



Developing guidance counseling of vulnerable youths through research circles

Ulla Højmark Jensen, PhD
Helene Valgreen, PhD

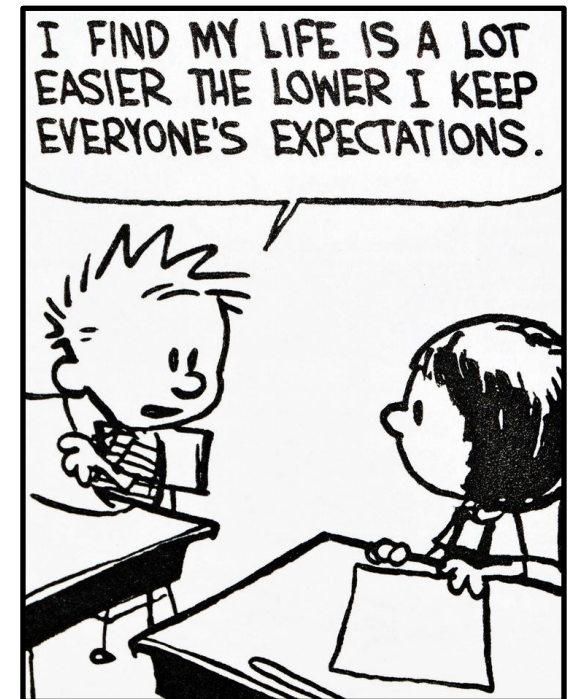
Denmark





Research Question

How can research circles contribute to counselors' professional growth and anchorage of new guidance methods in order to motivate more young people to commence and complete a secondary education?





Agenda

- The target group – who are the young people?
- The program - Need for all youngsters and the specific project
- Research circles
 - The method and idea
 - Meetings and progression
 - The role of management
- Results – products
 - Example 1 – Youth guidance at proximity
 - Example 2 – The Resource Guide
- Conclusion





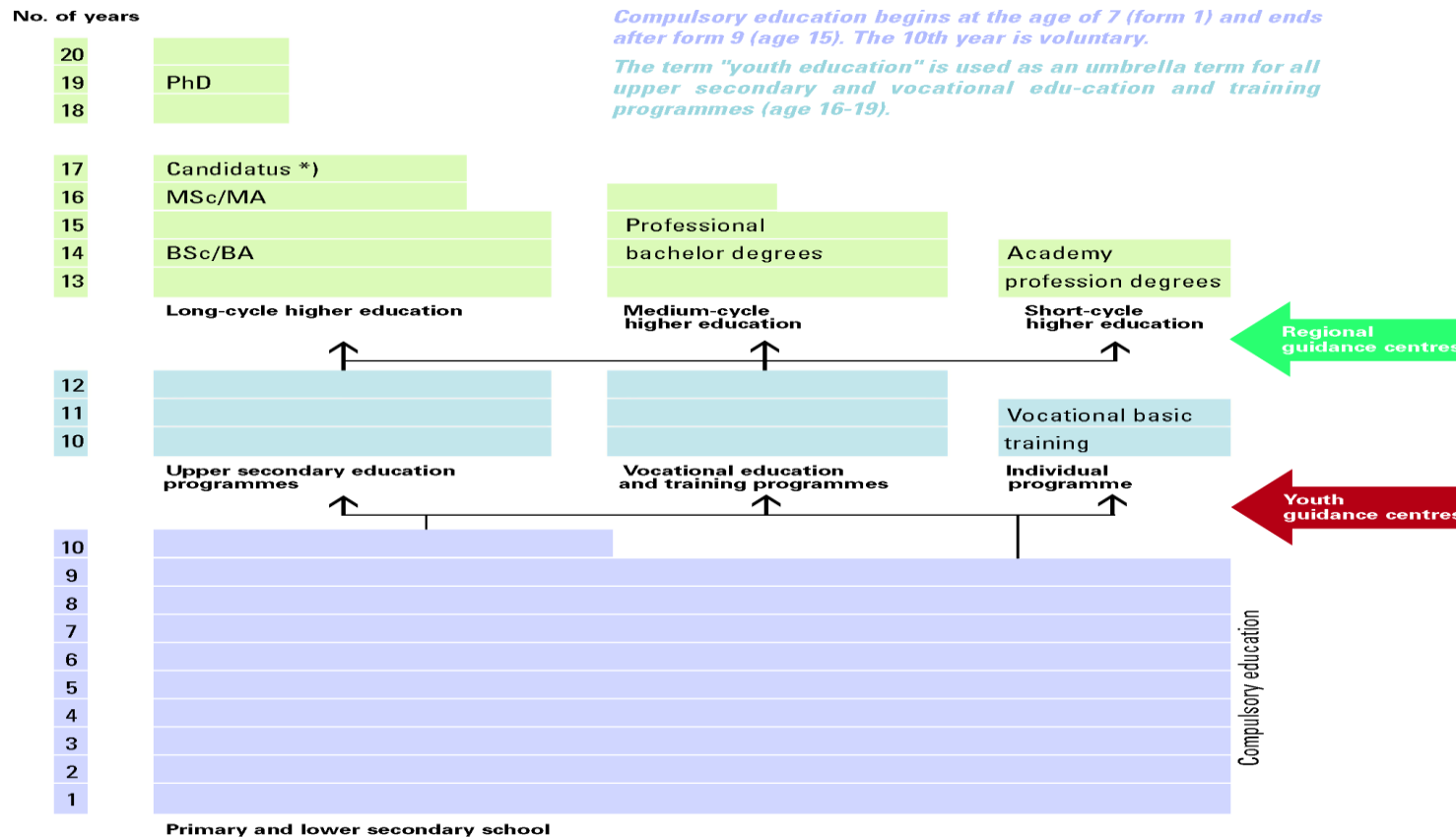
The target group – who are the young people?

- Youths in the transition from compulsory to youth education who are assessed ‘not ready’ to attend an education.





Youth guidance centers



*) Some programmes last more than 2 years



The program – Need for all youngsters and the specific project

- Need for all youngsters has existed since 2003
- Purpose – inclusion
- Target group:
 - Previously** – youths of ethnic minority background
 - Now** – youths assessed ‘not ready’ for a secondary education
- Close collaboration with municipal youth guidance centers





Research circles – the method and idea

- The research circle approach - origin and methodology
- Establishing research circles
- Meetings and progression
- Rethinking and reflections





Research circles – meetings and progression

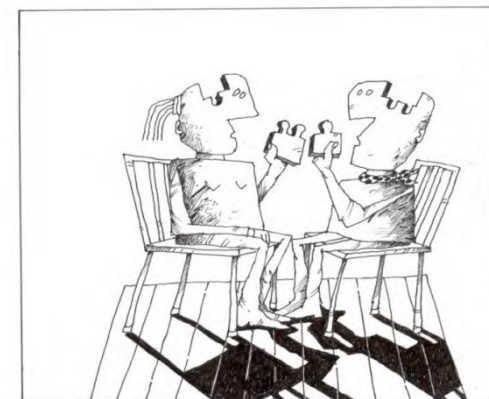
- Working interdisciplinary

Collaboration based on trust and patience

- Working process oriented

The role of the research leader

Engaging participants





Research circles – the role of management

- Management at the youth guidance centers
- Finding a balance - great interest vs. dominance
- Discussions grounded in equal status and trust



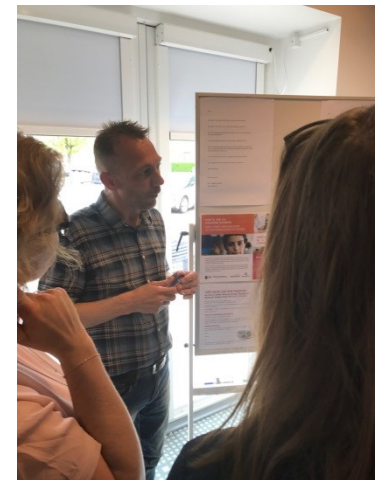


Results – products

- Theme – collaboration with parents

Example 1 - Youth guidance at proximity

- Background – theory and practice
- Career guidance in communities
- Relocating guidance to a social residential area
- Guidance stand at two events: ‘Culture Night’ and ‘Study Rock’
- Evaluation – ‘all knowledge is useful knowledge’





Results – products

- Theme – collaborating with parents

Example 2 – The Resource Guide

- Background – theory and practice
- Guidance conversation placed earlier than usual
- Focus on resources rather than shortcomings and challenges
- The Resource Guide - a guide for conversations inspired by narrative therapy:

*”The person is not the problem, the problem is the problem”
(White & Epston 1990)*

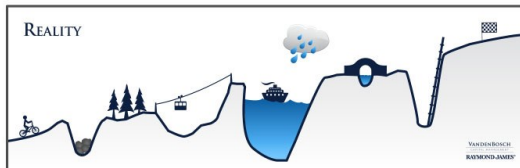
- Evaluation





Conclusion

- **Have we met the purpose:**
 - *‘How can research circles contribute to counselors’ professional growth and anchorage of new guidance methods in order to motivate more young people to commence and complete a secondary education?’*
- **Observations:**
 - Professional discussions and reflections on a high level
 - Rethinking and testing different practices
 - Finding a balance for counselors – theory orientation vs. action orientation
 - The counselors as agents of change



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