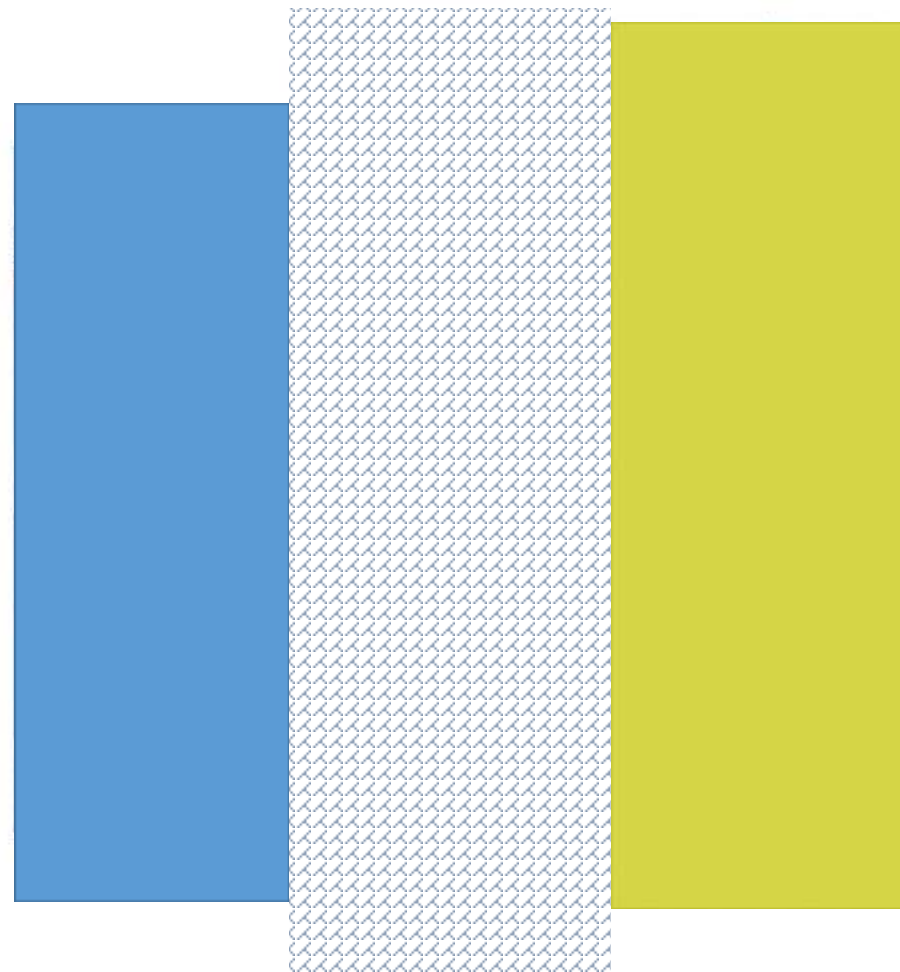


# Digital developments in lifelong guidance policy in Europe (online presentation)

**ONLINE-GUIDANCE  
BUILDING RELATIONSHIPS IN DIGITAL SETTINGS  
Austrian Euroguidance Conference  
2022 November 16<sup>th</sup>**

Cynthia Harrison, Lifelong guidance project (VET support policies, Department for VET and skills)



# Contents

- Lifelong guidance project in VET support policies (integrated policies)
- Locating ICT in lifelong guidance
- Digital developments in LLG and career development: Cedefop and CareersNet views
- Digital transitions - collection of papers
- Question for audience!

# Lifelong Guidance



Home | Themes | VET knowledge centre | VET support policies - financing, guidance, validation

## VET support policies - financing, guidance, validation



CareersNet is **Cedefop's network of voluntary, independent experts in lifelong career guidance (LLG) and career development**, managed by the Department for VET and Skills (DVS) within the lifelong guidance project. It aims at enhancing the agency's role in the development of lifelong guidance (LLG) systems and practices in Europe, by supporting research, evidence collection, knowledge and tools production and peer learning activities. This aims to increase mutual learning for policy development working alongside Cedefop in its role as a European Commission Agency.

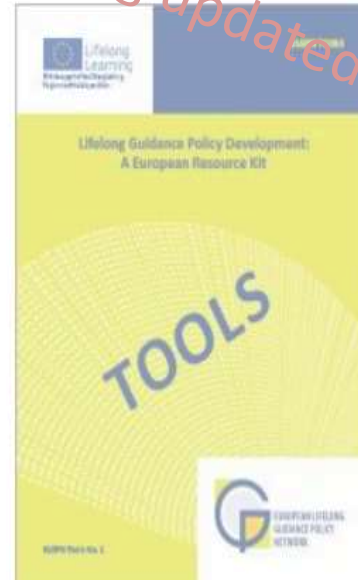
# Guideline 9 - ICT in Lifelong guidance – policy priorities

## ELGPN Tools No. 6: Guidelines for Policies and Systems Development for Lifelong Guidance

- Download English version of ELGPN Tools No. 6: Guidelines for Policies and Systems Development for Lifelong Guidance
- Download English version of ELGPN Tools No. 6: Guidelines for Policies and Systems Development for Lifelong Guidance (Brief Summary)

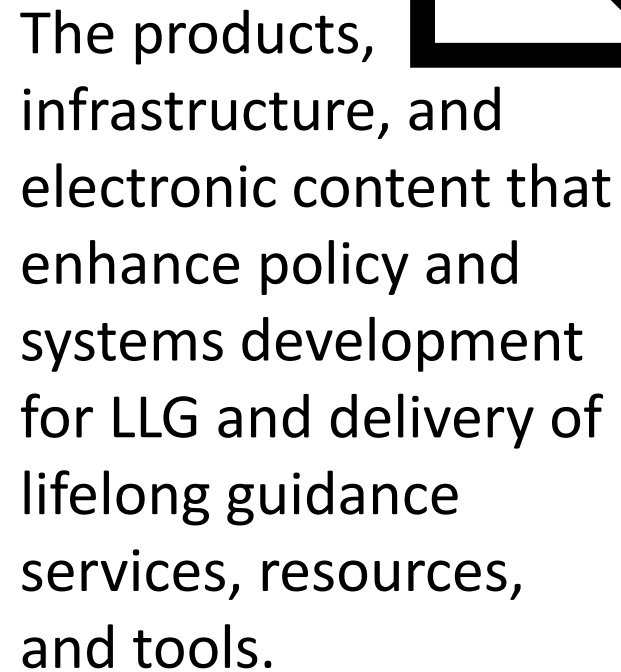
**THE AIM OF THESE GUIDELINES** is to provide advice and reference points for lifelong guidance policies and systems across the education, training, employment and social fields in order to improve the career learning experience of EU citizens and strengthen the professionalism of career services and tools. The Guidelines also aim to demonstrate how coherent guidance policies and systems contribute to achieving education, employment, youth and social policy goals. The Guidelines can be used by policy-makers and developers, social partners, civil society, career guidance services and professional leaders, guidance practitioners, and trainers of guidance practitioners. This tool synthesises the policy development work undertaken by the members of ELGPN in 2007–15.

The ELGPN represents a major development in support of national lifelong guidance policy development in Europe. It currently has 30 member countries (AT, BE, BG, CY, CZ, DE, DK, EE, EL, ES, FI, FR, HR, HU, IE, IS, IT, LV, LT, LU, MT, NL, NO, PL, PT, RO, RS, SE, SI, and SK), with CH as an observer. The participating countries designate their representatives in the Network and are encouraged to

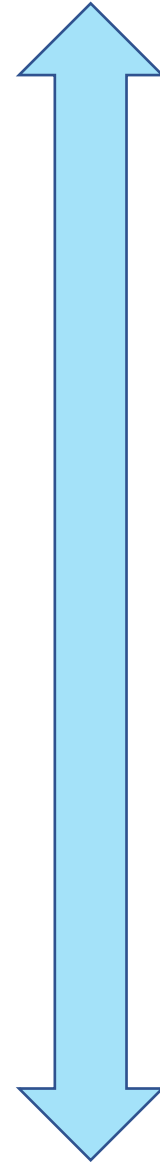


- **Definition**
- **Why is it important?**
- **What is good practice?**

# Guideline 9 - ICT in Lifelong guidance systems and policies



The products, infrastructure, and electronic content that enhance policy and systems development for LLG and delivery of lifelong guidance services, resources, and tools.



Career and LMI

Telephone support, online web-assisted systems, tools, resources

3D virtual environments

Social media sites: users, groups, practitioners

Peer to peer coaching

Online communities

Job seekers and employers

User-driven real time mentoring

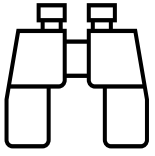
Career exploration through gaming and apps (job search, networking)

National career portals – ministries and partners....

# ICT in lifelong guidance

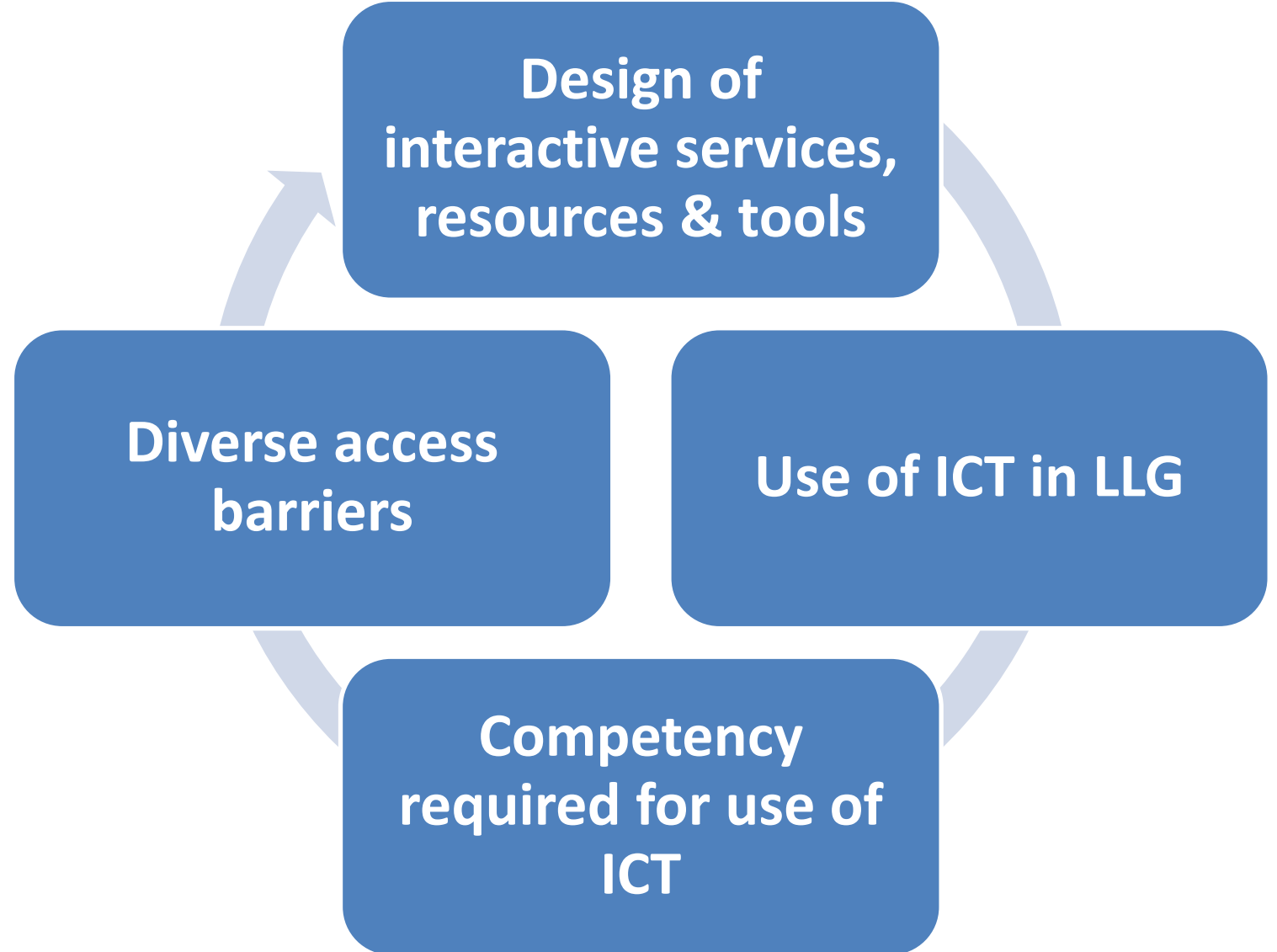
- **Tools** to assist, enhance, further develop existing approaches to provisions
- **Alternative** to existing approaches
- **Agent of change** on transforming, accessing, usage, managing, existing services, resources, tools existing services
- **Administrative tool**: evidence collection, accountability, QA, coordination and coherence
- **Integrative agent** with a conceptual framework for design and delivery of services, resources tools across sectors

# ICT in Lifelong guidance



## Perspectives:

- Service users – clients
- Career practitioners
- Service managers
- Researchers
- IT system developers
- Policymakers



# Cedefop (2016) LMI and guidance – key messages



## LMI integration in lifelong guidance

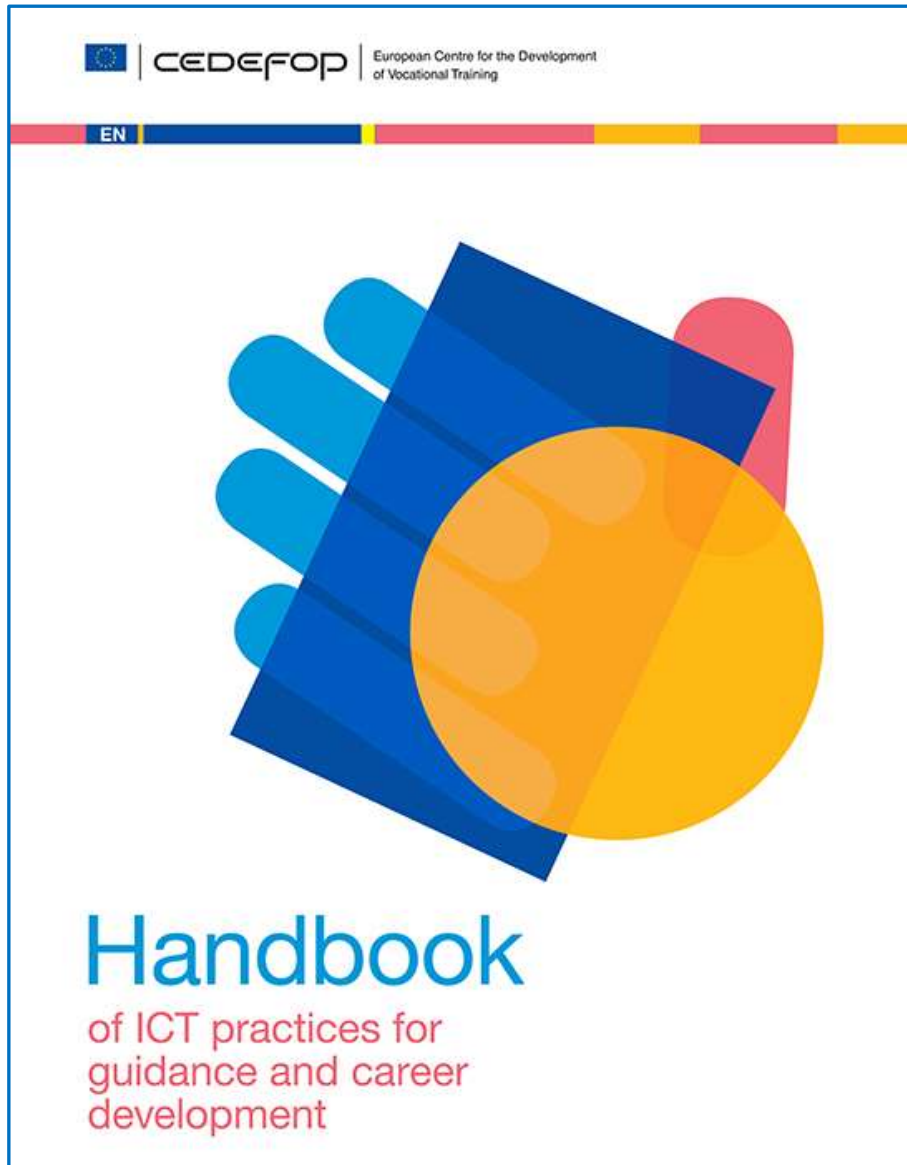
Use  
technology  
effectively

Increase  
quality of  
provisions

Empower  
clients/users  
to find  
better 'job  
matches'



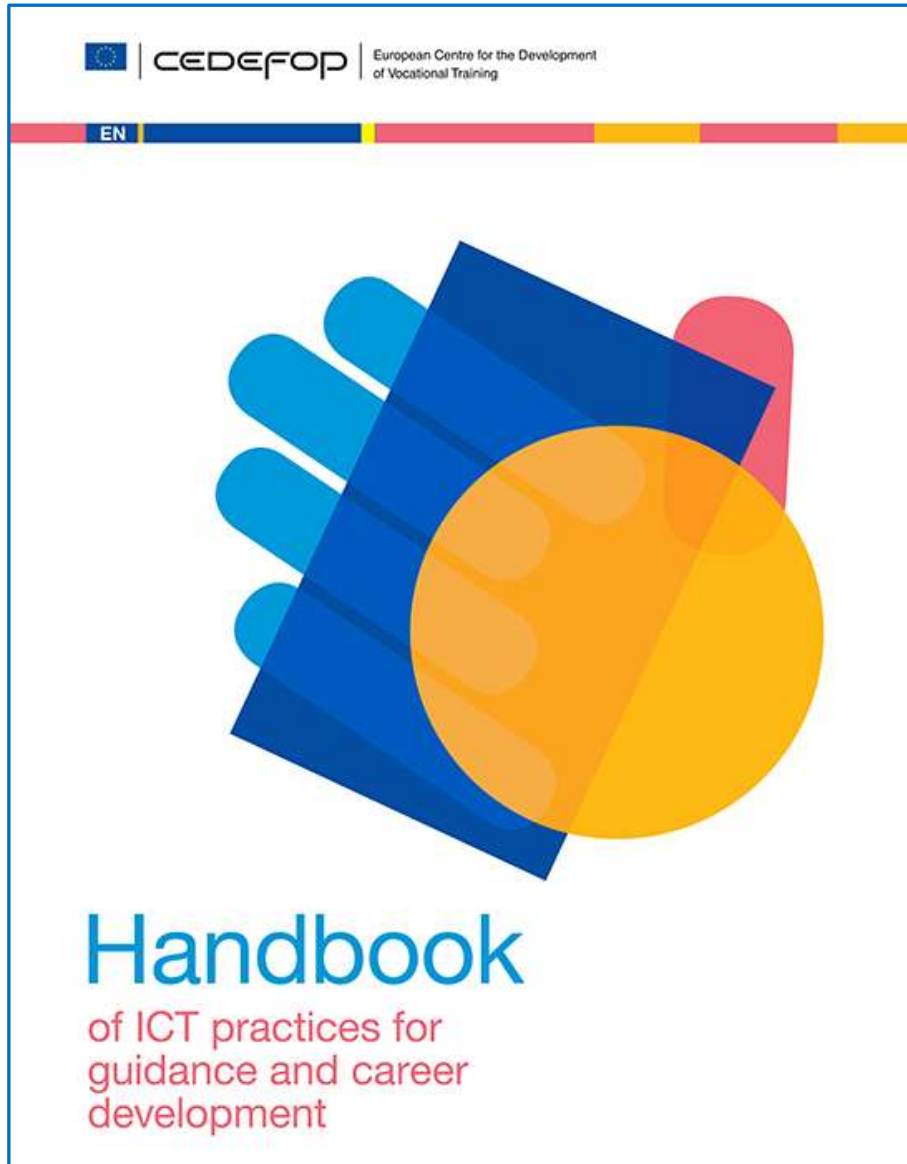
# Handbook of ICT practices for career development (2018)



The primary objective of the handbook is to support structured knowledge exchange on activities, methods and tools supporting integration of ICT and LMI in career guidance services and presenting potential for transferability.

It aims to support managers in identifying successful ICT and LMI initiatives to transfer to their context. It provides guidelines on how to integrate them into their national context by identifying and analysing their essential components.

# Handbook of ICT practices for career development (2018)



## Examines:

- **Policy objectives** of each case according to ELGPN guidelines (CMS, assuring quality, improving careers information, ICT in LLG, raising skills and qualification of different groups, improving employability of older workers, supporting those at risk and who face complex barriers)
- **Challenges addressed** in LLG
- **Utilisation of LMI and ICT** (innovative aspects)

# Resources for career guidance



## Resources for guidance

Developing Information Technologies and Labour Market Information in Lifelong Guidance

 BREXIT DISC

[Introduction](#)

 LMI Toolkit 

 Handbook of transferability 

 Training modules 

[Contact](#)



# Policy recommendations – study outcomes

## LMI ICT usage

Comprehensive  
innovation  
strategy

Good  
collaboration  
with  
stakeholders

Prior  
understanding  
of all  
stakeholders

Empowerment  
of career  
practitioners &  
others

Awareness-  
raising on  
benefits of ICT  
& evidence on  
impacts

User-driven  
design for all

## NOT JUST NEW JOBS: DIGITAL INNOVATION SUPPORTS CAREERS

**New technologies offer people opportunities to learn,  
plan their careers and strive for more balanced lives**

It is widely accepted that digital innovation is changing work environments and occupational profiles, impacting on people's learning and work. But how does it affect the way people can manage their careers, train and change jobs? Thanks to innovative tools, greater data availability and artificial intelligence, new approaches to career development support and self-directed learning are transforming lifelong learning. Cedefop has been looking into European countries' recent practices, to see how they help their citizens make relevant career and learning choices (1). To harness the potential of innovative approaches, policy-makers and practitioners need to pay attention to required conditions of success and emerging challenges.

### **Most wanted: workers who can adapt to change**

Cedefop's current analysis of online job vacancies across the EU highlights workers' adaptability to change as the skill most sought after by European employers (2). This is hardly surprising, considering the current fluidity of occupations, work organisation and technologies. Fostering adaptability is an enormous challenge, both for individuals and organisations, and requires investment in new sets of skills and knowledge usually not addressed by technical training. Career management skills are part of these skills. They include awareness about one's skill needs and potentials, and capacity to lead one's own learning, make decisions, and plan and act upon career opportunities.

### **First port of call: online services**

Managing a career in the 21st century is becoming easier. A multitude of online services is available to those who want to explore their potential auto-

nomously by searching for new learning and working options. Self-service offers of information on occupations and learning opportunities, combined with personal skills and attitudes assessments, have flourished across the EU. Many include the possibility to create personal portfolios detailing skills, qualifications, experiences and aspirations. Increasingly, such websites include matching engines, linking personal traits and skills to advertised vacancies and allowing people to draft their CVs and apply for jobs. Some of these platforms are well known and widely used. However, the quality of these digital services varies, depending on how and by whom content is created, how they are supported, and how they engage users.



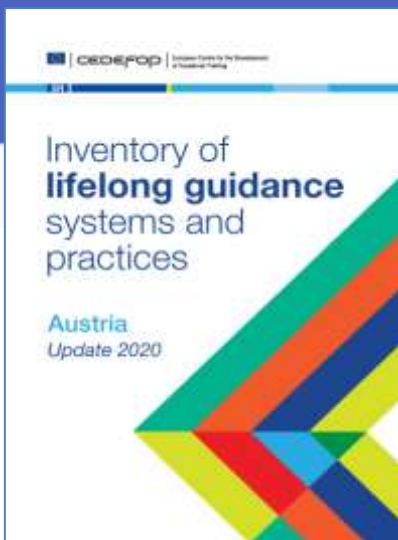
### **Flexible services delivered via multiple channels**

Self-directed online services tend to be of less use to people with relatively low levels of skills and knowledge. Their digital skills may be insufficient to use the web platforms, career information may be difficult to find and interpret, and users may simply have questions which are not answered by available content. Many people need qualified guidance practitioner assistance to make the most of these digital tools. A common strategy is to rationalise support through a combination of delivery channels (such as telephone, chat and email). The right combination of channels depends on users' needs, which are usually progressively assessed to adjust the support they receive. Access to face-to-face interaction tends to be reserved for users with greatest needs.

(1) On the basis of information collected through its network for lifelong guidance and career development, CareersNet.  
(2) See also Cedefop's website, a Cedefop briefing note, a video and the Skills Online Vacancies Analysis tool for Europe.

- Workers' adaptability in focus and role of CMS
- Flexible serviced delivered via multiple channels
- Locally engaged and context sensitive
- Gaming and edutainment guidance
- Digital career management tools and resources
- AI and machine learning in career development
- Single access points and big data
- Digital technologies support careers and learning
- Future of dynamic, with holistic and personalized support, human intervention with counselling

# Inventory of lifelong guidance systems and practices



## ICT in lifelong guidance

Austria's career information services are designed in a user-friendly way, taking into account different user-groups and contexts. For better use of financial and human resources, self-service tools which facilitate the online access to information are in place according to the different provider domains and areas of competence.

- Belgium-FR
- Bulgaria
- Cyprus
- Denmark
- Denmark
- Estonia
- Finland
- Finland
- Finland
- Finland
- France
- Germany
- Greece
- Hungary
- Ireland
- Italy
- Luxembourg

- Norway
- Poland
- Portugal
- Romania
- Serbia
- Spain
- Sweden
- Turkey
- United Kingdom - UK / England
- United Kingdom - UK / Northern Ireland
- United Kingdom - UK / Scotland
- United Kingdom - UK / Wales



Working paper series  
No 2 / November 2021

# DIGITAL TRANSITIONS IN LIFELONG GUIDANCE: RETHINKING CAREERS PRACTITIONER PROFESSIONALISM

A CareersNet  
expert collection

## A FRESH LOOK AT GUIDANCE PRACTITIONER PROFESSIONALISM

Defining the role and recognising competences is crucial  
to policy development in lifelong guidance

Lockdowns and social distancing have accelerated the digitalisation of labour markets, triggering changes in work patterns and skills demand as European companies and public bodies have embraced new technologies and look for new talent <sup>(1)</sup>. As reflected in several EU countries' resilience and recovery plans, upskilling, reskilling and career guidance are ever more important, empowering people to manage their learning and working careers.

Some EU Member States have been working towards comprehensive ICT-driven lifelong guidance and career development systems, integrating advanced skills intelligence resources. They interlink public employment services, enterprises and education and training providers with users looking for work or learning opportunities, and reach out to those needing social and financial support.

Cedefop has set up *CareersNet*, a network of independent specialists with recognised expertise in lifelong guidance and career development, across the EU and beyond. The network monitors and documents implementation of policies towards the goals laid down by the 2008 Council Resolutions on lifelong guidance and the 2015 European Guidelines for policies and systems development for lifelong guidance.

Against this fast-shifting backdrop, EU and national policy-makers have renewed their attention to guidance practitioner changing roles, competences, skill needs and continuous professional development. This briefing note offers new insights into how countries are modernising their career guidance systems and services. Practitioner professionalism, including digital competences, is an integral part of this endeavour <sup>(2)</sup>.

### WHICH SKILLS FOR GUIDANCE STAFF?

Guidance provision and governance in the EU differ greatly across countries and regions, and so do guidance practitioners' job profiles and qualifications. Many have a tertiary degree in behavioural, educational and/or social sciences, including economics, often combined with specialised career guidance training prior to or during employment. The diversity of routes of access to the profession reflects the many different settings in which guidance is delivered and the multiple tasks and competences required from practitioners.

Yet the dynamic developments in the wake of the pandemic highlight European countries' need to re-define and, to a degree, mainstream guidance practitioners' occupational profiles and to offer them reskilling and upskilling options.

#### BOX 1. BUILDING KNOWLEDGE ON PROFESSIONAL GUIDANCE

Cedefop has monitored quality assurance in guidance systems for over 20 years. Recently, it has embarked on updating its work on professionalism in career guidance, which goes back to 2009 when it published a *study on professional standards and the design of a framework*.

Today, Cedefop's online *Inventory of lifelong guidance systems and practices*, launched in 2020, provides cross-country information on guidance systems, policies and practices. It also offers thematic sections on quality assurance, practitioner qualifications and training, user access, interservice coordination and stakeholder cooperation, ICT use, guidance for specific groups and settings, and social inclusion indicators.

<sup>(1)</sup> See Cedefop's recent *briefing note on changing jobs and skills*.

<sup>(2)</sup> The information and examples of best practices included in this briefing note are based on contributions of Cedefop's national CareersNet partners, published by Cedefop in a working paper collection on *Digital transitions in lifelong guidance*.

# Digital transitions – Views from CareersNet: Background

- Countries continue to be hampered but **signs of increasing investment**
- New levels of **competence requirements** for practitioners in ICT integration
- New requirements **align with digital transformations in the labour market**, living and learning
- Digital technology's impact on the field is great and **scope for more innovation**
- **'Digital decade'** aims to make labour force fit for future and with great cooperation needed
- **Pillar of Social Rights**: right to access learning and labour market, without additional barriers – beware of digital divide, or limiting channels



# PART I: Qualifications, credentials and standards

Digital skills of practitioners in awarding specialist qualifications/credentials and skills recognition

Role of technology in awarding process – digital badges, ICT systems

Adequacy of previous frameworks and tools to cover practitioner training requirements

# PART II: Swift expansion of technology, integration of ICT in CG

Digital tools and data promoting innovation and flexibility in self-directed learning and career support (chatbots)

Practitioner attitudes and skills in using technology and knowledge on labour market statistics, big data in practice

Adequacy of previous frameworks and tools to cover practitioner training requirements

Applying quality frameworks in the blended digital and local context

# PART III: Accompanying competences and online training

Social and emotional learning/skills during the pandemic

Online training to promote geographic mobility and intercultural understanding

Strategic competences for practitioners to work in ecosystems of multi-professional networks and across services transformed by ICT and data-driven changes

Interpretation and management of increasingly complex labour market information

# PART IV: Toward the future - Shaping training in the digital context

Filling gaps in CPD for practitioners in ICT training

Conceptions of social media use and competence in career services to develop training programmes and policy

Influencing attitudes and perceptions of online work

Mapping current training needs and adaptation to sudden shift to online counselling

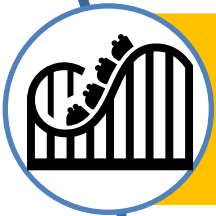
New concepts and training, career portals, digital guidance competences in training

Changing job profiles in the digital transformation in services

# Digital transitions (2021) – professionalism in digital context



Digital training investments for practitioners are required in the digital transition, also to support client upskilling.



The pace of change is an impetus to reinforce quality services by reinforcing service standards and enhance competencies.

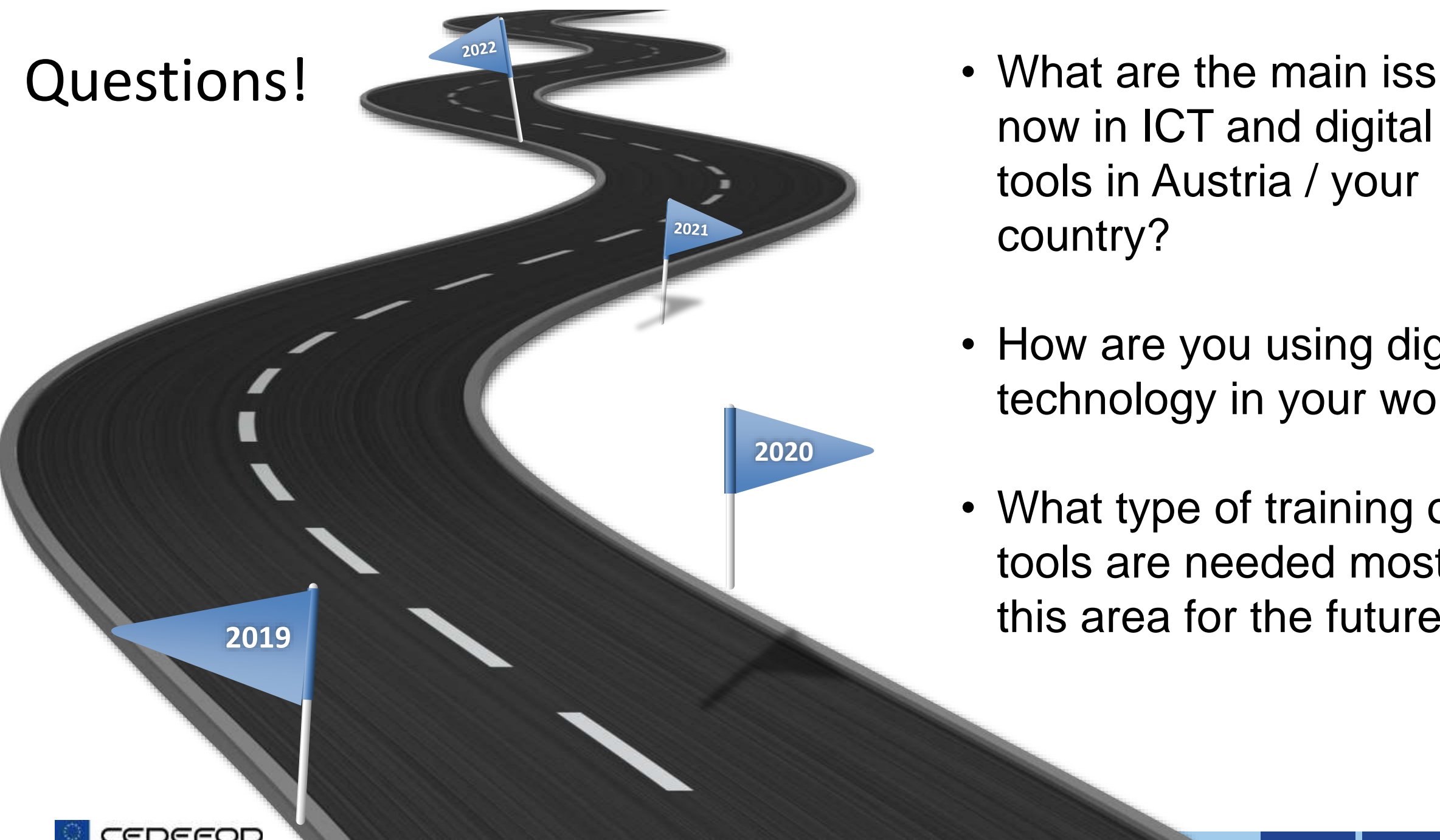


There are accompanying skills and competencies which need reinforcement due to more complex client needs, changing service demand and budget constraints.



There is added value with enhanced cooperation with stakeholders, new partners. Aim towards coordination with new tools, networks and resources to enable users.

# Questions!



- What are the main issues now in ICT and digital tools in Austria / your country?
- How are you using digital technology in your work?
- What type of training or tools are needed most in this area for the future?

# Thank you



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**For questions and comments:**

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