

THEMATIC REPORT 1

Different Regions, Common (Good-e-Guidance) Stories



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Introduction

The strategy, composition, the tasks and deliverables of the Peer Expert Group were defined in the TOR (Terms of Reference) of the Expert Group and unanimously approved by the members after the second meeting of the Peer Expert Group on 12 October in Cagliari¹.

On this basis the expert group agreed that the first thematic report of the Expert Group focuses on and is limited to, the review and recommendations for the further development of the "Component 1 Case study training network" (Work Package (WP) 1 + Work Package (WP) 4). Several documents (deliverables) developed so far in the course of the project serve as a basis for this².

A second point of reference for this first thematic report is the "Assessment Form" of the EACEA (European Education and Culture Executive Agency) in response to the "Technical Progress Report" of the GEGS Partnership as of December 2021. With reference to the Expert Group (as part of WP 8), the EACEA experts emphasise in their assessment on the one hand that *"the presence and input of organisations and individuals with high impact potential is encouraging, but this potential needs to be currently monitored and supported"*. On the other hand, the EACEA experts also see risks associated with the Expert Group. These risks are twofold:

Firstly, they are linked with *"the initial approach related to the type of governance ruling the career guidance sector in Europe"*. This means that the diversity of structures in Europe and the prevalence of regional levels with regard to VET (Vocational and Educational Training) and IAG services (Information, Advice, Guidance) represent a limiting factor for the European dimension of the project". The experts of the EACEA therefore clearly raise doubts and recommend the whole consortium *"to work hard in order to reach an acceptable level of impact"*.

Secondly, according to EACEA, risks are also associated with the fact that the Expert Group is a *"single body"*, i.e. with a lot of responsibility for the success of the project.

The above-mentioned governance risk identified by the EACEA evaluators inspired, among other things, the structure of this Thematic Report.

In the second chapter, the differences and commonalities of IAG services in our participating GEGS (Good-E-Guidance-Stories) regions will be described, related to the increasing need for digitisation of these services, reinforced by the Corona pandemic. An unsatisfactory technical infrastructure, lack of technical skills and the search for appropriate digital tools for collaboration and counselling are common features in the regions as well as the need for establishing new processes. A lack of a vision on digitalisation and consequently strategies on how to proceed with regard to digitalisation has been identified. The digital divide is a major challenge that touches our project too.

In the third chapter, we will explore to what extent the core of Component 1 - in particular 19 Good-E-Guidance Stories - are suitable to at least partially overcome these limitations by promoting the digitalisation of IAG services and establishing a Euro-pean mind-set on the part of IAG practitioners through learning from the Good-E-Guidance stories.

As a result of the analyses (and of the Mid-Term Conference in Cagliari), the expert group formulates open hypotheses in the fourth chapter, which have been developed in the two meetings of the Expert Group so far, but which have also resulted from the feedback from the practitioners, the participating regions and the evaluation of the project.

¹ See document "Terms of Reference of the GEGS Expert Group", November 202

² Minutes of the first Meeting of the Peer Expert Group in Larissa (12 April 2022) and of the second Meeting in Cagliari (12 October 2022) (WP 8), Report Desk research WP 2, Policy Group Workshop Cagliari, Evaluation Report 1 – Case Study Training Framework, SOESTRA, December 2022

Definitions

Another point that has been discussed in the aftermath of the Expert Meeting in Cagliari (and is listed here in the introduction) is the definition of the terms that play an essential role for the GEGS project, namely the English terms for "Digitisation", "Digitalisation", "Digital transformation" and the reference to digitalised IAG services:

1. **Digitisation** describes the pure analog-to-digital conversion of existing data and documents. But it does not seek to optimise the processes or data.
Example: converting a paper report to a digital file such as a PDF.
2. **Digitalisation** is broader than just the digitisation of existing processes from a non-digital format to a digital representation as it is the use of digital technologies to change a business model and provide new revenue and value-producing opportunities; it is the process of moving to a digital business.³
Example: using digital technology to transform your reporting processes, collecting and analysing data in real time and using insights to mitigate risk and promote efficiency on future projects.⁴
3. **Digital Transformation (DX)** entails considering how products, processes and organisations can be changed through the use of new digital technologies and the adoption of digital technology by a company. Common goals for its implementation are to improve efficiency, value or innovation⁵. Digital transformation within an organisation is therefore enabled by the digitalisation process and use of new digital technologies to enhance the organisation.

Digitalisation and IAG Services

Digitalisation in the context of IAG services can be defined as an "integration of technology that transforms the way organisations operate across their different areas, services and channels, with customers [clients] and other stakeholders". It's a broad term, that can encompass several areas of digital transformation. Digital transformation is a current challenge in VET/ IAG services and is a complex process that can involve different aspects of guidance work. Examples that may be mentioned are the introduction of Information and Communication Technologies (ICT) accelerated by the Covid19 pandemic; the implementation of new communication, data storage and filing systems looking at GDPR (General Data Protection Regulation) regulations and digital safety; better collaboration between colleagues and interagency approaches; as well as simplification of procedures and paperwork with reduced bureaucracy, streamlined processes and facilitating HR (Human Resources) management through digital tools.

Finally, in designing this thematic report, the central starting hypothesis of the application will be continuously used as a guideline:

GEGS follows the hypothesis that an IAG digitalisation process is not only about new technology but needs to be flanked by systemic and participatory training opportunities on digital and IAG competences to ensure that effective IAG e-services will be designed client-centred, holistic and empowering⁶.

³ [Digital transformation - Wikipedia](#), [Definition of Digitalisation - IT Glossary | Gartner](#)

⁴ [Digitisation vs. digitalisation: Differences, definitions and examples - TruQC \(truqcapp.com\)](#)

⁵ [Information technology - Wikipedia](#)

⁶ Source: GEGS – Full proposal – Detailed Project Description Call EACEA / 38/ 2019 - Part 3 – Summary of the project, p 72

Different Regions – Digitisation of IAG Services in the GEGS Countries and Regions

IAG Services⁷ support people in making well-informed choices regarding their educational and occupational pathways. They thus play a pivotal role both on the individual level and on the level of society as a whole: on the individual level, they help people to discover and reach their potential; on the level of the society as a whole, they ensure an efficient use of skills and capacities, thus fostering economic growth.

In all regions involved in GEGS⁸, most IAG services are publicly funded and are provided either directly by public bodies, e.g., the employment agency or schools, or are tendered to private (usually licensed) organisations. In Ireland, for instance, employment services are funded and managed by a public government department and the public body contracts both private and not for profit organisations. Similarly in Germany, the Federal Employment Agency is the main provider for IAG services, but they also commission private or non-profit service providers, nationwide or in the regions.

The terms of these tenders differ widely, with one condition being of specific relevance also with respect to digitalisation. While in many regions, private institutions provide IAG services based on a fixed-price contract, contracts in the UK (United Kingdom) and in Ireland are based on payment by results. However, in countries like Greece and Germany (and in their respective regions), as well as in some other regions and countries, one will find a mixture of fixed-price contracts and payments by results. In part, the payments by results system sets incentives to focus on activities with short-term results, neglecting long-term developments such as the digital shift.

For a long time, IAG Services have taken place almost exclusively in physical settings⁹: They were carried out at schools or other learning centres, at public employment or community agencies in one-to-one or group counselling sessions. As far as digital tools were used, they mostly either served as a means for establishing contact or as a pure source of information. In-person settings have the advantage that they more easily allow the establishment of a personal bond. This “human factor” is considered fundamental to successful counselling especially if it involves orientational and motivational processes rather than pure transfer of information.

However, over the past years, the use of digital tools and a blending of physical and virtual activities in IAG Services has developed in all regions involved in GEGS, albeit to different degrees. In some regions, such as Thessaly (Greece), Berlin (Germany) and Dublin (Ireland), this gradual transformation towards e-services was promoted by high-level authorities, in that providing e-services has become a formal

⁷ We think it is better to limit it on IAG Services (not extend it to VET in this thematic report), because otherwise it would be too much content.

⁸ Sources for this chapter for the Expert Group: Research reports of the different countries, WP 2, CIOFS [HiDrive](#), Case Studies SOESTRA (will be uploaded HiDrive Expert Group Folder) and Summary Report Desktop Research [HiDrive](#)

⁹ except Berlin

requirement in public tenders for IAG services. Implementing this requirement, however, was left up to the IAG service providers. An example of public support in the implementation of digitised IAG is the Careers Development Institute, a UK-wide professional body supporting professional IAG, which as early as 2016 set up an action plan to support the use of technology and the provision of a blended in person and e-guidance service.¹⁰

Despite these impulses towards digitalisation, IAG counselling in most regions involved in GEGS continued to take place predominantly in person, because digital tools and skills were missing, both, on the side of the counsellors as well as the clients, and also because digitised IAG counselling was not seen as equivalent to personal IAG counselling. In 2020, the Covid pandemic brought about a sudden disruption, with all locations where IAG used to take place being shut down, non-physical ways of counselling had to be implemented immediately. In this situation, the service providers in all regions faced similar challenges, albeit to different degrees:

1. They had to improve the **technical infrastructure** of both counsellors and clients: Not all IAG counsellors were equipped with devices and internet access to allow them to work remotely, neither were people seeking advice. This issue was most pronounced in Greece, where in 2021, 15 % of households did not have internet access at home, compared to 2 % in Ireland.¹¹ While investing in new equipment for counsellors was rather easy, providing clients with the technical basics for accessing digital services was very difficult. In some cases, and with a lot of effort, counsellors were able to improve the technical infrastructure of clients, e.g., by advocating for internet access in accommodation for refugees. In most cases, however, it remained up to the (potential) client to gain access to the e-services provided.
2. A relevant proportion of both counsellors and clients were **lacking the digital skills to fully engage in digital counselling**. IAG service providers took initiatives to train them remotely, but this was only possible if they had the most basic skill of accessing a remote (digital) training in the first place – a precondition which counsellors did mostly meet, but many fewer clients. Data from Eurostat (European Statistical Authority) shows that in Italy, Germany and Greece, about half of all individuals aged 16 to 74 lack basic digital skills. In France, the share is 38 %, in Ireland, it is 30 %.¹²
3. **Appropriate digital tools** for collaboration and counselling had to be chosen and both counsellors and clients had to be trained in using these. Given the urgency of the situation, and the above-mentioned lack of digital skills, many IAG service providers resorted to widely used tools such as WhatsApp or TikTok to communicate with clients. These tools could be implemented quickly since a lot of clients are familiar with them, but obviously, they are not designed for counselling purposes, thus providing limited functionality. Also, issues of data protection arose when for-profit tools were used in the context of counselling. Moreover, the compliance of such tools with data protection rules (according GDPR and national rules) was considered a big obstacle in implementing their use (at

¹⁰ Career Development Institute (2016): Career Professionals in the 21st Century: A Blueprint of Learning Outcomes for Professional Roles in the UK Career Development Sector.

¹¹ Eurostat: Digital economy and society. <https://ec.europa.eu/eurostat/web/digital-economy-and-society/data/main-tables> (last visit: 23-12-2022).

¹² Eurostat: Digital economy and society. <https://ec.europa.eu/eurostat/web/digital-economy-and-society/data/main-tables> (last visit: 23-12-2022).

least in the German context).

The IAG service providers had to **establish new processes** for internal cooperation and counselling. On the level of internal cooperation, this included processes of coordination within the team of counsellors, collegial consultation and dissemination and storing of information. On the level of counselling, counsellors had to gain experience and a common understanding on how to mix and match different tools and lines of communication in a remote counselling process such that they fit the individual client's needs.

While some of these challenges have been resolved over the past three years, most remain relevant today and in the near future, since e-services in IAG will certainly remain to some extent.

Within the IAG service bodies and institutions, technical infrastructure for providing e-services has been set up, and internal processes for remote work are implemented. However, in most cases, this is not the result of purposeful planning, but of necessity induced by the Covid emergency, resulting to a somewhat eclectic status. Most IAG service providers still lack a vision on digitalisation and, consequently, strategies on how to proceed with regard to digitalisation, including aspects such as necessary training of counselling staff. Many of them are well aware of the necessity to advance digitalisation in a more structured way, but have difficulties tackling this task, especially given the high workload in the IAG sector prevalent across all regions, which leaves little to no time for strategic development.

The major challenge of digitalisation with respect to clients is that of a digital divide¹³. Advancing digitalisation in IAG can be highly beneficial for people with basic digital skills since it allows for easier and faster access to IAG services: People in some form of isolation, either geographical or health-related, can use the services from home; people with limited time resources (e.g., people with care responsibilities) can save on commuting time. At the same time, however, replacing in-person services by digital ones might limit access for people without digital infrastructure and / or skills. Often, these are the most vulnerable people, who are most in need of support, since digital connectivity and skills are interconnected with socio-economic status. Therefore, it is pivotal to carefully evaluate the pros and cons of digitalisation for various target groups and to design differentiated interaction strategies that cater to diverse needs.

It is also to be noted that caseloads of career guidance practitioners are very high and will grow in the future. As in many other sectors, embracing digitalisation can guarantee a sustainable practitioner/ job seeker ratio without compromising further service quality or exponentially increase public expenditure.

Introducing digital tools and properly training practitioners can represent an opportunity for additional levels of efficiency, capacity, and effectiveness of the service.

At operative level, technology can free up practitioner's time to be invested in job seekers who need the greatest support: marginalized job seekers who have fewer opportunities; and women who are trying to break through complex barriers in their lives.

Additionally, guidance practitioners can benefit from more time invested in developing more meaningful relationships with jobseekers and employers, focusing more on value rather than volume.

¹³ for this discussion see also Chapter 3, p. 10, of this report

Common Stories: Good-E-Guidance Stories as a European Response

The curriculum framework, at the core of which are the 19 Good-E-Guidance stories, aims at enhancing the cultural shift in IAG for VET modernisation by co-creation of a comprehensive training measure for IAG practitioners, leading to effective e-services. The project GEGS thus supports the transition from in-person IAG counselling to blended or hybrid forms of counselling which combine e-services and in-person formats¹⁴.

The training was built on four modules (Module 0 – 3) including 19 Good-Guidance stories related to the 19 CEDEFOP competences, but also to digital competences as defined in the Digital Competences Framework (DigiComp). The training is accessible online via moodle.

Participants Feed-Back on the curriculum

Within the evaluation of the Curriculum¹⁵ participants feed-back was overall positive, with a few critical comments. Almost all participants state that they benefitted a lot from the discussions with their peers. Some of them would like to have discussions on an inter-regional or international level. The feed-back from the training material provided on the moodle platform was mixed. Many praised the case study approach and the fit of the chosen cases, but they felt overwhelmed by the sheer mass of material. Many participants would want a clearer structure, including a directory¹⁶.

These findings of the evaluation have been enhanced and added to by the practitioners in the “Policy practice workshop” (Working Group 2) on 11th October in Cagliari: as examples of negative points, the participating practitioners mentioned too much material, some videos on the platform are too long and they were missing better guidance through the material. Positively, participants of the workshop stated that the single case studies were “super good”, they could link them to real cases in their own work. The story - based approach has been referred to as very good learning material and the stories set an ethical and behavioural standard across European Countries. The practitioners went on to say that the stories help to create a holistic approach to guidance. Furthermore, the practitioners noted that by focusing more on the Good-E-guidance stories (instead of dealing with the volume of other material) it would be possible to go deeper into the respective topics of the stories.

EACEA evaluation

The critical points mentioned above are partly consistent with a finding made by the EACEA experts in the evaluation of the first technical report: *“the document (the curriculum framework) is well written and has a clear and pleasant layout, although its value is limited by a couple of interrelated factors 1) the lack of reference literature and the consequent lack of the overall framing within precise scientific and operational*

¹⁴ Sources: Trials Grid [HiDrive](#), GEGS curriculum and learning materials, GEGS moodle

¹⁵Case Study Training Framework within Quasi experimental research, SÖSTRA December 2022

¹⁶ ibid

approaches; 2) the absence of a clear and complete introduction to the proposed methodology, so that, for example, the reader does not get confused between modules and cases, between what is on the moodle platform and what needs to be done, above all, whom and what the available objects are for. This is a pity because the project is very good, and the products are often very well made.”¹⁷

Modification and Adaptation of the Curriculum Framework

The Expert Group in agreement with the GEGS Steering Committee decided during the meeting in Cagliari to take the feedback from the practitioners and the advice from the EACEA experts and to modify the curriculum framework and implementation accordingly.

At the third Expert Group meeting on January 25 (2023) the working group, led by the partner CIOFS, reported on the current status of the revision of the curriculum. At the end of April 2023 the new, revised curriculum will be online on Moodle. The Expert Group considered the changes to the curriculum that have already been made and those that are still planned to be very promising.

Digitalisation of IAG services

Further information in terms of digitalisation of IAG Services was received by the Expert Group by studying again the summary of the Research Report, WP 218. The report emphasises in particular the impact of the pandemic on training and teaching methodologies and on guidance methods and practices. During the pandemic, digitalisation has become a basic requirement for the daily responsibilities of IAG practitioners. Moreover, the greatly expanded and necessary use of digital technology can reinforce the already existing digital divide, because some target groups like older people or people who have poor skills or no access to digital devices can be more excluded. Additionally, young digital users can also be excluded: even if they are familiar with social media and video games, many of them do not have an email address, often meaning that they are not reachable by the IAG services, despite obtaining an e mail address not being difficult.

This argument has been confirmed by practitioners in the Cagliari “Policy-Practice Workshop”, that the high use of digital processes and devices in IAG services could lead to disadvantaged people (or vulnerable groups) only being accessible to work with through face-to-face counselling, while other groups can also be coached through digital counselling.

Coming back to the GEGS research report, a growing importance of digital skills on the part of learners and teachers is noted. In the last years IAG services (and training and education in general) were mainly led by an increasingly developed connectivity and the massive spread of technological devices and applications, and the guidance system is significantly affected by this, although there are of course differences between Member States and the UK (and regions), as the report points out. Most of the counselling services and institutions have converted their counselling to digital formats, in addition to counselling by telephone and email, video counselling was (and is) more and more used. Weaknesses, according to the research report

¹⁷ ERASMUS+ KA3 Policy Experimentations, Progress Report, Assessment Form, Project Number 626152, Project title: Good-e-guidance stories (GEGS), 1. Relevance of the proposal, p. 2

¹⁸ GEGS – Good E-Guidance Stories, Research Report, WP2, modernising Career Guidance together. CIOFS-FP

and with reference to digital IAG services, are the lack of technical equipment, lack of knowledge and insecurity in dealing with technology and technical problems and the mistrust regarding data protection. Based on the interviews conducted during the report, it is also possible to identify what improvements IAG practitioners would like to see after Covid. These improvements range from more interactive IAG online provision for youth, more funded training opportunities and support for IAG workers, more support for users in all aspects of their digital needs including IT skills, up-dates and provision of devices for connection, to how to deal with virtual interviewees.

Access to digital services for different groups

In addition, the Expert Group discussed the issue of digital counselling in terms of access for different groups: on the one hand, the increased use of digitalisation in guidance can lead to the exclusion of certain groups who do not have the access, equipment or skills necessary for digital interaction¹⁹. On the other hand, digitalisation also gives people access to counselling who previously had no access to it, such as people who are less mobile due to a disability or who cannot afford long journeys to counselling centres such as people with low incomes, single parents, who have to take care of their children, or people living in remote areas with low public transport facilities.

It is also true that the diffusion of digital tools itself facilitates access: the more the technology is widespread, the cheaper and more available it is to everyone. As with the adoption of the light bulb, heating, or access to education or drinking water, in the same way, the more digital career services spreads, the more they can be perceived as rights and as such made as universal as possible.

In the end, this debate will come to the unsurprising conclusion that hybrid coaching and blended learning, combining computer-based learning (e.g. via the internet or – in the case of GECS - moodle) and classical teaching with new elements is a good solution - an approach also favoured by the Curriculum Framework of the GECS project. However, as the research report has shown, there is still a lot to be done. This will continue to be intensively supported by the Expert Group, coupled with practical suggestions.

The Expert Group confirmed the main conclusions of the Research Report (WP 2):

- The pandemic has accelerated the process of digitalisation in the IAG Services
- This development will continue after the pandemic
- Digital divide has become a determining factor in job search and career development (barrier to access digital services)
- IAG services have reorganized themselves in order to make them accessible remotely
- It is a challenge for IAG operators to master digital skills in a conscious and effective way.

Discussion of the CEDEFOP (European Centre for the Development of Vocational Training) Competences 2009 as basis for the good-e-guidance stories

¹⁹ See also Chapter 2 of this report, p. 7

Following the Expert Group meeting in Cagliari, the orientation of the curriculum for IAG practitioners, component 1, to the 19 CEDEFOP competences from 2009 was discussed again.

The question was raised whether the CEDEFOP Competences, stemming from 2009, are somewhat outdated and, at worst, obsolete at times. Today, there is a radically different policy landscape in the EU in VET and in IAG services. Moreover, there has been the financial crisis, with its impacts on the public sector and supply side reform, and, as Europe recovered from that, the pandemic, of course, and the paradigm shift in the expectations held by service users, practitioners, service providers and policy makers. Alongside this, there are other instruments to take into account - such as the Digicomp Framework - which is referenced in the report - although, again, as the project goes forward, the aim is to make more specific references to the potential application of that framework in relation to the results arising from the GEGS project.

In conclusion, these factors suggest one simple policy recommendation: there is a clear and obvious requirement that these CEDEFOP competences should, at the very least, be reviewed.

One expert recommended to take into account some newer research from CEDEFOP20 and to build up recommendations on that in the further process of the Expert Group`s work. Another expert immediately recommended an example of a new competence required for IAG practitioners: `openness to change`....

At the third Expert Group meeting (25 January 2023, online) most experts proposed they give some input into the revision of the 19 CEDEFOP competences by the Expert Group, based on the experiences in the first and second field trial (component 1 + 2) and the knowledge and recognitions of the evaluation. This could be a topic of one of the next thematic reports but has not yet been decided.

However, in Cagliari and afterwards, the experts also appreciated the positive aspects of the 19 CEDEFOP competences: there was good feedback from the practitioners especially regarding the 19 e-guidance stories (see above). The progress in the GEGS project is that all 19 competences are now mapped, and, above all, they are available in digitised form.

Moreover, when looking at the competences from 2009²¹ - they are somehow universal in nature and can predominantly still claim validity today. The GEGS curriculum itself is a first attempt to put together that framework integrating more recent and urgent needs, i.e some of those described in the DigiComp framework²².

The Expert Group agrees that the curriculum needs revision, and this could lead to recommendations on

²⁰ Resources for guidance – Developing Information Technologies and Labour Market Information in Lifelong Guidance, CEDEFOP 2023 - [Resources for guidance | CEDEFOP \(europa.eu\)](#) and CEDEFOP Working paper series no 2/ November 2021, Digital transitions in lifelong guidance: rethinking careers practitioner professionalism – a careers net expert collection. (Link: [Digital transitions in lifelong guidance: rethinking careers practitioner professionalism: a CareersNet expert collection \(europa.eu\)](#))

²¹ See Professionalising career guidance – Practitioner competences and qualification routes in Europe, Cedefop panorama series 164; 2009

²² The Digital Competence Framework for Citizens (DigComp) provides a common understanding of what digital competence is: the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. See: https://joint-research-centre.ec.europa.eu/digcomp_en

how to improve the wider EU framework for professionalisation in career guidance/ IAG – services (see above recommendation).

Finally, despite the many years passed and the need for revision, there is no other attempt to address comprehensively, from a European perspective, the IAG practitioner`s competences and needs.

Forward Looking Hypothesis of the Peer Experts Group

In addition to the reflections and recognitions mentioned above, further hypotheses and statements were formulated during the 2nd Expert Group Meeting in Cagliari on 12 October 2022, stimulated by the results reached so far in the project, and by the mid-term conference. These hypothesis and statements serve to accompany the project critically and to advance it further:

- Integration of VET and IAG Services is a crucial issue, meaning overcoming a certain fragmentation and separation of private and public providers (an issue on regional and national levels)
- Focus on digitalisation of IAG services is not only a key issue of the GEGS project but also for the further improvement of IAG services in the participating regions
- The need to concentrate on specific target groups in the regions: citizens accessing the PES, youngsters, NEETs, long-term unemployed, but also SME`s in particular small and very small enterprises.
- The need for a customized, bottom-up approach to attract users to our platforms/ digitisation processes: change the culture (cultural shift) and adapt the technology to the practitioners` work. The work on platforms does or should not require special digital skills.
- GEGS is addressing, amongst other things, resistance to technology and storytelling is a good tool to overcome this.
- The case study methodology is something that goes beyond regions and member states: it is applicable in every context.
- This curriculum enables a European mind-set of IAG practitioners with common ethical and behavioural standards (moreover, going through the curriculum many of them developed the wish to work together with other practitioners beyond their regions – European-wide, internationally).
- The GEGS project will have a different impact on regions that are involved (Berlin, Larissa, Thessaly) in comparison to those not involved
- The project – and in particular the Expert Group – should make clear recommendations for politicians
- IAG practitioners are the most important link to companies and customers

Annexes

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