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# **Good practices in the use of ICT in providing guidance and counselling**

**coordinator Mihai Iacob**

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# **Part I. Studies**



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# The use of ICT in delivering counselling services: a Europe wide survey

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## I. ICT in delivering counselling services

The Job Tribu Project (VS/2011/0083) ([www.jobtribu.eu](http://www.jobtribu.eu)) is an initiative to provide labour market counsellors with training in regard to the use of ICT in delivering their services. In order to be able to take into account previous experiences in this field we have conducted a survey of practices. This article presents an overview of the findings of the survey, while descriptions of practices identified can be found in the second part of this publication.

Historically counselling and guidance have suffered from lack of innovation and purpose built tools. If we compare this field to medicine or sports, we can easily see a marked difference in the rate of development of new tools and methods. The advent of ICT has opened the possibility to create and implement numerous new instruments specifically designed for counselling and guidance.

Exploring trends in counselling in general (CEDEFOP, 2011 & 2008) and the use of ICT in particular (Hooley et al., 2009; Watts & Dent, 2008) has been the focus of researchers aiming to support a meaningful integration of ICT in counselling for the benefit of potential clients of these services.

The new technologies have offered quick and cost effective solutions to a large array of problems, from data management to guidance in the transition from school to the labour market. Sharing and accessing information is no longer something practitioners dream to do, but an everyday reality where choosing the instruments is not about whether it can be done, but rather how to do it best. Being able to keep track of clients has meant that their progress could be charted and could be used to support an evidence-based practice.

We are witnessing a shifting paradigm, from facilitating access to self-help tools and raw information, to an active relationship between client and counsellor, as well as the establishment of communities for clients with similar interests (Majumdar, 2009). Clients are being encouraged to become autonomous and capable of planning their own career path, and to resort to professional counsellors when faced with challenges that require a more in-depth analysis.

With opportunity also came challenges, especially in regard to training the counselling professionals and providing adequate services based on the skills and needs of the client. The often mentioned digital divide, between those that use ICT and those with limited access, has raised questions on how much of counselling

services can be provided through these media. Promoting ICT literacy is one of the goals of the counselling process which takes in account the fact that certain strata of society are being left behind by the lack of access to ICT.

Opposite to ICT (functional) illiteracy, we have ICT fatigue. People trying to ride the wave of change are often faced with a rapidly changing environment which demands a lot of energy when adapting to it. This in turn creates a feeling of being overburdened, which leads to different coping strategies: from skipping one or more generations of instruments to avoiding all new instruments that do not bring major benefits to the practitioner.

While there is little disagreement that career counselling services have benefited considerably from the use of new technologies, it seems that for the better part of the last two decades introducing ICT to counselling was a process that has lacked a planned and coordinated effort. While the factors that account for this situation are numerous and depend on the local context, it seems that the less counselling is perceived as generating economical benefits, for the provider of counselling and/or the economy as a whole, the less articulated the policy behind the use of ICT will be.

## **II. European trends in the use of ICT in counselling**

### **2.1 Survey of practices**

Despite diverging practices, several trends are emerging at European level in the use of ICT in delivering counselling services. We have conducted a Europe-wide survey in the second half of 2011 inviting organizations that offer counselling services to provide us with examples of practices, initiatives, and policies regarding the use of ICT in counselling. A template for describing the practice was provided, with responses being collected and analyzed. The second part of this publication presents the detailed descriptions received.

Policy papers, reviews and statements from stakeholders were also taken in account.

In total, about three dozen such examples have been taken into consideration from EU member states and associated countries. They cover individual initiatives and partnerships with a large representation of public and private bodies, research facilities and practitioners' associations, as well as, career counselling and school counselling institutions.

### **2.2 Trends in the use of ICT**

There is a growing need for web-based counselling services, but even the most developed counselling systems in Europe still report low numbers of clients when compared to face-to-face counselling. Training courses for practitioners are of high priority on the agenda of institutions employing their services, with the development of counselling tools (e.g. questionnaires, self-evaluation tools, data bases, etc.) equally important. The results of trainings and acquisition of **equipment**



have not been as straight forward as was hoped. For example, a study conducted on Turkish counsellors found out that they were unaware of the tools available even though they had all been issued with standard equipment (Esoy Kart & Savcı, p. 180, 2011).

Our survey has identified two main focuses of projects aimed at improving the use of ICT in counselling and guidance services, namely a) *the development of tools* and b) *reflecting upon the process of using such instruments*. The gap between the two components is being bridged by *the training of practitioners*.

*The development of tools for counselling* has been the focus of both individual and collective efforts ever since computers and mobile devices have become affordable for the general public. As there is a high demand for dedicated tools that would be available at little or no costs to the practitioner, most projects that we have surveyed were related to the development of such tools. The most common instruments developed were: self-promotion tools (Video CV, see page 82, e-Portfolio, see page 37), career matching software (online and offline, see pages 42 and 56), online resource centres (e.g. job profiles, aptitude tests, job market information – see pages 51, 60, 70, 75) and communication tools (e.g. chat, social networking websites, SMS information system - see pages 35, 72, 73). Some more complex tools tend to incorporate multiple functions in order to enable end-users to benefit the most from the services offered in one environment, thus eliminating the need to combine the services from several providers. Games are considered as having a high potential as tools for counselling and guidance (Hooley et al., 2010) but remain as yet an untapped resource.

*Reflecting upon the process of introducing ICT* to counselling is the focus of some of the projects and initiatives that we have surveyed. Quality assurance, building up the research and development capacity, mapping the skills needed by a practitioner (Botnariuc, 2009), the ethics of introducing ICT to counselling were among the topics addressed. Introducing formal quality standards like ISO standards has been considered as potentially inefficient (Evangelista, 2009), with peer evaluation and self regulation being better suited. However, providing quality services within the framework proposed by the new technologies is part of the ethics of providing online services (Vuorinen & Sampson, 2009). Research and development are important functions of counselling services, and practitioners are expected to be able to reflect on their skills and their practices in order to take the appropriate measures to constantly improve them.

*Training the practitioners* on how to use these tools and how to enable their clients to access services and information through them is the way the institutions involved aim to bridge the gap between the reflective and practical parts of introducing ICT to counselling. Depending on the scope of the organizations providing the training, they can be focused either on a well-defined domain (e.g. labour market counselling) or on a broader approach aiming to bring together practitioners from across the counselling spectrum.

The training needs of practitioners vary from one regional context to another. While some practitioners are expected to use a standard set of ICT tools and are not expected to engage the client outside a well defined framework, others are encouraged to find their own approaches to the integration of ICT in their work. While quality assurance could be easier to monitor in the first setting, the second one is more flexible in regard to the practitioner's needs and counselling style.

While the community of practitioners has been quick to embrace the new environment, clients are slower in accessing web based counselling. This seems to be in correlation with the use of ICT within the general population of a certain country or region. Also, age differences are evident between those more likely to access such services and those who prefer face to face counselling. Generations of clients that grew up with technology at their fingertips are more likely to seek counselling through the new media and be more comfortable with this type of interaction.

### **2.3 Financing the introduction of ICT in counselling**

Financing seems to be the mediating factor for the adoption of ICT tools within the different counselling systems. Counselling in general and career counselling in particular have been regarded across Europe as being mostly the responsibility of the state, as the main beneficiary of the improvement of employability of its citizens. This has meant that both individual states and supranational entities have had to implement instruments of financial support for the development of counselling and guidance. Countries that devote larger grants to research and development in this area have acquired purpose-built tools, while lower investment has meant having to adapt the applications designed for general use in education or in other areas.

European Union funding has been an important source for the development, as it has offered the opportunity to pool intellectual and material resources from all over Europe with the common goal of pushing forward the boundaries of counselling, and offering better services.

It is rare for a client to pay for counselling and guidance, and thus the market for such services is built around providers that have to find financing through other means. Private initiatives are largely dependent on state or EU awarded grants, with very few private institutions being able to generate enough revenue from services provided to the general public.

Given the fact that financing is a thorny issue in many European countries, facilitating the exchange of tools and practices would be a cost-effective way to encourage the use of ICT while maintaining an adequate quality standard. An example of such a transfer is S.OR.PRENDO (see page 42) which is an adaptation of guidance software developed by Cascaid Ltd.

The economic upheaval that has characterised the past few years in Europe have not had a positive effect on the relationship between the introduction of new technologies and counselling services. For example, in the public sector in Romania spending for computers and other associated devices has been considerably diminished soon after the economic crisis started to be felt.

### III. Conclusions

In the relatively short time that ICT has been available to counsellors it has proven to be of considerable help to everyday activities and will probably continue to grow and become even more intertwined with counselling services. It is the responsibility of researchers and practitioners alike to find meaningful ways of using ICT without compromising on quality standards and ethics.

Networks like Euroguidance and ELGPN have been successful in promoting cooperation on a Europe-wide scale by facilitating contacts between practitioners (e.g. Academia Study Visits Programme), providing resources for counselling and guidance, proposing and promoting policies, defining priorities and guidelines. However, communication between centres that have developed ICT resources for counselling is not yet at the level that allows for an efficient exchange of practices. Many tools and initiatives go unnoticed by their potential beneficiaries for lack of proper communication.

The client should not be left out of the picture when deciding on the training provided to practitioners. It is often the case that the counsellors are offering services through new media that are either beyond the grasp of their clients or outdated in terms of hardware and/or software.

It seems that there is still some way to go before technology, practitioners and clients are able to achieve the perfect balance between needs and means, but undoubtedly considerable progress has been made. As practitioners and clients grow more accustomed to technology, and the tools are better tailored to counselling activities, we expect that the near future will bring us closer to the dynamic equilibrium we are hoping to achieve.

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# Careering through the web<sup>1</sup>

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## Introduction

Career IAG professionals and researchers have long paid considerable attention to the implications of technological change for service delivery. There is a substantial body of research looking at the relationship between ICT and guidance (e.g. Watts, 1996; 2002; Bosley, Krechowicka & Moon, 2005; Sampson, 2006a; Watts & Offer, 2006). This literature has also examined key issues such as the role of the internet in IAG (Evangelista, 2004; Offer, Sampson & Watts, 2001), e-guidance (Madahar & Offer, 2004) and developing the IAG workforce to make use of ICT (Cogoi, 2005; Barnes, 2008; Bimrose, Barnes & Atwell, 2010).

The rapid expansion of the internet and Web 2.0 applications has meant that this literature can date quite quickly. However, many of the overriding principles and issues from earlier study are still relevant to current practice. Watts (2002) identifies four phases in the development of ICT in guidance: the mainframe phase (1960 to late 1970s), the microcomputer phase (1980s to mid-1990s), the web phase (1990s to early 2000s) and the digital phase (current). He also identifies three trends that can be seen across the four phases: increased accessibility; increased interactivity; and more diffused origination (the trend towards more diverse creators and providers of career IAG).

Key to conceptualising the impact of new technologies on individuals' career development processes is a consideration of the demographics of web use. In 2009, 70% of UK households had internet access, and 76% of adults had accessed the internet in the previous three months (Office for National Statistics, 2009a). Amongst young people (16-24) surveyed in 2008, 93% had accessed the internet in the previous three months, and 77% accessed the internet every day or almost every day (Office for National Statistics, 2009b). All of these figures are trending upwards, as are figures for use of social media, mobile phones and figures relating to the use of the internet by children (Office for National Statistics, 2009c).

As the internet becomes increasingly ubiquitous, it is easy to ignore the dwindling group who are not connected or engaged. Digital exclusion is not simply about the inability to find an internet connection, but rather relates to broader

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1. This article is an abridged version of *Careering through the Web: the potential of Web 2.0 and Web 3.0 technologies for career development and career support services* by the same authors, published in June 2010 by the UK Commission for Employment and Skills.

issues of culture and skill. It is argued that there is a particular combination of skills, attitudes and knowledge that can be characterised as digital literacy (Livingstone & Helsper, 2007; Pietrass, 2007). There is an exponential and positive relationship between an individual's digital literacy and the value that they can extract from the internet. But it is clear that while internet use might be increasingly widespread, digital literacy is not equally distributed throughout society. Those who are at greater risk of digital exclusion may include those from working-class backgrounds (Tien & Fu, 2008), the elderly (Helsper, 2009) and the socially excluded – for example, the rural poor (Warren, 2007).

Access to online technologies has continued to grow. While it is still not possible to talk about ubiquitous access, the convergence between web and telephone technologies means that a very high percentage of the UK population can now access online services if they want. This is not to say that the digital divide has vanished altogether, but rather that the divide is now principally centred around issues of culture, education and skill rather than the capacity to access an internet-capable device. It is more helpful to conceive this as the development of digital literacies: skill-sets that are needed to effectively utilise online resources. The poorer, more socially-excluded and older members of society are likely to have lower digital literacy, though it is important not to over-generalise. Given the importance of the online environment to career exploration, it is vital that the development of digital literacy be given a high priority.

## Technological trends

We have explored a range of technological trends that are likely to have impact on the way this career exploration environment develops. The eight trends we have identified are:

**1. Community:** The internet is an important site for community interaction: technology has increasingly become a tool to facilitate a wide range of communication. This myriad of new ways in which people can communicate is driving social and political change (Shirky, 2008) but is also increasingly challenging the way in which people use the web and discover information. To a growing extent, individuals are discovering internet resources via peer recommendation. The technologies associated with the social web challenge this by increasingly utilising many-to-many forms of communication. This requires a new kind of guidance pedagogy that recognises and utilises the socially situatedness of communications, perhaps by seeking ways of engaging peers, mentors and employers more strongly in the guidance and career decision-making process.

**2. Collectivising knowledge:** A feature of many Web 2.0 technologies is their ability to collectivise and aggregate the opinions of many. Current technologies allow us to harness collective intelligence in ways that radically alter the way we understand the role of expertise and the production of information. Web 2.0

technologies enable the conventional expert designed taxonomies to be replaced with folksonomies. A folksonomy is an organisational structure defined by users rather than by experts or designers. It allows multiple personal structures to be created, as well as offering the capacity to aggregate these subjective individual structures together into a collective metadata structure. These new ways of aggregating knowledge support the development of a public sphere within which ideas can be shared, debated and synthesised, and reinforce the trend towards community.

**3. Individualisation:** Users are increasingly able to individualise and tailor their relationships with online content. Individualisation provides a powerful way for individuals to manage information overload, but its potential goes beyond merely filtering out information. The ability to create a personalized interaction with online information paves the way for the creation of what has been described as a personal learning environment (PLE) (Attwell, 2007). The PLE is not a piece of technology but rather a type of interaction that can utilise a range of technologies. Johnson & Liber (2008) argue that the development of user-driven PLEs necessitates a new pedagogy that recognises this changed dynamic between individuals, professionals and institutions.

**4. Recognising time and place:** Technologies are now enabling us to interact with the web in ways that recognise and identify time and place. This is particularly important to career exploration. Asking a computer to identify what is recent is difficult, but asking it to identify what is current is more difficult still. Similarly, identifying where something originated, where it relates to, and how broad a geographical area it will still be relevant to, are complex issues. This is highly problematic for career exploration processes where time (now) and place (near here) are generally important. Many social media services facilitate real-time or near-real-time communication.

Information is generally served to users in ways that emphasise recent activity. Furthermore, people's use of social media is based on the development of networks of people who share a characteristic or interest. Geographical location remains a powerful characteristic that commonly drives the creation of links in social networks. The value of time- and place-specific web content has been identified by recruiters, who have been engaging job-searchers through using services that make use of new technologies' capacity to recognise time and space.

**5. Located in the cloud:** The way in which both applications and data are stored and delivered to the end-user is changing and is increasingly located off-site and with third-party providers. For organisations, cloud computing has big implications for the management of technical infrastructure. The locus of infrastructure moves away from a single organisation towards the internet. For individuals, cloud computing opens up some possibilities that are likely to have implications for career. The ability to create online spaces that can serve as repositories for data, to move data easily

between learning and work environments, and to be able to share these resources with others, has the potential to mainstream the idea of the e-portfolio.

**6. Free or almost free:** The cost of publication and development has dropped, enabling a wide variety of resources to be delivered at a much lower cost than in the past. The cost of publication falls dramatically once there is no longer a need to produce a physical object. It also falls when you remove editorial and selection processes and just allow everyone to publish everything. This movement to free or nearly free services has a number of implications. Perhaps most importantly, it creates a culture of “publish and then filter” rather than “filter and then publish”. When publication costs money, a lot of energy needs to go into sorting out what is worth publishing. But when publication is free or nearly free, there is no need to do this. The ability to publish freely also provides an opportunity for individuals to market themselves, their ideas and their skills more easily to employers and investors. The profile of the private sector careers consultant/expert/blogger has been increased by the possibility of low-cost publication.

**7. Diverse and integrated:** The internet is increasingly integrated into a range of technologies across our lives. In particular, the convergence between telephone and web technologies opens up new opportunities for career learning. The internet is no longer constrained by conventional desktop computing. The growth in internet-focused peripatetic devices has been enormous and looks set to continue (ITU-D, 2010). The ways that people are accessing online services are becoming both more diverse and more integrated. Users can pull content off the web to their telephone or TV, just as they can integrate their Sat Nav or fridge into their computer (O’Hara and Shadbolt, 2008, p.15). Particularly relevant to career learning is the way in which mobile technologies can facilitate situated learning in a variety of authentic contexts. This raises a range of possibilities, such as using mobile learning approaches to support and facilitate learning during work experience for example.

**8. Games:** Computer gaming is gaining increasing penetration across society. It is important that the potential of both commercially produced games and bespoke educational games are explored for the purpose of career learning. Gaming has enormous penetration with young people, but has also increasingly moved into mainstream (adult) culture. Purpose-built games have been utilised in education for a number of years. However, there is a growing discussion about the learning that takes place through mainstream computer games (Royle, 2009). Games-based learning can take place within the context of a formal curriculum, but is more likely to take place outside it. Careers educators have certainly been using face-to-face games and simulations for years to enable people to experiment safely and to explore decisions and transitions (Jamieson, Miller & Watts, 1988). The possibilities offered by game -and simulation- based learning are already being used to support career exploration



## Applications of web technologies

Given the wide range of technological developments that have the potential to impact on career exploration processes, it is important to examine how these have been being incorporated into the practices of a range of organisations. This paper demonstrates that technology has generally been used to help meet client demand in one of three ways:

1. to deliver information;
2. to provide an automated interaction; or
3. to provide a channel for communication.

Where technology is used to deliver information, it serves a range of functions. It can, for instance, recreate the careers library by supplying information about jobs and courses. This can increase clients' access and remove the space limitations that plagued the conventional careers library. However, this kind of technology also provides an opportunity to improve the quality of information, to harness the linked nature of the web to draw in external resources (such as employers' sites) and to provide a more media-rich experience through the use of pictures, audio and video.

Where technology is used to develop an automated interaction, there are a range of opportunities. The use of technology can automate the initial exploration and diagnostic elements of the usual advice and guidance service: for example, it can facilitate psychometric, matching and reflective tools, and perform some initial diagnostic tests. Technology can also be used to support people to develop their career learning skills: for instance, through games and simulations that can be used to provide an interactive way of exploring the worlds of learning and work. These technologies therefore both promote user-control and self-reliance, but also can automate some of the more routine aspects of the guidance process, so allowing professionals to focus on offering higher level support to clients.

Finally, there is a range of tools that facilitate communication and interaction between people, usually but not always at a distance. These technologies include the telephone and email as well as a range of technologies that enable telephone and email communications to be more effectively managed. Such technologies can make professional support to individuals more accessible, and are also being used to build communities of learning. These technologies can be further classified as those that facilitate the following types of communication:

1. one-to-one;
2. one-to-many and many-to-one; and
3. many-to-many.

Each of these different forms of communication offers new potential for both career exploration and the delivery of career IAG.

## Policy issues

Given the range of activity and opportunities identified, it is difficult to make straightforward policy recommendations. This is particularly the case as the internet is notoriously difficult to regulate. However, if the online career exploration environment is conceived as a market, it is possible to draw on previous work relating to the development of a market in careers to suggest three roles for public policy:

1. Stimulating the market in order to build its capacity.
2. Regulating the market and assuring the quality of services, both to protect the public interest and to build consumer confidence.
3. Compensating for market failure where this is appropriate.

A fourth role might be added: supporting the growth of an educated consumer. In order to achieve this and to maximise the value that individuals can draw from the online market, it may be useful to consider policy recommendations in three areas:

- supporting the growth of digital literacy to support career management;
- developing mechanisms for quality assurance and recommendation of career-related online resources;
- supporting the technical upskilling of careers professionals.

Digital literacy clearly has a key role to play within an individual's pursuit of work and career. The ability to identify opportunities, gather labour market information and harness social networks are key to individual career success. Within this context, it is possible to conceive digital literacy as part of a wider set of career management skills. Careers services have a role to support and develop the digital literacy of their clients. Developing digital literacy in the context of career development is essential in equipping people to interact with the worlds of learning and work and therefore needs to be a stated outcome for careers services.

While the ideal would be to have a highly digitally literate population, this is challenging to achieve. There is therefore a clear role for evaluation of resources and the provision of guidance around their use. It is possible to consider their role in a number of different ways. If all careers professionals were utilising social media to publish their insights and publicly identify the resources that they found useful, there would be an enormous critical mass of new content and metadata that would balance existing content (much of which is produced by the private sector and is highly US-centric).

Finally, it is important to acknowledge that the picture of technological change that is painted throughout this paper is a complex one. There are technical, social and cultural elements to understanding the ways that new technology can support career exploration. Careers professionals do not have sole responsibility for all career

learning or for the development of all online career exploration. They do however have an important role in supporting the development of career-related digital literacy, in quality-assuring career learning materials and in developing a strong understanding about the inter-relationship between technological development and the pursuit of career.

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## **ICT SKILLS: An Integrated Framework for Developing the ICT Competences of Guidance Counsellors**

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### **Context**

The article presents the results of the ICT SKILLS 2 project, run between 2007 and 2009 with the support of the European Commission, and the lessons learned and recommendations raised from its implementation. It aimed to exploit the results of an associated project that mapped the ICT based tasks of guidance counsellors and provided as concrete results the following: updated information on the national contexts, a revised map of ICT-related guidance competences, a correspondent modular training path, a self-assessment tool, an e-practitioner profile, an e-portfolio and pilot trainings. The two years long project was coordinated by Aster Bologna in partnership with 6 organisations from 4 European countries - Melius, Cyborg, Centro Studi Pluriversum (Italy), CRAC/NICEC (UK), Institute of Education Sciences (Romania), University of East London (UK), FOREM Confederal, University of Santiago de Compostela (Spain).

### **ICT skills map**

The map of competences from the associated project was a three dimensional model including:

- A selection of seven guidance tasks from the list of 10 specialised competences developed by IAIEVG (<http://www.iaevg.org/crc/files/iaevg/Competencies-English.pdf>): assessment, educational guidance, career development, counselling, information management, research and evaluation, placement.
- The way in which guidance practitioners can employ the use of ICT in their activity: as a resource in face-to-face sessions with their client, as a medium for communicating with them; or developing ICT-based guidance resources.
- A selection of relevant ICT tools for guidance tasks: email, chat, newsgroup, website, SMS, telephone, software, videoconferencing.

In order to assure appropriateness of the envisaged supporting tools for developing counsellors ICT skills, several principles were considered in the revision work of the map of competencies: extension of the guidance counsellors role by integrating also the tasks related to management of the ICT tools in guidance; inclusion of the emerging ICT tools like Web 2.0 technologies; focus on client's

needs relating to using ICT for career development (e.g. information tools regarding education and labour market opportunities; experiential learning in virtual environments; constructivist learning through the use of specific tools - e-portfolios; communication helping the clients to benefit from available online guidance and counselling services).

While the four areas to meet clients' career education needs can be explored separately, "the more interesting analysis is to explore how media and software can be combined to facilitate some or all of these uses in a coherent and effective guidance intervention" (Barnes, A. & La Gro, N., 2009). Integrating experiential and constructivist approaches is especially important for understanding complex issues related to career education and facilitating significant learning by reflective conceptualisation and practical experience Kolb's model of the experiential cycle (idem, apud Kolb, 1984). By reflecting on the career concept clients have the possibility to construct their own meaning.

The revised map of competencies consists of two units, six elements and 28 sub-elements. The training path comprises 30 training modules amounting for 30 ECTS credits (equivalent to half-a-year or 750 hours of study).

## **The ICT Skills map (Barnes, A. 2008)**

### **Unit 1: Use ICT to deliver guidance**

1.1: Use ICT media and software in the guidance process to meet clients' information needs

1.1.1: Select and use visual, audio and text-based information

1.1.2: Make visual, audio and text-based information for clients

1.1.3: Enable clients to select and use visual, audio and text-based information for themselves

1.1.4: Enable clients to create visual, audio and text-based information

1.1.5: Share information with other partners in clients' networks of support

1.2: Use ICT media and software in the guidance process to meet clients' experiential learning needs

1.2.1: Select and use ICT media and software that will give your clients access to virtual and simulated career experiences and situations

1.2.2: Create experiential learning activities and simulations for your clients using ICT

1.2.3: Enable clients to access virtual and simulated career experiences and situations using ICT media and software

1.3: Use ICT media and software in the guidance process to meet clients' constructivist learning needs

1.3.1: Select and use ICT media and software to assist clients in structuring and managing their career thinking and development

- 1.3.2: Create activities and resources using ICT media and software that will assist clients in structuring and managing their career thinking and development
- 1.3.3: Enable clients to use ICT media and software to assist them in structuring and managing their career thinking and development
- 1.4: Use ICT media and software in the guidance process to meet clients' communication needs
  - 1.4.1: Select and use ICT media and software for establishing and maintaining client communications
  - 1.4.2: Create activities and resources using ICT media and software for establishing and maintaining client communications
  - 1.4.3: Enable clients to use ICT media and software to establish and maintain communications with you and others who can help them in their careers
  - 1.4.4: Select appropriate channels for communicating and consulting with others who can support the client in the guidance process

## **Unit 2: Develop and manage the use of ICT in guidance**

- 2.1: Develop your use of ICT-related guidance solutions
  - 2.1.1: Use ICT media and software in different combinations to achieve guidance objectives
  - 2.1.2: Integrate ICT and face-to-face approaches, where appropriate, to ensure an effective guidance process for clients
  - 2.1.3: Identify the training and support needs of clients to enable their use of ICT in guidance
  - 2.1.4: Carry out administrative tasks related to the use of ICT media and software
  - 2.1.5: Monitor, review and evaluate ICT-related guidance solutions using ICT
  - 2.1.6: Address your own training and support needs to enable you to use ICT in guidance
- 2.2: Manage your use of ICT-related guidance solutions in a service context
  - 2.2.1: Identify opportunities and constraints in the service's use of ICT in guidance
  - 2.2.2: Apply safeguards to protect clients using ICT for guidance purposes
  - 2.2.3: Identify ways of ensuring fairness and inclusion in providing a guidance service using ICT
  - 2.2.4: Maintain service records using ICT-based management information systems
  - 2.2.5: Promote community awareness and take-up of the service's ICT-related guidance provision
  - 2.2.6: Collaborate with professional colleagues in the delivery and development of ICT-related guidance
  - 2.2.7: Collaborate with ICT developers in the organisation and development of ICT-supported client services

## Conclusions

The map of competences could serve as an overall evaluation framework of which different people can master different elements of competences. The systemic impact could be enhanced by introducing the competence training in the initial education of guidance practitioners. As restructuring the university curricula could be a difficult process, it is more realistic to work towards the introduction of the map of competence in the continuous training offer.

Most of the practitioners find the descriptions clear. The taxonomy used in developing the map of competences is coherent with the agreed pedagogical requirements for a teaching design aiming at identifying and integrating cognitive, affective and attitude components.

The initial and continuous training programmes for guidance counsellors need be more flexible and comprehensive in order to respond to the modern challenges of their profession brought by the new learning environments or the need for social networking and for diversified communication. The results could be made more visible (inter)national-wide by: cascading the training from international level to national and local one; expanding the range of benefits to organizing the professional life of the guidance practitioners at the larger regional and national level.

Other general competencies should be considered when designing the training programs for the guidance counsellors: collaborative, (self)assessment, problem solving skills, synthesis, effective writing communication, effective time management, access search engines, find relevant information, moderate online courses on career counselling, use of new technology in counselling, developing resources for different target groups, access wider information vision than the national one, ability to adapt their work to the needs/requests of the clients, to be flexible, open minded and always informed.

The results of the study indicate a number of solutions for overcoming the barriers at a national level: recognition of prior learning for the guidance personnel with ICT expertise, and incentives for them to train their peers and stay in the system, acquire new positions; lobby by professional associations; empowering and encouraging the communities to fund-raise and bring together creative energies, giving them a sense of pride and ownership over the results of such kind at the local level.

It is advocated by the project team (Barnes, 2009) that as career guidance services are being challenged and transformed by the power of ICT, the practitioners community should go beyond using the new tools as just an alternative to traditional services or as just a tool to perform tasks within the older pattern, but rather to use them as an agent of change in their activity (Watts, 1996) and to harness their full potential as the e-guidance competences will be crucial in future in their profession.



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**Part II.**

**Good practices in the use of ICT**



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## **TET-tori - Web-based resource-centre for period of work experience**

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### **Field of best practice:**

Development

### **Project commissioned by:**

European Social Funds  
Regional Council of Central Finland

### **Promoter name and country:**

Finnish Institute for Educational Research, Finland  
Partner(s) name and country:  
More than 3500 companies and 35 municipalities or regions in Finland

### **Context and motivation of the project:**

Recent research (Vuorinen, Sampson & Kettunen 2011; Vuorinen 2006) on the use of Internet in guidance revealed that in many cases the ICT applications have been developed to solve fragmented problems of previous guidance practise. Some of the new applications have appeared to act only as new tools among the previously existing tools and they do not have significant impact on the practise. When planning the "TET-tori" we found out that developing ICT in guidance should be evaluating the existing practise as an entity and after that develop tools to manage the system as well as tools for enhancing the client access and career development skills. Web-based resource-centre "TET-tori" can be seen as a example of using system integration approach in promoting the use of Internet in managing regional guidance resources. This has a long term implication also for the regional lifelong guidance strategies. The policy makers have also invest on updated facilities and also continuing training of the guidance practitioners.

The Practical Professional Orientation (= TET in Finnish) is part of the Finnish comprehensive school curriculum. It has been included in the national core curriculum since late 1980's. These periods are to be organized for the pupils as a basis for their educational and occupational choices, to help them choose their future education and profession better, and to enhance their respect for work. PPO periods are central part in the cooperation between the local labour market, business community and comprehensive school.

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### **Aims of the project:**

The goal of the Web-based resource-centre, the “TET-tori”, is to assist students, parents, study counsellors and companies by offering information about a Practical Professional Orientation periods and further education, especially with regard to initial vocational study programmes in upper secondary education.

### **Target group:**

Students, parents, study counsellors and companies.

### **Methodology, activities and results:**

TET-tori web pages are structured to work in two ways, according to the needs of the user and according to the educational field.

### **Conclusions, lessons learned:**

This shows an example of how ICT can be used in managing the whole regional guidance provision, not only information in individual guidance process. This makes the whole guidance provision more transparent for the students, parents, providers and companies. The development of cooperation between school activities and the surrounding working and business life can create favourable conditions to the successful study and career line selection process.

### **Web references:**

<http://peda.net/tet>

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## Total counselling (Tótal ráðgjöf)

Hitt húsið Youth Centre  
hitthusid@hitthusid.is

### Field of best practice:

Training  
Intervention

### Project commissioned by:

Hitt húsið Youth Centre

### Promoter name and country:

Hitt húsið Youth Centre, Iceland

### Partner(s) name and country:

Hitt húsið Youth Centre, Iceland

### Context and motivation of the project:

The web was originally designed as a Leonardo da Vinci project. After the completion of the project, it continued here in Iceland.

### Aims of the project:

To give young people the opportunity to ask for guidance on anything they like. They can place the questions anonymously and no attempt is made to find out who is behind each question.

### Target group:

Young people.

### Methodology, activities and results:

The young people send in a question through the web. They can decide to be notified via email when the answer is placed on the web. If they choose not to, they can look on the web every now and then for the answer. All answers are placed in a database. They are grouped under topics and on the web a link to the latest question/answers appears on the front page of the "older questions" subpage. The team answering the questions are: an educational counsellor, an occupational counsellor, three social workers, a nurse, a psychologist and a counsellor on leisure activities.

**Conclusions, lessons learned:**

The majority of those placing questions (as far as known) are boys/young men. The questions fall into a variety of categories but the most frequent ones are on sexual affairs and mobbing. It seems the young men do not know how to behave towards potential partners (whether male or female) and those who suffer from mobbing do not know where to turn for assistance.

**Web references:**

<http://www.totalradgjof.is>



*The counselling team*

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## **e-Portfolio: Improve the situation in the labour market by reconstructing the career path**

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### **Field of best practice:**

Development

### **Project commissioned by:**

Regione Piemonte

### **Promoter name and country:**

CIOFS-FP Piemonte, Italy

### **Aim of the project:**

The aim was to develop a user-friendly ICT tool, built around professional competences, created to update career plans and to match workers and firms. The e-Portfolio is an ICT tool created by CIOFS / FP Piemonte for people and companies.

The counselees can describe, narrate their work experiences using a simple and flexible ICT tool. They can choose to use e-Portfolio in a public or private way. Therefore any information can be published or remain reserved for exclusive use. The program helps the counselees to become self-reliant with regard to information gathering (e.g. files, images, videos). It also supports job search by creating a job profile profitable in the labour market.

Companies could search by specific criteria, then access to the counselee's pages and decide to contact them for a job interview.

### **Target group:**

The instrument is aimed to:

- young people doing or completing training courses or paths of vocational guidance in CIOFS FP PIEMONTE;
- people who need the instrument and are available for short training to understand how it works.

e-Portfolio is also intended for companies, interested in use of a ICT "Job Opportunities" tool guaranteed from Ciofs / FP Piemonte.

## Methodology, activities and results:

The training to learn this ICT tool takes about 10 hours divided in three steps. The first phase includes a presentation of the instrument and his methodology to guide the counselees to reconstruct their job path and to define their professional project. The second step is about the construction of e-Portfolio, in which the counselee write the results into the mini website, filling up e-Portfolio (*from the scratch to the publishing on the web*).

The third phase provides individual vocational counselling to refine the mini websites. Also every completed e-Portfolio will be remotely monitored after 3-6 months.

## Directions of further development:

Developing and monitoring the job matching. The methodology of guiding construction and definition of the professional profile, is essential for counselees. In fact they are able to use methodological support to fill up their own mini sites, starting by their career path and their own professional projects. Therefore companies can use an ICT "Job Opportunities" tool guaranteed and monitored by CIOFS-FP Piemonte.

## Web references:

www.eportfoliobilco.it

ITA ENO DEUTSCH

**ePortfolio**

Crea un account Login  
Login VS Login Azienda

**Sei un'azienda?**  
Registralti per avere la possibilità di cercare la figura professionale più adatta alla tua esigenza.

**Sei uno studente o un lavoratore?**  
Crea il tuo portfolio professionale per raccogliere e dimostrare le tue competenze.

**Sei un visitatore?**  
Naviga le pagine pubbliche, scopri le funzionalità e le modalità di compilazione del tuo portfolio professionale.

*eportfolio user page*

ITA ENO DEUTSCH

**ePortfolio**

Sei uno studente o un lavoratore?

1. Registralti
2. Crea il tuo Portfolio
3. Carica il tuo curriculum
4. Aggiorna il tuo portfolio
5. Rendilo pubblico il tuo portfolio

Sei un'azienda?

6. Registralti
7. Ricerca la gli ePortfolio il più adatto alla tua esigenza
8. Presidi i contatti

Il tuo portfolio è un'applicazione che ti permette di raccogliere e dimostrare le tue competenze. Accedere al tuo portfolio è possibile solo se sei registrato e hai creato un account. Per informazioni e domande vai su: [www.eportfoliobilco.it](#)

*eportfolio homepage*

ITA ENO DEUTSCH

**ePortfolio**

Portafoglio di **rossi.anna**

Settore di interesse: Alimenti  
Livello di istruzione attuale: Diploma  
Stato di carriera: Disponibile per altre opportunità lavorative  
Ambito di professione attuale: Ristorazione/Food Services

**Mi Presento**

Il mio nome è Anna. Da anni lavoro presso una nota banca torinese, occupandomi della gestione della Casella che il mio lavoro sia tra i più richiesti da sempre perché esistono di aziende buone remunerazione, prestigio sociale, benefit... (ma anche questo settore ultimamente sta cambiando significativamente).

Trovo questo lavoro un pò per caso, appena finite le superiori. Lo scelsi perché era da molti anni fatto per i motivi citati sopra... ma da tempo il mio grado di soddisfazione non raggiunge i livelli desiderati, e così in tutti questi anni ho cercato di risparmiare del tempo per costruire una mia piccola grande passione, e in questo sito vorrei mostrarvi di che cosa si tratta.

**Dati Anagrafici**

Area documenti/scarica	Codice Fiscale	RSNNVADSBRL219X
CREA PDF RIASSUNTIVO DEL MIO PROFILO	Data di nascita	28-02-1980
Il PDF generato contiene le informazioni personali: anagrafiche, le esperienze lavorative e i percorsi di formazione.	Luogo di nascita	TORINO
	Sexo	Femminile
	Nazionalità	Italiana

**Informazioni Personali**



## **mioriento.it**

Provincia di Varese – Settore Lavoro e Politiche Giovanili  
e.banfi@provincia.va.it  
mioriento@provincia.va.it

### **Field of best practice:**

Development  
Intervention

### **Project commissioned by:**

Unione Province d'Italia

### **Promoter name and country:**

Provincia di Varese – Settore Lavoro e Politiche Giovanili (Varese – Italy)

### **Context and motivation of the project:**

As part of the funds made available by the Union Program Azione ProvincEgiovani Provinces of Italy in 2009, the Province of Varese and specifically the Job and Youth Policies Department, has made the website "mioriento.it" dedicated mainly to students who prepare to face the phase of post-high school choice.

The website [www.mioriento.it](http://www.mioriento.it) is configured as a "virtual place" where a path of individual self guidance through the use of self-rating tools and information. The guidance contained in the test site allows you to know the profile of its powers to deal with the transition to the world of training and / or work while the section devoted to information gives students an overview of some areas of interest such as labour market the types of contracts, offering post-graduate training, job opportunities and training offered by the European Union, etc.

### **Aims of the project:**

- 1) Making the young protagonists of their own choices by providing them with practical tools for a careful self analysis and that of the world around them, to develop the capacity for self-direction and participation in social life with a greater attention to their project of life, overcoming any gender stereotypes and the role of women and men.
- 2) Developing skills for citizenship, which allow individuals to be active citizens in economic and social context in which they live.
- 3) Increase their "employability" increasing awareness of their skills, strengths and potential of their own, buying strategies and methods to integrate successfully into the world of work.

4) Accessing a range of information on topics different: the labour market, contracts, training programs, opportunities at European level, etc.

### **Target group:**

Priority target: students 17 – 19 years old they are about to conclude the high school

Also: People looking for a job or a training course

### **Methodology, activities and results:**

The website has two areas: information area and questionnaire area through which students and students can:

- a) access a range of information on topics different: the labour market, contracts, training programs, opportunities at European level, etc.
- b) undertake a process of individual counselling, exploring their skills to cope successfully with the world of education and work.

The vocational guidance test on the website helps young people to turn our gaze to yourself to learn more about potential and personal ties that can play an important role in defining their life plan.

By filling out the questionnaire available to young people can have their own individual profile orientation accompanied by a personal development plan. The profile individual guidance that the test provides will help young people identify some important personal characteristics that may influence, facilitate or influence their decisions. Being aware of their existence is certainly a strong point and working to improve them increases the chances of success in the difficult task to push ahead with their own choices. The personal development plan, prepared on the basis of the results orientation of the single profile contains tips, strategies and tips for strengthening and /or improve performance in the different areas analyzed by the questionnaire.

Between 1st November 2010 and 1st November 2011, 7546 people from 33 different countries around the world have visited our website mioriento with a total of 9879 contacts.

### **Conclusions, lessons learned:**

It's been 12 months by making on-line website "mioriento" and the access were monitored systematically. During this time the Province of Varese has organized several training courses at the local level with teachers in local schools to present the website and fill in the teachers use the vocational guidance test. Also, the Province of Varese with good results so far have started a campaign to promote the site at local schools and making himself available to arrange meetings with groups of students to present the website.

## Directions of further development:

The Province of Varese has obtained new funding to develop new features of the site and to make it more accessible to young people through social networks.

## Web references:

[www.mioriento.it](http://www.mioriento.it)

[www.provincia.va.it](http://www.provincia.va.it)

The screenshot shows the homepage of the 'mioriento' website. At the top, there is a navigation bar with the logo 'mioriento' and the text 'OFFERTA UNIVERSITARIA giovani'. Below the navigation bar is a large banner image of four people standing on a cliff looking out at the sea at sunset. The text on the banner reads: 'Prepararsi al futuro: orientarsi dopo la maturità. Studio? Lavoro? Un aiuto per scegliere'. Below the banner are several sections, each with a title and a 'vai >' button: 'Il Progetto', 'Formazione', 'Lavoro', and 'Unione Europea'. The footer contains logos for 'Governo Italiano', 'Lavoro', 'UTI', and 'PROVINCIA VARESE'.

*mioriento homepage*

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# The project Career Guidelines and S.OR.PREND0

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## Field of best practice

Development

Intervention

## Project commissioned by:

The project Career Guidelines has been funded by the EU Longlife Learning Programme – Leonardo da Vinci – Transfer of Innovation – Italy – 2009

## Promoter name and country

Project leader of Career Guidelines project was Provincia di Grosseto – Italy

## Partners of the project

*Developer of the tool S.OR.PREND0*

CASCAiD Ltd – UK

*Developers of the Italian occupations database of S.OR.PREND0*

- Centro Studi Pluriversum - IT

- CIOFS/FP Piemonte - IT

- Regione Friuli Venezia Giulia - IT

- Regione Marche - IT

*Partners of Career Guidelines project participating in the further development and testing of the tool*

- AEF - Accademia Europea di Firenze - IT

- University College UCC - DK

- DEP CONSULTORIA ESTRATEGICA - ES

- Provincia di Lecce – IT

- EBTT - Ente Bilaterale Turismo Toscano – IT

## **Context and history of development of the project and tool**

The project Career Guidelines aimed at improving the quality of the Italian vocational, career and educational guidance services through the transfer of an English model of career guidance (I.C.A.S – International Career Assessment Software), created by CAS-CAiD Ltd (a company of the Loughborough University – UK) and already diffused at international level, and through the adjustment and improvement of an already existing Italian occupational database.

The first adaptation of the ICAS model in Italy was made possible in 2005 through an initiative of the Servizio Istruzione e Orientamento della Regione Friuli Venezia Giulia, which after analyzing various models and tools at European level, decided to create a preliminary version of the computer-based assessment tool and occupational database, as part of a project funded by Interreg III A Italy - Slovenia 2000-2006.

After that first step, the tool was tested by a small group of selected organisations, led by Regione Friuli Venezia Giulia, which included Regione Marche, Provincia autonoma di Bolzano, Provincia di Grosseto, C.I.O.F.S. - F.P. Piemonte and Centro Studi Pluriversum di Siena.

In 2008, 5 of the organisations participating in the first testing phase joined forces with other Italian and international partners to promote the Career Guidelines project, with the aim of transferring the whole English career guidance model and of enhancing the existing regional occupational database into a national tool, usable on CDROM all over Italy by other organisations and services, performing a second wider and national testing phase in the period 2009-2011.

After further development effort by the Italian initial partnership and CASCAiD, finally the S.OR.PRENDO Italia software for career guidance and assessment was born and available at national level.

## **Main objectives of the Career Guidelines project**

- Identifying the emerging needs for guidance required by young people, in relation to the current services provided in Italy
- Transferring and testing the innovative career guidance model and tool from UK (diffused at international level) in order to enhance the guidance activities within the Italian PES system
- Improving the selected model and tool and verifying its coherence and conformity to the Italian context
- Drawing up a methodological handbook for practitioners, also containing
- supporting materials for guidance activities, for using the model and the tool
- Dissemination the use of the model and tool in other contexts and territories, in Italy and internationally

## Main activities and results of the Career Guidelines project

During the 2 years of the project lifespan, the tool has been analyzed, adapted and tested all over Italy.

Furtherly, the project has created several reports and supporting materials, developed and adapted to the contexts involved with the testing, such as:

- a research and a report on the emerging needs for career guidance services;
- a new Italian database, enhanced with new career profiles and features;
- an evaluation report on the Italian testing phase;
- a Handbook for practitioners, containing both contributions on career guidance approaches and theories and a case studies sections with operational descriptions of guidance actions and activities already implemented with the software within the final users in the service (secondary schools, PES, vocational training courses etc.).

## The career guidance model and the software S.OR.PRENDO

The model, based on the use of a career profiles database, allows the young customers of the employment and guidance services to define their interests and aims on career opportunities better and helps them to build their career plan.

The Italian database is an innovative guidance tool which will allow the Public employment services to improve their guidance activities supporting young people with their professional choices. Within the project, the tool has been adapted to the Italian context and enhanced with new career profiles and information.

The tool is based on an educational approach and aims to enrich the guidance services providing the users with the possibility to explore and understand job profiles and professional fields better. The tool is part of a strategic model to promote common and locally integrated guidance actions (among different systems - employment services and the educational and training system) and is centred on customers needs, in a lifelong guidance perspective.

The software background development approach is based on 4 main aspects.

### *Open*

Users can easily see how careers have been analysed and why the list of career has been suggested to them.

### *User centered*

The results are based on the users' own answers to the questionnaire on interests (Aspects of Work), they can review their own responses and assess the relevance of the suggestions/information for themselves.

### *Learning based*

Users can explore new ways of thinking about careers and how they feels about the Aspects of Work and learn about careers through the database of occupations.

*Reflective (self-assessment based)*

Users can reflect on how their own response affect the list of suggestions and this may lead to further research or discussion.

**Target group**

The Career Guidelines testing phase has then been carried out in more than 20 Employment Centres in 5 Italian regions, with more than 1200 customers of the services involved, especially young people.

The main target groups of S.OR.PRENDO tool are currently:

- Secondary schools students (aged 11-19)
- Young people drop-out
- Young graduates (aged 19-25)
- Employed and unemployed adults
- People of any age in disadvantaged situations (personally, socially or in relation with the labour market)
- Labor mobility workers
- Workers in retraining process
- Short careers workers
- People of any age enrolled in other training activities (e.g. Vocational training).

**Directions of further development of S.OR.PRENDO**

In 2012-2013, a new system for the software will be developed and released, moving to an online version (from the current client-based and CDROM ones).

In the next few years, the product development will include:

- the implementation of multimedia contents for each job profile (photo, video, external links to relevant resources etc.);
- the addition of cases studies and interviews concerning the main professional sectors/areas and single jobs;
- the addition of new technical features and interactive modules, such as a search engine for education and training opportunities, made available through agreements and connections with external resources;
- a new set of monitoring and evaluation tools available for institutions and organisations using the software, also online.

The longterm development plan aims at widening the range of products/tools available in Italian, with the possibility to have different tools for different targets (e.g. young children, teenagers and young adults, adults).

At methodological and strategical level, the main aim of the Italian partnership is to disseminate further this career guidance model and the connected S.OR.PRENDO software

to a wider range of services and users, supported by the development of trainings for practitioners and teachers and by the creation of new and better focused set of Handbooks, each one dedicated to specific contexts of use (PES, Vocational training agencies, primary schools, secondary schools, universities etc.).

## Web references

[www.sorprendo.it](http://www.sorprendo.it) - The tool webportal

<http://career.guidelines.it> - The project website

On the Career Guidelines website, the video and presentations of the final conference and the Handbook in PDF in IT and EN are available.

[www.cascaid.co.uk](http://www.cascaid.co.uk) - CASCAiD Ltd webportal



*S.OR.PRENDO home page*

*S.OR.PRENDO Jobs list*





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# TRIO Project

## The web-learning system of Regione Toscana

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### Field of best practice:

Development - Training

### Project commissioned by:

Regione Toscana  
Funded by ESF  
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### Promoter name and country:

Regione Toscana – Italy

### Partners name and country

Development and maintenance – Managing Consortiums composed by Italian private companies expert in training and ICT  
Supporting services - the Tuscan Provinces are in charge of managing the Local Learning points, within the regional territory, in collaboration with private local agencies and companies for the operational services.

### Aims of the project

The TRIO Project main aim was and still is the promotion of learning/training for employment, through an international, skills/competency based and flexible system/approach.

TRIO Project was born in 1998 as a Lisbon Agenda initiative of Regione Toscana (Italy) to support the regional labour market in matching the challenges and opportunities of the new millennium, through an online learning platform, with free contents and locally distributed supporting services for learners.

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#### 1 Acknowledgements

The contributor has collected the information herein contained from official sources and public documents available on the Regione Toscana and TRIO Project websites or presented during public events connected with the project. The data on the results are updated at 30/04/2012.

All contents, information and data of the TRIO Project are property of Regione Toscana and its partners. For further information, please, relate to the official TRIO Project website and its representatives in Regione Toscana: *Gianni Biagi (Training Policies Manager – Regione Toscana) or info@progettotrio.it*

The TRIO Project and its platform have been developed through 3 funding cycles and different Managing Consortiums.

#### *First phase 1998 – 2002*

Regione Toscana has developed the portal with ESF funds and the results were the first courses catalogue and the implementation of the public access learning points within the Tuscan Provinces territories (called Poli di teleformazione).

#### *Second phase 2002 – 2009*

This phase has been led by a new Managing consortium, TRUe-learning, and has seen the enhancement of the learning system with new technological features and of the courses database, as well as the development of new activities, such as the distance tutoring and advising desks and the certification service.

#### *Third phase 2009 – today*

Since 2009, the project has been taken by a new Managing consortium, composed by Giunti Labs, Tecnofor e Brain Technology (currently Exact Learning Solutions, Tecnofor and Brain Technology) and sees a further development with the aims of better linking the services offered with the labour market and education systems needs and of providing a new sets of supporting actions for public institutions, training agencies and schools and other local stakeholders.

### **Target group**

The TRIO project offers trainings and supporting services at 3 different levels:

- for individual users, who can access and use the platform directly from their own devices;
- for WLG - Web Learning Group, groups of users belonging to public or private organizations;
- for the OFAs - Organismi Formativi Accreditati, groups of users participating in formal or not formal training programs organized by accredited training organizations within the regional territory.

### **Methodology, activities and results**

#### *Methodology*

The TRIO elearning platform has been developed accordingly with a competencies-based education approach, matching the education and training system of Regione Toscana.

The main features of the elearning systems are:

- flexible qualification alignment;
- blended personal learning offer;
- the possibilities of tracking and reporting the use of the portal and the courses attendance;

- a competency-based adaptive sequency;
- open source standards based architecture (Moodle), integrated with other technologies to support multimedia contents and courses management.

Services to individual users include:

- a help-desk;
- distance tutoring and guidance on the system;
- distance tutoring course by course at content level;
- a database of courses organised in a structural way, by topics and sub-topics;
- the opportunity to create, add or adjust courses on request;
- the possibility to participate in thematic forums;
- final delivery of certificates of attendance.

Services to WLG (Web Learning Group) include also:

- possibility to have a dedicated URL and a customized Homepage for their sub-platform;
- a direct help-desk;
- trainings for tutors;
- guidance and advising services on the platform;
- creation of recommended courses;
- monitoring of the activities of the WLG online and delivery of reports;
- the opportunity to implement and manage a dedicated learning community for the users of the single WLG, developed and managed by the forum coordinator with the WLG;
- possibility to create and publish contents directly on the domain of the modules belonging to the WLG manager.

TRIO Project is also on Facebook, Twitter and has its own YouTube channel hosting video from events and conferences dedicated to the project or the platform as well as several video tutorials on how to use the platform (also available directly on the project informative web portal). The project has also a free informative telephone number, accessible from Italy.

### *Results*

Today Trio is Europe's largest Regional LLL4Employment initiative:

- 1.754 available products (on-line courses and e-books);
- 253.447 registered users;
- 93.896 active learners;
- 695.2906 registrations/products requests in the 13 Macro Areas available;
- most requested Areas - Languages, Computer, Management and Apprenticeship.

## Directions of further development

The Regione Toscana, along with other 6 other Italian regions and Provinces, has established the interregional network RITEF – Rete Interregionale di Tecnologie per la Formazione, with the aim of developing agreements for sharing know-how, through the joint creation of new contents and the exchange of already existing technologies modules and Learning Objects. The network activities have already given the first results in the form of 3 official agreements on the TRIO Learning Objects License.

Specific projects and services for the Accredited Training Organisations located in the Regione Toscana will be further developed with the aim of implementing new partnership agreements and, from there, new services agreements, to support the use of the platform by a wider range of final users.

Currently, TRIO Project is also starting a testing phase of TRIO Mobile. The first mobile application for Android and smartphones has been released in 2012 and a campaign for motivating its use and collected feedbacks from users has been launched. The app, completely free, is provided through a worldwide accessible platform (Google Play Store).

## Web references

[www.progettotrio.it](http://www.progettotrio.it) - Official webportal of the TRIO Project

<http://didateca.progettotrio.it/moodle> - The learning platform

TRIO home pages

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## eGOS: e-Guidance and e-Government Services

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### Field of best practice:

Training

Intervention

### Project commissioned by:

European Commission, DG-INFSO, CIP-ICT-PSP

### Promoter name and country:

Arezzo Provincial Authority, Italy

### Partner(s) name and country:

- Provincia di Arezzo, Promoter and Tester (Italy)
- Melius srl, National and transnational coordinator, Core partner (guidance contents and methodology) (Italy)
- Lynx srl Core partner (software) (Italy)
- MasterStudio srl, Core partner (design and communication activities) (Italy)
- Totem srl, Core partner (hardware) (Italy)
- Cooperativa O.R.So., Tester (Italy)
- Cooperativa sociale Studio Progetto 2 di Oristano, Tester (Italy)
- GIOC, Evaluator (Italy)
- E.N.A.P., Trainer (Italy)
- EA ECNIS, National coordinator (Bulgaria)
- Data Concept Bulgaria, Tester (Bulgaria)
- Polymetis, Evaluator (Bulgaria)
- Znanie Association Sofia, Trainer (Bulgaria)
- Diputacion de Jaen, National coordinator, Tester (Spain)
- Cámara de Comercio e Industria de Jaén, Tester (Spain)
- Ayuntamiento de Vila-real, Tester (Spain)
- SAE – Servicio Andaluz de Empleo, Trainer (Spain)
- City Hall of Iasi, National coordinator, Tester (Romania)
- Research Liaison Office of the University of Iceland, National coordinator, Tester (Iceland)
- The East Iceland Knowledge Network, Trainer (Iceland)
- Hafnarfjörður Municipality, Evaluator (Iceland)

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## **Context and motivation of the project:**

The picture of ICT in guidance is fragmented; there is no Pan European development in this field. A constructivist approach and new learning styles, however, along with new ICT, open up new usages of computers in guidance.

With the advent of the Internet which in guidance has been predominantly used till now for informational purposes, it seems appropriate to look at the broader usages of ICT, i.e. in the direct supply of guidance actions through ICT-based media.

One of the challenges that educational and vocational guidance services have to face, and that in the following years will be more and more demanding, concerns the use of ICT also for delivering guidance services and not only for the information management.

In a moment in which, at a local, national and European level at one side the cultural and digital divide, and at the other side the overburdened of informatics (information science) are essential elements for the guidance services, the experimentation of new methods to approach it to disadvantaged people (because of a distance from the services (geographic distance or distance connected to disability or personal difficulties) represents to our society an opportunity to a constant increase for the quality of its role in the educative and formative success.

## **Aims of the project:**

The project aims at improving employability and guidance practitioners' capacity building through the activities of a prototype service that enables the delivery at a distance of educational and vocational e-guidance services, also to cross-border mobility.

This eGOS system enables decision makers in charge with educational, training and employment policies to reach also those citizens that, for different reasons, wouldn't be able to take benefit from traditional guidance services. In a long term, the system will allow decision makers to reduce management costs and procedures of the services (i.e. less human resources needed, less clients to the traditional services, etc.).

E-guidance practitioners have been trained during the project in order to be able to manage the system and to deliver "traditional" educational and vocational actions through the use of ICT tools hosted on a multi-channel open source platform (WISP - Web-based Integrated Services Platform). eGOS e-guidance services are and will be accessible from final beneficiaries from Internet on their home PC, from EG-kiosks placed in their living areas and from EG-stations within the tester partners' or any associated organisation.

## **Target group:**

- Citizens living in remote geographical areas. They take advantage of the eGOS services from home or from EK-kiosks;
- Citizens living in areas with no or few traditional guidance services They take advantage of the eGOS services from home, from EG-kiosks or from EG-stations within other help services (for example of the associated organisations);

- Citizens with little flexibility in time: workers, women with children. They can access the eGOS guidance services also after the closing time of the traditional guidance centres from home or from EG-kiosks;
- Citizens with reduced mobility capacities: people with health or physical mobility problems, seniors. They take advantage of the eGOS services from home;
- Social challenged citizens as school drop-outs;
- “Shy” users preferring the intermediation of ICT-based instrument than direct relationship with a practitioner. They take advantage of the eGOS services from home, from EG-kiosks or from EG-stations;
- Guidance practitioners using the eGOS system in e-guidance delivery. They have been trained to acquire guidance-related ICT competences during the project length and will use the eGOS prototype during the pilots and after the project end.

### **Methodology, activities and results:**

eGOS is an “integrated system”. When defining it as an integrated system we mean that:

1. The eGOS prototype can be jointly used with already existing traditional educational and vocational guidance services. Users who won't use distance guidance activities have the possibility to receive help and advice in a traditional way as always. Thus, digital divide won't be improved but, on the contrary, information and training activities for final users is being organised during the project length;
2. The eGOS prototype is based on a multi-channel open source platform called WISP - Web-based Integrated Services Platform - that enables e-guidance practitioners to deliver their information, advice and help services to final beneficiaries by using different ICT-based tools such as video-conferencing, e-mail, chat-rooms, fora, etc.
3. The service is based on the integrated use of software, hardware and contents' supply;
4. The eGOS e-practitioners have been training following the methodology and training path developed in the former projects ICT SKILLS and ICT SKILLS2 adapted to the context and needs of the eGOS project.

The services delivered at a distance through the eGOS system are:

1. Information on educational and vocational issues, also to cross-border mobility. That will include the following activities for final beneficiaries:
  - Collecting, organising and maintaining information on the WISP pertinent to education, training, occupations and employment opportunities.
2. Advice to educational and vocational issues, also to cross-border mobility. That will include the following activities with final beneficiaries:
  - Help clients in the effective use of information found out on the WISP;
  - Help clients in clarifying some information resources found out on the WISP
  - Refer clients, when needed or required by them, to traditional guidance services available in their territorial area or in other ones.

3. Counselling on educational and vocational issues. That will include the following activities with final beneficiaries:

- Assisting individuals to select courses;
- Make educational plans;
- Overcome learning difficulties;
- Prepare for post-secondary education/training;
- Fostering the attitudes, beliefs and competencies that facilitate mastery of vocational development tasks, the ability to plan and adaptation to work-role transitions over the life-span;
- Supporting individuals in their efforts to obtain occupational positions by teaching job search skills and creating employment opportunities.

4. Vocational guidance specialised actions. That will include the following activities with final beneficiaries:

- Prompting self-reflection to clarify self-concepts, identify options, make decisions and resolve difficulties for what concern the insertion into the labour market or the change of the professional plan;
- Measure an individual's abilities, aptitudes, barriers, life roles, interests, personality, values, attitudes, educational achievements, skills and other relevant information for what concern the insertion into the labour market or the change of the professional plan.

5. Specialised guidance actions will be framed into 3 main e-guidance interventions:

- Group counselling for the active job search;
- Skills assessment paths;
- Tutoring and support paths to employability for people with more difficulties.

## **Conclusions, lessons learned:**

The eGOS project is now in the fourth and last year of activity, finalising the pilot phase. It will end in April 2012. We cannot still speak about conclusions, but the development of the project and the interest shown by public bodies delivering guidance is highly positive.

## **Directions of further development:**

The CIP programme envisages the commercialisation of the outputs of the project after its end. The owner, provider and maintainer of the service will be a group of Italian SMEs, the core partners (see the list of partners above), which have developed the eGOS system. They have all competences, knowledge and experience requested, both from the technical, technological and methodological point of views, for managing the system and for assuring its maintenance also in the future. On the other hand, the project testers have strong interest in seeing eGOS results as that falls within their strategic active policies to improve the inclusion into the labour market of categories of disadvantaged users that wouldn't take advantage from the traditional services. All the existing partnership will be involved in the future activities according to their role and competences.



**Web references:**

[www.egos-cip.eu](http://www.egos-cip.eu)



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## eSvetovanje / E-Counselling

Dorotea Verša  
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### **Field of best practice:**

*Research:* In the preparation period which begun in autumn 2007 different expert groups from ESS were involved in the project. We also consult experts in career guidance in Austria and Belgium National Employment Services and external experts in Slovenia.

*Development:* The aim of the project were to develop of integrated e-information & counselling support for job seekers and all who are interested in vocational / career guidance.

*Training:* Career and employment counsellors in the frame of ESS were trained for use E-counselling for their unemployed clients and to present this service to all interested in career orientation in Slovenia.

*Intervention:* E-counselling was first of all designed for those who can use ICT for research and planning in their career and vocational development.

### **Project commissioned by:**

ESS, E-counselling Project - European Commission (call for proposals EIM 2006)

### **Promoter name and country:**

ESS, Euroguidance Slovenia

### **Partner(s) name and country:**

VDAB (Belgium)

AMS (Austria)

### **Context and motivation of the project:**

The purpose of the web service E-counselling is to assure faster and simple entrance to guidance tools for identification on vocational (career) interest and to define employment and career aims. Users of the service better understand the influence of the personal characteristics on job preferences, recruitment and job satisfactions. E-counselling service offers tools for vocational and career self assessment.

### **Aims of the project:**

To upgrade existing level and possibilities for guidance and career counselling with free of charge, up to date and in full with web guidance information, tools and interactivity between counsellor and user in guidance.

## Target group:

Main target group are skilled computer users who search for vocational and career guidance, employment place and information needed for independent search on employment. It is specially intended to unemployed to establish electronic link with counsellor through registration in the service. In this way the unemployed person can receive additional guidance tools and support from the guidance counsellor.

## Methodology, activities and results:

E-counselling is set up by module structure.

1. *Self assessment* includes Interests, Other characteristics and Competences A chapter "Interests" show Holland's theory of interests and personality and short description of Holland's six types (RIASEC). There are possibilities for registered unemployed with an online link to Slovene version of Self Directed search and for general public with a detailed description of the six types.

Other characteristics include personal characteristics, abilities, motives and values and life styles. Personality characteristics establish links between job and personality characteristics, explain why are important for employers and include a personality questionnaire.

Section Abilities help users to be aware of their own abilities with an aim to use the abilities as an advantage in the job finding process. The content explain what are abilities, why are important for the employers, and which abilities are typical for the user. Section Motives and values explain what they are, uncover a role of motivation connected to work satisfaction and contain a questionnaire of motives.

Life and work style section explain why they are important for the employers and present a questionnaire of work styles.

A chapter "Competences" present important core competences (with a questionnaire on communication, interpersonal skills, team work and problem solving types) meaning of specific competences.

2. Module *Employment objectives* includes chapters on "Exploring the employment opportunities" and "Setting the objectives". The first chapter offer 4 possible methods: Types of work, Education, Holland's types and Standard classification of occupations. Users can explore occupations through 14 types of work. Occupations with job description have a word document so user can read the description of the occupation and find out some statistical data of the separate occupation (3 past years vacancies and the number of unemployed people with the same occupation). Exploration of opportunities by education: User can write his/her educational title and computer shows all jobs one can get with this education. Standard classification of occupations presents occupations which are combined in 10 vocational groups.

3. Module *Decision making* shows that careers are not only depend on interests but increasingly on labour market and competences we gained by learning and working.

The user here get the whole list of interesting jobs and occupations – they have to choose 5 the most suitable occupations. User can asses job objectives comparing demands of job with his/her competences and frequency of the vacancies in the labour market. The purpose of the module is in help to users to recognize the importance of proactive job search. It provides information and learning activities that reinforce development of competences in four basic areas: How to search for a job, Applying for a job, Job interview and Planning and follow up. Section “How to search for a job” support user to: understand characteristics of the labour market, raise awareness of proactive job search, learn how to find possible job opportunities and to recognize importance of discovering job opportunities and successfully entering on the hidden job market.

Section “Applying for a job” main purposes are to raise awareness of self-understanding and researching potential of employer before writing resumes and cover letters, to learn how to write targeted resumes and cover letters and to use application e-CV for creating online resumes.

Section “Job interview” helps user to understand the importance of interviews, to prepare for an interview, to practice responses to potentially difficult questions and to present oneself well at selection interviews.

Section “Planning and follow up” support use of goal setting, review, reflection and action to make progress and achieve the goal (employment), to prepare an individual action plan and to identify, access and use the help and advice if and when needed.

4. Module *Labour market* in E-counselling enables job seeker to explore structure of labour market. It is divided on “Job vacancies (JV) search” in ESS data base by selection criteria: level and type of required education, occupation group of JV, national region of JV and employment arrangement. Search of “relation from education to occupations” enable user to find out which occupations can be performed with an acquired education or with education user want to gain. This data is also useful for user to define employment aims and in search for JV. A review of occupations is possible by single occupation or by occupational groups. A “relation between occupation and education” show what kind of education user need for performing desired occupation. Objectives of the education / occupation investigation service are to widen knowledge on employment opportunities for job seekers and to widen knowledge on educational possibilities in the frame of vocational guidance.

In 2009 a web statistics on usage of E-counselling service show: 6.462 registered users of the e-service, 2.072.605 reviewed pages and 418 assigned testing.

## **Conclusions, lessons learned:**

E-counselling was set up as an additional channel in the frame of guidance / orientation service of ESS with special advantage for youngsters skilled in ICT and all those who like to work from home or have difficulties with visiting counsellor on the premise.

## Directions for continuation:

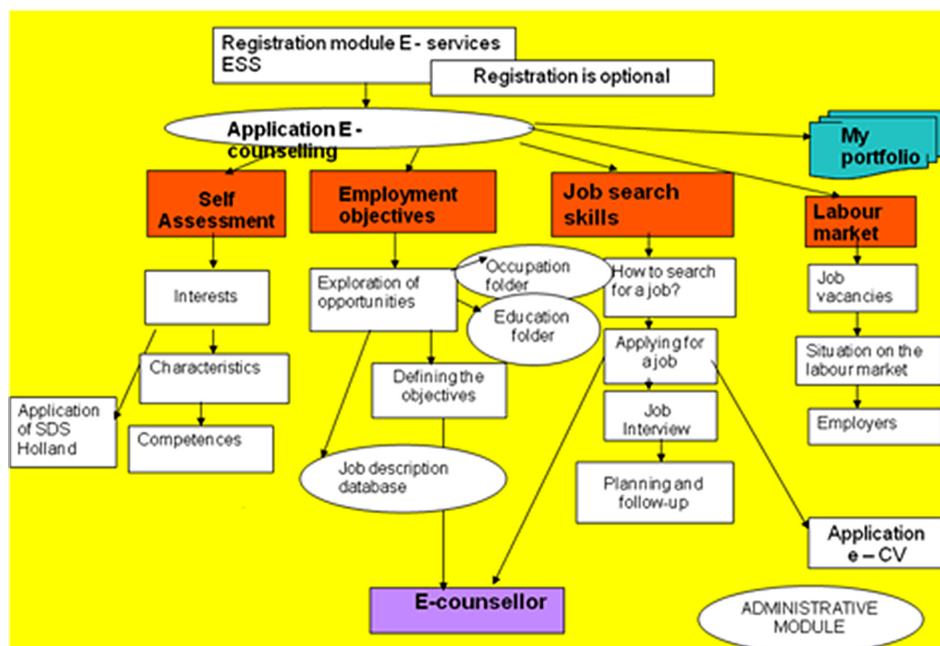
Caretaker of the E-counselling service collects comments and proposals for a more user friendly e-service. It is planned that E-counselling will be upgraded in a way which will enable individuals for even more simple management in E-counselling.

## Web references:

<http://apl.ess.gov.si/eSvetovanje/default.aspx>

## References:

Know-how already used in career orientation in Slovenia was mainly employed in the set up of this service. There was a lot of content documentation which was transferred to ICT managers to set up the programs used in E-counselling. There is a direct link to the ESS databases on labour market and job vacancies with a possibility to check situation for separate profession (offers and inquiries) in last two years.



A sketch of the process in the web service E-counselling

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**Field of best practice:**

Research

Development

Intervention

**Project commissioned by:**

Educaweb

**Promoter name and country:**

Educaweb, Spain

**Context and motivation of the project:**

Educaweb was created in 1998 and it has become an essential search instrument for training and study information. The database includes more than 20,000 centres and information about more than 45,000 courses.

**Aims of the project:**

- Educaweb is the leading guidance portal specialised in the sector of education, training and work in Catalonia and Spain.
- Educaweb edits weekly different publications in electronic format for students and professionals in education, with currently 130.000 subscribers.
- Educaweb is the visible face of a company which also offers in-person academic and professional guidance service.
- Educaweb is a meeting point for people who are looking for training opportunities and the companies and centres which offer them.
- Educaweb's counselling services are aimed at young people, families and professionals through different modalities: in-person, on-line and by telephone.

**Target group:**

Students, professionals in education and families are the main target groups of the web-portal.

## Methodology, activities and results:

The user navigates through the web looking for what he or she needs: including courses, publications, articles, or tools.

## Conclusions, lessons learned:

Educaweb currently receives 15,000 daily visits, which shows a high demand for quality information relation to the educational offer. The main content of Educaweb is the course and educational centres database, but in order to remain pertinent for users, the database is complemented with current content, news and analysis of important topics related to guidance, education and the world of work.

## Directions of further development:

Educaweb has expanded with a version in Catalan, [www.educaweb.cat](http://www.educaweb.cat), with content especially for users within Catalonia and also versions for Mexico ([www.educaweb.mx](http://www.educaweb.mx)) and Brazil (<http://www.educaweb.br.com>).

## Web references:

[www.educaweb.com](http://www.educaweb.com)

The screenshot shows the Educaweb.com homepage. At the top, there's a navigation bar with the site logo and social media links. Below that, a large banner features a woman thinking, with the text "TE AYUDA A ENCONTRAR TUS ESTUDIOS." and a three-step process: "1 Busca", "2 Elige tu curso", and "3 Solicita información".

The main navigation menu includes: CURSOS, MÁSTERS, FP, GRADOS, CENTROS, DICCIONARIO ESTUDIOS, ACTUALIDAD, and ORIENTACIÓN. Below the menu is a search bar with the text "¿Qué quieres estudiar?" and a dropdown menu for location ("-- Dónde --").

The content area is divided into six columns, each representing a different field of study:

- CIENCIAS SOCIALES**: Derecho y administración de justicia | Ciencias del trabajo y relaciones laborales | Trabajo social y familiar | Sociología y ciencias políticas
- ECONOMÍA Y ADMINISTRACIÓN DE EMPRESAS**: Gestión y dirección de empresas | Banca y finanzas | Economía | Marketing
- EDUCACIÓN Y FORMACIÓN**: Maestros y profesores | Pedagogía, psicopedagogía y psicología | Educación social | Formación de adultos y pruebas de acceso
- INFORMÁTICA Y TELECOMUNICACIONES**: Informática | Multimedia | Telecomunicaciones y telemática | Diseño asistido por ordenador (CAD)
- MEDIO AMBIENTE, ZOOLOGÍA Y VETERINARIA**: Medio ambiente | Biología y biotecnología | Veterinaria y adiestramiento de animales | Ciencias del mar
- SANIDAD Y SALUD**: Medicina | Enfermería | Fisioterapia y masaje | Farmacia | Psicología y terapia ocupacional

A "VER +" button is located at the bottom right of the content area.

# Gran recorregut

Cristina Caldas  
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## Field of best practice:

Intervention

## Project commissioned by:

Educaweb

## Promoter name and country:

Educaweb, Spain

## Context and motivation of the project:

GR, is a self applied tool which aids the self-knowledge process of the user.

GR is a questionnaire in which young people identify the areas of study they like best, their skills and ability, as well as their professional values.

## Aims of the project:

- Provide the necessary information to understand and become familiar with the educational and professional offer, contributing to the planning of the training route by students.
- Help the user to learn to navigate through the different sources of information regarding educational and professional offer.
- GR has been developed with the aim to help the user in his/her career decision process.
- The tool aims to deepen the self-knowledge of the user, so that he/she can better understand who he/she is and reflect on what he/she would like to be in order to determine what studies or occupations can provide the most satisfaction.
- In GR, the user identifies likes, preferences and interests related to a series of personal characteristics that should be considered when selecting future studies or career.

## Target group:

The tool is designed for people of all ages above 16 years of age, with any level of training.



## Methodology, activities and results:

A questionnaire in which young people identify the areas of study they like best, their skills and ability and their professional values.

## Conclusions, lessons learned:

Although valuable, it is necessary to complete this activity-tool with additional guidance activities.

## Directions of further development:

The tool requires further and continuous development to improve and update the results of the tool with the new degrees.

## Web references:

<http://orientacion.educaweb.com/es/presentacion>

## Bibliography:

1. POPA (*Programa Autoaplicat d'Orientació Professional*), (2009) Enric Corominas, Manuel Álvarez i Rafael Bisquerra. Qüestionari revisat pels autors juliol.



# nep.TU

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## Field of best practice:

Development  
Intervention

## Project commissioned by:

Educaweb

## Promoter name and country:

Educaweb, Spain

## Context and motivation of the project:

The project is the result of the adaptation of an activity done with printed resources that was transformed with the incorporation of new technologies.

## Aims of the project:

- Provide the necessary information to understand and become familiar with the educational and professional offer, contributing to the training route planning students.
- Learn to navigate through the different sources of information regarding educational and professional offer

## Target group:

- Students of secondary school (15-16 years)
- High School - Bachillerato (16-18)
- Vocational Education & Training - Ciclos formativos

## Methodology, activities and results:

The tool is an on-line service of academic and professional resources which is directed by a guidance practitioner.

Nep.Tu is a personalized Intranet which collects information about all studies and training pathways, centres, and professional options.

In summary, the tool is a studies and occupations navigator.

Students use the portal created by Educaweb as a compilation of information. They can solve specific questions about the possibilities offered by the educational system and the workplace.

The activity is supervised by one guidance practitioner that at the beginning of the session explains to the students the different ways they can choose and once they begin to use the nep.TU tool the guidance practitioner monitors their activity. The students, in most cases, have 1 hour to explore the tool.

## Conclusions, lessons learned:

The tool is popular, but many schools and educational centres often still prefer the older service, which uses similar resources and content, but is not an ICT tool, rather it is comprised of informational session supported by printed resources.

## Directions of further development:

It is very important to continually update the content, as well as, extend the scope and use of the product.

## Web references:

[www.educaweb.com/secciones/servicios-centros-educativos-instituciones/neptu-navegador-estudios-profesiones-ti](http://www.educaweb.com/secciones/servicios-centros-educativos-instituciones/neptu-navegador-estudios-profesiones-ti)



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## Virtual Guidance

Mehtap Bahadir  
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### Field of best practice:

Research

Development

Training

### Project commissioned by:

Turkish National Employment Agency

### Promoter name and country:

Career Counselling and Human Resources Development Association - Karder - Turkey

### Partner(s) name and country:

- Ankara University Centre for the Study of HR Management and Career Counselling (IKDAM), Turkey
- Turkish Employment Organization (ISKUR), Turkey
- Eduser Consultancy Services Co., Turkey
- analysis, consulting and interdisciplinary research (abif), Austria
- Institute for Educational Sciences, Romania
- DIJITEK Computer and IT Technology Co., Turkey
- HAK-IS Trade Union, Turkey

### Context and motivation of the project:

Using ICT in career guidance is quite a controversial issue. On the one hand, some guidance practitioners regard ICT as a cheap and inefficient method, which could never replace face-to-face counselling. Others, on the other hand, regard ICT as a facilitating tool in providing guidance, which increases efficiency of services instead of replacing face-to-face counselling.

The only and one common point where different opinions on use of ICT in guidance meet would be the growing part of ICT in our work and private lives. We hold videoconference sessions with our colleagues in different cities or countries by using communication tools like Skype; We follow companies of our interest in Facebook and Twitter and find about open jobs instantly; We attend to online trainings at the comfort of our

homes to ensure our professional development; We pay our bills via internet banking; We apply for examinations without going to any bank or application centre... This clearly means that we are surrounded by ICT in every moment of our lives. Therefore, using ICT in guidance as a facilitating and catalyst tool is inevitable.

The above cases, along with others, point out one significant fact: growing need in using ICT in guidance. Virtual Guidance Project was developed to respond to this need. Virtual Guidance Project is a Leonardo da Vinci Transfer of Innovation Project financed by EU and has transferred the methods and products of the former Leonardo da Vinci Pilot Project "ICT Skills for Guidance Counsellors" implemented by ASTER (Italy). The Project was launched in November 2009 and completed in October 2011 (24 months).

### **Aims of the project:**

Virtual Guidance Project aims to increase the counsellors' use of ICT in guidance services and to equip them with the competencies and skills they need to deliver such services.

### **Target group:**

- Guidance practitioners;
- Policy makers;
- Citizens benefiting from distance guidance services.

### **Methodology, activities and results:**

The project incorporated three main components:

#### *1. ICT Skills Map*

ICT Skills Map, which includes guidance related ICT skills career counsellors should have, was transferred within the Project. ICT Skills Map is a guiding tool for counsellors and it has to be updated in line with the developments in technology.

#### *2. Training Need Analysis of Guidance Practitioners*

In order to determine guidance practitioners' perception of use of ICT in their work, their current guidance-related ICT skills and ICT training needs, training need analysis was carried out in Turkey and Austria. To this end "Questionnaire for the Analysis of Guidance Practitioners' Training Needs in ICT", which was developed in transferred ICT Skills for Guidance Counsellors Project, was first translated to Turkish and German from English and then adapted to national and local needs. Survey was conducted via web based questionnaire software [www.limesurvey.org](http://www.limesurvey.org) both in Turkey and in Austria.

Training need analysis was conducted by an expert team of KARDER and Ankara University IKDAM in cooperation with ISKUR experts in Turkey. Questionnaire was sent all counsellors (350 persons) working for ISKUR in 81 provinces of Turkey. 240 respondents (n=240) completed the questionnaire within a week of the active promotion of the survey. In Austria, abif conducted the survey and 70 vocational counsellors partly or fully completed the questionnaire (n=max 70) within two weeks of the active promotion of the survey.

The surveys in Turkey and Austria showed that in both countries guidance still happens mostly face-to-face either in individual or group settings. Telephone and e-mail are commonly used tools for counselling but still have a large potential for further development. ICT skills of vocational counsellors have to be increased with comprehensive training programmes.

### 3. *Pilot Trainings*

#### *Pilot Trainings in Turkey*

In line with the results of the ICT Training Needs Analysis in Turkey, a training programme and training materials were developed. "Using ICT in Guidance: New Methods and Trends Training Programme" aimed at raising awareness towards the innovative use of ICT in guidance. The training programme lasted for 4 days and reached to a group of 30 job and vocational counsellors and private sector professionals.

Main topics of the training agenda:

- Virtual Guidance: How does technology change guidance?
- Y-Generation at Work and their participation at work life via Social Media
- Using videoconferencing in guidance
- Counselling in Virtual World: Second Life

#### *Pilot Trainings in Austria*

Pilot trainings in Austria were organized as one-day workshops considering the results of the Training Needs Analysis in Austria and work conditions of the counsellors. "Vocational Guidance 2,0 Training Programme" reached 17 counsellors in Austria. The training programme aimed at informing the participants about the use of Web 2,0 technologies in guidance, which means creating and sharing user-generated content.

Main topics of the training agenda:

- Web 2,0 and guidance
- Using web resources (social bookmarking)
- Collaborative writing (Google Docs, Titanpad)
- Innovative methods in vocational guidance (mind maps, glogster)

In addition to these main components, the following ICT-based materials and publications were developed:

- Information and Communications Technology in Career Guidance Best Practices: Europe and Turkey  
Best practices towards the use of ICT in guidance and various articles were compiled in the book "Information and Communications Technology in Career Guidance Best Practices: Turkey and Europe". Published in Turkish and English, the book includes various articles from professionals and best practices from Turkey, Romania, Finland, Italy, Slovenia, Estonia, Portugal, etc.

- **Virtual Guidance Training Kit**  
Virtual Guidance Training Kit aims at developing counsellors' skills and knowledge in using ICT in guidance. Published in Turkish and English, the book consists of the following chapters: Y-Generation at Work and Social Media, Using Videoconference in Counselling, An Innovative Method in Counselling: Second Life and ICT Skills Map.
- **E-forum**  
Virtual Guidance e-forum was developed and launched to contribute to professional development of job and career counsellors, guidance teachers, professionals and students by gathering them in a single platform. E-forum is available at <http://www.sanalrehberlik.org/forum>
- **Online Course Management Software**  
Aiming to complete ICT related part of the pilot trainings, a virtual classroom was created in Moodle (Modular Object Oriented Dynamic Learning Environment) Platform. Virtual classroom is available at: [www.moodle.sanalrehberlik.org](http://www.moodle.sanalrehberlik.org).

### **Conclusions, lessons learned:**

Virtual Guidance Project approached use of ICT in guidance from the perspective of guidance practitioners and policy makers. It has definitely raised awareness towards use of ICT in guidance and its benefits for various target groups. However, increasing guidance-related ICT skills of guidance practitioners is only a part of the work to be done in order to incorporate ICT in guidance. Clients' expectations from ICT based guidance, their ICT skills and ICT tools they access should be considered as well.

### **Directions of further development:**

ICT-based guidance could be studied from the perspective of the clients in further projects. Without taking the clients into account, ICT-based guidance will be incomplete and fail to develop and produce expected results.

### **Web references:**

[www.virtualguidance.org](http://www.virtualguidance.org)

[www.sanalrehberlik.org/forum](http://www.sanalrehberlik.org/forum)

[www.moodle.sanalrehberlik.org](http://www.moodle.sanalrehberlik.org)

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**www.bic.at**  
**BerufsInformationsComputer**

Silvia Weiß  
ibw – Institute for Research on Qualifications  
and Training of the Austrian Economy  
weiss@ibw.at

**Field of best practice:**

Development

**Project commissioned by:**

9 Regional Chambers of Economy and the Austrian Federal Chamber of Economy  
Department for Educational Policy

**Promoter name and country:**

ibw-Institute for Research on Qualifications and Training of the Austrian Economy

**Context and motivation of the project:**

Career and vocational guidance is of central importance for all students. Although labour markets are only slowly recovering, European countries are facing a severe skilled worker shortage in the near future. A better use of existing aptitudes and talents through successful educational or career decisions will be most important at all educational levels. A person who is aware of his/her aptitudes and interests will have better chances in finding adequate educational and job opportunities.

**Aims of the project:**

www.bic.at is an online career and vocational information programme which is in principle designed for users to access independently without interaction with guidance practitioners. But the programme is also in common use in the interaction between guidance practitioners and information seekers (in career guidance centres as well as in schools) as an information source, guidance tool and teaching aid.

**Description of the target group:**

The main target group of www.bic.at are information seekers for jobs and educational pathways of every age. The tool is also designed for guidance practitioners as information source to guide the above mentioned information seekers.



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## **Methodology, activities and results:**

It was first developed in 1987 as a local database. The first online release was implemented in 1998.

The core programme contains occupational descriptions, information on education and training paths, occupational groups and fields of activity. One can find information on Austria's education system, the apprenticeship system, tips on career choice and how to apply for a job and many interesting tips and links to support resources.

www.bic.at database provides information on more than 1700 occupations, e.g. short and long occupational descriptions, photos and film information, tasks and duties, personal requirements, working conditions (equipment, tools, materials, work place conditions, enterprises and institutions), information about education and training possibilities, further education, related occupations and entrepreneurship.

Apart from offering information, www.bic.at offers a number of activities to the users. One important example is the Interest profile. This helps clients to discover their interests and inclinations in a short time (around 10 minutes) and become familiarised with occupations and related occupational groups. The Interest profile is followed by tips for career choice, preparing job applications and a collection of materials (checklists and worksheets which support in thinking about interests and wishes or abilities and talents and so on).

Although the programme does not offer a job search tool, there are various linking to job platforms and search engines in the service section of www.bic.at. The occupational descriptions of the apprenticeships contain a direct link to the so called 'Lehrbetrieb-sübersicht' which is a database with the names and addresses of all Austrian enterprises which are training apprentices.

## **Conclusions, lessons learned:**

www.bic.at is a very successful tool (retrieved 2010):

- hits on website: about 40 000 000 per year
- visitors on website: 305 000 per year
- activated single professions: 2 100 000 per year
- completed Interest profiles: 92 000 per year
- activated vocational videos: 33 000 per year

## **Directions of further development:**

www.bic.at wants to increase the interactive network with other national digital information tools, especially videos. It is also planned to extend the materials for the area "tips on career choice". Right now the promoters are optimizing the possibilities to search for materials for IVET and CVET.

## **Web references:**

www.bic.at

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## CEIAG Support Network for Hertfordshire on the Yammer Platform

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### Field of best practice:

Training  
Intervention

### Project commissioned by:

Hertfordshire County Council

### Promoter name and country:

Youth Connexions Hertfordshire, UK

### Partner(s) name and country:

Yammer, US

### Context and motivation of the project:

To utilise and harness free social networking tools to improve communication with our various audiences.

### Aims of the project:

To enable Careers Professionals to share information and updates

### Target group:

Hertfordshire Careers Professionals (Advisers, Teachers, Information Workers)

### Methodology, activities and results:

The network has grown from 1 to 150 people in less than 12 months.

### Conclusions, lessons learned:

Allow members to invite one another, they feel more empowered to use the tool if invited by a colleague or friend. Many users like the updates, but few regularly debate or interact on the platform (yet).

### Directions for continuation:

It has now replaced our termly online magazine to schools. The network continues to grow and now includes some professionals from surrounding authorities and experts from various fields.

### Web references:

[www.yammer.com](http://www.yammer.com)



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## Web Chat service for young people

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### Field of best practice:

Intervention

### Project commissioned by:

Hertfordshire County Council

### Promoter name and country:

Youth Connexions Hertfordshire, UK

### Partner(s) name and country:

Liveperson, UK

### Context and motivation of the project:

The facility is accessed through a 'button' on the home page of the young people's web site in Hertfordshire channelmogo at [www.channelmogo.org](http://www.channelmogo.org). It offers young people the opportunity to have a one-to-one advice & guidance session with a Youth Connexions Personal Adviser. The web chat is purely text based, so there is no need for a webcam or microphone, and a young person can access the service from any computer that has Internet access.

Web chat Personal Advisers have received special training in using this approach, which offers a number of benefits. Whilst it will not replace face to face advice there are occasions when it offers a convenient and flexible alternative.

### Aims of the project:

Currently the service is in the pilot stage, and is available on Tuesdays and Thursdays between 3pm and 7pm. Young people will be able to send an email asking for advice and information at times when the service is offline. It is hoped to expand the service if it proves to be a popular and cost effective additional means for young people to access the impartial information, advice and guidance offered by Youth Connexions.

### Target group:

13-19 years young people in Hertfordshire, England. All abilities, universally available for free. Hertfordshire has approximately 1 million residents.

### **Methodology, activities and results:**

We have received a wide range of queries from simple job support, to complex Child Protection matters.

### **Conclusions, lessons learned:**

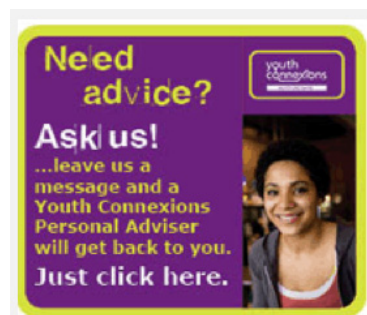
Guidance interventions online are not quick. The staff needs to be guidance trained, and to receive Web Chat training.

### **Directions for continuation:**

January 2012 review for continuation rollout. Possibly marketing time slots to schools and colleges in readiness for September 2012.

### **Web references:**

[www.channelmogo.org](http://www.channelmogo.org)



## AIKOS

### Open vocational information, counselling, and guidance system

Vaino Brazdeikis

Centre of Information Technologies for Education

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#### Field of best practice:

Development

#### Project commissioned by:

Ministry of Education and Science of Lithuania

#### Promoter name and country:

Ministry of Education and Science of Lithuania

#### Partner(s) name and country:

Ministry of Social Security and Labour

Department of Statistics to the Government of the Republic of Lithuania

Lithuanian Labour Exchange

Lithuanian Youth Information and Technical Creativity Centre

Euroguidance

#### Context and motivation of the project:

Policy context

- National Career Guidance Strategy (2004): The term “career services” covers a wide area of information, guidance and counselling activities, including “print-based or *ICT-based services* to disseminate information about occupations and learning opportunities, often with contact points for further assistance”.
- The Law on Education of the Republic of Lithuania: The Ministry of Education and Science is responsible for funding and administering study and learning programmes and qualifications, *governmental computerised information systems*

Technology context

- Excellent Internet access in all country and schools
- Good student ICT skills

#### Aims of the project:

Assisting individuals to make educational, training and occupational choices and to manage their careers by ensuring access to relevant information, tools and opportunity to receive advice or further assistance from guidance counsellors.

## Description of the target group:

Groups of users: students, entrants, drop-outs, pupils' parents, guidance counsellors, policy makers, employers, disabled, immigrants, (ex)inmates, registered users).

## Methodology, activities and results:

The main ALKOS functions are to import and export data according to the rules of this Regulations (data import / export subsystem), process and systemise the data (data processing subsystem) and to provide (information provision subsystem, administering subsystem) relevant information on learning skills on career planning, vocational information and counselling (1 picture).

Organization structure:

- Data providers – Ministry of Education and Science, Department of Statistics of the Republic of Lithuania, Lithuanian Labour Exchange, Labour Market Training Authority, Schools
- Technical support and administration – Centre of Information Technologies for Education
- Administration of the e-mails and FAQ – Career Planning Unit (placed at the Lithuanian Youth Information and Technical Creativity Centre)

Information structure:

- Occupations
- Qualifications
- Programmes
- Institutions
- Certificates
- Licenses
- In-service training programmes and events
- Education and labour statistics.

## Conclusions, lessons learned:

Success factor

- Strong policy support
- Collaboration between different partners
- Network of Career Information Points
- Management of project
- Financial support from EU structure funds
- Internet access at home and at schools
- Good students e-skills (internet)

## Directions of further development:

Reasons for updating the portal

*Policy*

National Programme for Career Guidance in the Educational System (2008-2014).

Priorities: further development of the career guidance system.

## Technology

There are new technological possibilities appearing to improve navigation, update design, to provide information faster, to integrate the additional data, etc..

## Users needs

New users' needs. There is a need to provide different information to different users (different interface), users would like to get individualised information and to use the additional career tools.

## Possibilities

- Integration with others systems
- Support from EU
- Excellent Internet access

## Plan for future:

- Provision of individual tools:
  - creating the career plan;
  - creating CV;
  - creating e-portfolio;
  - games for selecting the professional career
- Tests too select professional career (according to the age)
- Data provision to Ploteus new version

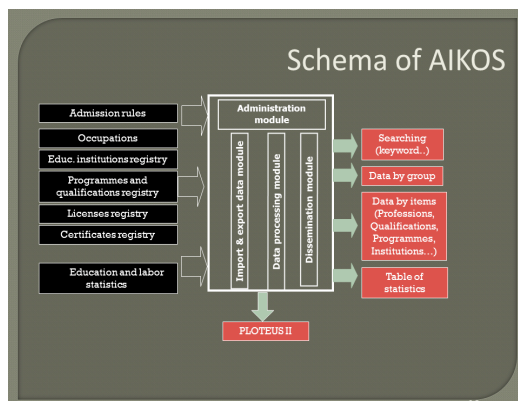
## Web references:

[www.aikos.smm.lt](http://www.aikos.smm.lt)

[www.itc.smm.lt/?page\\_id=2639](http://www.itc.smm.lt/?page_id=2639)

## Bibliography

Vaino Brazdeikis (2012) *Open vocational information, counseling, and guidance system (AIKOS)*. Dissemination Conference "European Network on Youth Employment (ENYE), Larnaka. <http://youthemploymentnet.eu/Uploads/Presentations/Presentations%20ENYE/3rd%20May%202012/2.Parallel%20Workshops/Workshop%202/Presentation%202-AIKOS.pptx> (Accessed 30 June 2012)



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## Telework and Teletraining

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### Field of best practice:

Research  
Development  
Training  
Intervention

### Project commissioned by:

The European Commission, LLP – Transfer of innovation

### Promoter name and country:

Politehnica University of Bucharest - CTANM (Romania)

### Partner(s) name and country:

- Transilvania University of Brașov (Romania)
- Casa Corpului Didactic Bucharest (Romania)
- Institute of Educational Sciences (Romania)
- Technical Industrial Institute Francesco Giordani - Naples (ITALY)
- SILabo Srl - Naples (ITALY)
- AllWeb Solutions - Athens (GREECE)

### Context and motivation of the project:

TES Project is an excellence project realized in the framework of the Leonardo da Vinci Community Programme - Second Phase, in the period 2000-2003. The Project has had a final assessment score equal to 9/10 and has received numerous national and international recognitions: it was presented as a Good Practice at the International Telework Conference in Helsinki (FINLAND) in 2001; it was identified as a Good Practice for the Training Quality presented in Bruxelles in November 2003; it was identified as a Good Practice to be included in the catalogue of the good practices of the European Social Fund and of the Community Programmes and Initiatives realized in Italy in the period 2000-2006.

Moreover, the Project has been based on a previous ADAPT BIS Project called Telework and Local Development, which received two European Telework Awards: European Telework Award 2000 as best Telework Project in the Public Administration field European e-Work Award 2001 as best Telework Project in favour of Work Inclusion Italian Telework Award 2001 as best Telework Project.



## **Aims of the project:**

To transfer the results of TES Project to Telework Training of Education and Training Operators through the adaptation of the Training Modules to the e-Training context, the linguistic localization and the structural adaptation of the main TES products and the Training and Orientation of the Education and Training Operators.

## **Target group:**

Teachers, trainers, practitioners counsellors, decision makers at pre-university level.

## **Methodology, activities and results:**

- TTC - TES Teleservices Centre – through a specific portal, [www.leonardotes.org](http://www.leonardotes.org), for providing its services.
- TES e-Learning Platform. A whole area of its system, called Education and Training Area – accessible from the Portal – can guide users, describing the training offer, giving the opportunity to enrol in the courses, providing assisted training, etc.
- e-Learning Training. 22 e-Learning Training Modules, gathered in 10 e-Learning Courses in Telework, Project Management, e-Learning;
- Each course includes FAD fruition material, assessment tests, deepening material, etc.
- Training Modules on Telework and e-Learning subjects deriving from the updating, adaptation, linguistic localization (in Romanian language, English language and in all the other Partnership languages) and SCORM standardization of the TES corresponding Modules.
- An e-Learning Training Course entitled Telework and e-Training in University Teaching
- An e-Learning Training Course entitled Telework and e-Training in School Teaching
- An e-Learning Training Course entitled Telework and e-Training in Vocational Training
- The realization – in each Partnership country – of a three-day Orientation Seminar for each category of T&T users aimed at the access to the T&T e-Learning Training Pathways.
- Telework & Training Portal in Romanian language and in all the other Partnership languages.

## **Web references:**

[www.ctanm.pub.ro](http://www.ctanm.pub.ro)

## **Bibliography**

SAVU Tom, D'ANGELO Giuseppe, DUMITRESCU Andrei (coordonatori). (2010). *Introdúcere în Teleducru*, Bucuresti: RBA Media. ISBN: 978-606-924-63-2-0.

# QUIGUS

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## Field of best practice:

Research

Training

Intervention

## Project commissioned by:

European Commission – Lifelong Learning Programme - Leonardo da Vinci - Multilateral Projects, Transfer of Innovation.

## Promoter name and country:

- Provincia della Spezia – Italy

## Partner(s) name and country:

- Provincia di Firenze - Italy
- Provincia di Cagliari – Italy
- Associazione Tecla – Italy
- Careers Europe – United Kingdom
- Institute of Training and Vocational Guidance – Greece
- Employment Development Centre – Slovakia

## Context and motivation of the project:

QU.I.G.U.S. was developed in the context of more and more needing homogeneous procedures and tools suitable to the development of high quality and integrated guidance paths for practitioners in the context of lifelong guidance. The project develops two perspectives to be implemented: one is sector-based (different sectors involved) and the other is geographical (different international partners involved).

## Aims of the project:

QU.I.G.U.S aims to promote the transfer of tools and procedures for quality of lifelong guidance services, based on a previous operation and organisation model realised by ISFOL, related information, training and a mediation service for work placements.

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**Target group:**

The project addresses to all the key-factors that are somehow related, involved and interested (directly or indirectly) in the issues addressed by the project – transfer of tools and procedures for quality of lifelong guidance services – such as: economic bodies, companies and all other bodies involved in the education, training and employment services, represented by: teachers, educators, trainers, practitioners from different services etc.

**Methodology, activities and results:**

The activities are structured on aspects related to the implementation of the proposed philosophy in different contexts by means of: needs analysis and feasibility study related to transfer; adaptation of the tools and procedures to the transfer process; training of the beneficiaries within experimental workshop settings; testing the kit of tools and procedures in the identified contexts with the end users; creation of a quality identification mark for the integrated guidance services. All these together with supporting activities related to: management and coordination, dissemination and mainstreaming, communication, monitoring and evaluation.

**Web references:**

[www.quigus.eu](http://www.quigus.eu)

[www.adam-europe.eu/prj/4359/project\\_4359\\_de.pdf](http://www.adam-europe.eu/prj/4359/project_4359_de.pdf)

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## Video Curriculum

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### Field of best practice:

Research  
Development  
Training

### Project commissioned by:

European Commission – Lifelong Learning Programme - Leonardo da Vinci

### Promoter name and country:

City of Rome – Department Productive Activities – Training, Employment – Direction for Employment and Professional Training - Italy

### Partner(s) name and country:

- EURO INNOVANET srl – Italy
- TRUST – Tecnologie e Risorse Umane per Sviluppo e Trasferimento – Italy
- Institute Of Training And Vocational Guidance – IEKEP, Greece
- The Christian Youth Village Foundation of Germany – CJD Eutin, Germany
- Polydynamo Centre of Social Intervention of Cyclades, Greece
- OAKE EUROPE, United Kingdom
- Arge im Kreis Plön, Germany

### Context and motivation of the project:

The project was aimed on developing a new and innovative tool - the Video Curriculum, in order to answer issues related to labour market insertion and re-insertion of persons over 45 years old, following the principle “who I am and what I can do”, in a different format.

### Aims of the project:

- Integrating and strengthening the guidance and counselling services offer, with communication tools and technologies;
- Creating a web-based platform, able to host Video CV and facilitate the matching between labour demand and supply;
- Strengthening the efficacy of the applicant on the labour market;

- Disseminating the autobiographic guidance modality, contributing to the development of self-esteem and self-evaluation ability in recognizing strengths and weaknesses of one's own professional profile;
- Acquiring proper competences in the use of multimedia communication tools, both by operators and job seekers;
- Arising consciousness on the communication potentiality of Videos;
- Offering to guidance operators the opportunity of acquiring ICT competences useful to support their role and daily work.

### **Target group:**

The main target group are over 45 years old adults in the context of occupational integration and re-integration processes. In order to reach them also professionals are trained and as such develop competences in using a new tool in their daily activity and increase the visibility and efficiency of the offered services.

### **Methodology, activities and results:**

The main activities were aimed at: developing a model for the realisation of the video CV; developing a training curriculum and training activities for operators and technicians; experimentation and adoption of the video CV tool by the guidance and employment centres in the countries involved in the project; a extended database of video CV's available on the projects website; a handbook addressed to the targeted practitioners.

### **Conclusions, lessons learned:**

From the point of view of the persons seeking a job: the Video-CV is a very useful tool in the process of human resources selection, especially for those persons that are searching for a job but have not the ability to put together their profile - often because some of their competences are developed in informal or non-formal contexts – in order to be able to make a good application. The Video-CV allows the candidate to prove their skills (if the case), to give as many information and possible in a short time, increased visibility, explore and exercise competences related to the use of ICT etc.

From the point of view of the guidance and counselling services: the matching between the labour market offer and request and own individual path, the use of ICT in daily activity, discovering new communication tool and their benefits to the overall process etc.

### **Web references:**

[www.videocurriculumproject.net/english/index.asp](http://www.videocurriculumproject.net/english/index.asp)

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# Galileu

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## Field of best practice:

Development

Training

## Project commissioned by:

Servei d'Ocupació de Catalunya-The Catalanian Occupation Service

## Promoter name and country:

Servei d'Ocupació de Catalunya-The Catalanian Occupation Service, Spain

## Partner(s) name and country:

Servei d'Ocupació de Catalunya-The Catalanian Occupation Service, Spain

## Context and motivation of the project:

The digital tool Galileu, is born as a response of the need for a virtual tool which supports guidance services, that promotes information manage and knowledge between the members of the Professional Guidance Network of Catalonia (la Xarxa d'Orientació Professional de Catalunya), establishing direct channels of communication between the members. Complementarily, this project has the objective of avoiding duplicate actions and to promote cooperate work between the professionals that are involved in Guidance in Catalonia, through a common registry of information. Galileu is a tool made by guidance practitioners, for guidance practitioners, which permits it to be adjusted to real needs of the collective.

## Aims of the project:

- Provide a system for consulting information and a common register for all of the component parts of the Professional Guidance Network of Catalonia.
- Allow for rapid and easy access to the qualitative information of the actions realized for users that have been attended to within the framework of a guidance process by any member of the Network.
- Provide tools which promote communication and collaboration between guidance professionals of the entities that form part of the Professional Guidance Network of Catalonia.
- Make the resources and tools necessary for guidance tasks available for practitioners.

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## **Target group:**

Professionals of the Professional Guidance Network of Catalonia.

## **Methodology, activities and results:**

The structure of Galileu is based on the ISFOL model of Competencies and the Methodology of analysis of employability, as basic pillars of the Professional Project. Underneath this structure, the system registers all of the guidance and/or training actions that are undertaken with users.

The tool becomes an accompaniment throughout the guidance process and its uses varies according to the needs of the person and his/her situation.

Thanks to this registry system, Galileu collects qualitative information about the needs of improvement of the person, the objectives and goals of the guidance process, the actions that have been taken, and improvements achieved during the entire process in form of validated elements of competence.

Also, within the tool, resources, tools and information which support the guidance actions are also collected, as well as the model and supporting methodology.

## **Conclusions, lessons learned:**

- The fact that any professional of the Network can consult information about the guidance process of users that have been attended by different entities is the element that improves the quality of the attention and service and avoids repetitive or duplicate actions.
- To share the same registry structure, helps guidance practitioners to have intervention guidelines which facilitate their tasks.
- The extensive collection of resources that is stored within Galileu is a reference and continual self-training tool for professionals, as materials are very useful for the preparation and development of guidance actions.
- The existence of a single tool that incorporates communication mechanisms facilitates interaction and encourages collaborative work in network.

## **Directions of further development:**

Improvements have been identified to be implemented within the Galileu application, such as incorporating a Calendar that permits the management of guidance appointments, improving the record/register of some parts of the guidance process, the ability to contemplate more than one professional goal to achieve, etc. The improvements will be introduced gradually.

Main page of access to Galileu. Direct access to the functionalities of the platform.

Main page of the Galileu Guidance Process. From here, all the parts of the guidance process and working sessions are shown.



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Career counselling services have benefited considerably from the advent of new technologies, but it seems that for the better part of the last two decades introducing ICT (information and communication technologies) to counselling was more of a happenstance process rather than a coordinated effort.

Despite diverging practices, several trends have emerged at European level in the use of ICT in delivering counselling services. Based on a Europe wide survey we point out common practices and phenomena related to this area. While the community of practitioners has been quick to embrace the new environment, clients are slower in accessing web based counselling.

Financing seems to be the mediating factor for the adoption of ICT tools within the different counselling systems.

Facilitating the exchange of tools and practices would be a cost-effective way to encourage the use of ICT while maintaining an adequate quality standard.