop 1

Group 2: IDENTIFYING AND ENGAGING DIFFERING CLIENT GROUPS

These workshops sought to engage pilots' views on guidance progress made with groups generically classified as "hard to reach". They explored pilots' experiences of marketing, referral, networking and feedback from working with such clients.

Key Points

- The importance of setting a realistic budget for marketing/publicity to enable guidance to be promoted throughout the life of the project rather than a high profile promotional campaign with little monies to ensure on going drip feed PR.
- The difficulties that some practitioners have experienced and indeed are experiencing in delivering to profile/client groups, etc. This is attributable in part to the issue that some colleagues had not been consulted as a part of the initial bid process and were therefore playing 'catch up'.
- Allow sufficient lead-in time to develop links with agencies / partners. Although networking is a standard within the National Quality Standards for Learning and Work, the guidance pilots have required in depth and sometimes networking of a sensitive nature to ensure that the guidance is seen as "added value" rather than being seen as 'taking' clients from other agencies.
- The message of the importance of flexibility and adaptability was strongly captured by workshop delegates including door knocking/out of hours service weekends for those employed /flexible service/community events.
- Be prepared to deal with lots of baggage before getting involved in learning and work.

The main focus of the discussion was then on marketing and promotional activities re: how to initially reach these clients.

- The Workforce project described in detail their approach to engaging clients through a 'First Contact Team' who aren't practitioners but are individuals - some

paid/some volunteers/some trainees mostly from disadvantaged backgrounds themselves. This approach has proved highly successful.

- Path West Midlands project also provided positive input around the importance of branding - especially so that services are not perceived as something 'just for the disadvantaged'.
- Other approaches tried included:
 - ~ Themed events with entertainment, refreshments, activities to attract the target audience.
 - ~ Attendance at temple or religious festivals, community groups, mother and toddler groups, etc.
 - ~ Guidance bus visiting target areas.
 - ~ Linking up to community groups and working closely with them as they engage with their clients.

Workshop 1

Group 3: PROJECT SUSTAINABILITY

This workshop explored options and strategies to promote continuity of projects post March 2003. It sought to share colleagues' views on what funding streams are available and their accessibility.

Sources of funding

An initial brainstorm of potential funding sources worth exploring highlighted the following:

- LSC, LIF, RDA
- DFES /LSC mainstream funding
- LSC - workforce development especially with large scale employers e.g. NHS
- Charitable trusts
- Workforce/Employers/Unions - possible source of funding
- ESF - could DfES influence how much of this is spent on advice and guidance?
- Leonardo
- HEFC funding for widening participation
- Sure Start may fund some parts
- Using commercial expertise as an NVQ supplier to income generate and fund other parts of project - potential to develop commercial arm, e.g. conference training.
- Training arm of project to fund other parts of project
- Redundancy counselling services - charged services.

Key Points

- No project has secured funding from April 03 although some have identified and lobbied for funding some discrete aspects of the wider guidance project.
- Concern was expressed that funding sources may change the nature of delivery especially if it becomes output related. Those dealing with more disadvantaged clients might lose out. Measurable outcomes for clients requiring enhanced intervention and support might take a long time to achieve. Can 'distance travelled' be measured financially?
- Some of the participants do not see themselves as funding experts - with confusion over the range of funding sources. For example several workshop delegates wanted to know about the inter relationship between RDA / DFES / ESF / LSC.
- Retrospective funding has severe implications for voluntary sector organisations - conserving/carry over funds.
- Will there be a positive outcome for IAG from the Government's recent spending review?
- Can there be a training event to help smaller organisations access the plethora of income streams and also training on "How to write a successful bid?"

Workshop 2

The second workshop of the afternoon provided an opportunity for colleagues from projects with similar client groups to discuss aspects of their work and share ideas and good practice.

MINORITY ETHNIC COMMUNITIES

Good practice:

- a) Fast track routes to Employment** - Opportunities for Asian women in the Oldham area. This project aims to host 9 'opportunity' events to raise awareness in the community of the extensive range of learning and training opportunities available locally. The first 3 events have attracted 500 Asian women.
- b) Path West Midlands.** Path has appointed a PR trainee to specifically work on Marketing and raising profile. Events and branding - case studies into local papers and events aimed at employers.
- c) Sandwell Advice Service and Community centre** - have two workers and base their information, advice and guidance on an "out of hours" model for the Asian community targeting those low paid but in employment. The project has had particular success with reaching Asian woman by providing Asian fashion and make-up courses with learning and work guidance integrated within the course content.

- d) **Future Prospects** have a dedicated minority ethnic advisor. Services offered include identifying need, home visits, and 'tasters' to encourage learning through a variety of means.
- e) **Cultural Minorities Guidance - Compass.** Working with Chinese, Asian, Afro Caribbean, and refugees and asylum seekers cultural minority groups in Oxfordshire. Services include one to one guidance interactions and support on an outreach basis. The project has recruited four trainee guidance workers from the Chinese, Asian, Afro Caribbean communities and a volunteer advice worker, all undertaking NVQ 3 or 4 guidance.

Key Points

- Know your community and know what works.
- Adaptable and flexible approaches are essential – workers need to have a really good understanding of the needs of different communities in order to add value to the community.
- Advisors need the confidence and trust of the community they are working with. The staff have to understand minority ethnic community needs and be able to feedback to providers to ensure appropriateness of provision.
- We need to explore ways of working with minority communities that are employed in low paid, low skilled jobs. These groups are often precluded from accessing guidance during “normal working hours” and may require evening/ weekend support and / or home visits.
- Events to raise awareness need to meet the culture, traditions and expectations of the community they are reaching – as well as enabling access to guidance provision and training and learning opportunities most successful are those that have “social” atmosphere –including other activities and food always helps!
- Guidance advisors, already having established links with cultural minority groups, are trusted and accepted within the communities and therefore in a good position to raise awareness of opportunities, give consideration to cultural differences and needs, and therefore encourage participation and integration through employment, training and education.
- The use of the phrase 'ethnic minorities' and 'ethnic communities'. Some discussion about the differences in how people from ethnic minorities see themselves in relation to their local community. For example in Path's experiences, black Caribbean people do not necessarily identify themselves within a community, whereas from experience of those working with Asian communities there was definitely much more of a sense of belonging to that community, many of their day to day activities having close links with other members of that specific ethnic community.

Workshop 2 -BASIC SKILLS/ESOL

Key Points

- Colleagues believe that the basic skills definition remains too literacy and numeracy focused and ought to be broadened to include filling in applications and letter writing; it also needs to include technology and skills for life.
- The ESOL Agenda and Basic Skills Agenda is confusing on the street - when is it basic skills/ESOL? Variations in college requirements (EU residency) of ESOL - which may be influenced by other sources of funding. This means sometimes people have to be resident for three years before they can access ESOL courses at a College.
- Stigma around 'basic skills' remains just as strong - need for creative approaches to getting people to acknowledge need and delivery of approach.
- Packaging/marketing of basic skills needs to be revisited.
- IAG agenda and Basic Skills Agenda - are they being developed independently of one another?
- Guidance services are an excellent way of identifying Basic Skills needs and developing a 'realistic' action plan. Guidance training requires both skill and art in building up relationship/confidence that is transferable to this client group.
- Problems around assessment: Formal assessment often poses a barrier.
- Workforce agenda is still very slow in responding to the basic skills agenda.

Workshop 2 - REFUGEE/ASYLUM SEEKERS

Key messages

- Asylum seekers have needs that need to be taken into account when delivering learning and work guidance, e.g. finance issues.
- Guidance on learning and work is just one need in the wider "holistic guidance" that the client group needs.
- There is a large promotional campaign required at either a national level or targeted to ensure that employers understand the benefits of employing skilled and experienced refugees and asylum seekers.
- Important to establish links with community leaders.
- Important to encourage client 'champions'.
- Capacity building within community groups.
- Quality of ESOL and basic skills provision were of concern and Basic Skills courses of 12 weeks was seen as an unrealistic timescale.
- Needs to be a specialist provision - perhaps leading into mainstream further down the line.

- Client - centred rather than outcome focussed with soft outcomes valued.

Workshop 2 - SOCIALLY EXCLUDED CLIENTS

Key Points

- The guidance pilot projects are making a real difference. Workshop delegates were able to give examples of how clients are more confident after accessing a guidance service and leaving with a real outcome.
- In all cases represented, clients were offered a summary of guidance/ action plan which unanimously was considered good practice with the client themselves able to say "no" if they didn't need the summary.
- Frequent "byte sized" guidance interactions work better with this client group than the one-hour intensive service.
- Most of the projects attending the workshop had links with Intermediate Labour market projects or were directly delivering components of the service. Here the added value of incorporating a guidance interview as part of the "job ready" moving people from welfare into work policy has been welcomed as a breath of fresh air to the 'a job /any job' mentality of other initiatives.
- Delegates believed that they were demonstrating that the cost of providing guidance was less than the cost of not doing so. The participants believed that that have plenty of evidence of client progression already available for Ministers and others to see.
- The group also felt strongly about the moral debate should not be lost during times of measuring economic impact.

Workshop 2 - WORKING WITH PRISONERS

Pilots represented: Friendly Face, Find Out More, Reaching The Parts, Back On Track

The workshop discussion focused on the success of projects in attracting clients, tracking prisoners on release and the activities of voluntary sector coordinators.

Key Points

- Success in making and maintaining links with prisoners is typically the result of building strong personal working relationships with relevant prison staff and acquiring a reputation (often via the prison 'grapevine') for offering a worthwhile service. Invariably success breeds success.
- Greater success rates are recorded with long term prisoners more than with those on remand or overseas nationals who will be deported on release.
- There is a huge demand for employers to provide opportunities for ex-offenders. There is no national database of supportive employers which is disappointing and requires some investment.

- Successful return to work is achieved in stages, starting first with invitation to interviews and subsequently aided by work experience programmes. Both methods build confidence and increase likelihood of successfully getting work.
- A job is vital for many ex-offenders to help them avoid slipping back into old life styles and associated criminal activity.
- Successful work with prisoners can take a long time to build up. Both prisoners and prison staff need to be convinced of the value of the service offered. Prison Governors need to see the work contributing to their key performance indicators and targets and once in place consistency and continuity need to be maintained. If funding ceases next year nothing is likely to replace the existing projects.

Workshop 2 - WORKING WITH PEOPLE WITH DISABILITIES

Key Points

The nature of the difficulties faced by the client group requires different approaches to many other aspects of IAG delivery.

- Guidance practitioners need to actively enable their clients to access learning opportunities, e.g. taking clients to interviews at colleges. This may be seen by some funders as not the role of a guidance practitioner but is essential if the process is to have any benefit for clients and produce successful outcomes.
- Innovative methods of promoting services in ways that are understandable are required; staff on the 'Establishing Links' pilot at the Greenbank Project have produced a range of materials for clients explaining what guidance is and different learning opportunities using symbols and pictures. They also use collages and non-verbal communication to help clients understand information.
- Considerable networking and advocacy is needed to build coherence across the different agencies involved with clients.
- Parents and carers often present the most difficult barriers for clients progressing, as they are often fearful that their charges will lose their places in Day Centres or other benefits if they attend college or other opportunities. Greenbank plan to hold a meeting for parents and carers to make them more aware of the opportunities available and to listen and respond to the issues from their point of view.
- The regulations surrounding funding and care for the client group presents obstacles to progression.
- Guidance can complement services already happening in Day Centres, e.g. Person-Centred Planning.

Workshop 2 - WORKING WITH EMPLOYERS AND TRADE UNIONS

Delegates shared their experiences of working with this client group, and agreed that success can be achieved if the right approach is adopted.

Key Points

- Horses for courses – sell solutions to problems or attractive ways to improve business. Guidance as a stand-alone product will not ‘cut the mustard’, neither will a single marketing approach.
- Research issues affecting particular companies/sectors, and link to PDPs, IIP, and existing HR activity in the firm. Buzz words include increased competitiveness, more flexible workforce, improved retention rates, better absorption of job related training, etc.
- Go in on the back of other initiatives or programmes, or link up with local providers already working with the company.
- Don’t expect instant results.
- Link up with the union learner reps network if possible.
- Finding money to support post guidance development is often a problem for firms and employees. Research potential funding sources before going in.

Workshop 3 “MAKING THE CASE” PRESENTATIONS

Pat McDermott introduced the closing session of the day and charged project staff randomly grouped together with a task of developing a 15-minute presentation to make the case for guidance.

Pat re-iterated several of the key messages already stated during the day such as the importance of the initiative and the national profile, and included the point that the pilots carried an additional burden of responsibility for delivering quality outcomes as these projects had been selected from over 100 bids last December; therefore many IAG organisations all over the country were keen to see what it was that made these projects more acceptable than those not selected.

Each team was to present their ‘case’ to a panel comprising Millar MacDonald, Louise Proctor, Pat McDermott, and Stuart McRill the following morning. The panel would provide feedback to each group after their presentation and award a prize to the most convincing argument.

Workshop 4 (Optional) – THE ADULT GUIDANCE PILOT MANAGEMENT INFORMATION SYSTEM

This optional session provided the pilots with an opportunity to clear up any outstanding issues that related to the monitoring and evaluation methodology which underpins the whole pilot exercise. In the main participants felt that the initial “teething problems” of the DRS software had been addressed but wanted to raise the following issues:

- The software needs to record time spent on research for clients. This can be added locally to the database and could be recorded as beneficiary time.
- Participants were still unclear as to which reports were required by the DfES and it was agreed that this would be confirmed by correspondence.

- The Adult Opportunities team at DfES have had some problems receiving the data sets that have been exported to them due to a virus alert issue from their server. However, this has now been rectified.
- Some projects have asked for extra MIS software support and training. This will be actioned as a priority in August.

AFTER DINNER

The guest speaker, John Hotowka, had been asked to reinforce the five main messages that Millar MacDonald had introduced at the beginning of the conference:

'You have a responsibility to make this pilot work'

'You need to identify good practice'

'You are in the vanguard of a national effort to raise the profile of guidance'

'You must produce enough evidence to make the case for guidance in a climate of tight public spending'

'You need to emphasise the economic benefits to the community and the economy'

His presentation employed a number of amusing and engaging methods that brought these very serious points home in a light hearted way - delegates enjoyed the talk, yet came away in no doubt as to the task ahead of them.

Day 2

The second day was spent with the individual teams delivering their 15-minute "Making the Case" presentations. Throughout each of the 6 presentations the use of client case studies and the economic (as well as social) value of adult guidance was argued with conviction and an energy that demonstrated the delegates' commitment to "make the case". Excellent examples were given of how the broadening of Information and Advice services to include Guidance services was having an impact in assisting clients, for example, move from welfare into the labour market, or, in the case of offenders, not to re-offend.

Purple Group

This presentation described the guidance process and the activities involved such as drawing out any hidden agendas, uncovering barriers, helping the individual to assess their skills and develop a plan of action. They used arguments from DfES research and the Adult Learning Inspectorate report to highlight dropout rates and how the intervention of guidance can reduce these. The pilot operating in the North Sea prison camp has already seen 34% of clients move on into learning or work since the project started.

Green Group

This group presented their arguments with group members playing the roles of clients who had received guidance through their projects. They described the circumstances the individuals were experiencing before guidance and told of the positive outcomes

they had achieved as a result of the interventions; these included, for example, a refugee helped to convert his overseas qualifications thus enabling him to contribute to the economy and to fill a skill shortage position, and an individual with severe learning difficulties supported through applying and securing a college place. All examples stressed how they were making a much greater contribution to society now than previously.

Red Group

This group also demonstrated their arguments through case studies, and provided a summary of the economic benefits to society to be gained from guidance, including less crime, improved health so less drain on the National Health Service, lower dependency on benefits, and greater contributions to the national economy.

Orange Group

This group presented some powerful arguments in favour of guidance, citing reductions in crime, use of health care services, reduction in unemployment benefits, improved take-up of training opportunities, increased social integration and increased tax yields. They used case studies to illustrate the impact on individuals, including a particularly interesting example of a female client from an Asian community whose progression to NVQ Level 2 as a result of guidance contributed to the achievement of the National Targets for Education and Training.

Yellow Group

This presentation was highly entertaining using a role-play based on a medical analogy to demonstrate the difference between Information (the receptionist), Advice (the nurse) and Guidance (the doctor). The scenario demonstrated effectively the added value to the patient (the client) from each intervention as well as the longevity of impact from Guidance.

They also gave a very convincing case re: value for money, demonstrating with evidence that the cost of a structured rehabilitation programme for offenders incorporating an IAG entitlement was offset by the costs to the state of re-offending and prison, e.g. if the average prison sentence of 18 months costs the state £102,000 per person, and the impact of guidance and rehabilitation leads to individuals not re-offending, the saving is huge; this calculation, if applied to the 136 clients seen so far during the pilot, would amount to a saving of almost £14 million.

Blue Group

This group employed the innovative method of appointing from its ranks a 'minister' to whom they made their presentation and who asked at intervals searching questions about the nature and benefits of guidance. The presentation listed the activities involved in guidance and referred also to the learning outcomes that clients should achieve, i.e. increased self-awareness, opportunity awareness, decision-making skills and transition skills. The group quoted an example of someone with basic skills needs receiving benefits for 16 years at an overall cost to society of £350k; this cost, together with the under contribution to workforce development, presented a strong

argument in favour of investing in guidance to help such an individual improve his skills. When citing reduction in crime levels as another compelling argument, they quoted a sum of £11 billion as the annual cost of crime.

Concluding remarks - Millar MacDonald

Millar Macdonald as Chair of the Panel commended all presentations for the creative ways in which they had sought to use both economic and social benefits arguments from the 20 pilots to create the business case. But for overall strength of arguments and evidence presented, the panel appointed the most convincing award to the "yellow team".

Millar gave individual feedback on all the presentations that all were demonstrating compelling evidence that will need to be built upon in the coming months. He cautioned pilots, however, that whilst he was impressed with many of the case studies quoted during the presentations, pilots should be careful not to use examples that may not necessarily prove the case for guidance; i.e. it is often easy to quote clients who have moved on into learning, but this may have happened as a result of information and advice, rather than an in-depth guidance process; or to describe a support process that some may feel is not the responsibility of a guidance practitioner, such as accompanying a client to an interview.

Questions from the floor challenged this view, arguing that people with learning disabilities need such guidance activities as enabling and advocacy, as there are no other agencies in a position to do this. Although there is growing evidence of increased coherence across related organisations as a result of some of the pilots, particularly those working with people with disabilities, where Social Services and Day Centres are consulting much more on the needs of clients with the guidance agency, this argument is one that pilots must address in more detail in the coming months.

Millar welcomed the pilots' attempts to make a case for guidance and encouraged everyone to continue to do so, reiterating that ministers are most likely to be convinced of the case if it is made in terms of government policy and/or targets on economic, social exclusion and employment/education issues. He added that the outcomes of the recent Government spending review had not been fully allocated but that we should know the spending for the coming year in September 2002.

What next - John Smith Merlin Minds Ltd

John was delighted by the informal feedback from participants on the conference especially with the energy and creativity of the delegates in maximising their time to hopefully moving the "Making the Case" argument for Guidance nearer to a reality.

In summing up, it was confirmed that there will be two further events planned for the Pilots to meet collectively with a date in the Autumn to be set as soon as possible, and an end of project gathering before March 2003.

**Annex 1
DELEGATES**

<u>NAME</u>	<u>PILOT</u>	<u>ORGANISATION</u>
Eamonn Addison	Seamless Steps to Learning And Work	Future Prospects
Kerry Aldridge	Breaking Barriers	Cross River and South Central I AG
Sue Bell	Confidence, Choice & Change	Croydon CETS
Carol Bishop	Guidance For Cultural Minorities	Oxfordshire I AG Partnership
Lynn Booth	Fast Track Routes to Employment	Oldham Education Business Guidance Services
Trish Broadhurst	Bitesize Guidance	Guidance Enterprises Group
Andy Brown	SAGE	Sheffield Futures
Gerry Burrows	Adult Guidance in Nechells	Nechells Employment Resource Agency
Sarah Collison	Bitesize Guidance	Guidance Enterprises Group
Derek Craze		Merlin Minds Ltd
Fiammetta Cruciola	Guidance For Cultural Minorities	Compass in Oxford
Margaret Darbyshire	Guidance For Cultural Minorities	Oxfordshire I AG Partnership
Pamela Darnell	Establishing Links	The Greenbank Project
Ruby Dhanoya	Community Empowerment And Development	Sandwell Sikh Community & Youth Forum
Diana Downes	The Black Country Co-Worker Approach	Walsall I AG Network
Peter Foster	Reaching The Parts Others Can't Reach	Consultant
Sandra Furby	Seamless Steps to Learning And Work	Future Prospects
Alison Goddard	Back On Track	Lincolnshire Action Trust
Marisa Godfrey	Adult Guidance Pilot	Workforce
Christina Hall	Back On Track	Lincolnshire Action Trust
Christine Hemming	PATH Adult Guidance Service	PATH
Carol Hepburn	Find Out More	Opportunities Shop Ltd
Giffard Hill	The Black Country Co-Worker Approach	Dudley I AG Partnership
Peter Holtham	The Black Country Co-Worker Approach	Sandwell Adult Guidance Network
Sally Hough	Friendly Face	Gtr Merseyside Connexions
Sally Hughes		Merlin Minds Ltd
Corinne Jackson	Adult Guidance Pilot	Workforce

Louise Johnson Chris Jones Kaljit Kaur	Find Out More Community Outreach Community Empowerment And Development	Opportunities Shop Ltd Worcester Connexions Sandwell Sikh Community & Youth Forum
Kuldip Kaur	Seamless Steps to Learning And Work	Future Prospects
Janet Langford	Community Outreach	Herefordshire College of Technology
Millar MacDonald		Adult Opportunities Team, DfES
Tessa McArdle	Confidence, Choice & Change	Croydon CETS
Phillip McCarthy	Contact Guidance to Employability	Liverpool Adult Guidance Service
Gerry McCormack	Adult Guidance in Nechells	Nechells Employment Resource Agency
Patricia McDermott Stuart McRill Rebecca McRorie	Community Outreach	Merlin Minds Ltd Merlin Minds Ltd Hereford & Worcester Connexions
Vasseem Mohamed	PATH Adult Guidance Service	PATH
Soma Moulik	Contact Guidance to Employability	Liverpool Adult Guidance Service
Jo O'Donnell Heather Prest Louise Proctor Linda Roberts	Back On Track SAGE	Lincolnshire Action Trust Lifetime Careers LSC National Office Wirral Association for Disability
David Round	Learning & Work Guidance for People With Disabilities	Wolverhampton IAG Partnership
Cari Ryan	The Black Country Co- Worker Approach	RVA Opportunities for Women Ltd.
Zahra Sabbah	Fast Track Routes to Employment	Liverpool Adult Guidance Service
Julian Saunders	Contact Guidance to Employability	Cross River and South Central IAG
Rosemary Schofield Lisa Seymour	Breaking Barriers	Lifetime Careers Adult Opportunities Team, DfES
John Shakespeare	SAGE	Nechells Employment Resource Agency
John Smith Becky South	Adult Guidance in Nechells	Merlin Minds Ltd The Greenbank Project
	Establishing Links	

Jan Stanley	Learning & Work Guidance for People With Disabilities	Wirral Association for Disability
Alan Thompson	Confidence, Choice & Change	Croydon CETS
Gary Thurgood Jenny Wallis	Friendly Face	HMP Liverpool Adult Opportunities Team, DfES
Joanne Ward Les Wheatley Lucy Wilkins Graham Williams	Establishing Links Bitesize Guidance Breaking Barriers	The Greenbank Project Merlin Minds Ltd Guidance Enterprises Group Cross River and South Central IAG
Loyd Williams	PATH Adult Guidance Service	PATH

ANNEX 2

Analysis of Evaluation Forms

Overall Event

The following data is a summary of the 48 delegates who completed and returned their evaluation proforma- an 89% return rate.

The event overall was rated as Excellent or Good by over 90% of delegates. No one rated it as poor.

70% said the event had fully achieved its purpose, 27% partially. Only one delegate said it had not achieved its purpose

Over half of the delegates said that the event had fully met their needs, 43% partially. Two delegates said their needs had not been met at all.

83% of delegates said there had been sufficient time and opportunity for networking.

Administration/Venue/Catering

83% rated joining instructions as Excellent or Good. There were a few complaints about the lateness of the information and requests to bring literature to the event.

98% rated event organisation / administration as Excellent or Good.

61% rated event timekeeping as Excellent or Good. No one rated this as Poor.

87% rated the venue as Excellent or Good.

77% rated the catering as Excellent or Good and only 2 people rated it as Poor.

Speakers

93% rated Millar MacDonald as Excellent or Good. No one rated him as Poor.

80% rated John Hotowka as Excellent or Good. No one rated him as Poor

Workshops

65% rated Workshop 1 (as a whole) as Excellent or Good. 5 people rated it as poor – 3 from “What Is Guidance” and 2 from “Project Sustainability”. 9 people rated these sessions as Excellent.

77% rated Workshop 2 (as a whole) as Excellent or Good. Only one person gave a poor rating across all sessions. Most popular sessions were "Prisoners" and "Social Exclusion". Least popular was "Disability".

Team Presentations

79% rated the team preparation session as Excellent or Good. 2 people rated it as poor.

90% rated the presentations as Excellent or Good (42% Excellent). This was the highest rated session at the event.

Suggestions for Second Event - (based on comments and other feedback)
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- A longer event - 1.5 or 2 days
- Longer workshops and opportunity to attend more than one
- Individual project presentations
- Good practice / methodology themes
- Millar MacDonald to speak about DfES role in making the case
- Repeat of team exercise with different topics for each team
- LSC perspective
- More opportunities for questions