




Framtidsvägledning - vilken betydelse har IKT som verktyg för vägledning, nu och i framtiden?

*Raimo Vuorinen & Jaana Kettunen,
Finnish Institute for Educational Research,
University of Jyväskylä, Finland*



21 November 2019 –Stockholm , Sweden.



INTERNATIONALISATION

ARTIFICIAL INTELLIGENCE

MACHINE LEARNING

DIGITALISATION

ETC.....

21.11.2019 JYU. Since 1863.

Labour market transformation trends in brief (Zizys 2017, Cedefop 2017)



Emerging changes due to ICT

- Speed and depth of innovations and change
- Not just in routine tasks
- Replace functions rather than jobs
- Machine learning and the Internet of Things

Implications from these changes

- From an employment relationship to a transaction
 - / Outsourcing, Independent contractors, Gig workers
 - / Lower employment standards
- Polarisation of labour markets with high-skills and low-skilled jobs, but also new employment among technology-based settings
- Increased feeling of insecurity

Increased interest globally for career guidance by public



- Changes in labour market fluidity has resulted increased interest in career guidance among the public
 - / Need for career information – what competences are needed in the future?
 - / How competences contribute to well-being?
 - / How can people build new skills?
 - Formal, non-formal, informal learning, validation
 - / Need for support in phases of transitions



”The need for career guidance is greater than ever”

(Anthony Mann, OECD, June 19, 2019)

Should we rethink *career guidance* accordingly?

21.11.19 | JYU | Since 1863.



Most wanted:

(Cedefop, 2019)

- Cedefop’s current analysis of online job vacancies across the EU highlights **workers’ adaptability to change** as the skill most sought after by European employers
 - / “Fostering adaptability is an enormous challenge, both for individuals and organisations, and requires investment in new sets of skills and knowledge usually not addressed by technical training.”

21.11.19 | JYU | Since 1863.

Basis for successful transitions: Career Management Skills (CMS):



- Acquisition of competences that enable citizens at any age or state of development to manage their learning and work life paths.
 - / They include awareness about one's skill needs and potentials, and capacity to lead one's own learning, make decisions, and plan and act upon career opportunities.

(ELGPN 2015)

Transformation of lifelong guidance



- As careers are becoming increasingly multidirectional individuals need lifelong **career management skills** in identifying their strengths and using their full potential in the labour market.
- The perspective of lifelong guidance has shifted **from an input-oriented perspective** (provision of supporting services, teaching) **to an outcome-oriented view** to equip the individual with career management skills.
- This is connected with a shift in attitude **from helping to enabling** an individuals

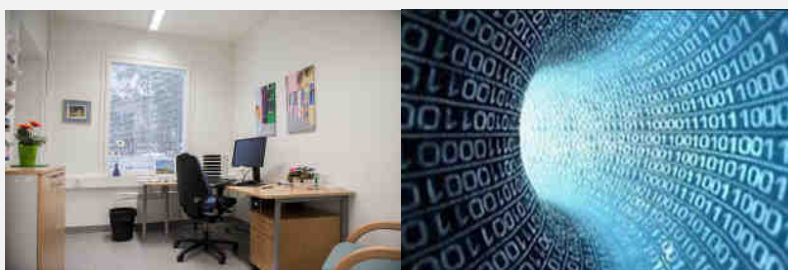


Options for guidance delivery

- Curriculum model
 - / Compulsory, elective or integrated
- Centre model
 - / Centre inside/outside school/university
- Individual model
 - / Specialist inside/outside school/university
- Virtual or web-model
 - / Self-help facilities
 - / Web-based interactive models



ICT & GUIDANCE?





Roles of ICT in lifelong guidance

- As a **tool** to assist, enhance, and further develop traditional approaches to the provision of career development services, resources and tools;
- As an **alternative** to traditional approaches to such provision;
- As an **agent of change** in transforming, accessing, using and managing career development services, resources, and tools
- As an **administrative tool** to support, among others, evidence collection, evidence based policy development, accountability, quality assurance, and policy and systems co-ordination and coherence within and across sectors;
- **As an integrative agent**, establishing a common conceptual framework for the design and delivery of lifelong guidance services, resources and tools across different sectors (education, training, employment, and social).

21.11. JYU Since 1863.



Social media

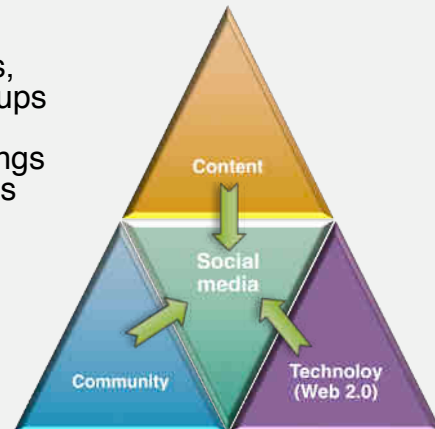
JYU Since 1863. | 21.11.19 | 12

Defining social media



“Social media is a process, where individuals and groups build up a common understanding and meanings with contents, communities and technology.”

Sources: Ahlqvist et al., (2010) and Kolbwich & Maurer (2006)



Defining social media

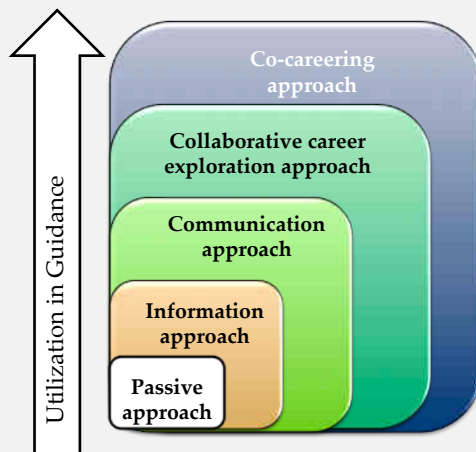


- “*form of communication which makes use of information networks and information technology and deals with content created by users in an interactive way and in which interpersonal relationships are created and maintained*”

Source: Finnish Terminology Center (2010)



ICT & Social Media in guidance



Kettunen, J, J. (2017): *Career practitioners conceptions of social media and competency for social media in career services*

Information approach



- technology focused
- operational understanding of ICT and ways of using varying online technology/ tools as means for delivering information
- media literacy skills
- proficiency in locating, and evaluating various types of online content and services in a critical and active manner





Visual social media

- Reporting on data with graphs, charts, etc.
- Creating visually interesting content for center/office websites, outreach material
- Increasing visibility/branding



Communication approach

- content focused
- practical skills to use ICT not just for delivering information but also as a medium for one-to-one communication
 - Since most communication on social media takes place in writing, the ability to write online is highlighted.
- proficiency in using various types of online content and services in specific context and work settings
- motivate and assist individuals in processing information/data



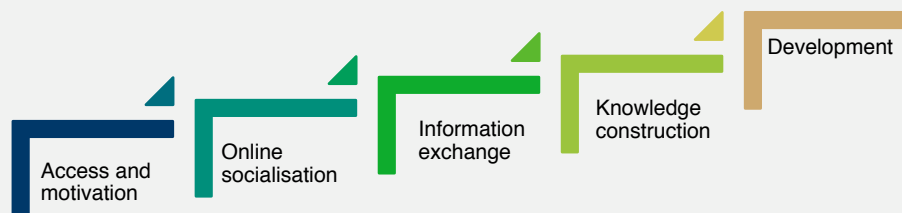
Collaborative career exploration approach



- pedagogically focused
- emphasis on methods, techniques and activities that foster career learning process and acquisition of career management skills
- opportunities for novel practices that support increased user engagement with both career professionals and career information (e.g. increased use of interactive and multimedia content)
- appropriate structuring and active facilitation in terms of guiding and shaping the discourse with individuals and groups



Collaborative career exploration



Gilly Salmons model 2002

Co-careering



- Co-careering= refers to the shared expertise and meaningful co-construction of guidance questions/ career issues among community members



Co-careering



- practitioner being a participant in a process
- the ability to create a reliable and genuine image of oneself within the communities in which questions are discussed communally requires a mindful, properly managed and monitored online presence.
- well-structured and well-thought-through professional goals and strategies that fit those goals

Online presence

- Profile picture
 - Profile page
 - Short introduction
 - Pictures, messages, status updates
 - Connections, networks
- = creates an image of you



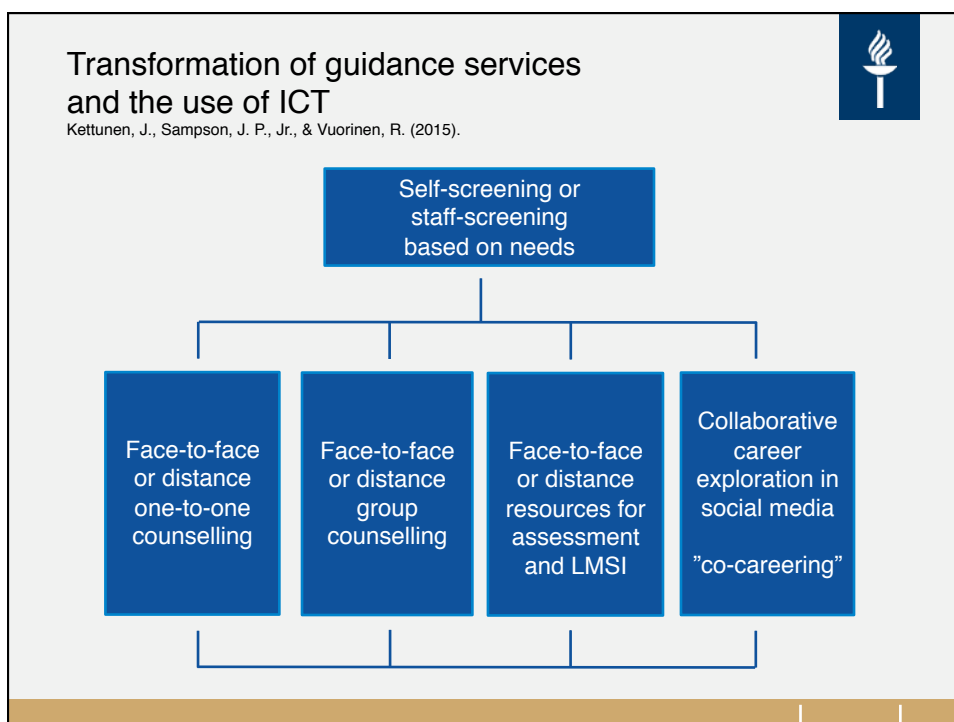
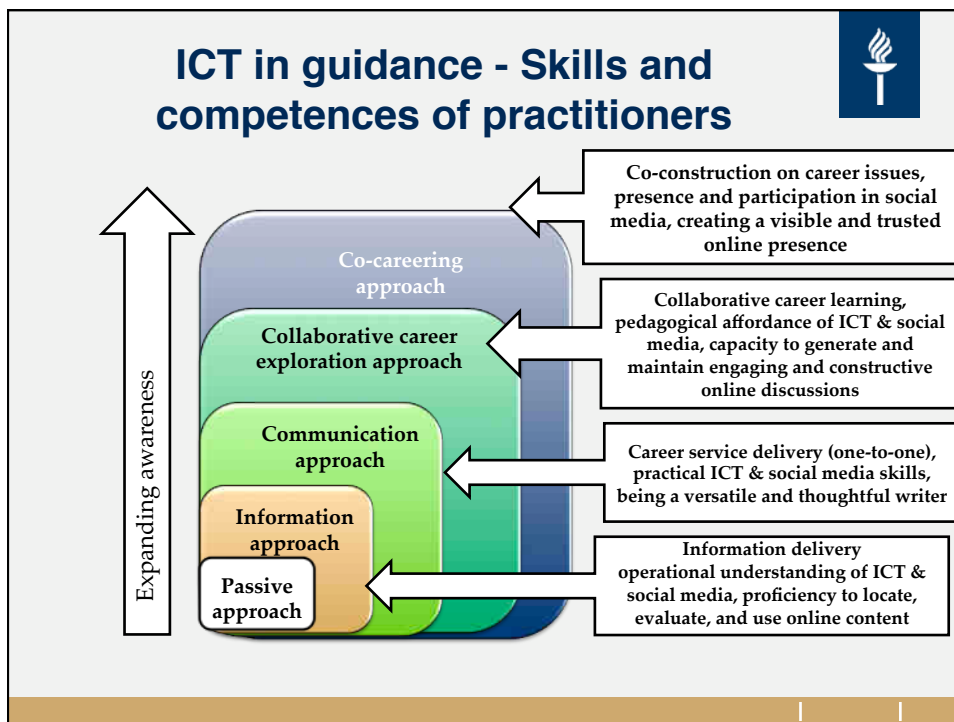
JYU. Since 1863. | 21.11.19 | 23

FROM DELIVERING INFORMATION TO CO- CAREERING



Video: <https://tinyurl.com/toco-careering>

JYU. Since 1863. | 21.11.19 | 24



Parallel paradigm shifts?



Voice of suppliers:

Education & Training

Career guidance & counselling



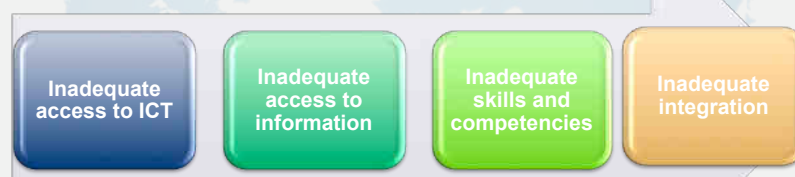
Voice of users:

Lifelong learning

**Careering
Co-careering**



Perceived challenges in implementation of ICT in career services



Kettunen, J., & Sampson, J. (2018): *Challenges in implementing ICT in career services: perspectives from career development experts*





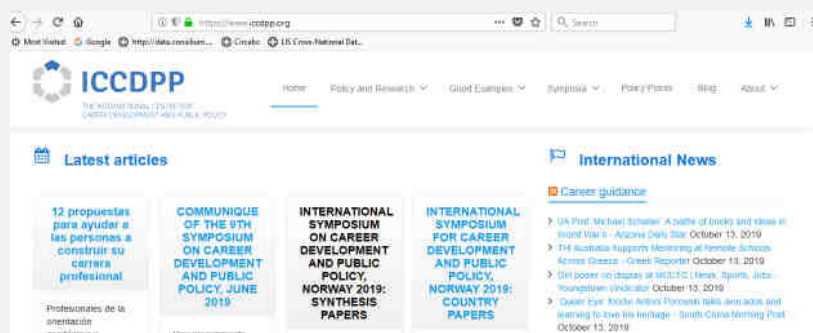
International co-operation

- OECD Global Study of Guidance Policies (and CEDEFOP, ETF, World Bank):
- OECD/EU Policy Handbook 2004 – range of policy options; examples of effective policies; a treasure to support policy/practice dialogue
- International Centre for Career Development and Public Policies; <http://iccdpp.org>
- European Lifelong Guidance Policy Network; <http://elgpn.eu>
- ILO, UNESCO

International Centre for Career Development and Public Policy, ICCDPP (<http://iccdpp.org>)



- Knowledge base
 - / Documents, studies, reports, publications, news
 - / Proceedings from the international symposia





ICCDPP Communiqué 2019

Leading career development services into an uncertain future: Ensuring access, integration and innovation

Tromsø, Norway

June 17 – 20, 2019

JYU. Since 1863. | 21.11.19 | 31



Addressing a changing context

- **Develop a cross-sectoral strategy** for career development and embed it into wider skills, education, employment and social policies.
- Strengthen quantitative and qualitative evidence on career development to support decisions about policy and practice.
- Create mechanisms for sharing and learning from international policy and practice.
- Ensure that career development programmes and services develop **citizens' ability to manage their own careers**

JYU. Since 1863. | 21.11.19 | 32



Improving access

- **Increase awareness of, and access to,** career development programmes and services.
- Recognise the **diversity of users** of career development programmes and services and ensure that provision recognises this diversity.



Integrating career development into society

- Establish mechanisms to support **co-ordination and co-operation between government departments and agencies** with responsibility for career development and associated fields.
- Empower citizens to shape career development programmes and services.
- Develop and resource **a national body** to support consultation and co-ordination in career development



Supporting innovation

- Provide resources to **support innovation and space for piloting** new career development programmes and services.
- Adopt an **integrated and transformative multi-channel approach** to the delivery of career development programmes and services.
- Ensure that **career development professionals are highly trained and supported** to continue to innovate and develop their practice



5th International summer school on ICT in Guidance and Counselling

You're invited to join us in the 5th International Summer School. Through this 5 ECTS course you can broaden and deepen your knowledge and skills in how to use ICT in guidance and counseling. The main aim is to become aware of the variation in ways technology plays in career service field.

- **What:** Intensive course
- **When:** August 10th – 14th, 2020
- **Host:** University of Jyväskylä, Finland
- **Level:** Bachelor/Master
- **Credit points:** 5 ECTS



Read more: <https://tinyurl.com/ictguidance2020>

Thank you!



Dr. Raimo Vuorinen,
Project manager
Finnish Institute for Educational Research
University of Jyväskylä
Tel. +358-50-3611909
Email: raimo.vuorinen@jyu.fi

Dr. Jaana Kettunen
Finnish Institute for Educational Research
University of Jyväskylä
Tel. + 358 40 805 4255
E-mail: jaana.h.kettunen@jyu.fi
<https://ktl.jyu.fi/en/staff/kettunen-jaana>