



CEDEFOP

European Centre for the Development
of Vocational Training



IT solutions for guidance lessons and initiatives across Europe



This presentation:

- Role of ICT in lifelong guidance
- Key messages from research on ICT and LMI
- Cedefop's initiatives

ICT can help

- Improve integration of at-risk and weakened groups
- Support career development of employed
- Support the work of practitioners
- Reduce labour market segmentation

Caveats



- ICT ≠ Access
- Holistic strategy for digital citizenship
- Evidence needed

Innovation strategy needed

- Balanced pace
- Supported by local capacities
- Engaging the relevant stakeholders
- Thinking about users



Research
Results

Respects heritage

- Acknowledges complementarity of services
- Provides time for services to adapt tools and codes
- Acknowledges the existence of set expectations



Set an adequate pace + Cooperation

Reality, not “hype”

- Tools not created for their own sake
- Responds to local needs and challenges
- Embedded in methodologies and practices

User-centred

- Has response strategy based on survey of needs
- Assesses individual needs → Progressive approach
- Flexible multi-channeling

Professional careers service

- Contents managed by practitioners in cooperation
- Updated methodologies and contents
- Possibility to escalate support

Based on local capacity

- Makes use of existing LLG services
- Builds LMI, ICT and complementary competencies of practitioners
- Builds services ability to manage ICT based services
(equipment, technical support and management)

Solutions, not endless trouble

- Uncomplicated, user-friendly for practitioners
- Consistently supported and updated
- Assure skills and embeddedness with activities
- Actually make some tools for practitioners!

National coordination, local action

- Align local with national targets
- Coordinate resources and harmonise QA nationally
- Cooperate locally
 - Local needs (challenges, information)
 - Practitioner development and activity
 - Stakeholder engagement

Engage everyone (1)

- Acknowledge silos and work to bridge them (portfolios)
- Generate common agreement
 - Needs addressed
 - Delivery modes
 - Outputs

Engage everyone (2)

- Employer participation in LMI and programme setting
- Practitioners help develop career information, tools and promote
- User participation in tool improvement

Career learning in context

- Careers education
- HR staff development
- Embedded in outreach strategies
(identifying, contacting, re-engaging, adapting learning)

Technical tips

- Mixed expertise teams
- Open source software
- LMI in a single point of access

How to support change?

- Build an appropriate knowledge base
- Promote peer exchange
- Support transfer and adaptation



Current Cedefop initiatives

- CareersNet
- Online resources for guidance
- Upcoming work on evidence



CareersNet

- Structured harmonised analysis: gaps and responses
- Detailing national contexts, similarities and differences
- Detailing practices and business case support



CareersNet

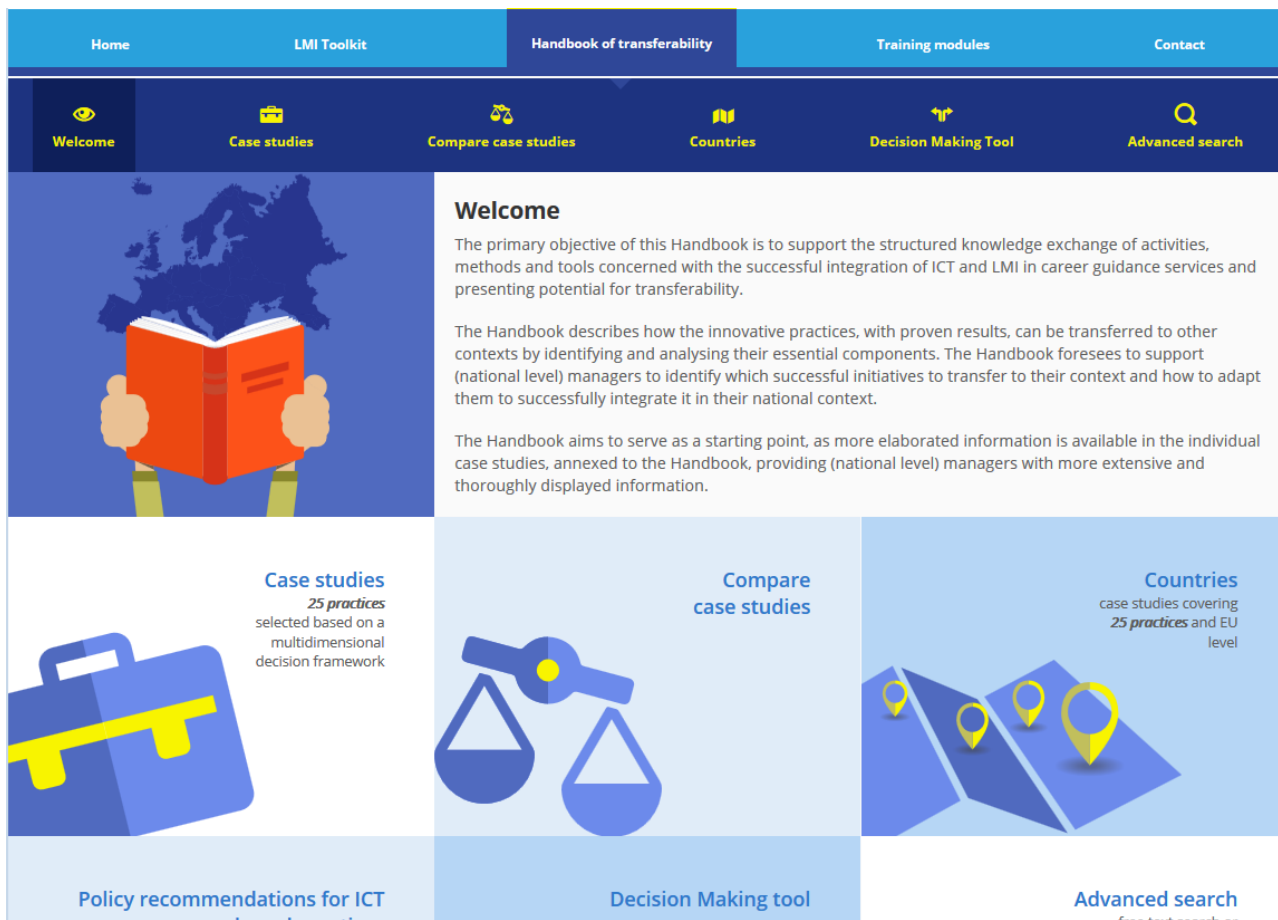
- Promoting peer exchange and benchlearning
- Searching for complementarity with parallel initiatives
- Supporting countries take up EU initiatives



Online resources

- Transferability handbook
- LMI toolkit
- Training modules

Transferability handbook



The screenshot displays the website's navigation and main content. The top navigation bar includes links for Home, LMI Toolkit, Handbook of transferability (highlighted), Training modules, and Contact. Below this is a secondary menu with icons and labels for Welcome, Case studies, Compare case studies, Countries, Decision Making Tool, and Advanced search.

Welcome

The primary objective of this Handbook is to support the structured knowledge exchange of activities, methods and tools concerned with the successful integration of ICT and LMI in career guidance services and presenting potential for transferability.

The Handbook describes how the innovative practices, with proven results, can be transferred to other contexts by identifying and analysing their essential components. The Handbook foresees to support (national level) managers to identify which successful initiatives to transfer to their context and how to adapt them to successfully integrate it in their national context.

The Handbook aims to serve as a starting point, as more elaborated information is available in the individual case studies, annexed to the Handbook, providing (national level) managers with more extensive and thoroughly displayed information.

Case studies
25 practices selected based on a multidimensional decision framework

Compare case studies

Countries
case studies covering 25 practices and EU level


Policy recommendations for ICT

Decision Making tool

Advanced search
free text search or

LMI Toolkit

Home
LMI Toolkit
Handbook of transferability
Training modules
Contact



Labour market information (LMI) toolkit

This page is available in [bg](#) [hr](#) [cs](#) [da](#) [nl](#) [en](#) [et](#) [fi](#) [fr](#) [de](#) [el](#) [hu](#) [it](#) [lv](#) [lt](#) [mt](#) [pl](#) [pt](#) [ro](#) [sk](#) [sl](#) [es](#) [sv](#)

The subject of this toolkit is the role of labour market information for lifelong guidance, and the integration of labour market information into lifelong guidance making use of ICT tools.

The aim of the LMI toolkit is to highlight the importance and relevance of LMI and ICT lifelong guidance, to provide basic insights and examples and to provide an overview of useful resources.

The target group of this LMI toolkit are career practitioners involved in lifelong guidance activities across the European Union, and all others interested in this area of work.

The final aim of the toolkit is to contribute to the improvement of the quality of lifelong guidance. We are looking forward to receive any comment or suggestions from toolkit readers

What is the LMI toolkit about?

Reading time
⌚ 4min

What is LMI for lifelong guidance?

Reading time
⌚ 4min

How can you integrate LMI in your guidance activities?

Reading time
⌚ 4min

What kind of LMI skills do you need?

Reading time
⌚ 4min

How can you work with groups with special needs?

Reading time
⌚ 4min

Where can you find country-specific information?

Reading time
⌚ 4min

Training modules

7.4. Digital Strategy Toolkit

Organisation Name – Digital Strategy for using ICT for LMI.

WHY?		HOW?		
Agency mission and vision Insert here your mission statement, strategic intent, service charter, etc.		Digital Transformation How and what will change?	Customer Service Customer service promise (including Customer Service for special need clients)	Innovation What are your aspirations
WHAT? What is the strategy Insert here the <ul style="list-style-type: none"> Purpose of the digital strategy Guiding principles Defining characteristics 			Capability and Change management What policies, procedures, staff training and change management are required	
				Governance What management structure and resourcing is required
			Reduced ... e.g. Red tape and barriers to clients doing business with us. Costs to servicing customers Time spent by our staff on administrative tasks	BENEFITS

4. Module 4: Writing LMI for the web

Group Size: max 8 Time: 2.5 hours

Target group: Practitioner

Aims

This module looks at the skills and knowledge require platforms and audiences. It guides practitioners through from planning to completion.

Learning Outcomes

- To be able to critically assess the quality of work
- To be able to effectively plan and create a written content provider/editor;
- To be able to adapt writing styles to suit a range of social media, Wiki, etc.

Module 3: Self-assessment

Complete this self-assessment before commencing Module 1 using scale A. Repeat this assessment at the end of the course using scale B.

Your current assessment	Grade how your current work is 1 = Basic to 3 = Good
I can explain how different clients engage with online LMI tools and services.	A 1.....2.....3..... B 1.....2.....3.....
I am confident in supporting clients to use online tools for career management, such as e-portfolios and online action plans.	A 1.....2.....3..... B 1.....2.....3.....
I can effectively motivate clients to use ICT resources for career management and job search.	A 1.....2.....3..... B 1.....2.....3.....
I can select appropriate LMI resources suited to the needs and ability of individual clients.	A 1.....2.....3..... B 1.....2.....3.....
I am able to support clients in accessing online LMI through a range of tools and media.	A 1.....2.....3..... B 1.....2.....3.....



Thank you for your time!

