

CareersNet Conference 2020, October 08/09

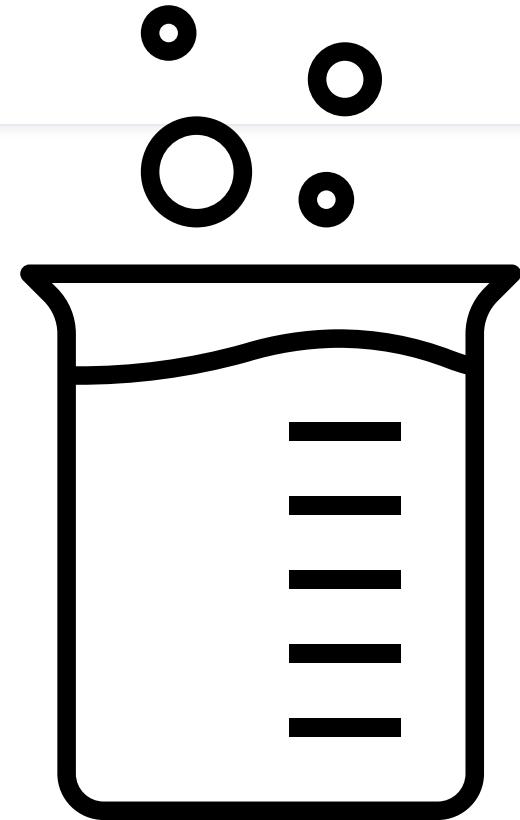
Professionalism of career guidance and counselling in Germany –

Status and challenges from the establishing digitalization

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Digital Chellanges

- Our countries and institutions are challenged by digitalization
- It is not about if, but how
- Germany is not among it most active countries in terms of digitalization¹
- Organizational context matters!
- Digitalization is a melting pot, rather than a process we can determine



¹OECD ICT Indicators

(1) Status of professionalism of career guidance and counselling in Germany

Status of Professionalism

- Since the mid 2000s we can recognize an effort for professionalism in Germany
- The process is visible but thwarted by structural problems
- Better established, more visible services emerged
- More trainings and study programmes are offered

Status of Professionalism

Example 1

- On the federal level services for adults are established in almost all federal states
- On an academic level a decentralised but synchronized training programme is established
- More Master programmes

Example 2

- PES (Bundesagentur für Arbeit) developed their services toward a LLG programme and diversified services
- CGC practitioners were placed at a higher salary level combined with a qualification programme

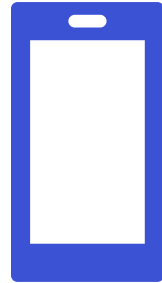
**(2) What is the digital
competence, practitioners
need?**



Problems linked to competence



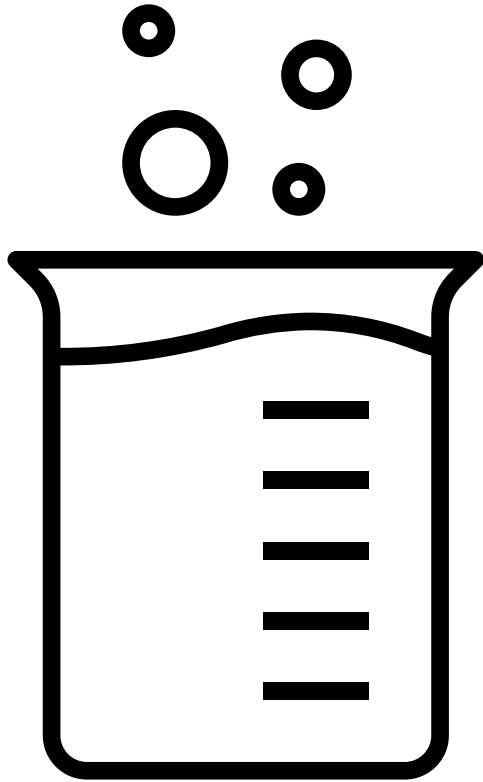
cgc closely connected to f to
f communication vs. wider
understanding of digital media



digital competence seen as
additional vs. as transversal



'using' tools vs. creation of
digital resources



Sources

- EU DigComp's
- OECD Key competences
- PES Network standards
- NICE Standards
- FIER Research
- HdBA Competence description

EU DigComp's five key areas and competencies:

- **Information and data literacy**, e.g. managing data, information and digital content
- **Communication and collaboration**, e.g. interacting and collaborating through digital technology
- **Digital content creation**, e.g. integrating digital content
- **Safety**, e.g. protecting personal data and privacy
- **Problem solving**, e.g. solving technical problems, creatively using digital technologies

EU PES-Network

ICT skills and ability to work in a context of blended service delivery (Competence S9)

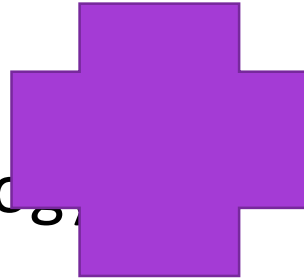
Counsellors who demonstrate this competence are able to:

- acquire knowledge of and use basic ICT equipment and software, as well as service- and organisation-specific ICT equipment and software,
- use internet and online resources for the management of job placement offers and job search processes for their clients,
- acquire knowledge and skills to provide blended services both to employees and job applicants, and effectively use internal recruitment systems and *online recruitment tools* and regularly acquire new skills in this area,
- maintain contact with registered jobseekers and employers, and provide telephone/*online job information and assistance*.

OECD Key Competences (DeSeCo)

Digital competence:

- To understand how technology enables working together, accessing information and interacting with others



Meta-Competence:

- Ability to think for oneself
- Responsibility for learning
- Reflectiveness “going beyond the either or”

FIER Model

Ability to use social media for delivering information	Ability to use social media for delivering career services	Ability to utilize social media for collaborative career exploration	Ability to utilize social media for co-careering
<ul style="list-style-type: none"> • approach: technology focused • function: to deliver information • skill: Media literacy 	<ul style="list-style-type: none"> • approach: content focused • function: one-to-one communication • skill: online writing 	<ul style="list-style-type: none"> • approach: pedagogical focused • function: interactive working space • skill: online discourse 	<ul style="list-style-type: none"> • approach: systemically focused • function: impetus for paradigm change and reform • Skill: online presence

Source: Conceptions of competence (2015)

Historical development & individual growth



Synthesis: A baseline of understanding of digital competence in CGC

- From existing literature we can identify relevant skills and competencies, many of them already appropriated in daily life
- Competence is active (action, creation) rather than passive (knowing, using)
- The understanding of digital assets should be broadened and open for new moves in technology
- Learning pathways should focus (also) on meta-competences like reflexivity and a 'learning-to-learn' attitude

**(3) How should we design
further training for
practitioners in Germany?**

BA/HdBA Training for CGC practitioners

Since 2020 HdBA is running a academic training for up to 6000 CGC practitioners.

- The Institution (BA) recognized the need for professionalism
- A competence frame is developed by a HdBA team in cooperation with BA (AM51, POE22)
- Embedded into and related to daily work situations
- Strong elements of self-directed learning, use of technology in the learning process and professional supervision
- Digital competence is explicit and implicit mean & aim for learning

BA/HdBA Training for CGC practitioners

The CGC practitioner is able to work in different CGC formats and settings (e.g. blended-counselling, digital guidance, guidance with social and digital media).

Knowledge	<ul style="list-style-type: none">• Knowledge of digital media and tools and the possibilities of digital CGC services• Knowledge of (internal and external) digital and analogue forms of information and knowledge management, especially in/with social media
Ability	<p>The CGC practitioner is ...</p> <ul style="list-style-type: none">• able to deal competently with digital media in different CGC formats (online communication, social media)• able to apply different digital instruments/tools to deliver CGC (creation, application)
Attitude	<p>The CGC practitioner is ...</p> <ul style="list-style-type: none">• open to digital change and critically examines the opportunities and risks.• is prepared to adapt its own actions to different situations/settings.• is prepared to reflect on his CGC services and their effects in different contexts

Challenges for German context

- Tools and technology matters, and people
- People and institution widening the understanding of digitalization
- CGC practitioners should “live up” their technological competence (jump into the pot)
- Institutional frame should offer support and “team-learning”

Sources

- European Commission (2014), European reference competence profile for PES and EURES counsellors, Brussels.
- European Commission (2016), The European Digital Competence Framework for Citizens, Brussels.
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