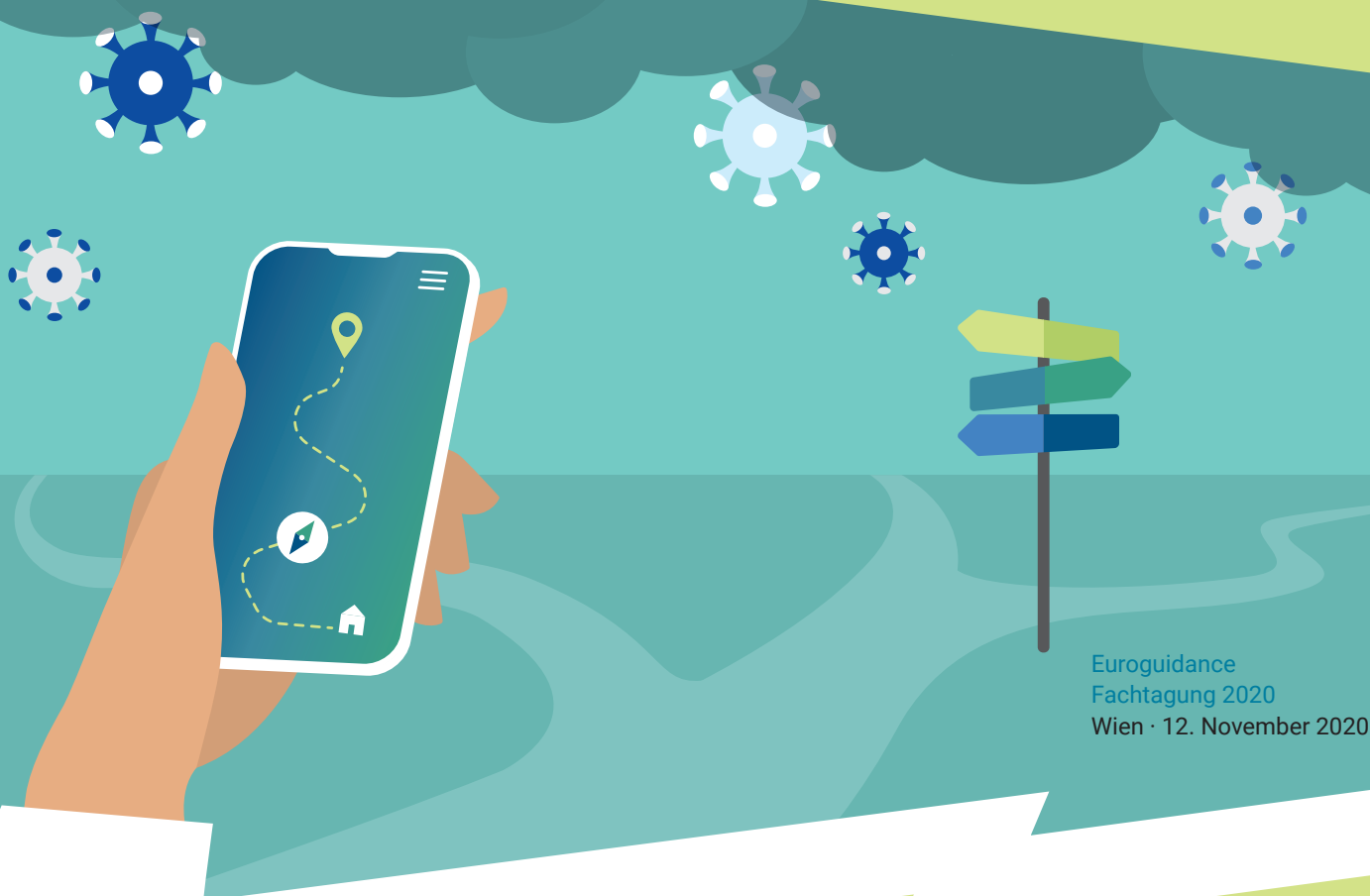


GUIDANCE MATTERS

Mit Guidance Herausforderungen
eines turbulenten Arbeitsmarktes meistern

euROGUIDANCE ÖSTERREICH



Euroguidance
Fachtagung 2020
Wien · 12. November 2020



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VORWORT

Die Euroguidance-Fachtagung 2020 widmete sich unter dem Titel „Guidance Matters – Mit Guidance Herausforderungen eines turbulenten Arbeitsmarktes meistern“ der Bildungsberatung in Zeiten der COVID-19-Pandemie. Die jährliche Fachtagung fand zum ersten Mal online statt und wurde in Zusammenhang mit dem am Vormittag der Veranstaltung angesetzten nationalen Launch des Europass-Portals abgehalten.

Key Note und plenare Beiträge

In seinem englischsprachigen Keynote Beitrag „Eine globale Pandemie und ihre Folgen – der Weg in die Zukunft der Bildungs- und Berufsberatung“ argumentiert **Tristram Hooley**, Professor für Career Education an der Universität Derby, dass viele der Annahmen und Arbeitsweisen der Bildungs- und Berufsberatung neu überdacht werden müssen und Berater/innen sich stärker digital engagieren, und sich stärker auf den sozialen und gemeinschaftlichen Kontext beruflicher Karriere konzentrieren müssen, um den Menschen zu helfen, menschenwürdige Arbeit zu finden.

Der Vormittag der Veranstaltung stand im Zeichen des nationalen Europass Launch, mit einem Key Note Beitrag von **Koen Nomden**, Generaldirektion Beschäftigung, Soziale Angelegenheiten und Chancengleichheit (DG EMPL) der Europäischen Kommission, zum Thema „The European Skills Agenda and the new Europass: tools for lifelong learning in a rapidly changing labour market“, der in der vorliegenden Publikation nachzulesen ist.

Fragestellungen

Die turbulenten Entwicklungen im Zuge der COVID-19-Pandemie stellen unser Leben und insbesondere das Berufsleben vor enorme Herausforderungen. Die Arbeitsmärkte in Europa haben tiefgreifende Umstrukturierungen erfahren und stehen durch hohe Arbeitslosenzahlen unter Druck. Wie sollen Berater/innen Menschen dabei unterstützen mit den zukünftigen Entwicklungen umzugehen? Durch welche Zugänge können insbesondere Menschen, die benachteiligt sind, erreicht werden und nachhaltig Widerstandsfähigkeit aufbauen, um sich in einem turbulenten Arbeitsmarkt erfolgreich zurecht zu finden? Welche Tools stehen Menschen bei der Bewerbung zur Verfügung? Diese Fragen wurden von über 100 Teilnehmenden auf der Online Konferenz diskutiert. Mögliche Lösungsvorschläge, Ideen und Tools finden Sie in den Beiträgen des vorliegenden Tagungsbandes, die auf den Online-Vorträgen und Workshops basieren.

In einem weiteren Beitrag zum Europass informieren **Carin Dániel Ramírez-Schiller** und **Alexandra Enzi**, OeAD, wie das Europass-Portal Unterstützung bei der Karriereplanung und Jobsuche in Österreich und Europa bietet. Sie beleuchten dabei die Rolle der Stakeholder in Österreich bei der Verbreitung des Europass, und zeigen den Konnex zur Bildungs- und Berufsberatung auf, für die der Europass ein wichtiges Instrument ist.



Workshop-Beiträge

Welches Angebot an Anerkennungs- und Bewertungsberatung für Menschen mit mitgebrachten Abschlüssen besteht, zeigt **Milica Tomić-Schwingenschlögl**, Beratungszentrum für Migranten und Migrantinnen – AST-Koordination, Österreich in ihrem Beitrag. Sie berichtet über die Erfahrungen der Anerkennungsstellen, deren generelles Ziel die Beschleunigung einer möglichst qualifikationsadäquaten Inklusion in den Arbeitsmarkt durch kostenlose, zum Teil mehrsprachige Information, Beratung und gegebenenfalls Begleitung im gesamten Anerkennungs- oder Bewertungsverfahren ist.

Wolfgang Bliem, Institut für Bildungsforschung der Wirtschaft, Österreich, berichtet in seinem Beitrag über das Erasmus+ Projekt „Careers Around Me“, das sich mit der Frage beschäftigt, welche Kompetenzen wir brauchen, um uns in einer sich rasch verändernden Lebens- und Arbeitswelt zurechtzufinden, und in dessen Zentrum das Modell der „Career Management Skills“ (CMS) steht.

Jannie Meedom Nielsen, National Agency for IT and Learning under Ministry of Children and Education in Denmark, stellt in ihrem Beitrag „eVejledning“, das E-Guidance System Dänemarks vor. Das bereits seit über 10 Jahren bestehende Online-Beratungssystem Dänemarks wurde im Zusammenhang mit der Covid-19 Pandemie im Jahr 2020 von ganz neuen Zielgruppen genutzt, deren Bildungs- und Karrierewege unterbrochen wurden. Dies führte dazu, dass durch eVejledning neue Methoden und Instrumente der Ziel-gruppenerreichung entwickelt wurden.

Im abschließenden Beitrag dieses Tagungsbandes „Joint approaches of career management“ geben **Albert Kampermann** und **Daniel Kooistra**, Open University, Niederlande, Einblick in das "Career Roundabout" Programm, welches von der Open University Niederlande entwickelt wurde. Ziel des "Karrierekarussell"-Programms ist es, die Menschen durch qualitativ hochwertige Beratung bei Bildungs- und Karriereübergängen widerstandsfähiger gegen den unberechenbaren Arbeitsmarkt zu machen.

Der OeAD ist das nationale Euroguidance Zentrum. Euroguidance Österreich dankt allen Autorinnen und Autoren des vorliegenden Tagungsbandes, sowie allen aktiven Teilnehmer/innen, die zum Gelingen der Konferenz beigetragen haben.

Das Team von Euroguidance Österreich wünscht eine spannende Lektüre!

[Carin Dániel Ramírez-Schiller](#)
[Eva Baloch-Kaloianov](#)
[Susanne Krischanitz](#)
[Arabella Seits](#)

A global pandemic and its aftermath: The way forward for career guidance

Introduction

I never thought that I would be talking at a conference about public health issues. My research has all been about career guidance and how people pursue their careers and yet here I am discussing the impacts of a global pandemic. I am going to talk about how Covid-19 has changed the way that our careers work, and I'm also going to talk about what we might do in response to that. Everything about the pandemic is changing every day. We heard about a new vaccine a couple of days ago and so it may be that in six months this is all in the past.¹ I think that probably the recession that is emerging from the pandemic will not be over so quickly.² But, we are all struggling to try and understand exactly what is going on and how we can respond to it, and so I hope that these remarks might aid you in your reflections about the future.

What is career?

Career is our journey through life, learning and work. It is our movement from now into the future and so, what we think that the future holds for us individually, and as a society, is central to our careers. When we understand career as a broad concept, it is not just about paid work. It is also about lifelong learning. It is related to the term 'bildung' that you have here in Austria, that we do not really have a translation for in English. The idea that education should be about more fully becoming yourself, about learning about your life and thinking about your role in society. This is where I have tried to situate career in my work, not just as a movement into and through paid work, but as something much broader about how we live our life in the world. And obviously, when we have something like the pandemic that really changes how we act, it also changes our careers.

Career is a powerful concept because it is both life wide and lifelong. By life wide I mean, that we make decisions every day about our lives and how to spend our time. Should we nip away from the Zoom screen and go and make ourselves a coffee or have a chat with our partner? Should we stop working in the evenings and take part in our hobby or see friends or talk to people? These are choices that we are making every day and they are

¹ Boseley, S. & Oltermann, P. (2020). Hopes rise for end of pandemic as Pfizer says vaccine is 90% effective. The Guardian. www.theguardian.com/world/2020/nov/09/covid-19-vaccine-candidate-effective-pfizer-biontech

² Blakely, G. (2020). The Corona crash: How the pandemic will change capitalism. London: Verso.



A global pandemic and its aftermath

The way forward for career guidance

TRISTRAM HOOLEY

PRESENTATION TO THE AUSTRIAN EUROGUIDANCE CONFERENCE

12TH NOVEMBER 2020

Key note presentation © Tristram Hooley

So what has this got to do with Covid-19?

career choices. But career also adds this lifelong dimension. It says yes we are changing things from day to day, but we are also looking across the life course. So if we decide that we are going to leave work early and go and watch the TV and relax that might be a great decision for today, but over our life course it might create a problem if we do that every day.

So, career is about making decisions that are both day-to-day decisions about how we spend our time, but also lifelong decisions about how we organise our lives. And of course, there is a strong relationship between those two things because how we spend our days is ultimately how we organise our lives.

Career decisions are not just something that we make once when we decide that we want to be a doctor or a lawyer or a teacher. Career decisions are something that we do every day. Every day we're making career decisions of all kinds. So, career is powerful because it links education with life, and links effort today with outcomes tomorrow. It links schooling and education with society and the economy and it answers the question that young people often ask, which is, why are we learning this, what use will it be? Career is about all of these things and it is about this relationship between our lives, our education and our work.³

Over the last few months we have all seen a radical change to our lives. At the start of the year most of us had never even heard of Covid-19. But, by the end of October we were in a situation where there were tens of thousands of cases every day appearing across the world.⁴ And so, my life is now really different to how it was before the pandemic.

When you invited me to speak at this conference. I was being invited to come to Austria. And I was thinking, 'Oh, that'll be great. It will be a really nice trip and I'll meet lots of people'. A lot of my life before the pandemic was like that, I was going to conferences and seminars and meeting people. But since Covid, my life has become very different. I've lost the ability to travel, to socialise, to go to the gym or the pub.

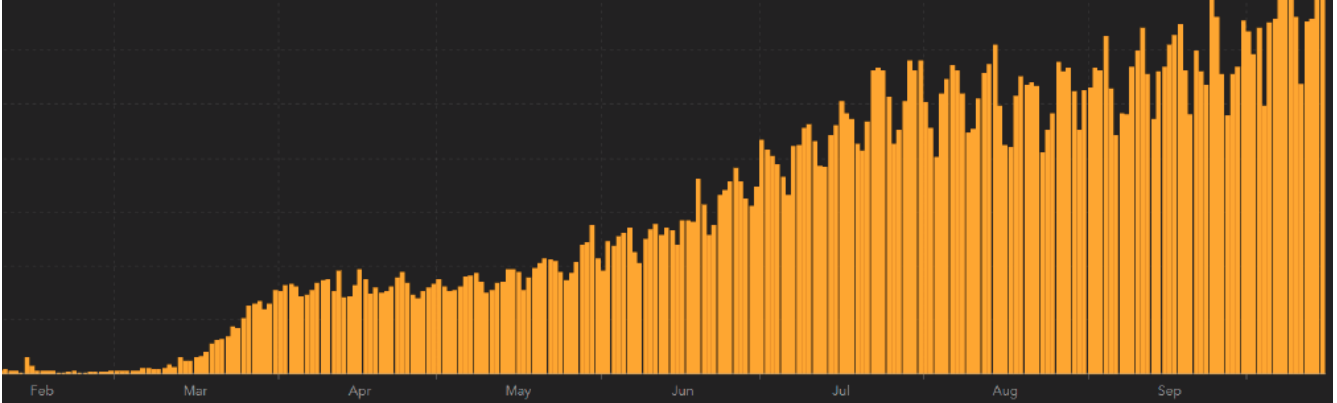
We have just entered a new phase of lockdown in in the UK.⁵ So I'm still working. But I'm now doing it without any direct human contact. I look out of my window and see a brick wall. So, it's very different than if I'd come to Austria. I'm not alone. The pandemic has resulted in a lot of changes in the way our lives have operated for all of us. Many of our working lives and our family lives are very different.

³ If you are interested in career theory have a look at the self-study course on my blog <https://adventuresincareerdevelopment.wordpress.com/2020/09/17/introduction-to-career-theory-a-self-study-course/>

⁴ COVID-19 Dashboard by the Center for Systems Science and Engineering (CSSE) at Johns Hopkins University (JHU) www.arcgis.com/apps/opsdashboard/index.html#/bda7594740fd40299423467b48e9ecf6

⁵ UK Government. (2020). New National Restrictions from 5 November. www.gov.uk/guidance/new-national-restrictions-from-5-november

Daily number of cases worldwide –
Jan to October 2020



Daily number of
Covid-19 cases
worldwide.

Source: CSSE Center for
Systems Science and
Engineering at Johns
Hopkins University

One of the things that we need to recognise is that these changes, and the pandemic as a whole, are not just completely random occurrences. There are many things about the pre-pandemic world that have resulted in the situation that we are in. For the past few decades neoliberalism has characterised the political economies of countries in Europe and, many would argue, across the whole globe.⁶ But since the 2008 financial crash this system has been struggling and the current crisis further exposes the flaws in the system.⁷ Even the prevalence of the pandemic itself is influenced by the kind of world that we have built. Pandemic specialist Nita Madhav and her colleagues argue,

» pandemics are large-scale outbreaks of infectious disease that can greatly increase morbidity and mortality over a wide geographic area and cause significant economic, social, and political disruption. Evidence suggests that the likelihood of pandemics has increased over the past century because of increased global travel and integration, urbanization, changes in land use, and greater exploitation of the natural environment. These trends likely will continue and will intensify.⁸

The way that we organise our society has made it more likely that we will have pandemics and that when we have pandemics they will have a greater impact. We have created a world which is susceptible to pandemic due to environmental destruction, globalisation, unfettered movement of, at least some, people and the rolling back of the state and the loss of public and state capacity to actually manage this.⁹ So there are some things that about the way in which our society is organised that have made contributed to the severity of the current crisis.

This realisation forces us to ask both how we are going to organise our societies in response to the pandemic and how, ultimately we might organise them after the pandemic. How are we going to define the new normal, in whose interest will this be organised and what kind of environment will this new normal offer for people to pursue their careers. Some people are enthusiastically cheerleading this change, arguing that it will spell the end for neo-liberalism, but so far many of the political experiments that have deviated from neoliberal orthodoxy have been worse rather than better and have maintained a great many continuities with the power-hierarchies of neoliberalism

6 Harvey, D. (2005). A brief history of neoliberalism. Oxford: Oxford University Press.

7 Blakely, G. (2020). The Corona crash: How the pandemic will change capitalism. London: Verso.

8 Madhav, N., Oppenheim, B., Gallivan, M., Mulembakani, P., Rubin, E., & Wolfe, N. (2017). Pandemics: Risks, impacts, and mitigation. In D.T. Jamison, H. Gelband, S. Horton et al. (Eds.) Disease control priorities: Improving health and reducing poverty.

3rd edition (pp.315-346). Washington (DC): The International Bank for Reconstruction and Development/the World Bank. https://doi.org/10.1596/978-1-4648-0527-1_ch17

9 Navarro, V. (2020). The consequences of neoliberalism in the current pandemic. International Journal of Health Services. <https://doi.org/10.1177/0020731420925449>

The long ascent

whilst increasing authoritarianism and attacking liberal democratic norms.¹⁰ Of course there are also more hopeful signs with the growth of movements for more equal, more democratic societies, but the future remains unwritten, and the pandemic has so far asked more questions than it has answered.¹¹

The new normal is not fixed or inevitable. It is going to emerge in response to circumstance and in response to our actions and decisions. It will be defined by politics and how we collectively decide how to respond. But, it will also be defined by organisations, including employers and learning providers, and by individuals as they negotiate new ways to organise careers and employment. For example, many industries have tried experiments with homeworking that have the potential to change people's work/life balance.¹² Whether these experiments will endure and reshape the working day beyond the crisis remains to be seen.

The individual and collective responses to the crisis are inter-twined, with each enabling and constraining the other. Ultimately, the future is in our hands. It is up to you and up to your clients and students to define how the world is going to develop from here. Whether it is going to be better or worse is not pre-decided. We have the capacity still to influence that on many levels. Given this, when think about career, we cannot ignore the pandemic as it both shapes the environment in which we conduct our careers and, in turn, our careers will shape how that environment develops.

In this lecture I am going to talk about how the pandemic has become intertwined with our careers. I am going to focus on the economic and labour market impacts of the pandemic and on the psycho-social impacts. I am then going to go on to say something more about why we need career guidance in this situation and explain why this guidance needs to be delivered, at least partially, online and why it needs to be connected to social justice.

The International Labour Organization (ILO) have been publishing regular research on the labour market impacts of Covid-19¹³.

It demonstrates that the pandemic has had an enormous impact on people's everyday working lives. In some countries we have seen extended periods where the labour market has pretty much closed down altogether. Even now, the ILO still estimate that the majority of working people in the world are experiencing some sort of lockdown or special working arrangements to try and combat the pandemic.

These kinds of dramatic changes to global labour markets are slowing the speed of growth of the economy, restructuring which elements of the economy are most profitable and able to employ the greatest number of people. Ultimately these changes open up the possibility of a more fundamental change in the way the economy and the labour market operates. Worryingly many of the changes that we are seeing in the short term, such as the collapse in the retail, travel and hospitality sectors are particularly damaging to young people and to those who earn the least and have the least financial resilience.¹⁴ Of course, the changes are also opening up some new opportunities in other parts of the economy, but overall, in the short to medium term, the impact appears to be a contraction in the number of jobs.

The unique challenges that Covid has posed for occupations which are centred around human interaction is an enormous problem for the labour market. These occupations are often important as entry points to the labour market and employ a lot of people. So, the collapse of these sectors is not just the loss of an industry, but ultimately a change to the whole shape of the labour market. These changes will exert a long-term impact on people's career prospects. Gita Gopinath, who is the chief economist at the IMF says,

¹⁰ Tansel, C.B. (2020). States of discipline. Authoritarian neoliberalism and the contested reproduction of capitalist order. London: Rowman & Littlefield.

¹¹ Riofrancos, T. (2020). It's a tough time for the left. But I'm more optimistic than ever. The New York Times. www.nytimes.com/

2020/08/09/opinion/left-politics.html

¹² Cosslett, R. L. (2020). Working from home has offered people a glimpse of how things could be different. The Guardian. www.theguardian.com/commentisfree/2020/nov/18/working-from-home-living-coronavirus-remote

¹³ International Labour Organization. (2020). ILO monitor. Covid-19 and the world of work, 6. www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/documents/briefing-note/wcms_755910.pdf

¹⁴ Brewer, M., Cominetti, N., Henehan, K., McCurdy, C., Sehmi, R. & Slaughter, H. (2020). Jobs, jobs, jobs Evalu-

ating the effects of the current economic crisis on the UK labour market. London: Resolution Foundation; Elliot Major, L., Eyles, A., Machin, S. (2020). Generation COVID: Emerging work and education inequalities. London: Centre for Economic Performance, London School of Economics and Political Science.



this crisis will leave scars well into the medium term as labour markets take time to heal, investment is held back by uncertainty and balance sheet problems and lost schooling impairs human capital. All countries are now facing what I would call the Long Ascent – a difficult climb that will be long, uneven, and uncertain.«¹⁵

If someone at the heart of the global financial system like Gita Gopinath is concerned that the global economy is wobbling, I think that we all need to worry. When the pandemic began, we were told that we were going to have a V shaped recession. The lockdown measures would create a rapid fall in the in the economy, but it would quickly recover because the existing economy was essentially being put on ice. But the pandemic has gone on too long, and short-term closures have started to become structural changes. Given this most countries can probably assume that it will take a long while to recover even if the vaccine arrives tomorrow. This radically changes the context within which people are pursuing their careers.

A pedagogic moment

So far, we have described the problems with the labour market and with the economy. We might see these as the external factors that are shaping people's careers. Now let us turn to how the pandemic is shaping our internal lives. We might think about these as the psychosocial impacts of the pandemic because they are concerned with the relationship between how we think and feel and the outside world, which is currently characterised by twin public health and economic crises.

I have already touched on how my life has been changed by the pandemic and suggested that I am not alone in experiencing these changes. I am spending an awful lot of time in front of a screen. It has made me realise that I pursued my career in the way that I did partly because I did not want to spend all day in an office sitting down and typing. I wanted to be out of the office, teaching, conducting social research and giving talks and lectures. I enjoyed the movement, the variety and the interaction with other people. Now my day to day working experience is very sedentary. Others have experienced different changes to their working life, whether it is a requirement to wear a mask, work in a socially distanced way or change occupation altogether.

These changes to our working routines are profound and so we should expect them to have a radical impact on the way that we think about our lives and our careers. At the heart of this is a fundamental but highly complex shift in our social connections. On one hand we are physically isolated. But on the other hand, the pandemic has really reminded us, how much we need each and how interconnected our societies are. Illness is transmitted through our social connections, and because our societies are so networked the illness moves quickly and spreads across vast distances.

The pandemic has shown how critical our social infrastructure is. If I get ill, I will need somebody to be there to look after me. So, one of the things we've been talking about a lot is the burden placed by Covid on our healthcare systems.¹⁷ We are not just individuals buying healthcare support, rather healthcare is a social system staffed by people and based on a set of assumptions and expectations about what level of support we can expect. If demand surges, supply collapses. The market has limits. This is a societal level problem that require societal level thinking to manage it.

15 Gopinath, G. (2020). A long, uneven and uncertain ascent. IMFblog. blogs.imf.org/2020/10/13/a-long-uneven-and-uncertain-ascent/; Salmon, J. (2020). The £21trillion cost of Covid: IMF warns the pandemic will cause 'lasting damage' to living standards worldwide. This is Money. www.thisismoney.co.uk/money/news/article-8836039/IMF-warns-Covid-cause-lasting-damage-living-standards.html

16 Rodeck, D. (2020). Alphabet Soup: Understanding the Shape of a Covid-19 recession. Forbes. www.forbes.com/advisor/investing/covid-19-coronavirus-recession-shape/

17 World Health Organisation (WHO). (2020). Maintaining essential health services: operational guidance for the COVID-19 context. Geneva: WHO.



So, we are in a contradictory position where, on one hand we are isolated, but on the other, we are more aware of the social context of our lives than ever before and more dependent on the behaviour of others and the existence of functioning social infrastructure. We cannot ignore how connected we are and how important those connections are.

The pandemic has encouraged us to recognise our fragility and our vulnerability. It has made many of us think about what happens if we get ill. We might have assumed that we were invulnerable, that we would never get ill or lose our jobs before we got to old age, but Covid-19 makes us recognise the possibility of ill health and that the physical and career consequences of illness could be very serious indeed. It has also increased the prevalence of mental health problems both in the education system and in employment and these in turn decrease people's capacity to manage labour market insecurity and have knock on effects on their physical health.

The psycho-social impacts of the pandemic change the way we perceive our position in the world. They make us think about what is important, they may change the way in which we think about money, wealth and power. For some people they may increase the value that is placed on social interactions, friendship and human connection. In an article that I wrote with Ronald Sultana and Rie Thomsen we argued that the lockdown is a pedagogic moment. It is a time for learning. It is a time for people to think about and rethink their lives and careers. And our role as careers professionals is to help people to do this, but also to help them to recognise that the possibilities that are available to them are framed by the wider social possibilities.

In such a situation our role as careers workers is to help people to see that there are a range of different solutions to this crisis and that we need to think them through carefully and consider who benefits from each of them.¹⁹

The changes that we are seeing in response to the pandemic shift the possibilities for both individual career change and for social change. New things become possible (or impossible) in our lives, in part because new things become possible (or impossible) for society. The pedagogic moment allows us to rethink our careers and how we want to live our lives, but it also creates political space for rethinking how our societies work including what careers and occupations are valued.

In the UK we have discussed according greater value to those workers who are on the front line whether they are working in the healthcare system or perhaps putting themselves at risk whilst working in retail environments. If someone is sitting there all day, potentially risking their health to provide something that we all need, perhaps we should value that person more.²⁰ This revaluing of occupations has the potential to change the hierarchies in the labour market and shift how people think about careers. But, for the value of occupations to really change there is a need to do more than celebrate key workers. There is a need for both a social change and a shift in individual career priorities.

18 Millar, R., Quinn, N., Cameron, J., & Colson, A. (2020). Impacts of lockdown on the mental health and wellbeing of children and young people. Glasgow: Mental Health Foundation; Webber, A. (2020). Firms urged to 'step up' mental health support amid pandemic concerns. Personnel Today. www.personneltoday.com/hr/firms-must-step-up-mental-health-support-amid-pandemic-concerns/

19 Hooley, T., Sultana, R.G., & Thomsen, R. (2020). Why a social justice informed approach to career guidance matters in the time of coronavirus. Career Guidance for Social Justice. <https://careerguidancesocialjustice.wordpress.com/2020/03/23/why-a-social-justice-informed-approach-to-career-guidance-matters-in-the-time-of-coronavirus/>

20 Williams, Z. (2020). We say we value key workers, but their low pay is systematic, not accidental. The Guardian. www.theguardian.com/commentisfree/2020/apr/07/value-key-workers-low-pay

Career guidance needs to radically and quickly reform

We are in a period of crisis and change. During periods like this people need more help to find their way around social and economic systems. And that's what career guidance is about.

» Career guidance supports individuals and groups to discover more about work, leisure and learning and to consider their place in the world and plan for their futures... Career guidance can take a wide range of forms and draws on diverse theoretical traditions. But at its heart it is a purposeful learning opportunity which supports individuals and groups to consider and reconsider work, leisure and learning in the light of new information and experiences and to take both individual and collective action as a result of this.« (p.20)²¹

This definition reminds us that ultimately career guidance is about helping people to think about their future, but it also reminds us that we can do this in lots of different ways. Because it is about helping people to think about change and transformation it becomes even more important when there is a lot of change and when people need help to generate solutions and ways forward. Guidance is critical because under the influence of the pandemic work is disappearing, work is changing, work life balance is shifting transitions are becoming more difficult and many, many people are going to have to make career shifts over the next few years. Already people are finding that the occupation that they worked in, the company that they worked for has either changed or disappeared since the pandemic. These people are going to have to figure out how they are going to respond to these changes. Because of this career guidance has to be part of the post-Covid reconstruction strategies that countries develop.

Although it is important to make the argument for career guidance, we also have to recognise that the nature of career guidance is likely to be transformed by the pandemic. In the article that I wrote with Ronald and Rie at the start of the pandemic, we said,

» The pandemic served to give the knock-out blow to stable conceptions of the nature of work, leisure, family life, and society. Much of the advice that we might have given about how to build a successful career can simply be cast aside. In a world where going into the office, networking and attending an interview are all things of the past career guidance needs to radically and quickly reform its messages.«²²

It is essential that government should fund career guidance to support the population to move into the post-pandemic future. But, it may be quite a different type of career guidance that is needed as we move forwards. The social distancing approaches have made it clear that career guidance has to be able to be delivered digitally and that careers professionals have to be digitally competent. Digital guidance can no longer be viewed as a specialism or as an option, it has to be core to what we do. There are other more existential ways in which career guidance is changed by the situation that we find ourselves in. In a period of economic recession we cannot promise that attending to your skills and your career will necessarily lead to you a materially better life. We can help our clients to become more resilient, we can help them to survive and hopefully to move their lives forward. But, but we cannot necessarily guarantee that we can take them back to where their lives were before the pandemic. This highlights the reality that individuals' prospects for a better life are not solely determined by their career management skills, but rather by the wider political and economic context. Our lives and careers, just as much as our health, is bound up with other people. A new approach to career guidance will recognise this and support and encourage collaboration, co-operation and collective action.

21 Hooley, T., Sultana, R.G., & Thomsen, R. (2018). The neoliberal challenge to career guidance: Mobilising research, policy and practice around social justice. In T.Hooley, R.G. Sultana, & R. Thomsen (Eds.) Career guidance for social justice: Contesting neoliberalism (pp.1-28). London: Routledge.

22 Hooley, T., Sultana, R.G., & Thomsen, R. (2020). Why a social justice informed approach to career guidance matters in the time of coronavirus. Career Guidance for Social Justice. <https://careerguidancesocialjustice.wordpress.com/2020/03/23/why-a-social-justice-informed-approach-to-career-guidance-matters-in-the-time-of-coronavirus/>

Start with the learner



Key note presentation © Tristram Hooley

Integrated and digital

Since the pandemic we have seen a lot of change and the way that the guidance is delivered with a great deal of delivery moving online in response to the social distancing requirements. If I had come to talk to you in February, and said that over the next six months, you are going to be able to deliver everything you do online and you are all going to be doing digital guidance all the time, you probably would have said it was not possible, that you needed more training and support and that you were not sure whether online guidance was even a good idea.

The pandemic has fostered an enormous creativity from guidance practitioners. You have figured out how to deliver the important work you do in a whole range of new and different ways and in a rapidly changing context. But it is important that we have a theoretical and evidential basis for our work, even when it is innovative and digital. Luckily, over the last few years there has been a lot of work going on in Norway which has helped me to think through what high quality digital guidance might look like.²³ I have been working with my colleague Ingrid Bårdsdatter Bakke to run a course at the Inland Norway University of Applied Sciences where we have been developing ideas about digital guidance and training Norwegian practitioners to make effective use of its potential.

A lot of our thinking about digital guidance has made the argument that it should be strongly connected to the wide range of other ways in which people access help and support with their careers. Digital tools open up a lot of new possibilities for career guidance which we should be really excited about. The possibility to access and share information, including multi-media information, the opportunity to automate some of the routine process of guidance, to create games and simulations that provide rich learning environments, and the explosion of new forms of communication and interaction. These possibilities should be celebrated and embraced, but we need to remember not to get caught up in the excitement of new tools and forget what they are for. So, rather than talking about 'digital guidance' we have proposed the terminology of 'integrated guidance' and used this framework to develop approaches to guidance that allow it to be more flexible in situations like lockdowns. Integrated guidance does not have to be delivered entirely online but it does seek to make better use of online technologies than has often been done in the past. This has become more important in the current situation. My Norwegian colleague and I have developed a few principles that may be useful in guiding the development of integrated guidance during the pandemic and beyond.

²³ Bakke, I.B., Hagaseth Haug, E. and Hooley, T. (2018). Moving from information provision to co-careering: Integrated guidance as a new approach to e-guidance in

Norway. *Journal of the National Institute for Career Education and Counselling*, 41(1), 48-55; Hooley, T., Shepherd, C. and Dodd, V. (2015). *Get yourself connected:*

Conceptualising the role of digital technologies in Norwegian career guidance. Derby: International Centre for Guidance Studies, University of Derby.

The first principle recognises that **careering is an active learning process** through which people learn about themselves and the world and consider how the two fit together. All forms of career guidance are designed to support individuals in this learning process. Career development has a knowledge base that can be taught, we need to know some things to career effectively. It also takes place in a cultural context which needs to be acknowledged and is fundamentally social in nature. So, while we should digitise guidance, we should not try and fully automate it, nor should we try and offshore it. Ultimately the creative learning relationship between the guidance practitioner and their student or client needs to remain central.

The second principle of integrated guidance is the idea that we should be using an **instructional design** approach.²⁴ Instructional design is about thinking about how we deliver learning and guidance to people in the best way. It is summed up by the metaphor of using the right tool for the right job. You do not want to try to bang a nail in with a screwdriver. In the same way you do not want to use lots of technology to deliver guidance, if the client is frightened and confused by it. We do not start with the idea that we should be delivering digital guidance. But, equally we do not start by thinking that we are necessarily delivering face-to-face guidance. Our starting point is thinking about what it is that this student or client needs to learn? What is it they need to engage with? What support do they need? Once we have figured that out, we can then start to consider the best way to deliver guidance to them. Instructional design also reminds us that we need to pay attention to the constraints that we are operating under and obviously the pandemic gives us quite a lot of new constraints. But we approach guidance as a design task, one where we think about what the learner needs, what the constraints are and what possibilities different digital and analogue tools and approaches offer us.

Instructional design is really about remembering to always start with the learner. We should ask what does the learner need? What kind of content will they benefit from? This then leads us, through the application of an instructional design approach to considering what pedagogy is appropriate and how we are going to teach this and what technologies and tools are the right ones to deliver this. For some of our clients that might be a phone call, for others that might be an interaction on WhatsApp and for others it might be a face-to-face meeting.

Our third principle is to adopt a **co-careering** stance when we are developing and delivering integrated career learning. When we work with people in digital environments we find ourselves in a different sort of relationship than we might have had in a counselling or teaching environment. Digital environments are typically more open and informal.²⁵ They offer the possibility for more group and community interaction and for more ongoing contact with our clients and students. This is challenging but it also opens up possibilities for new and powerful forms of careers work. Our clients can see us and interact with us over a longer period. We have to learn to relate to them in non-hierarchical ways and to model good behaviour. So, if we talk about something like setting up a LinkedIn profile, our clients can go and have a look at our LinkedIn profile. We need to be able to demonstrate effective career management as well as just talk about it.



²⁴ Merrill, M. D., Drake, L., Lacy, M. J., & Pratt, J. (1996). Reclaiming instructional design. *Educational Technology*, 36(5), 5-7.

²⁵ Kettunen, J. (2017). The rise of social media in guidance. EPAL - Electronic Platform for Adult Learning in Europe. <https://epale.ec.europa.eu/en/blog/rise-social-media-career-guidance>; Kettunen, J., Sampson Jr, J. P., & Vuorinen,

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of practitioners in helping persons make effective use of information and communication technology in career interventions. *International Journal for Educational and Vocational Guidance*, 20(1), 191-208.

Signposts to social justice

So far I've argued that guidance practitioners need to help people to think beyond their immediate reaction to the crisis and consider how they would like their life, their career and their society to develop over the long-term. This recognises the lifelong perspective that career gives us and uses it as a way to expand the possibilities that are available to people. This is suggestive of a new approach to guidance which is aware of the inequalities that exist in the world and the way in which our careers are embedded into social and political systems.

But, if this approach is going to inform guidance practice rather than remain stranded in the realm of theory it needs to offer practical solutions that simultaneously move forward people's careers and social justice.

With Ronald Sultana and Rie Thomsen, I have developed a framework to support this social justice approach. We describe the framework as the 'five signposts to socially just career guidance' because they are designed to provide inspiration and direction.²⁶ They are not prescriptive, and we hope that other people will add to them. But what the signposts offer us is five ways of doing career guidance that engage with the complex and unequal context in which we find ourselves and which provide ways to help our students and clients to develop their careers, deal with the current crisis and importantly to build their understanding about what is happening and why.

The first signpost is about supporting clients to develop their **critical consciousness**. This is about helping them to gain a deeper understanding of what is happening in the world and in their career and to develop an analysis about why this is happening. We need to help people to understand politics and environmental issues and to think about what is going on in the labor market. Understanding why does not necessarily solve people's career problems, but it does place them in a stronger position to develop solutions.

The second signposts says that career guidance practitioners should help people to **name oppression**. People need to be able to recognise when they are having particular problems because of who they are, rather than because of what they have done. Naming their oppression helps people to correctly allocate responsibility and to see that problems and failures may not be their fault. It also helps people to frame the problems that they face differently and opens up the possibility for a wide range of resolutions to these problems.

The third signpost encourages people to **question what is normal**. We are in a very strange period when what is normal is not very clear at all. Writing about another global crisis, the philosopher Antonio Gramsci said,

» the crisis consists precisely in the fact that the old is dying and the new cannot be born; in this interregnum a great variety of morbid symptoms appear.« (p.276)²⁷

As people struggle to manage their careers in the current moment, they are assailed with a range of competing ideas about what to expect and what they should desire. Some are the norms of the old world, some might be new norms being born, others will be Gramsci's 'morbid symptoms'. As career guidance practitioners we need to help people to analyse these norms and situate themselves in relation to them. Not all norms are bad or oppressive.

Society needs norms to function, but norms are socially constructed and contestable and we should try and help our clients to become more aware of the contingency of these norms. We also need to spend time with clients thinking about what a return to normality really means and what the new normal could and should look like.

²⁶ Hooley, T., Sultana, R.G., & Thomsen, R. (2019). Towards an emancipatory career guidance: What is to be done? In T. Hooley, R.G. Sultana, & R. Thomsen (Eds.) Career guidance for emancipation: Reclaiming justice for the multitude (pp.247-257). London: Routledge.

²⁷ Gramsci, A. (1971). Selections from the prison notebooks. London: Lawrence and Wishart.

Hope for the future

The fourth signpost points towards other people. It is about **encouraging people to work together**, to recognise their interconnectedness with others and the power that comes from collaboration, co-operation and collective action. Careers practitioners need to encourage individuals to recognise the power that lies in their social networks and their communities and play a role in facilitating social interaction and collaboration. In the current context this is likely to build on what I have already said about integrated guidance and manifest through the use of digital tools to support the growth and connectedness of communities.

The final signpost argues that careers practitioners need to **work at a range of levels**. Career guidance should not just be viewed as work with individuals or groups of learners. It has to encompass all of the ways in which we might support people to advance and develop their careers. In many cases this may require interventions into schools and businesses or into wider social and political systems. Career guidance practitioners need to be prepared to be brokers, advocates, agitators and social system designers as well as counsellors and teachers.

What we are trying to do with the five signposts is to give you a practical way that you can take some of these big and abstract ideas about the context in which we live and what the future might hold and respond to them through forms of practice that both help individuals and move us towards a more socially just society. Social theory is important, but it has to recognise the reality of a careers professional sitting face to face with someone, perhaps in a Zoom meeting or in a classroom with a group of people and trying to help them to move their career forwards. The approach that I have outlined here says that this task is easier if we foreground, discuss and ultimately try and change the context in which careers are taking place.

Covid-19 has posed some big questions for our society, for people trying to build a career and for those careers professionals who are trying to help them. How we answer these questions is going to shape how the future unfolds. I have sought to argue that career guidance has a really important role to play in shaping that future. We are helping people to define the new normal and to find their way to a new kind of life that works for them.

At the start of this lecture I shared a lot of bad news, but, I remain hopeful about the future and I hope that you do as well. The positive psychologist Shane Lopez says that hope is not just about an unjustified belief that everything will work out alright.²⁸ Hope is about the joining together of optimism (the belief that things can get better) and agency (the belief that you can do something to influence how things turn out). I think that this kind of hope is exactly what we are trying to foster in careers work. In the social justice approach, we give this positive psychology version of hope a bit of a social and political twist. We are saying to people that they have a role to play in bringing change about in their lives, their communities and their societies. We are trying to help people to see that they have got some capacity to change things in their lives and to make things better and that the world and the future is not fixed. It is better to think 'how can I make my life better and my world better' than it is to resign yourself to oppression and disappointment. But hope, requires all of us to act and to act together. I am also anxious about the future and there is lots to be anxious about. But I remain hopeful because I believe that we have the opportunity to improve the world, and I believe that as career guidance practitioners, we can have a profound effect on the people that we work with. Hopefully in this lecture, I have given you some ideas about how we might try to do that in such a difficult time.

All images are taken from the presentation held by Tristram Hooley in November 2020, available at <https://oead.at/de/aktuelles/artikel/2020/11/rueckblick-euroguidance-fachtagung-2020-und-nationaler-europass-portal-launch/>

²⁸ Lopez, S.J. (2014). *Making hope happen*. New York: Atria.

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The European Skills Agenda and the new Europass: tools for lifelong learning in a rapidly changing labour market

E-portfolio

The Europass portal was launched on 1 July 2020 together with the European Skills Agenda, and we think that it can play an important role in relation to the lifelong learning and career management of learners and workers in Europe. Together with the Covid situation, the challenges of the digital and green transitions are currently very much present. Part of this is the digitalisation of learning that is currently taking place on a large scale. The European Skills Agenda gives policy guidance to EU Member States and focuses on strengthening competitiveness, ensuring social fairness so nobody should be left behind. It also aims at building resilience in order to get through this crisis. To achieve the objectives of the Skills Agenda, lifelong learning should be a reality for everybody. Europass is the European tool to support this on a practical level.

Basically, Europass has three components. The first one is the **E-portfolio**, which replaces the previous CV. Secondly, Europass has an **infrastructure for digital credentials** – this is completely new and did not exist before. And then thirdly, Europass is also an **information portal**.

E-portfolio

Firstly, I would like to address the E-portfolio. As already mentioned, the prime focus of Europass is on the individuals. Europass offers a free E-profile to highlight skills, qualifications, and experience that is available in twenty-nine different languages. Individuals can create a profile and within that profile, they have full control over their personal data. The E-portfolio includes a CV editor, which also proposes different types of cover letters.

Europass makes it possible to reflect on an individual's skills, interests, and aspirations. Based on these, it will be able to provide suggestions for learning opportunities and for jobs. For the latter, the Europass portal will be connected with the Eures portal, so that vacancies that are part of public employment services will also become available for Europass users as job suggestions. Currently, job offers are still offered on the basis of occupations, but in future suggestions will be skills-based, making use of artificial intelligence and underpinned by ESCO, the European skills classification.



Online Presentation by Koen Nomden
on 12 November 2020

The new Europass



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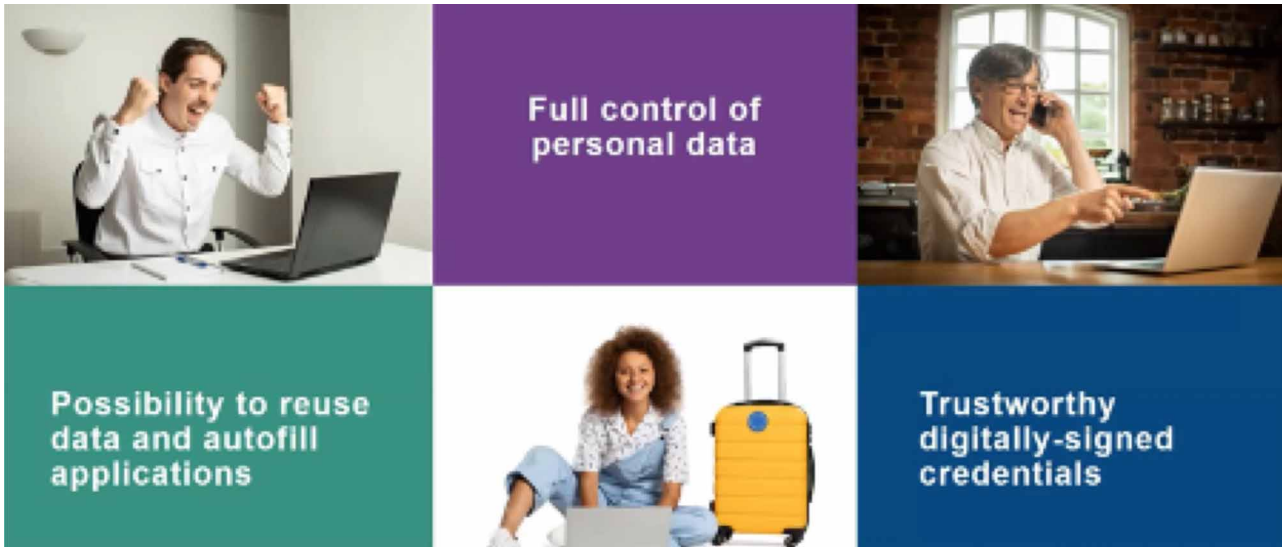
<https://ec.europa.eu/social/home.jsp>

Europass digital credentials

Secondly, let us look at the Europass digital credentials infrastructure. With the digital credentials infrastructure, we aim to set a European standard to issue secure and tamper-proof credentials in a digital format. It is intended to be a flexible and comprehensive tool, verifiable and reliable both in the short term and in the longer term. The digital credentials infrastructure will primarily focus on qualifications. We expect that more and more qualifications will be issued digitally in the future, with Europass allowing individuals to access their learning credentials and share these anywhere and at any time. In future, the infrastructure should also allow for employer declarations, for example, and play a role in supporting documentation on the validation of non-formal and informal learning as well as make it possible to issue statements on qualifications recognition. We are also reflecting on how Europass can support micro-credentials. Eighteen countries including Austria are currently piloting Europass digital credentials. The digital credentials infrastructure and the E-portfolio are interconnected. Individuals will be able to store credentials in the library of their E-portfolio and share them, for instance when applying for a job or for further studies.

Information provision

The third component of Europass is information. Since 1 July, the Europass portal has also been the portal of the **European Qualifications Framework (EQF)**. Thus, information on national qualifications sourced from shared qualifications databases and registers is now available through Europass (this is currently the case for 15 countries). EQF referencing reports and other relevant information are also available on Europass. In addition, we are working on improving the information in Europass on the recognition of qualifications and the validation of non-formal and informal learning. The Europass supplements are also available, including both the diploma supplement and the national inventories on the certificate supplement. For the certificate supplement, we have to start working on digitalisation. Europass also contains a dedicated page on **guidance and counselling**. This provides access to European-level services as well as country-specific information. There are links to the European inventory on lifelong guidance by Cedefop and to the Euroguidance website.



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Online
Presentation by
Koen Nomden
on 12 November
2020

Some new concrete actions we are working on

A first new action will be the development of an application tracker. We are also working to determine how we can better include information on skills intelligence in Europass and how to make that useful in the context of Europass services, including career guidance. The skills intelligence information will include the Skills Online Vacancy Tool developed by Cedefop, which provides real-time information on skills trends. We will also roll out the digital credentials infrastructure and develop other applications of it. We will then upgrade the CV editor and the available cover letter templates.

Finally, we have started working on a digital skills self-assessment tool in Europass based on DigComp, the EU digital competence framework for citizens.

For the development of further content on guidance, we depend on information that we get from the national level. This presentation is therefore a call for cooperation and support. The same goes for improved information on the validation of non-formal and informal learning. A last key point is interoperability. Europass was designed as a tool for interoperability as well, so it can connect with all kinds of other tools, portals, and infrastructures.

In conclusion

The new Europass was launched on 1 July 2020, a very important milestone. This was the end of a long preparation process. It is already a success. The old Europass and the new Europass is one of the most used and visited European websites. The new Europass is in its infancy, not everything is in place yet that should be, and not everything that is there is as it should be yet. For example, our aspiration is to have all national qualifications databases interconnected and the same goes for training opportunities. We are working on this. Issues where improvements are needed are the display of data in Europass as well as the quality of the data that we receive from the national level. Joint efforts at the EU and national level are therefore required.

As previously mentioned, Europass is an important tool for cooperation between both the European and the national level. We think that Europass has a lot of potential. We are also aware that there is still a lot of work to do. But we are happy to do this and we hope that together with the national level we can make this a success and a tool that supports the lifelong learning and career management of everybody in Europe without leaving anybody behind.





Der Europass in Österreich Entwicklungen und Ausblick

Seit der Einführung des Europass 2005 bis zum Relaunch des Europass-Portals im Juni 2020 wurden europaweit 150 Millionen Lebensläufe am Europass-Portal erstellt. Das Portal verzeichnete im Monat durchschnittlich 2,5 Millionen Zugriffe. In Österreich hat sich die Nutzung in den vergangenen Jahren zusehends gesteigert, 2019 wurden knapp 300.000 Lebensläufe erstellt. Dies war vor allem durch die systemische Verankerung des Europasses (z.B. durch die Darstellung des Europass-Lebenslaufs in vier Schulbüchern) möglich.

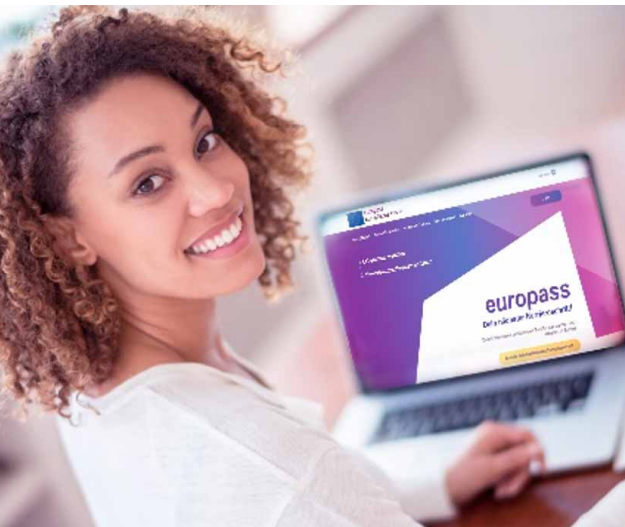
Zudem bietet Europass in Österreich eine benutzerfreundliche Datenbank für die Ausstellung von Mobilitätsnachweisen. Dabei können formelle, informelle und non-formale Lernergebnisse, die während eines Lehr-, Lern- oder Praktikumsaufenthalts in Europa erzielt wurden, ganzheitlich dokumentiert werden. Mitte 2020 wurde in Österreich die Zahl von 25.000 ausgestellten Mobilitätsnachweisen erreicht, 2021 wird die 30.000er Marke geknackt werden. Da die 2005 eingeführten Europass-Dokumente in Österreich bereits eine große Reichweite und einen hohen Bekanntheitsgrad aufweisen, bietet sich eine große Chance durch den Umstieg von Dokumenten zu Services und dem damit verbundenen umfassenden Ausbau des Angebots im neuen Europass-Portal möglichst viele neue Nutzerinnen und Nutzer erreichen zu können.

Das neue Europass-Portal

Am 1. Juli 2020 wurde das neue Europass-Portal gleichzeitig mit der europäischen Kompetenzagenda europaweit gelauncht. Die grundlegendste Änderung des neuen Systems besteht darin, dass sich Nutzerinnen und Nutzer ein persönliches Profil für ihre Karriereplanung anlegen können. Im Europass-Profil können dann Dokumente erstellt und Aktionen gesetzt werden. Die Datensicherheit wird dabei von der Europäischen Kommission gewährleistet. Das Portal ist nicht kommerziell, absolut werbefrei, in derzeit 29 Sprachen verfügbar und legt sein Hauptaugenmerk auf Nutzerfreundlichkeit und Inklusion. In Phase I sind die grundlegenden Funktionen, wie das Erstellen und Teilen des Profils und das Anzeigen von Jobmöglichkeiten über die EURES-Datenbank bereits verfügbar. Ab 2021 startet Phase II, in der die Plattform um einige zentrale Funktionen ausgebaut wird. Hierbei stehen besonders der „Europass Application Manager“, ein digitales Self-Assessment-Tool, sowie eine Verknüpfung mit bestehenden Karriereportalen wie Euraxess und LinkedIn im Mittelpunkt. Auch ein Ausbau der Verknüpfung mit Weiterbildungsangeboten ist geplant. Durch die Gewährleistung von Interoperabilität soll Europass zum primären Karrieremanagement-tool in Europa werden.

Europass als Schnittstelle der bildungspolitischen Initiativen

Das neue Europass-Portal fungiert zudem als zentrale Schnittstelle zwischen den bildungspolitischen Initiativen der Europäischen Kommission, wie der Europäischen Kompetenzagenda, der Empfehlung zu der Validierung von nichtformalem und informellem Lernen, dem Aktionsplan für digitale Bildung, sowie den NQR zertifizierten Qualifikationen. Damit werden Informationen zentral im Europass-Portal für Stakeholder abrufbar. Nutzerinnen und Nutzer des Europass erhalten nicht nur einen Einblick in europäische Entwicklungen, sondern können diese zu ihrem eigenen Vorteil nutzen.



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Die Rolle der Stakeholder in Österreich

Um Europass in Österreich noch systemrelevanter zu machen spielen Stakeholder und Multiplikatorinnen und Multiplikatoren eine entscheidende Rolle. Die Europass-Stakeholder umfassen u.a. Ministerien, Bildungseinrichtungen, die Community der Bildungs- und Berufsberater/innen, Unternehmen, HR-Manager/innen und Sozialpartner.

Sie alle sind einerseits wichtige Ansprechpartner, um die Promotion des Portals voranzutreiben. Auf der anderen Seite bietet Europass diesen Stakeholdern ebenso wichtige Tools, wie beispielsweise eine derzeit in Entwicklung befindliche Software zur digitalen Erstellung qualitätsgesicherter Zertifikate und Zeugnisse oder Tools für HR-Manager/innen im Bewerbungsprozess.

Um die Systemwirkung von Europass in Österreich weiterhin zu stärken, werden spezielle Angebote konzipiert. Diese reichen von Informationsveranstaltungen, Workshops und Bewerbungstrainings bis zu einem speziellen Newsletter für Stakeholder, der 3-4-mal im Jahr an 3.000 Empfänger/innen versendet wird. Zeitgleich hat 2020 in Österreich eine breitflächige PR-Kampagne gestartet, die in Printmedien sowie online, vor allem über Social-Media umgesetzt wurde. Die Verbindung der Stakeholder Bemühungen und der PR-Kampagne für Enduser zeitigte bereits große Erfolge, wie etwa die Verdreifachung der Zugriffe auf die österreichische Europass-Webseite im Jahr 2020. Im Jahr 2021 wird die Kampagne weiter ausgebaut werden.

Wichtige Kooperation mit Euroguidance

Auf europäischer Ebene hat das Euroguidance Netzwerk in vielfältiger Weise zum erfolgreichen Launch des neuen Europass-Portals beigetragen. So nahmen Mitglieder des Euroguidance-Netzwerks an der europäischen Europass-Beratergruppe teil, um sicherzustellen, dass die Rolle von Guidance ein integraler Teil des Portals sein wird. Die Lernangebote zur Aus- und Weiterbildung, die 2021 in vollem Umfang am Portal zur Verfügung stehen werden, wurden aus dem „Portal of Learning Opportunities and Qualifications“ integriert, das vom Euroguidance Netzwerk befüllt wurde. Links zu Beratungsdiensten in ganz Europa können ebenfalls vom Euroguidance Netzwerk zur Verfügung gestellt werden.

Durch seine Kanäle (Website, Newsletter, Facebook) stellte das Euroguidance Netzwerk zudem sicher, dass die Berater/innen in Europa über die wichtigsten Entwicklungen des Europass Portals informiert wurden.

Auch in Österreich wird die Arbeit von Euroguidance in Österreich seit jeher durch eine enge Zusammenarbeit mit Europass und dem Erasmus+ Programm charakterisiert. Auch strukturell sind diese drei Programme im OeAD eng miteinander verbunden. Diese Synergie bietet gerade in der jetzigen Wirtschaftskrise ein ganzheitliches Angebot, um bei der Karriereplanung und Jobsuche unterstützen zu können. Beispielhaft für die enge Zusammenarbeit sind unter anderem die von Europass und Euroguidance angebotenen Workshops für angehende Bildungs- und Berufsberater/innen, Workshops für Erasmus+ Projektträger/innen und Study Visits unter anderem für Delegationen des Bildungsministeriums. Im Jahr 2020 organisierten die zwei österreichischen Zentren eine gemeinsame europäische Online-Konferenz „Learning by Leaving“ für die Netzwerke Europass, Euroguidance, Eures und Eurodesk. Durch die Verknüpfung des Europass-Portal Launchs in Österreich mit der Euroguidance Fachtagung 2020 konnten die Neuerungen und vielfältigen Angebote des Europass-Portals an ein noch breiteres Spektrum an Stakeholder vermittelt werden.

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Mag. Alexandra Enzi arbeitet seit 2012 für Europass Österreich im OeAD. Nach ihrem Studium der Anglistik & Amerikanistik und der Deutschen Philologie war sie 10 Jahre als Programme Officer und Educational Advisor bei der Austrian-American Educational Commission (Fulbright Kommission) tätig.

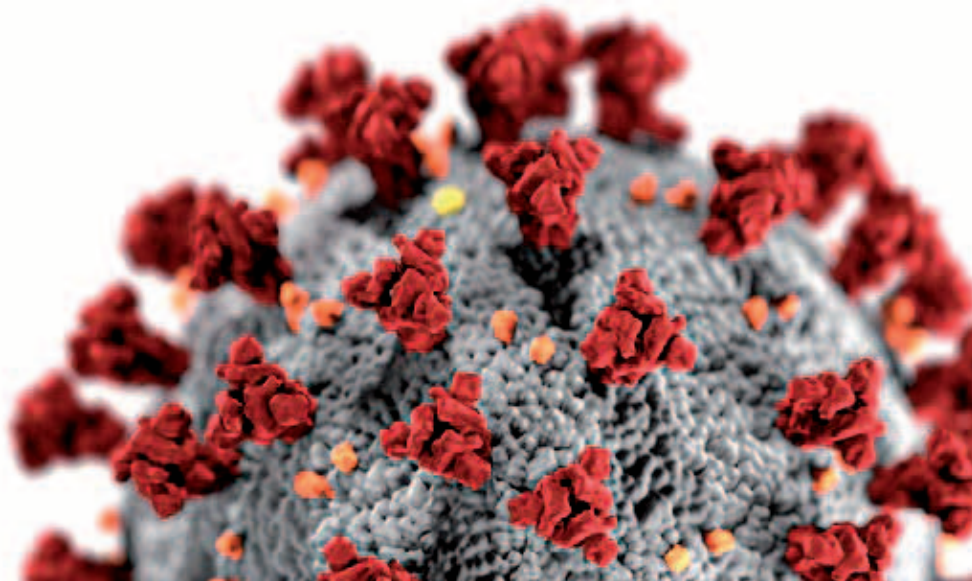
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Angebote der Anlaufstellen für Personen mit im Ausland erworbenen Qualifikationen

Anerkennungsberatung und bisherige Erfahrungen

Die „Anlaufstellen für Personen mit im Ausland erworbenen Qualifikationen“ (AST) bieten seit 2013 Anerkennungs- und Bewertungsberatung für Menschen mit mitgebrachten Abschlüssen. Generelles Ziel des Projekts ist die Beschleunigung einer möglichst qualifikationsadäquaten Integration der Menschen in den Arbeitsmarkt. Betroffene werden durch kostenlose, zum Teil mehrsprachige Information und Beratung im gesamten Anerkennungs- oder Bewertungsverfahren begleitet.

Im Laufe der vergangenen acht Jahre haben etwa 25 Beraterinnen und Berater österreichweit fast 80.000 Beratungsgespräche durchgeführt. Die vom Fördergeber (Bundesministerium für Arbeit, Familie und Jugend) vorgegebenen jährlichen Zielzahlen wurden somit stets übertroffen. 16,7% aller in Österreich lebenden Personen besitzen eine ausländische Staatsbürgerschaft, mehr als 23% haben einen Migrationshintergrund. Es ist bekannt, dass sich die Arbeitsmarktchancen von Personen, die einen ausländischen Bildungsabschluss haben, von jenen mit einem inländischen Abschluss unterscheiden. Sehr häufig kommt es zur „Dequalifizierung“ ersterer auf dem Arbeitsmarkt. Mit Anerkennungsberatung wirken wir diesen Mechanismen entgegen.



Laut Statistik üben Personen mit ausländischen Bildungsabschlüssen dreimal häufiger Tätigkeiten aus, die eine niedrigere Qualifikation voraussetzen, als es ihrer tatsächlichen Qualifikation entsprechen würde (z.B. Lehrerin, die als Regalbetreuerin arbeitet; Arzt, der als Taxilenker tätig ist, etc.). Die Gründe für eine dequalifizierte Beschäftigung können vielfältig sein: finanzielle Gründe, wenig adäquate Arbeitsstellen, fehlende (Fach)Sprachkenntnisse, komplexe formale Anerkennung, mangelnde Informationen über Unterstützungsangebote, oder eine fehlende Bereitschaft der Arbeitgeber/innen sich mit der ausländischen Qualifikation auseinander zu setzen, um nur einige zu nennen.

Nicht selten wird in Österreich die Anerkennung von im Ausland erworbenen Qualifikationen als einfach bzw. transparent dargestellt. Jedoch wird hierzulande die formale Anerkennung durch eine Vielzahl der Landes- und Bundesgesetze geregelt. Nachdem die Zuständigkeiten je nach Niveau (Berufsausbildung, Schule, Studium) und Herkunft der Qualifikation (EWR oder Drittstaat) unterschiedlich sind, ist die Liste der für die formale Anerkennung zuständigen Behörden entsprechend lang und für Laien oft nicht überschaubar.

Eine große Hoffnung der letzten Jahre war ohne Zweifel die Verabschiedung des Anerkennungs- und Bewertungsgesetzes (AuBG).²⁹ Mit Inkrafttreten im Juli 2016 wurden zwar keine einzelnen Materiegesetze geändert, aber das Recht auf Beratung wurde damit garantiert. Weiters wurde in diesem Gesetz der Grundsatz verankert, alle formalen Qualifikationen einer Bewertung zugänglich zu machen. Diese Bewertungen sollen in weiterer Folge als Grundlage für die Betreuung durch das Arbeitsmarktservice (AMS), sowie als Orientierung und Information für die Arbeitgeber/innen dienen.

Die Aufgaben der ASTen

Die Beratung und Begleitung der Anlaufstellen soll zur Verbesserung der Arbeitsmarktchancen und -situation der Erwerbsbevölkerung mit Migrationshintergrund beitragen. Das Angebot der AST-Anerkennungsberatung reicht von umfassender Information über Anerkennung bzw. Bewertung bis zur Klärung, ob eine formale Anerkennung möglich und notwendig ist. Auch Kosten für die beeidete Übersetzung einschlägiger Dokumente werden übernommen. Bei Bedarf werden Klientinnen und Klienten im gesamten Anerkennungs- bzw. Bewertungsverfahren begleitet und unterstützt. Weiters werden gemeinsam mit Kundinnen und Kunden Alternativen erarbeitet und – dort wo es sinnvoll ist – werden sie an weiterführende Angebote und Kooperationsprojekte weitergeleitet. Gegebenenfalls werden Klientinnen und Klienten beim Einlegen von Rechtsmitteln im Anerkennungsverfahren unterstützt (Verfassen von Beschwerden u.Ä.). Darüber hinaus organisiert das AST-Netzwerk unter anderem Vernetzungstreffen der Berufsgruppen, Gruppenberatung bzw. Informationsveranstaltungen, Fachveranstaltungen zu einschlägigen Themen (Migration, Integration, Arbeitsmarkt, Bildung), Aufarbeitung bestimmter Materien und stellt seine Expertise einer breiten Öffentlichkeit zur Verfügung.

Mehr Information dazu finden Sie unter www.anlaufstelle-erkennung.at/sites/view/downloads.

Die Anerkennung ist weiblich

Die ASTen haben im Jahr 2019 österreichweit etwa 8.200 Personen beraten. 2020 fiel die Anzahl an Beratungen aufgrund der Corona-Krise nicht ganz so hoch aus, die Zielzahlen wurden jedoch erreicht. Der Großteil (etwa 2/3) der Ratsuchenden kam aus Drittstaaten, etwa 20% waren Asyl- und Subsidiärschutz-Berechtigte. Der Frauenanteil in der Anerkennungsberatung (2/3) ist seit Anbeginn wesentlich höher. Dies ist sicherlich auch mit dem hohen Anteil an Frauen in typisch reglementierten Berufen (Medizin, Pflege, Pädagogik), für deren Ausübung in Österreich formale Anerkennung notwendig ist, zu begründen.

Milica Tomić-Schwingenschlögl hat in Serbien Pädagogik (Bildungswissenschaften) studiert. Sie arbeitet im Beratungszentrum für Migranten und Migrantinnen in Wien. Seit der Gründung der österreichweiten Anlaufstellen für Personen mit im Ausland erworbenen Qualifikationen (AST) ist Milica Tomić Teil des Koordinationsteams.

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²⁹ Siehe www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=20009588 [8. März 2021].

Über einen postsekundären Abschluss verfügten etwa 60% der AST-Klientinnen und Klienten; weitere 30% brachten eine Ausbildung auf Matura-Niveau mit. Rund 70% der Ratsuchenden sind aus der Alterskohorte 20-39 Jahre und somit im Haupterwerbsalter. Mehr als 30% nutzten das Übersetzungsangebot und für etwa ein Viertel von ihnen wurde eine Bewertung erwirkt. Eine durch L&R Sozialforschung durchgeführte Evaluierung der ASTen zeigte, dass 90% der befragten Klientinnen und Klienten „sehr“, bzw. „eher zufrieden“ mit der Beratung sowie mit den Kompetenzen der Berater/innen waren; 55% der Befragten waren der Ansicht, dass die Anerkennung/Bewertung einen arbeitsmarktpolitischen Nutzen hatte.

Ausblick und Empfehlungen für die Zukunft

Das achte Jahr des Bestehens der österreichischen Anlaufstellen für Personen mit im Ausland erworbenen Qualifikationen (AST) war auch von der Coronakrise gekennzeichnet. Die Unterbrechung der persönlichen Beratung war eine Folge des ersten Lockdowns. Die persönliche Beratung wurde wieder aufgenommen, sobald die COVID-19-Schutzmaßnahmenverordnung es erlaubte. Während des Lockdowns waren die Berater/innen stets bemüht, die Beratung online bzw. telefonisch aufrecht zu halten, damit begonnene Anerkennungs- und Bewertungsprozesse fortgesetzt wurden. Trotz aller Einschränkungen konnten die ASTen auch in den letzten Monaten unter Einhaltung aller notwendiger Maßnahmen einige innovative Formate realisieren.

Die Auswirkungen der Coronakrise sind nach wie vor am Arbeitsmarkt spürbar: einerseits steigt die Zahl der Arbeitslosen, andererseits sind immer mehr Menschen in Kurzarbeit. Migrantinnen und Migranten werden durch die Pandemie in einem höheren Ausmaß benachteiligt, zumal Branchen (Handel, Tourismus, Dienstleistung), wo überdurchschnittlich viele Migrantinnen und Migranten beschäftigt sind, stärker von der Krise betroffen sind.

Basierend auf der jahrelangen Erfahrung können wir folgende Empfehlungen abgeben:

- Weiterentwicklung der Anerkennungsregelungen in Österreich, insbesondere Anpassung der Verfahren zwischen EWR und nicht-EWR Qualifikationen
- Ausbau und Weiterentwicklung von arbeitsmarktpolitischen Maßnahmen, die auf mitgebrachten Qualifikationen aufbauen (Projekt „Check In Plus“)
- Deutscherwerb in Kombination mit Fachpraktika und Hospitationen
- Schaffung einer Prozesskette, auch als Instrument zur Sicherung der Fachkräfte (Einwanderung » Anerkennung » Arbeitsaufnahme)
- Information und Unterstützung für Arbeitgeber/innen



Anlaufstelle
für Personen mit im Ausland
erworbenen Qualifikationen



»Careers Around me« – Career Management Skills als Schlüssel für Lifelong Guidance in einer volatilen Lebens- und Arbeitswelt

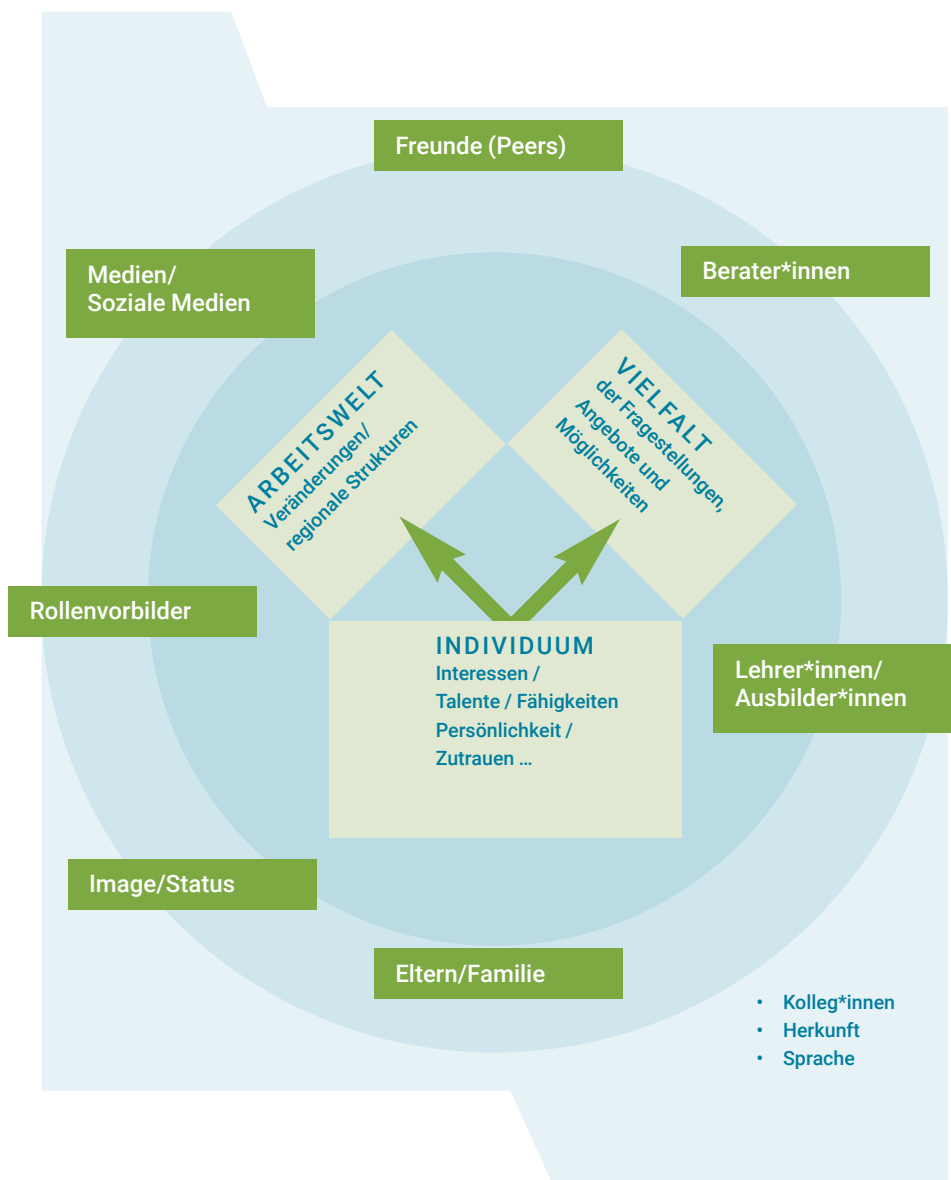


Abb. 1
Komplexität
der Bildungs- und
Berufswahl

Im Workshop „Careers Around me“ der Euroguidance Fachtagung 2020 widmeten wir uns den Fragen, was Career Management Skills (CMS) sind, wie sie entwickelt werden können und welchen Beitrag CMS in der Bildungs- und Berufswahl leisten können. Anknüpfungspunkt für den Workshop war das Erasmus+ Projekt „Careers Around Me“ (www.careersproject.eu), das sich aktuell damit beschäftigt, welche CMS wir brauchen, um uns in einer zunehmend komplexen und sich rasch verändernden Lebens-, Arbeits- und Berufswelt zurecht zu finden. Dieser Artikel fasst einige Hauptausagen aus dem Workshop zusammen.

Komplexität der Bildungs- und Berufswahl

Wie Abbildung 1 veranschaulicht, stehen die Rat- bzw. Orientierungssuchenden in der Bildungs- und Berufswahl in einem komplexen Gefüge unmittelbarer und mittelbarer Wirk- und Einflussfaktoren, die mehr oder weniger bewusst und gestaltbar sind.

Die Vielfalt dieser möglichen Orientierungsanlässe ergibt sich insbesondere aus den unterschiedlichen Lebenssituationen der Zielgruppen, beispielsweise erste Ausbildungs- oder Berufswahl, Umorientierung (freiwillig oder „erzwungen“) usw. Die Vielfalt der Fragestellungen steht zumindest potenziell einer stetig wachsenden Vielfalt an Möglichkeiten zur Aus- und Weiterbildung gegenüber, welche gleichzeitig wiederum durch die Bedingungen der Arbeitswelt und die persönliche Disposition bestimmt werden. Dabei können sowohl das Fehlen geeigneter lokaler/regionaler (Aus-)Bildungsangebote oder der beschränkte Zugang wie auch ein Überangebot eine Hürde bilden. Gleichzeitig ist dieses Wirkungs-dreieck von zahlreichen Faktoren umgeben, die sowohl fördernd als auch behindernd die Bildungs- und Berufswahlentscheidungen beeinflussen. Dass diese Einflüsse existieren, scheint unbestritten, wie und wie stark sie wirken ist situations- und kontextabhängig. Für keinen der Faktoren ist vordefiniert, ob der Einfluss eher positiv oder eher negativ ist. Wichtig scheint

das Bewusstsein, dass auch in der Rolle als Beraterin oder Berater, Lehrender oder Lehrende oder als Elternteil eine Nicht-Einflussnahme nicht möglich ist. Indem, wie wir selbst agieren (wie wir sind), nehmen wir Einfluss auf die Orientierungs- und Entscheidungsprozesse unserer Klientinnen und Klienten, Schülerinnen und Schüler, Kinder usw.

Dieses umfangreiche und komplexe Wirkungsgefüge und die zahlreichen unbewussten Einflüsse darin sollten wir uns immer vor Augen halten, wenn wir über Möglichkeiten zur Unterstützung der Laufbahngestaltung nachdenken. Dies gilt insbesondere dann, wenn wir über die Entwicklung sogenannter Career Management Skills (CMS) sprechen.

Career Management Skills

Der Rahmendefinition des „European Lifelong Guidance Policy Network“ (ELPGN) folgend, umfassen CMS (Laufbahngestaltungskompetenzen) zumindest (Krötzel, 2010, Seite 08-6) folgendes:

- Fähigkeit zur Selbstreflexion (insb. hinsichtlich Fähigkeiten, Interessen, Leistungsfähigkeit, Wünschen)
- Entscheidungsfähigkeit (insb. Fähigkeit zur Gestaltung von Entscheidungsprozessen und Umgang mit mehrdimensionalen, teils widersprüchlichen Entscheidungsgrundlagen)
- Informationsrecherche und -bewertung
- Fähigkeit, eigene Ziele definieren und verfolgen zu können.

Schon diese kurze Skizzierung von CMS veranschaulicht die große Bedeutung und das Potenzial im Hinblick auf das dargestellte komplexe Wirkungsgefüge in der Bildungs- und Berufswahl. Im Kontext der schulischen Orientierung wurden vom Bildungsministerium diese Laufbahngestaltungskompetenzen relativ umfassend definiert und Unterrichtsgegenständen zugeordnet (vgl. BMB, o.J.). Das Konzept ist also in der Gestaltung der schulischen Bildungs- und Berufsorientierung in Österreich klar verankert.

Wolfgang Bliem ist seit 2004 am ibw – Institut für Bildungsforschung der Wirtschaft in der Entwicklung und Forschung mit den Schwerpunkten Bildungs- und Berufs-information sowie Qualifikationsbedarf tätig. Zu diesen Themenbereichen arbeitet er außerdem als Lehrbeauftragter und Vortragender unter anderem für das bibef (Bundesinstitut für Erwachsenenbildung), für Pädagogische Hochschulen und an der Donau-Universität Krems im Masterlehrgang Bildungs- und Berufsberatung. Er hat Wirtschaftspädagogik an der WU Wien studiert und war 6 Jahre Revisionsassistent in einem Wirtschaftstreuhandunternehmen.

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Careers Around me – Das Projekt

Darüber hinaus wird es zwar wahrgenommen, wie eine Abfrage unter den Teilnehmenden des Workshops bestätigt, spielt in der praktischen Arbeit aber wohl mehr eine implizite als explizite Rolle. Für die Entwicklung einer umfassenden CMS-Strategie wäre es aber zentral, dass sich diese nicht auf den schulischen Bereich beschränkt. Gemäß ELGPN sollte die Umsetzung einer CMS-Strategie jedenfalls folgende sechs Handlungsfelder umfassen (vgl. Gravina/Lovšin, 2013): Schule/Berufsbildung/Weiterbildung/Hochschulbildung/Erwachsenenbildung sowie Beschäftigung und soziale Integration.

Mit einer ganzen Reihe von Erasmus+ Projekten – wie das weiter unten vorgestellte Projekt „Careers Around me“ – soll die Weiterentwicklung und europaweite Umsetzung des CMS-Konzeptes neuen Schwung bekommen. Eine Grundlage dafür liefert das Erasmus+ Projekt LE.A.DE.R., in dem ein CMS-Rahmen entwickelt wurde, der definiert, welche Fähigkeiten, Fertigkeiten und Kompetenzen und Einstellungen CMS umfassen. Diese wurden in fünf Gruppen zusammenfasst (vgl. Abbildung 2). Eine detaillierte Beschreibung der zugordneten Kompetenzen kann auf der Projektwebseite abgerufen werden.

Wie eine Abfrage im Workshop zeigte, hatten alle Teilnehmenden vom Konzept der CMS zumindest schon gehört, einige hielten sich für ganz gut damit vertraut und für manche gehörten CMS sogar zur täglichen Arbeit.

Das Erasmus+ Projekt Careers Around Me (2019 bis 2021: www.careersproject.eu) verfolgt folgende Ziele:

- CMS auf Grundlage der Ergebnisse des LE.A.DE.R Projektes weiter operationalisieren, auf fehlende Kompetenzen (z. B. digitale Kompetenzen) überprüfen und diese ergänzen;
- vorhandene Ressourcen für die Entwicklung von CMS identifizieren und zugänglich machen;
- Lücken identifizieren und neue Tools entwickeln;
- die Entwicklung eines europäischen Referenzrahmens für CMS vorantreiben.

Zum Projektende sollen folgende Ergebnisse zur Verfügung stehen:

- 1 ein CMS Katalog, der Beratungsanbietern bei der Planung und Gestaltung ihrer Aktivitäten hilft;
- 2 eine „Bibliothek“ bestehender Ressourcen (Literatur, Materialien) sowie
- 3 eine Sammlung digitaler Tools zur Unterstützung verschiedener Zielgruppen bei der Entwicklung von CMS;
- 4 ein Toolkit für politische Entscheidungsträger/innen und Stakeholder zur Planung und Entwicklung wirkungsvoller Beratungsangebote.

Besonders wichtig bei allen Entwicklungen im Projekt ist die Perspektive unterschiedlicher Zielgruppen zu berücksichtigen. Careers Around Me soll gemeinsam mit drei anderen Projekten zur Weiterentwicklung von CMS in Europa beitragen. Koordiniert wird das Projekt von der Universität Camerino unter Beteiligung von Partnern aus Deutschland, Italien, Österreich, Rumänien, Spanien und Tschechien.

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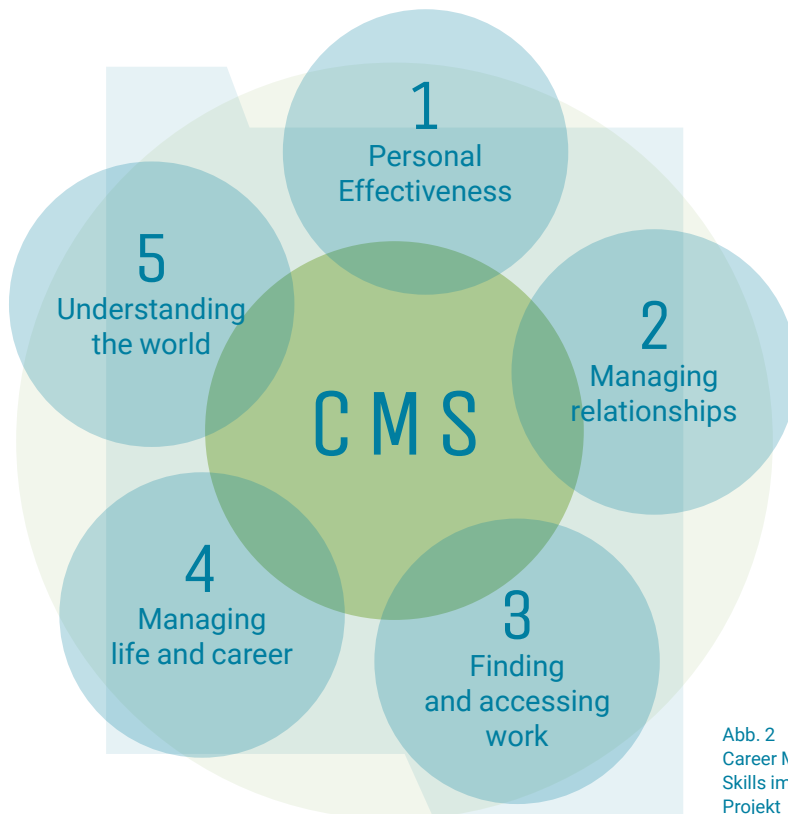


Abb. 2
Career Management
Skills im LE.A.DE.R
Projekt

Blick in die Praxis

In einer Abschlussrunde wurden die Workshop-Teilnehmenden eingeladen aus ihrer praktischen Erfahrung zu diskutieren, welche besonderen Bedarfe ihre Zielgruppen bei der Entwicklung von CMS haben und wo sie Hürden sehen. Wichtige Ergebnisse:

- Fehlende digitale Kompetenzen, um beispielsweise komplexere Tools effizient zu nutzen, z. B. Karriereplattformen, e-Portfolios
- Fehlen geeigneter digitaler Endgeräte; Manche Tools sind über das Smartphone schlecht bedienbar. Bei der Entwicklung von (neuen) digitalen Tools muss sowohl auf die intuitive Bedienung als auch auf die mobile Anwendbarkeit geachtet werden.
- Sprachliche Hürden: Tools sollten mehrsprachig sein.
- Mangelndes Wissen über Beratungsanbieter und -angebote
- Selbstreflektion: Klientinnen und Klienten muss oft erst bewusst gemacht werden, welchen Mehrwert es hat, sich mit den eigenen Kompetenzen auseinanderzusetzen. Dabei geht es besonders um das Verständnis, wie diese Kompetenzen in ein anderes/neues Berufsfeld transferiert werden können.
- Alle Jugendlichen sollten in der Schule die gleiche Möglichkeit und den gleichen Zugang zu Orientierungsangeboten haben, d. h. der Zugang zur Bildungs- und Berufsorientierung in der Mittelschule und der AHS muss vereinheitlicht werden.

QUELLEN UND RESSOURCEN/WEBSEITEN:

- **Careers Around me:**
www.careersproject.eu
- **Career Skills Project:**
<https://career-skills.eu>
- **ELGPN – European Lifelong Guidance Policy Network**
(Archiv): www.elgpn.eu
- **IBOBB-Portal: CMS**
<https://portal.ibobb.at/career-management-skills>
- **LE.A.DE.R Project: European Framework of CMS:**
www.leaderproject.eu

eVejledning: eGuidance in Denmark

How to leverage experience in a new online age

On 3 January 2021, eVejledning celebrated its 10th anniversary. Since its beginning in 2011, the offers, methods, and technical solutions of eVejledning have constantly evolved.

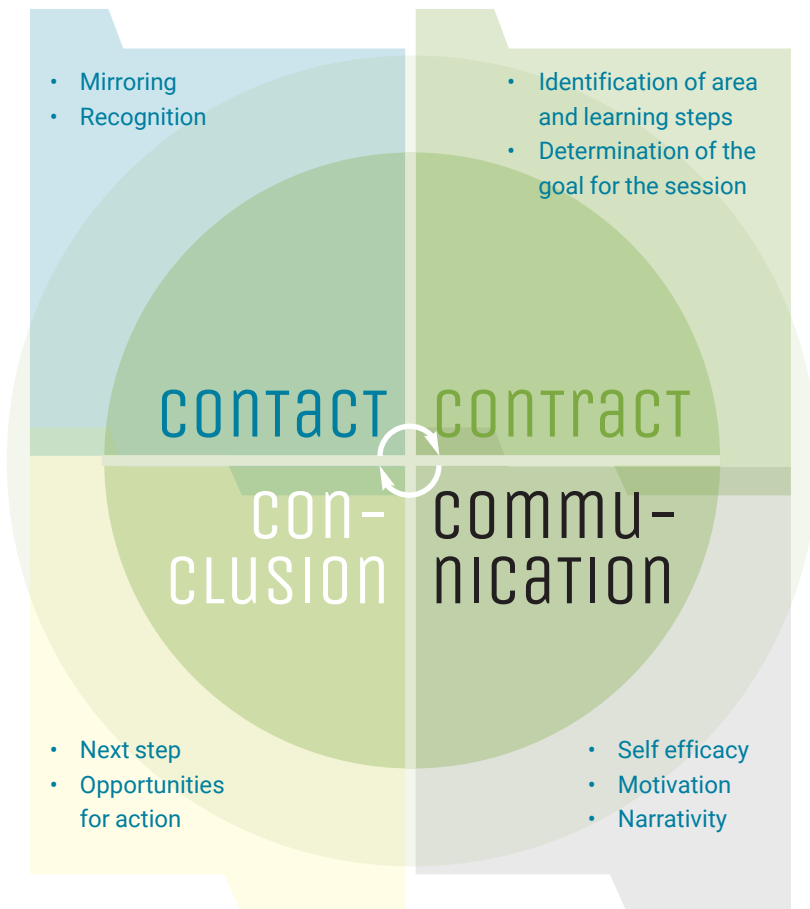
The Danish Ministry of Children and Education set up eVejledning to ensure that it is possible for all citizens across the country to contact a guidance counsellor, even in the evenings and on weekends.

The National Agency for IT and Learning under Ministry of Children and Education in Denmark provides a national guidance service which is open to everyone, but the main target groups are:

- Youngsters/pupils in primary school and their parents: counselling about choice of upper secondary school and long-term education prospects
- Youngsters in upper secondary school, their parents, and young adults about choice of higher education or a new upper secondary education/vocational training
- Adults about courses, certificates, further education, secondary school, and higher education
- Professionals (teachers, counsellors, etc.) at educational institutions or job centres and colleagues at the ministry
- Private and public companies

We use various media:

- Telephone
- Individual chat
- E-mail
- Skype
- Webinars on different topics
- Multiple live chats leading up to application deadlines
- Social media to communicate with targets groups: Facebook, LinkedIn, and Twitter



Since the beginning in 2011, four types of media have been used: telephone, chat, e-mail, and text messages. After a short period, we stopped using text messages because they are limited as a communication channel and users expect an immediate response.

We started developing live chats as a counselling service for those facing higher education application deadlines. In these periods, we often had a long line of people waiting for a quick answer to technical questions. We still offer live chats, also in English for foreign applicants. In the chat room, a counsellor is present with a webcam and a microphone. The participants write their questions and the counsellor answers orally. Later, we developed a wide range of webinars for different target groups. The webinars have headlines such as: Be prepared for applying for high school or vocational education, Be prepared for applying for higher education, How to write a motivational essay, and Lifelong learning for adults. The webinars consist of a combination of presentation and Q and A.

The newest addition is guidance via Skype. Counselees can book an appointment. Both the counsellor and the counselee are present via webcam and microphone. For some counselees, it is helpful to be able to see the person they are talking to.

We use social media as a platform to communicate with different target groups about our offers, opening hours, webinars, and deadlines. Especially on Twitter, we have featured some of our colleagues with a brief summary of their story and background and made the case for continuing education and career change.

The staff consists of 18 full-time counsellors and 10 part-time counsellors. We have offices in Copenhagen and Aarhus. The part-time counsellors mainly work from home. The full-time counsellors usually work from home in the evenings and on weekends. Therefore, we are fully equipped to work full-time from home

Jannie Meedom Nielsen
National Agency for IT and Learning under Ministry of Children and Education in Denmark, was trained as a teacher but changed careers to work as a guidance counsellor. She started her counselling career at a job centre in Copenhagen, while at the same time taking a course in guidance. After having worked in different positions as a guidance counsellor, she was employed in eGuidance in 2011. Ms Meedom Nielsen has worked there since the beginning and is responsible for sharing relevant information on different topics with guidance counsellors across Denmark.

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www.ug.dk/evejledning

during the pandemic.

We have a wide range of tools to help us:

- A digital communication platform (Puzzle) to handle incoming calls
- A team chat where we can communicate, ask for help, and distribute work
- A knowledge sharing system (confluence) with background information and suggestions for approaches to different target groups and useful information to support our work
- Common guidelines
- Supervision and knowledge exchange sessions
- Seminars twice a year
- Work groups: work focusing on our different target groups
- Networking: other guidance professionals, educational institutions, interest groups, and organisations

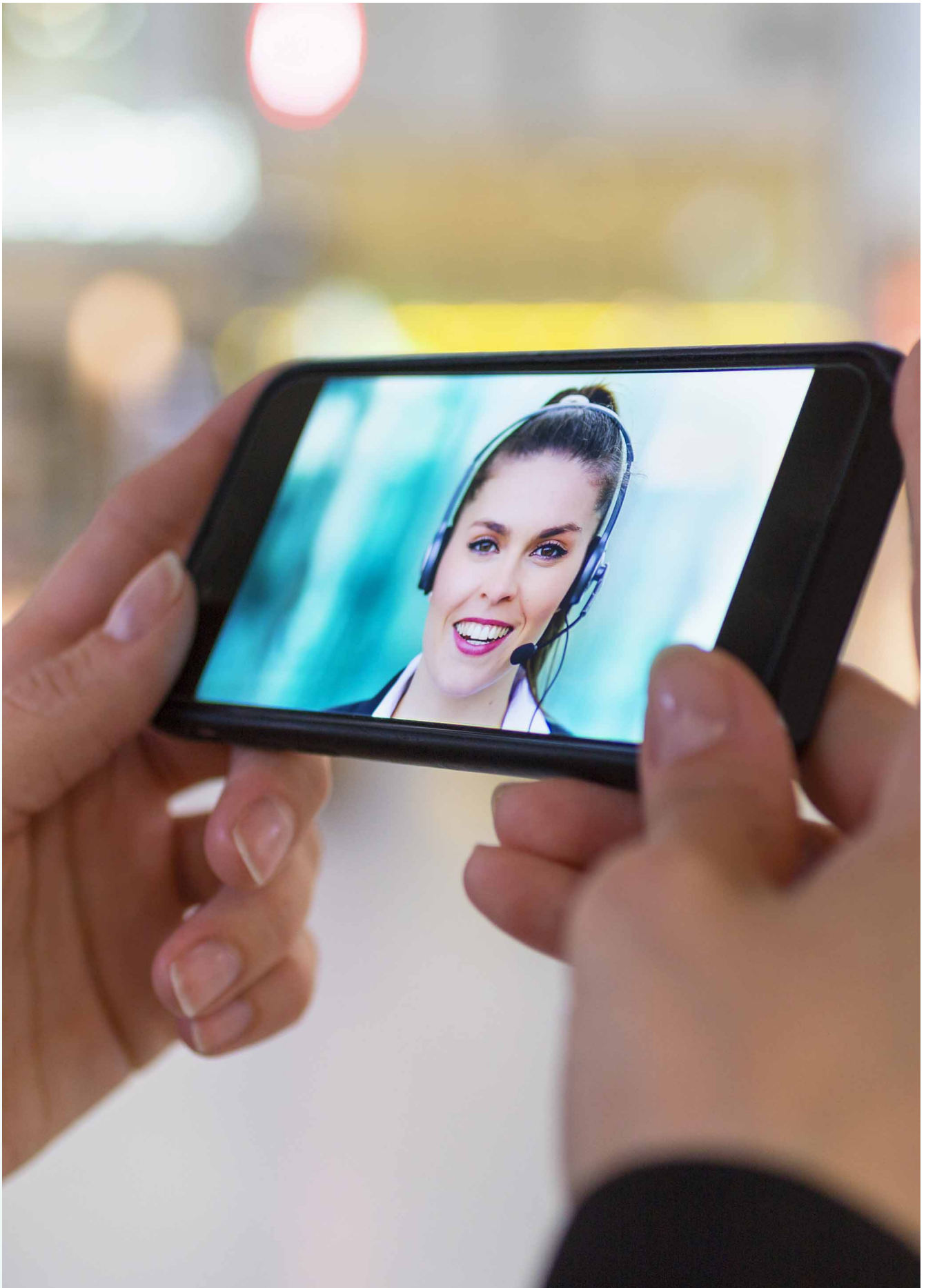
eVejledning was born digital. It was the first digital guidance service in Denmark as well as in Europe and perhaps even worldwide. In our approach to the counsees, we needed new methods and guidelines. The digital contact means that the counsellor and the counselee are on more equal footing than they would normally be if the counselling session took place at the counsellor's workplace in a centre or an office. In the digital session, the counselee can choose when and from where to ask for help and decide to end the chat or telephone call at any time. The counselee has the responsibility to be active in getting help. However, the guidance counsellor still has the biggest responsibility when it comes to contact with users. We therefore developed a communication model with four phases: Contact, Contract, Communication, and Conclusion, also called the 4C Model (in Danish: 4K-modellen). The model helps us in our contact with the counselee and gives us ideas about positions, questions, etc. An English description of the model is available at: www.ug.dk/sites/default/files/4k_model_uk_final_3.pdf

Later, we worked on an extended model combining the 4C Model with a career-learning model. The goal is to assist the counselee in choosing an education and career. How can we include easing the counselee's path to find information in the four steps of communication: consider the pros and cons; visit schools and workplaces; talk with family members and friends; and make other considerations. The goal is also to help the counselee play the most active role in the process.

eVejledning was born as a digital service. Even before the COVID-19 pandemic, we offered all our services digitally. During the pandemic, we have remained digital. And of course, we will be digital even after the pandemic. Other guidance services have developed temporary digital services rather than providing their normal service with an open guidance service. A great deal of experience has been gained during the pandemic and some services may wish to continue offering online guidance as a supplement. Some of the benefits of having online guidance as an option among other services are that an online option can be helpful for:

- People who live far away from guidance services
- People who do not have the time to come to a centre or office
- People with physical or mental disabilities
- People who find it easier to talk about their problems at a distance

Thus, it can give a guidance service the opportunity to reach a wider audience or to reach a possible residual group. Having online guidance as an additional offer does not necessarily mean investing a lot of money in additional equipment. A simple technical solution for a chat may be all you need. However, you do need a program to offer face-to-face communication online.



Joint approaches of career management – Grounded pilots and seated waitresses: The need for Career Roundabouts

Demographic developments have led to numerous tensions on the labour market, with the COVID-19 crisis exacerbating these existing turbulences. For instance, we are seeing an increase in unemployed pilots who are now aspiring to assume management positions and are being trained for completely different jobs. It seems that a rapid and far-reaching reorientation of the labour market is needed, requiring inter-sectoral cooperation between companies, educational institutions, intermediary organisations, and career management professionals now more than ever.

Guidance plays a very important role in this. Making people more resilient to the erratic labour market and at the same time providing high-quality guidance in all possible educational and work transitions is the aim of the “Career Roundabout” programme developed by the Open University, known as the institute for second-chance education for adults. It has previously developed interventions and tools to give shape to collaborative models for career transitions.

The programme described in this article aims to collect a considerable amount of information to determine the most appropriate direction for the individual in question, thus providing clarity for future career steps.



Fig. 1:
The 5c Model

Support measures during crisis

When you think of airports, restaurants, hotels, or even office buildings, they all have something in common right now: emptiness. For a large part of the population, work has shifted from the office to the home, but many sectors are literally out of work, and many people are facing temporary or even structural unemployment. The question here remains whether the situation will return to normal after the COVID-19 crisis, as more and more experts and academics are predicting a permanent shift in the labour market, leading to a dramatic increase in unemployment and to all the issues that this entails.

What future will I have? Can I still do my job? Will I return to my job or do I have to look for a new one, possibly even in a different sector? And can the labour market handle such huge shifts? These questions arise out of desperation, not inspiration. We are not dealing with people who want a new career, but people who by happenstance are confronted with a totally unexpected situation.

Most countries responded with temporary support measures right at the beginning of the COVID-19 crisis. This is mainly to mitigate the social and economic consequences, but it seems that this crisis will have a lasting impact on the economy and the labour market. Although the queues for unemployment and benefit agencies are growing longer, there is also an increase in the number of people who prefer a proactive attitude and are already looking for other jobs and especially for another profession. This means that retraining is increasing. For example, at the Open University, you can see an increase in unemployed pilots among the students opting for management training. More and more of these applications are expected, even from other sectors. The question that arises, however, is how the government can and must help manage these large flows of people who are being forced to reorient their careers.

At the moment, the measures are – out of necessity – limited to three types: absorbing the loss of income, combating unemployment, and starting training arrangements with the use of professional career advice. In the Netherlands, too, huge budgets are currently available for employees at risk of unemployment to receive external career counselling.

Career Roundabout as an example of how to deal with this crisis

The Career Roundabout programme was developed by researchers at the Open University, who gathered the latest insights in the areas of competency management, job market issues, and personnel management. Their conclusion was that more than anything else, people who are considering a career move need clarity. In other words, if you assist them in considering their opportunities step by step, most of them will achieve their objectives. This is how the idea of a Career Roundabout arose.

At that roundabout, a worker can essentially take one of **three directions**: he/she can opt to modify his/her current job, invest in developing his/her personal qualities, or decide to look for a job with another company. A considerable amount of information is required to determine the direction most appropriate for the individual in question. The questions asked are extremely diverse and address issues such as previously acquired competencies, workload, the balance between professional and private life, career orientation, learning capacity, motivation, etc. The model relies on cooperation between various interested parties, with the candidate and his or her career counsellor at the centre of this model.

One possible design will now be presented in which responsibilities are invested in different roles of various stakeholders. Prior to this, the goals behind these roles are to be identified in a so-called 5c Model.

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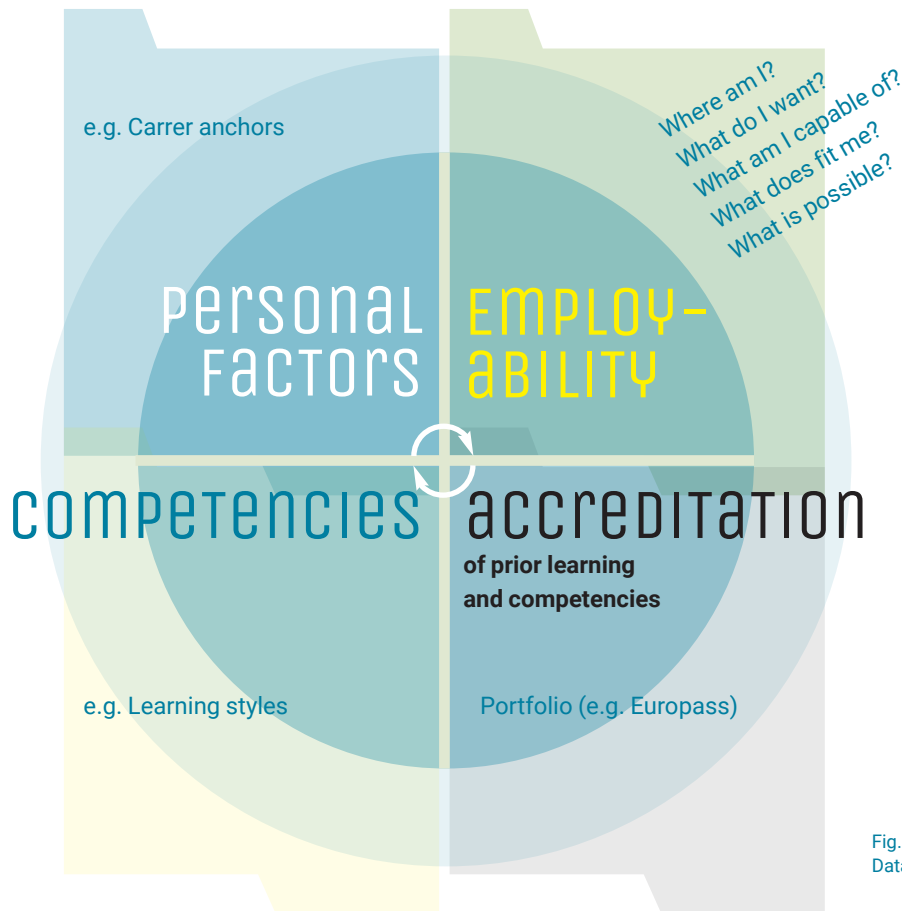


Fig. 2:
Data Collection

In order to ensure that people's careers can take a turn, a new start, in this time of crisis, the following things are important.

Data collection as a first step

Following a 5c Model, the first step consists of gathering relevant information – everything that deals with the individual and is also meaningful on the labour market and in a person's subsequent career.

The **first C of data collection**, which is called the pre-sorting for the roundabout, contains information from all kinds of tests, personal biographies, CVs, education and training courses, previously acquired competencies, etc. It reflects a great deal about the possible employability, information that will soon be mirrored to the actual opportunities on the labour market.

A considerable amount of data collection is required to determine the most appropriate direction for the individual.

Clarification as the second step

Secondly, this information must be given meaning for the individual. How does a pilot know that his education, his acquired skills, also have value in other sectors? How does a waitress know that her experience and competences can also be of benefit in other jobs or professions? We have to clarify that on behalf of the individual. This knowledge will then be combined and will lead to initial career advice in which career professionals in particular play a major role. However, this model also works from another viewpoint, namely the direct involvement of relevant labour market stakeholders, particularly with hardened, reliable information that can have a relevant influence on the choices displayed in career advice.

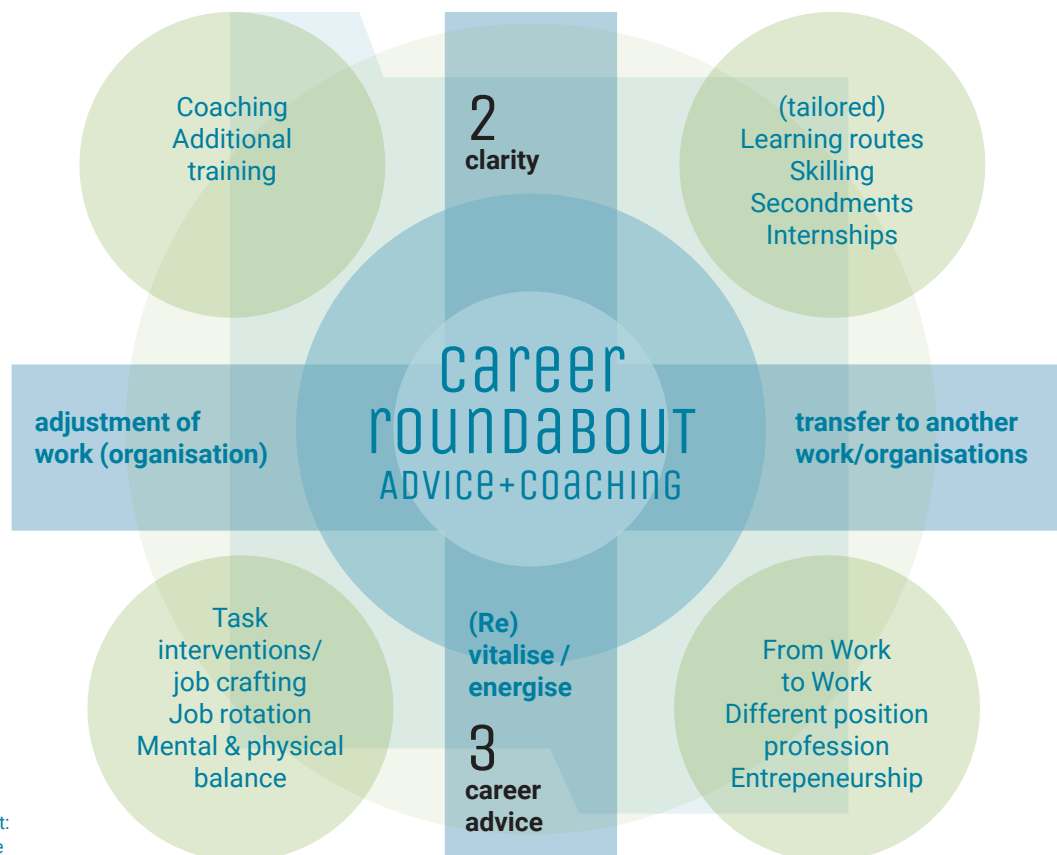


Fig. 3:
Career Roundabout:
The choice of three
possible directions

Career advise as the third step

The Cs of clarity and career advice can be modelled on a strong visual example: a roundabout with exits. Someone approaching the roundabout with the previously gathered information has a number of exit possibilities: Employees and organisations can decide upon possibilities to adapt work to people, by way of task interventions, the redesign of jobs, other tasks, etc.

The exit on the right refers to the transition to other work in the same organisation or even another organisation or company. Or perhaps even independent entrepreneurship.

Another exit concerns the route from work to education. An intermediate phase in which all attention is focused on retraining and coaching. Experience was gained with this model where, for example, a history teacher was retrained to become a manager in healthcare.

In the short term, the clarity step supports the commitment to a career direction and the advice that leads to one of the exits, where the main idea is to make unexpected possibilities comprehensible and in that way even feasible and possible.

Now let us now look at the last 2 steps in the 5C Model: collaboration and content.

Collaboration “Let’s connect!”

The idea of “Let’s connect” is a partnership between the organisations involved, the companies, the existing career possibilities and coaching instruments they have, and the help of governments and intermediary organisations and career professionals. In the Netherlands, this is shaped by so-called Regional Transition Centres. Why regional? Because in many cases, geographical determinants influence the choices made and, in fact, are of great added value for successful cooperation within a recognisable and clear economic entity. This cooperation is the interplay, the exchange of opportunities and possibilities, of supply and demand of work. You can see all stakeholders here, from training institutes to companies, from governments to private intermediaries. Finally, let us mention two working examples.

The first example is the **Healthcare Academy**, which originally started from the expected shortages in the healthcare sector due to ageing populations. This is a good example of the transition from competition and the war for talent between companies and organisations towards a model of shared interests. Here, education, training courses, and careers are created together and offered to a broad range of people rather than just attracting people for one organisation. Here you can start a career at one organisation and continue your career at another.

Similarly, a **transition centre** has been set up for the process industry, a fiercely competitive labour market that is now opting for cooperation and also offers training and career opportunities together. There are also similar experiments going on for the growing shortage of teachers. Here, too, the idea is: not a career at a single school, but a career in education as a result of combined jobs at different schools or even related educational institutions that work together.

The Career Roundabout is a concept that was conceived in the pre-coronavirus period due to expected staff shortages in certain sectors and can now serve well as a means to shape new possibilities and thus improve the careers of many workers at risk, during and after the COVID-19 crisis.

The current situation is having a great economic impact that is also evident at the personal level and sometimes concludes in disaster. But we are also seeing some very promising things developing that can bring us to a whole new level of action in the field of career coaching. Particularly the fact that collaboration is a roundabout – this is maybe the most important ingredient, that we do not go along with the further individualisation of career coaching as an interaction between one client and the coach, but that this has collective dimensions and we should explore them and see it as an opportunity, but also a responsibility of many more stakeholders than just the individual and his or her coach.



