



Digitalizacija in profesionalizacija v vseživljenjski karierni orientaciji

Digitalisation of services

Cynthia Harrison

Project manager lifelong guidance and CareersNet coordinator

Cedefop



Department for VET and skills - learning and employability

Valuing VET

Cedefop promotes individuals' learning and employability by supporting:

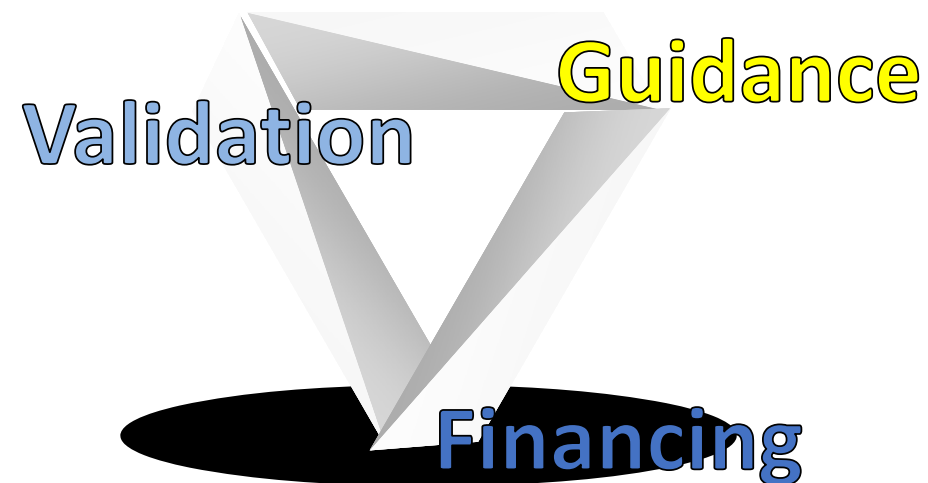
- work-based learning, including apprenticeships
- upskilling and reskilling of adults
- guidance, validation and financial support to training
- professional development of teachers and trainers
- EU surveys and statistics to raise awareness of VET

VET support policies - financing, guidance, validation

Select other theme ▼

VET support policies encompass three transversal themes: lifelong guidance, validation of non-formal and informal learning, and financing VET/adult learning.

We also provide information on incentives directly supporting individuals in their learning and careers, and companies in providing learning opportunities.

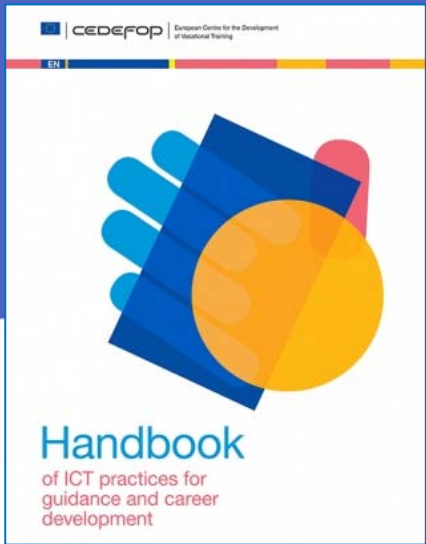


Lifelong Guidance



RESEARCH PAPER

Labour market information guidance



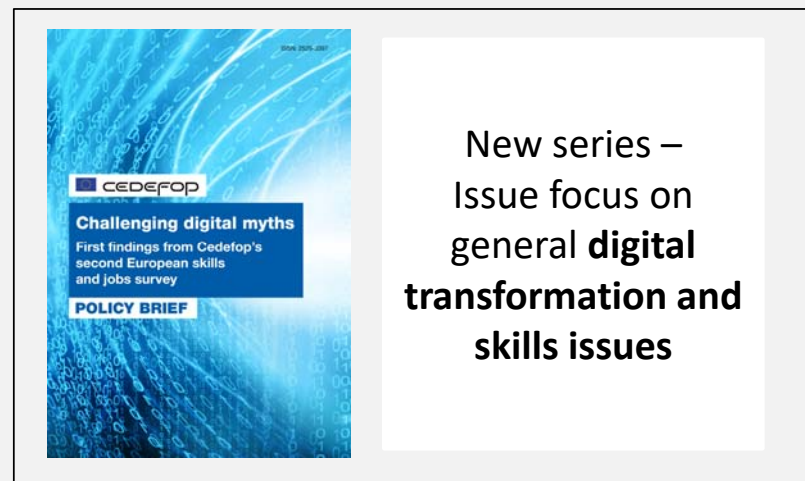
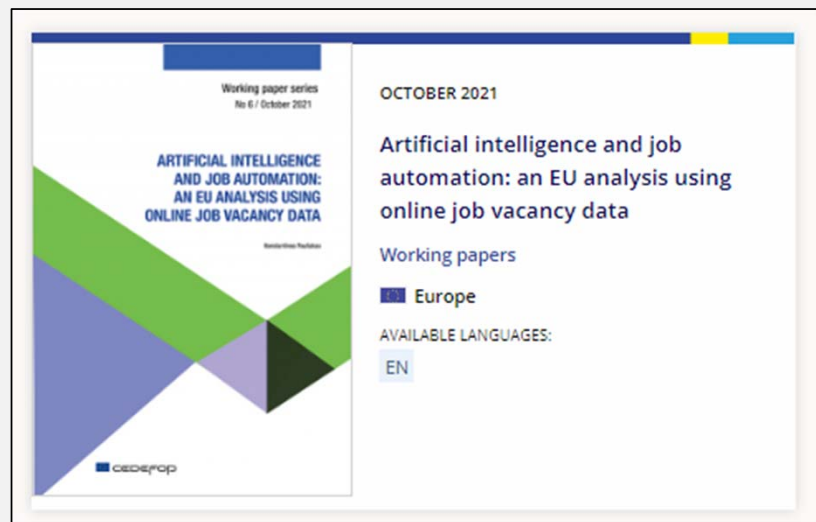
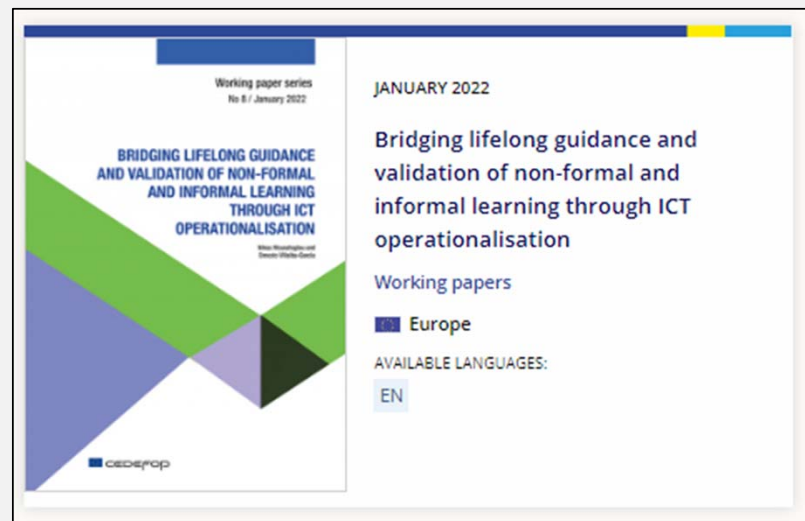
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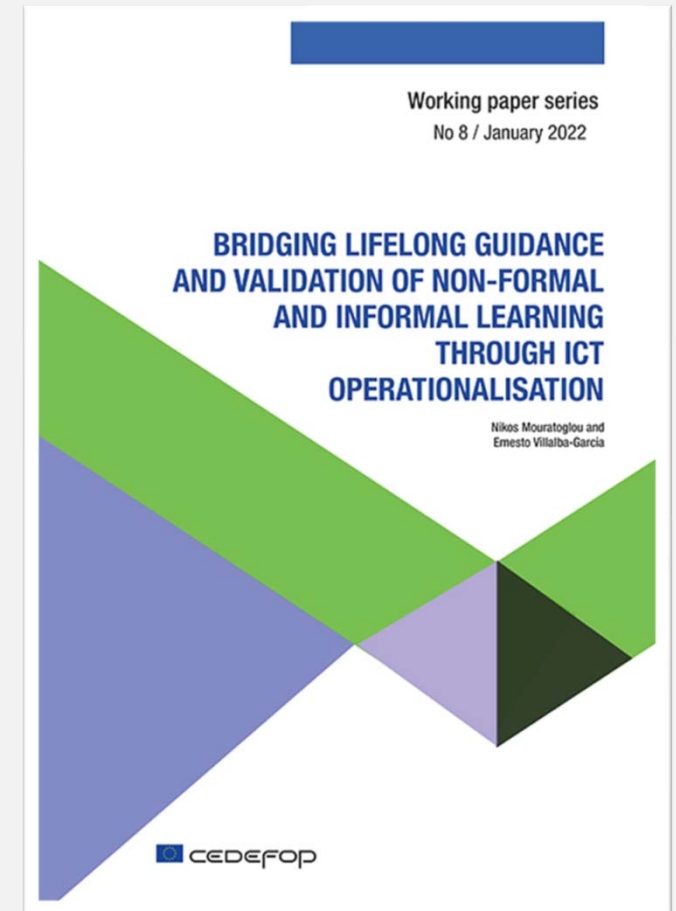
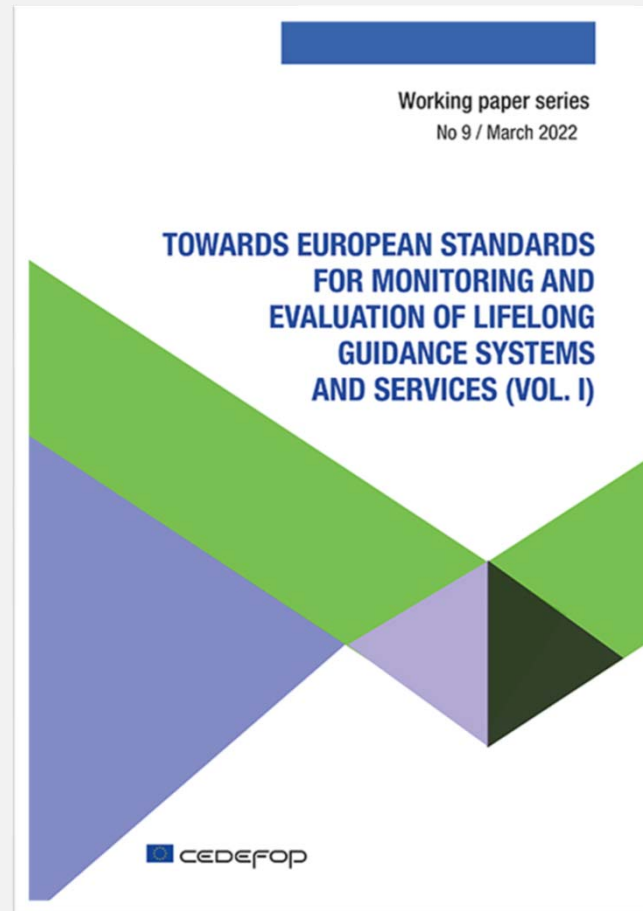
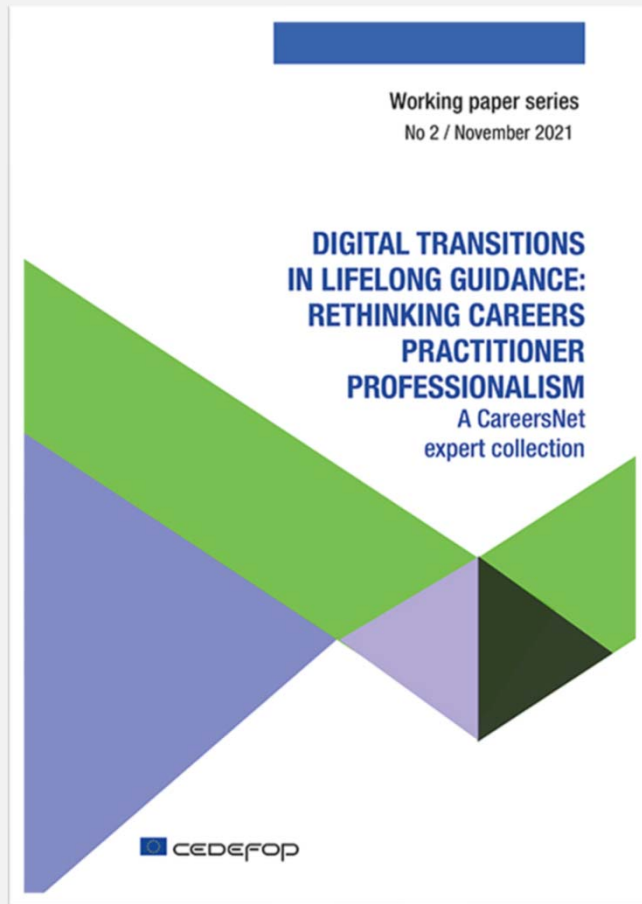
we need to rearrange these - I added one

HARRISON VILLALBA, Cynthia Mary, 13/11/2021

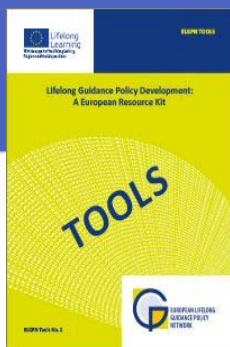
Cedefop's revised *Working paper series* and *policy briefs*



Lifelong guidance – latest products (papers)



Inventory of lifelong guidance systems and practices



2020

COUNTRY-SPECIFIC REPORT

INVENTORY OF LIFELONG GUIDANCE SYSTEMS AND PRACTICES

Inventory of lifelong guidance systems and practices - Slovenia (SI)

ICT in lifelong guidance

Aiming to reach to a higher number of users, national guidance providers have introduced access to ICT-based services. Self-help tools started being developed and used by career professionals. The aim is to improve access to career services, while orienting face-to-face individual career services toward those target groups who need it the most.

The [Employment Service of Slovenia](#) provides the online application [Kam in kako](#) (Where and how) that uses multiple choice types of question based on users' interests. The [Institute of the Republic of Slovenia for VET](#) provides a web site with the information on schools, programmes and professions.

For unemployed and employed adults, the ESS has provided an e-counselling service since 2008. E-counselling leads the client through a decision-making process on education and employment. The web site was revised in 2013.

The ESS has also developed several questionnaires, published on the [Make your career website](#) and available for free to consultants and users. The ESS adds new questionnaires and tools to the website every year.

In 2007, Employment Service of Slovenia started working on developing [eSvetovanje](#) (e-counselling) with the aim of improving access to online career guidance for unemployed and employed individuals, to increase their self-awareness and self-understanding. With the tool, users can assess their skills, identify interests, needs, create their application, CV and cover letter, prepare for and interview, learn more about career management skills and labour market information. The website results from international collaboration with VDAB (Belgium) and AMS (Austria).

[Kika](#), a pharmaceutical company from Slovenia, provides access to career information (jobs, training opportunities), career guidance and career support for its employees using an intranet system, career experts (from the HR department) and also printed materials.

 Denmark

 Denmark

 Estonia

 Finland

 Finland

 Finland

 France

 Germany

 Greece

 Hungary

 Ireland

 Italy


 Luxembourg


 Portugal

 Romania


 Serbia

 Spain

 Sweden

 Turkey

 United Kingdom - UK / England

 United Kingdom - UK / Northern Ireland

 United Kingdom - UK / Scotland

 United Kingdom - UK / Wales

CareersNet

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.



Timeline view of activities





CEDEFOP

European Centre for the Development
of Vocational Training



ICCDPP

THE INTERNATIONAL CENTRE FOR
CAREER DEVELOPMENT AND PUBLIC POLICY



International
Labour
Organization

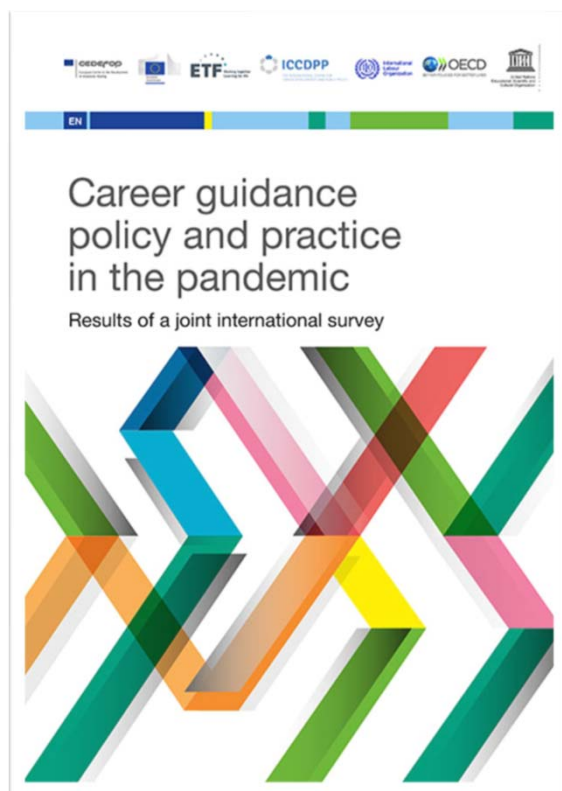


OECD

BETTER POLICIES FOR BETTER LIVES



United Nations
Educational, Scientific and
Cultural Organization



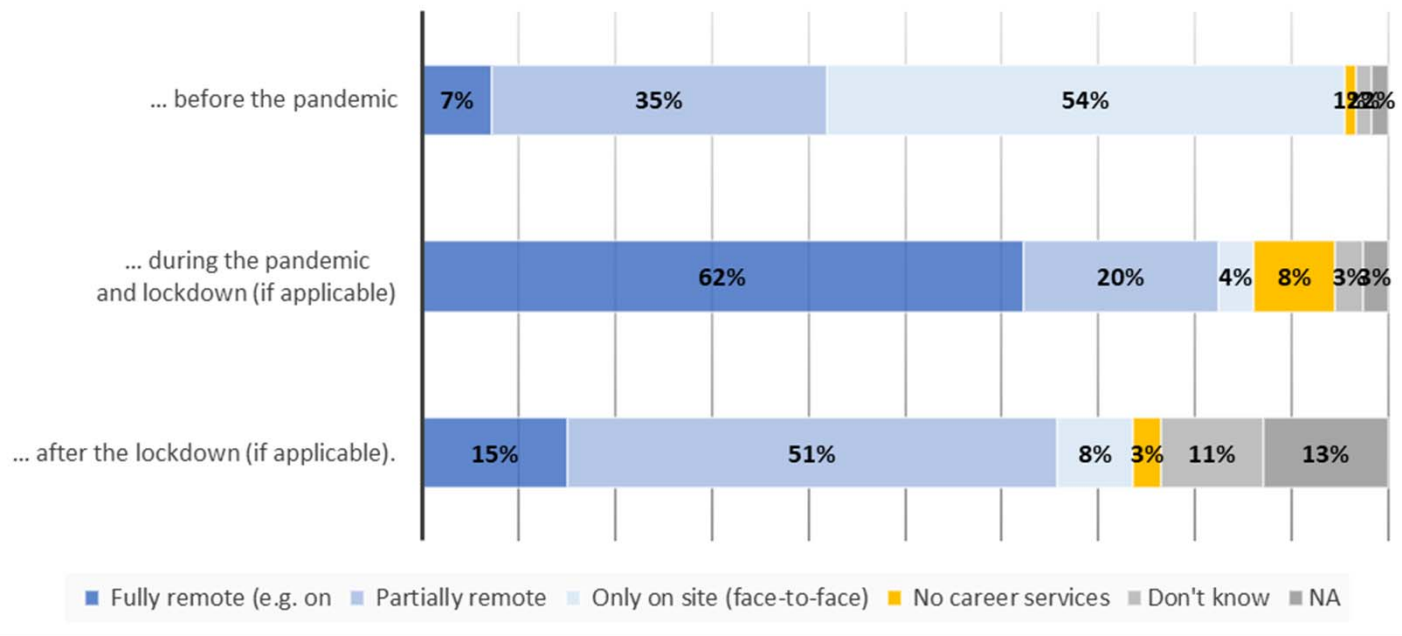
- Gather information on the impact of a pandemic on the implementation of policies for career guidance worldwide
 - Career guidance as part of government response to the pandemic
 - Cooperation among stakeholders
 - Provision and operation of career guidance
 - Demand and users of career guidance
 - Towards the future



CEDEFOP

Before, during and after Leap to remote delivery

Q17. Please identify the main delivery mode of the career guidance service(s) before, during and after the pandemic and lockdown.



Source: Joint international survey on lifelong guidance (2020)

- Most able to maintain level of operation
- Telephone, video-conferencing and email most used – social media also important
- Increase level of cooperation among practitioners and positive attitude towards ICT
- Increase demand for labour market info and reskilling
- Vulnerable groups most affected

Working paper series
No 2 / November 2021

**DIGITAL TRANSITIONS
IN LIFELONG GUIDANCE:
RETHINKING CAREERS
PRACTITIONER
PROFESSIONALISM**
A CareersNet
expert collection



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✓ 15 authored papers by network experts, teams and stakeholder colleagues, including an introduction by Cedefop

✓ Published in November 2021

✓ Great teamwork!

Cedefop et al. (2021). Digital transitions in lifelong guidance: rethinking careers practitioner professionalism: a CareersNet expert collection. Luxembourg: Publications Office of the European Union. Cedefop working paper; No 2.

BRIEFING NOTE 2021 (Cedefop communications)

**BRIEFING NOTE**

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 ⁽¹⁾. 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 ⁽²⁾.

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.

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

⁽²⁾ 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*.

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Aims – CareersNet working paper collection (2021)

- ❑ Provide opportunities to interested core experts (also in teams) and meeting speakers to present their own views and perspectives in working papers - on key issues related to:
 - ✓ identified or proposed skills and competence needs of practitioners ***in the rapidly evolving digital and wider societal context***, including with evidence-based theoretical frameworks for policy
 - ✓ challenges faced & innovative service delivery and digital tools, qualification options or training developments in ensuring high quality services for all users
 - ✓ new or updated content or concepts for practitioners and services and quality enhancing structures and settings, QA systems

DIGITAL TRANSITIONS IN LIFELONG GUIDANCE: RETHINKING CAREERS PRACTITIONER PROFESSIONALIS – Policy pointers



Lifelong guidance system in digital transition – training and competence development responses in practitioner initial and continuing training, in peer learning?



Pace of change requires quality services to build client capacities, smooth pathways -> impetus to reinforce standards and enhance competencies?



Which skills and competencies to better enable and support users – people with complex needs, greater demand for services? New stakeholders, new partners, cooperation for better coordination, more tools and resources to enable users?

2022 – Where are we?

- ✓ Digital transformations
- ✓ Accessibility and access issues
- ✓ Advanced integrated service (policy) platforms

Questions!2022

Where are you now **in Slovenia** related to ensuring 'quality' ICT-based services and **resources** right now? What are recent trends?

What are the **main needs of practitioners** related to using new technologies in respect to practice on theory, evidence and research? Does it differ across sectors (E&T, VET, schools, adult learning, labour market)

What has changed about qualifications, education and training for practitioners/competence development?

How is **policy keeping up with** or promoting these developments?

- **Lifelong guidance ICT and LMI resources** (digital platforms – will be updated over next years with new types of platforms and resources):
<https://www.cedefop.europa.eu/en/tools/resources-guidance/handbook-transferability/welcome>
- **To find Cedefop's publications listed in the ppt slides** (briefing notes, working papers, policy briefs (new!), reference work: <https://www.cedefop.europa.eu/en/publications>)



Thank you



www.cedefop.europa.eu

For questions and comments:

Follow us on social media



Cynthia.Harrison-
Villalba@cedefop.europa.eu