

**"Ohjaamo"**  
**One-Stop Guidance Centres:  
Developing Policy and  
Practice for Co-careering**

26 November 2015  
Paviljonki Congress Center  
Lutakonaukio 12  
40100 Jyväskylä, Finland



Ministry of  
Education  
and Culture



Erasmus+

# Welcome

**"OHJAAMO"**  
**ONE-STOP GUIDANCE CENTRES:  
DEVELOPING POLICY AND  
PRACTICE FOR CO-CAREERING**

National Lifelong Guidance Policy Seminar  
26.11.2015 Jyväskylä

The Finnish Ministry of Education and Culture and the Finnish Ministry of Employment and the Economy host a national lifelong guidance policy seminar in Jyväskylä, Finland on 26 November 2015 (10:00–16:30). This seminar follows the 19th ELGPN Plenary Meeting (24–25 November 2015).

This national seminar focuses on practice and policy of cross-ministerial co-operation in developing regional one-stop guidance centres and on the use of Information and Communication Technology (ICT) in the service delivery and management of the services. Examples of policy and practice from Finland, Scotland, Croatia, Denmark, Estonia, and Norway as well as a brief summary of 17 ELGPN member-countries national system descriptions are introduced as a basis for discussion among the participants. Summaries of the six national case studies are introduced below.

We hope that this seminar promotes mutual policy learning in developing coherent lifelong guidance services!

Mika Tammilehto,  
Director General  
Ministry of Education  
and Culture

Teija Felt,  
Labour Market Counsellor  
Ministry of Employment  
and the Economy



# Agenda

8:30–10:00 **REGISTRATION**

Welcome coffee

10:00–10:20 **OFFICIAL OPENING OF THE SEMINAR**

*Mika Tammilehto*, Director General,

Ministry of Education and Culture

*Teija Felt*, Labour Market Counsellor,

Ministry of Employment and the Economy

10:20–12:30 **CONCEPTUAL FRAMEWORKS FOR  
INTEGRATED GUIDANCE SERVICES**

- Brief summary of the ELGPN member country responses  
*Jaana Kettunen & Raimo Vuorinen*,  
Finnish Institute for Educational Research
- National case studies:
  - "Ohjaamo" One-Stop Guidance Centres, Finland  
*Pasi Savonmäki*, Project Manager, Central Finland Centre for  
Economic Development, Transport and the Environment
  - Skills Development Scotland  
*Sandra Cheyne*, Manager for National Government  
Relations, SDS
  - Croatia  
*Mirjana Zečirević*, Assistant Director General, Croatian  
Employment Services
- Questions and discussion

12:30–13:15 **LUNCH**

13:15–14:45 **USE OF INFORMATION AND COMMUNICATION TECHNOLOGY**

- Brief summary of the ELGPN member country responses  
*Jaana Kettunen & Raimo Vuorinen*,  
Finnish Institute for Educational Research
- National case studies:
  - Finland
    - *Marko Kilpeläinen*, Web Service Planner, Kohtaamo-project, Central Finland Centre for Economic Development, Transport and the Environment
  - Denmark
    - *Hanne Woller*, Special Advisor, Danish Ministry of Education
  - Estonia
    - *Margit Rammo*, International Relations Manager, Innove
- Questions and discussion

14.45–15:15 **COFFEE BREAK**

15:15–16:15 **DEVELOPING POLICIES FOR INTEGRATED GUIDANCE SERVICES**

- National case study:
  - Norway
    - *Tonje Foosnæs Gravås*, Senior Adviser,  
Norwegian Agency for Lifelong Learning, VOX
- Questions and discussion

16:15–16:30 **CLOSING OF THE SEMINAR**



# Lifelong Guidance Practice and Policy Development in Finland

## Information, advice and guidance supporting lifelong learning and career management – Lifelong Guidance

- Ongoing changes in the labour market, its sectors and professions are pushing individuals to construct their personal career and flexible learning paths through a series of choices they make throughout their lives
- Lifelong Guidance – connected with lifelong learning – refers to a range of activities that enable citizens of any age, and at any point in their lives, to:
  - Identify their capacities, competences and interests
  - Make meaningful educational, training and occupational decisions
  - Manage their individual life paths in learning, work and other settings in which these capacities and competences are learned and/or used.
- Lifelong Guidance is provided in a range of settings: education, training, employment, community, and private (European Council 2004).
- In Finland coherent and well-functioning Information, Advice and Guidance services are based on co-operation with career education and guidance services in schools, career counselling within employment and economic services, workshops and outreach guidance services for youth, work-place guidance and career services provided by employer organisations, trade unions and voluntary/community associations.
- Information, Advice and Guidance services support individuals in different points of their lives in
  - Acquisition of lifelong career management skills;
  - Meaningful educational choices;
  - Different transition phases in their career;
  - Retention in education and completion of studies and
  - Employability
- Key outcomes include sustainable solutions meeting the needs of both individuals and the labour market

## Co-operation and co-ordination in lifelong guidance

- For decades Finland has had a strong tradition of co-operation between different government sectors and service providers.
- In 2011 the Ministry of Employment and the Economy and the Ministry of Education and Culture established a **National Lifelong Guidance Working Group** with representatives from relevant ministries, social security institution, municipalities, education providers, employment and the economy services, regional administration, social partners and voluntary/community organisations. The Working Group has prepared a national lifelong guidance strategy with reference to 2008 Council Resolution policy priorities and ELGPN Work Programmes. During its second term (2015–20), the task of the Working Group is to enhance the systems and policy development of lifelong guidance in national, regional and local levels. The aim is also to strengthen multi-administrative and multi-professional co-operation, avoid overlapping service provision and promote the implementation of the national cross-sectoral ESF-funded Youth Guarantee programme.
- In 2012–13 the regional **Centres for Economic Development, Transport and the Environment** (ELY-centres) were given a task to co-ordinate the development work as well as to promote quality and access to lifelong guidance services in their own region. The co-ordination task is supported by regional Lifelong Guidance Working groups with representatives from regional administration, employment and economic services, educational institutes, municipalities, social partners and voluntary/community organisations.
- In 2015–16 the main task of the regional Lifelong Guidance Working Groups is to contribute to:
  - the establishment and development of low-threshold cross-sectoral guidance services and
  - the use of Information and Communication Technology in guidance and the development of integrated online career services
- In 2007–2015 Finland has participated actively in the work of the **European Lifelong Guidance Policy Network (ELGPN)** as well as hosted the **ELGPN Co-ordination Unit** in Finland. The Network has developed the *European Guidelines for Lifelong Guidance Practice and Systems Development*, to promote the acquisition of lifelong career management skills and quality of the services. The Information, Advice and Guidance services in Finland meet these jointly-agreed Guidelines well. The PISA 2012 Study results on career education provide evidence that the Finnish adolescents report to have acquired competence in many dimensions of career management skills (CMS). The integration of career education and career guidance as a compulsory element in the national core curricula provides a strong basis for CMS development as a lifelong continuum.



# Case 1: One-Stop Guidance Centres (Ohjaamo) and e-Guidance

## Overview

One-Stop Guidance Centres and integrated e-Guidance provide low-threshold support for young people in various transitions in their individual lifepath. As well as official bodies, educational institutions and workshops, social rehabilitation and health services, the Centres' wide collaborative networks include third sector organisations, voluntary organisations and other bodies that work with young people. The Centres also function as a link to the business community through local companies and trade associations and promote connections between employers and young people. The young people themselves have an active role in the design and evaluation of the Centres and are actively involved in the daily activities.

The Centres will be developed with the support of the European Social Funds as a national development project 2015–2020.

## Rationale

As an integrated model with face-to-face and online services, the Centres strengthen and simplify services for young people and eliminate the duplication of activities. Development of this service is co-ordinated by a national Meeting Site project (Koh-taamo). In addition, the Centres complement the national telephone helpline and education advisory service provided through the TE Customer Service Centre and the Finnish National Board of Education's Studyinfo.fi portal.

## Key Features

The One-Stop-Guidance-Centres are based on the knowledge, advisory and guidance services of various organisations as well as on the complementary skills and co-operation between social and health care providers. The operating model requires strong partnerships between the various actors and will develop new operating practices and skills in multi-sector management.

The fundamental idea of the operation of the Centre is that the professionals working at a Centre work as employees of their host organisations (e.g. municipality, career and education guidance, educational institution, the Kela benefits service, etc.), but are based at the common Centre premises. The professionals' input into a Centre's operation can vary from full-time to collaborative periodic on-duty sessions. The development of the competences of those working at the Centre is supported by the Ministry of Education and Culture. A long-term goal is to develop an integrated career guidance model with parallel face-to-face and multi-channelled online services.

## Targeted audience

The focus is on young people below the age of 30. The Centres offer services to various groups: pupils, students, employed and unemployed.

## Challenges

Lifelong guidance is a shared policy and administrative responsibility of several ministries at national and regional levels and one of the challenges for the pilot projects is the establishment of consistent co-operation model with other sectors and service providers.

## Key Results or Outcomes

The first Centres were established in early 2010 before the current national project. By November 2015, there are 30 regional pilot Centres providing services for young people.

The development of the regional Centres will be evaluated by the national Meeting Site -project and the first interim results will be available in 2016.

## Key Contact Details

The national website for the Centres will be available in 2016. The temporarily website provides information of the current progress mostly in Finnish language at: <http://www.peda.net/veraja/keskisuomenely/ohjaamot>

## Presenters

Pasi Savonmäki, Project Manager  
pasi.savonmaki@ely-keskus.fi  
Tel. +358 295024224

Marko Kilpeläinen, Web Service Planner  
marko.kilpelainen@ely-keskus.fi  
Tel. +358 295024260





## Case 2: Skills Development Scotland

### Overview

Skills Development Scotland (SDS) supports individuals and employers to get the skills they need to succeed and grow. Working closely with partners at a local and national level, we are:

- transforming services to help people get jobs and manage their careers
- investing in training provision which meets the needs of individuals and industry
- aligning our support with employers' growth ambitions.

Policy drivers in this area include the SDS Skills Planning Model; The Scottish Government's Economic and Skills Strategies; the CIAG Strategy (2011) A Framework for Service Redesign and Improvement and The Commission for Developing Scotland's Young Workforce

### Rationale

By driving efficiency and creating opportunity throughout the skills cycle, SDS contributes to the development of Scotland's society and economy.

Working in partnership we aim to enable people to reach their potential, make skills work for employers and improve the skills and learning system.

### Key Features

Career Management Skills (CMS) identification and development through a coaching approach to career guidance and group work supported by our CMS web service My World of Work and Career Coaches toolkit.

Creating more joined up 'career pathways' with a strong emphasis on work-based learning and employer engagement.

Driving up levels of enthusiasm and preparedness of school leavers for work by ensuring CMS and work based learning are an established part of the school education system.

## Targeted audience

Provide an all age universal Career IAG with more and better support for those who need it most.

Crucially our face to face service focus on those in greatest need of support and we work with schools and other partners to identify those who need our help most. Through our coaching approach we anticipate being able to spend more time with these individuals to develop their CMS; enter work based learning pathways and make successful transitions into the world of work.

## Challenges

Some advisers saw the CMS assessment process as being separate from coaching guidance or restrictive and this was a difficulty in embedding CMS approach at the beginning.

The Careers Education Standards just published; we are looking at how we support meaningful employer engagement in partnership with schools. A survey of schools re their current links has been conducted which shows the variation in type and number of employer contacts.

Building the Curriculum 4 (Skills for Learning Life and Work) was not given the same significance as Building the Curriculum 5 due to schools having to prepare for exams/ assessments. We are now looking at how we can engage all teaching practitioners in career education

## Key Results or Outcomes

### Key Feature results 2014–15

Responding to skills demand now and for the future and driving up levels of enthusiasm and preparedness of school leavers for work by ensuring CMS and work based learning are an established part of the school education system:

- Developed by Scottish Government, Education Scotland and SDS; the Young Workforce Career Education Standard (3–18) published Sept 2015
- There are ten sectoral Skills Investment Plans (SIPs), five of which were formulated during 2014–15. SIPs drive the skills system to adapt to the evolving needs of the Scottish economy, and are regularly reviewed by Industry Leader Groups
- SDS has also developed 11 Regional Skills Assessments (RSAs), and a Skills Investment Plan for the Highlands and Islands

## **Career Management Skills and a Coaching Approach to Guidance**

- The Career Information Advice and Guidance (CIAG) work aligns with the SIPs and RSAs, providing a holistic approach
- Wide-ranging tools are available on MyWorldofWork, for pupils, parents, carers and teachers alike
- Challenging attitudes towards gender stereotypes has been a key focus for CIAG work throughout 2014–15, and will continue to be going forward. SDS will also expand the CIAG service to offer direct support to schools at P7/S1
- 85,000 12–15 year olds are registered on MyWorldofWork, and 200+ schools involved in Learning Through Work Week
- 40k targeted pupils received one-to-one engagements, 10,885 group sessions were delivered, 137k overall engagements
- 98% of Head Teachers rate SDS services in their school as very good or good; 81% of parents view SDS Careers Advisers as 'important' in their children's career choices
- 92.3% of school leavers went into a positive destination last year; 96% of Head Teachers reported SDS services had an impact on school outcomes

## **Creating more joined up 'career pathways' with a strong emphasis on work-based learning and employer engagement**

- Work on Foundation Apprenticeships began in 2014–15. FAs provide work-based learning opportunities for secondary school pupils in S4–6, helping them to successfully move from school to the world of work. They support the Curriculum for Excellence and the Scottish Government's Youth Employment Strategy
- In 2014–15, they were available in 2 local authorities, in Engineering. 72 individuals were enrolled. In 15–16, they will be available in 19 authorities and 6 sectors
- Longer-term ambition is for Foundation Apprenticeships to be part of every school's offer by 2020–21

## **Developing Talent in the workplace**

- There were 25,247 starts 2014–15. 92% of MAs who completed were in work 6 months after, 70% with the same employer
- 84% of employers satisfied with relevance and quality of training; 88% said MAs important to their business and workforce development

## **Delivering an all-age career and employability service post school**

- CIAG employability services are provided from our 47 full-time customer-facing centres located throughout Scotland. Support on offer includes face-to-face appointments, employability group workshops and a Contact Centre helpline – which is delivered by our Careers Advisers and Work Coaches

- Deliver a range of funding and training support with partners for our customers e.g. the Employability Fund for unemployed people who wish to gain the skills and experiences needed for work, and the Certificate of Work Readiness qualification
- 94% believe amount of support from centres was about right

## Key Contact Details

Sandra Cheyne Service Design & Delivery CIAG National Manager  
sandra.cheyne@sds.co.uk  
www.sds.co.uk  
www.myworldofwork.co.uk  
www.ourskillsforce.co.uk  
www.apprenticeships.scot

## Presenter

Sandra Cheyne  
Service Design & Delivery CIAG National Manager  
Skills Development Scotland  
sandra.cheyne@sds.co.uk  
Tel. +447880786937



## Case 3: Croatia – CISOK Centers

### Overview

CISOK (lifelong career guidance centre) is partnership-based one-stop-shop, model for lifelong career guidance where users can receive information, advices and guidance on enhancement of career management skills, job search, educational possibilities etc.

So far there are 11 CISOK centres in 10 Croatian regions. It is planned that at least 11 new Centres will be opened by 2020 to increase availability and quality of career guidance services in the whole country.

### Rationale

CISOK (lifelong career guidance centre) is partnership-based one-stop-shop, model for lifelong career guidance where users can receive information, advices and guidance on enhancement of career management skills, job search, educational possibilities etc.

### Key Features

CISOK provides triage support at different levels of help: self-help services, brief assisted services and individual case managed services.

CISOK is delivering variety of services, from self-help to individual services – through individual counselling, group counselling, workshops for developing and improving career management skills, e-tools (e.g. self-assessment questionnaires, LMI system, Statistics on-line, Job exchange portal), brochures, guides etc.

CISOKs are partnership-based, which means they collaborate with all the relevant stakeholders in the regions they are set up in: NGOs, youth organisations, local bodies/municipalities, schools, universities, training providers, social institutions, social partners.

## Targeted audience

CISOK is available to everyone – offers services to various groups: pupils, students, employed and unemployed. The main focus is on young people.

## Challenges

Occasionally, CISOK is facing need to identify priorities in delivering services and to make balance with the resources available (human resources, financing and other). Motivating partners to take place in CISOK activities could sometimes be an issue. Finally, there could be some challenges in creating (new) services according to the local needs

## Key Results or Outcomes

From July 2013 when first 8 CISOK centres were set up to September 30th 2015 there were:

- 92 396 users of CISOK services from which:
  - 34 712 primary and secondary school pupils
  - 37 841 unemployed persons
  - 5 554 employed and job seekers
  - 1 959 students
  - 12 330 others (employers, parents, school associates, career counsellors etc.)

Satisfaction with the service is very high: 95.6% of the clients are satisfied or very satisfied with provided services.

- Career guidance services are delivered to new clients which are not included in services by some other institutions
- New partnerships are set up
- Public awareness about the importance of career guidance services is raised
- Better cooperation and coordination of the organizations in sector of employment, education and social inclusion is established.

Please note that CISOKs were opened successively; the last two CISOKs were set up by the end of 2014.

## Key Contact Details

Marija Ivanović, career guidance expert advisor marija.ivanovic@hzz.hr  
CISOK web portal: [www.cisok.hr](http://www.cisok.hr)

Moore, N., Zećirević, M. and Peters, S. (2014). Establishing Croatia's lifelong career guidance service. Journal of the National Institute for Career Education and Counselling: <http://www.derby.ac.uk/media/derbyacuk/contentassets/documents/ehs/icegs/Nicki-croatia-article.pdf>

## Presenters

Mirjana Zećirević  
Assistant director general in Croatian Employment Service  
Head of Sector for labour market and labour market policies  
[mirjana.zecirevic@hzz.hr](mailto:mirjana.zecirevic@hzz.hr)  
Tel. +385 1 612 6091

# Case 4: Denmark – eGuidance



## Overview

eGuidance is an on-line service, where individual can get personal guidance via chat, sms, e-mail, telephone and social media (Facebook and Twitter) including group sessions on Facebook.

eGuidance is an integrated part of a Guidance Portal ([www.ug.dk](http://www.ug.dk)) and is staffed by trained guidance practitioners.

## Rationale

The main rationale behind the establishment the eGuidance in 2011 was that the youth guidance centres should focus their face-to-face guidance on the young people having problems in choosing and completing an education.

## Key Features

Currently eGuidance is integrated in the guidance portal with information about education and employment and with many guidance tools – some for the practitioners and some for the young people seeking guidance. In this way digital guidance is a one-stop service for the self-reliant individuals.

## Targeted audience

The service is open to everyone through <https://www.evejledning.dk>. However, it is mainly targeted to those who are not in specific need for guidance – as the guidance centres should target those groups.



## Challenges

In Denmark there is a long tradition for face-to-face guidance, so it has been a difficulty to change focus from a known guidance practitioner to the on-line service.

Young people in transition from compulsory education to youth education sometimes want to discuss other issues than education and employment.

The guidance practitioners in the guidance centres have been afraid of losing the better-engaged young people.

## Key Results or Outcomes

In 2014 eGuidance had 97.000 guidance sessions:

- chat: 51 %
- telephone: 29 %
- e-mail: 18 %
- sms: 2 %
- digital meeting and common chat on Facebook: 1300
- followers on Facebook: 17.000

The satisfaction with the guidance given by the service is very high: 93 % think the guidance was precise and understandable, 87 % say that they have got help to develop their plans for education and 90 % will use eGuidance again and recommend it to others.

In 2015 21 % of pupils in the last grade in compulsory education have used eGuidance and other 44 % have knowledge about it. And of those who have used eGuidance 36 % say that the service have helped them a lot or to some degree, 36 % say that the service have helped them a little and 21 % that the service have not helped them.

## Key Contact Details

Kirsten Hahn Larsen, head of eGuidance  
kirsten.hahn.larsen@stil.dk +45 41 74 16 00  
eGuidance:  
<https://www.evejledning.dk>

## Presenter

Hanne Woller  
Special Advisor, Danish Ministry of Education  
hwo@uvm.dk  
Tel. +45 33 95 53 35

# Case 5: Estonia – eEstonia



## Overview

For citizens of Estonia, e-services have become routine: e-elections, e-taxes, e-police, e-healthcare, e-banking, and e-school. The "e" prefix for services has almost become trite in the sense that it has become the norm. Every inhabitant can obtain smart IDcard that enables to make use of all of these solutions and sign digitally documents.

In fact e-residency has been introduced, *"e-Residency offers to every world citizen a government-issued digital identity and the opportunity to run a trusted company online, unleashing the world's entrepreneurial potential."*

X-Road is the backbone of e-Estonia. It's the invisible yet crucial environment that allows the nation's various e-services databases, both in the public and private sector, to link up and operate in harmony. X- road is the all-important connection between all these databases, the tool that allows them to work together for maximum impact.

Free WIFI is very common, almost human right, every youngster has a smartphone, most of the households are connected with the internet and use it daily.

## Rationale

The original impetus of e-Estonia was the need to improve the access and efficiency of public services.

A digital focus in lifelong learning is one of the five strategic goals set in Estonian Lifelong Learning Strategy 2020. A new generation of digital infrastructure (personal digital devices, digital infrastructures in schools, inter-operable information systems, web services, cloud solutions, open linked data) and its utilization methodologies will create opportunities for the rapid adoption of the new approach to learning and an increase in the quality of education. The use of digital learning resources will help make studying more engaging and will expand opportunities in lifelong learning.

## Key Features

There are several E-solutions developed in education. For example, the purpose of e-School is to engage parents more actively in the study process, make information on subjects more available to children as well as to parents, and to facilitate the work of teachers and the school management. Estonian universities have initiated a student-web – an opportunity to apply for a job or internship.

There several websites available both in education and labour sector. Foundation Innove hosts pathfinder with the aim to support youngsters, adults and practitioners in career planning, providing information about work, professions and education opportunities. Estonian PES has self-service portal for job seekers and employers. There are also several services via helplines by phone, central e-mail service or Skype.

## Targeted audience

All Estonian citizens

## Challenges

The areas with the highest growth potential in the Estonian economy are the horizontal application of ICT through other sectors, health care technologies and services, and the more effective use of resources. If the general population is better equipped with technological skills and more capable of innovation, it will help increase productivity in the economy. The objective is to apply modern digital technology in learning and teaching in a more efficient way and with better results, to improve the digital skills of the general population and to guarantee access to the new generation of digital infrastructure.

## Lessons learned

### Client perspective:

There is a need to reorganise all our numerous websites into fewer main portals, so that the client is not lost when looking for information and to save resources on maintenance of quality information. There is a need to have multiple ways to connect to career specialist – face to face is not enough – we need to integrate our services in context what are used by our clients. So one of the challenge is to keep up with our own skills in ICT.

### Synergies:

There is a need to link existing e-solutions than focus on creating numerus new ones – when linking up databases we create synergy and more complex information. In principle it would be possible to link information about persons progression in edu-

cation and labour market, and there is a great potential for impact evaluation. It has to be noted that protection of personal data is one of the obstacles here.

## **Key Contact Details**

Foundation Innove  
Lõõtsa 4, 11415 Tallinn  
Tel. +371 735 0700  
[www.innove.ee](http://www.innove.ee)

## **Presenter**

Margit Rammo  
Agency for Lifelong Guidance  
International Relations Manager  
[margit.rammo@innove.ee](mailto:margit.rammo@innove.ee)  
Tel. +371 735 0700



## Case 6: Norway – developing lifelong guidance system

### Overview

#### **Schools – Primary Education:**

Pupils in lower, secondary, and upper secondary education have an individual right to receive necessary guidance. The school owner is responsible for fulfilling the pupil's right to guidance.

The right to necessary guidance implies that the pupil has access to information, guidance, follow-up, as well as help to adapt well into the school environment and to make decisions on future vocational and educational choices. The guidance is intended to help decrease social inequality, prevent dropout, and to integrate ethnic minorities. The pupil is entitled to receive the help he or she needs to facilitate personal development and to exploit individual resources, unlimited by traditional gender roles.

Guidance to pupils in lower and upper secondary education is part of the work load for one or more teachers in each school. The teachers are qualified as counsellors through local or regional in-service training courses, and through further educational courses in career guidance delivered by universities and university colleges. Guidance counsellors are obliged to be up to date on educational options and labour market needs. Therefore, and in order to secure the quality of the service, guidelines for guidance counsellors' educational competences have been established. Regional partnerships for educational and vocational guidance in a lifelong perspective have been established, and most counties have career centres organised by these partnerships. Among other tasks the career centres are resources to the school guidance service

#### **Higher education institutions:**

Have to some degree established career guidance services for students and graduates, mostly aimed at assisting graduates finding job after graduation.

## **Regional partnerships and career centres:**

Since 2005 the 19 counties in Norway have established regional partnerships for career guidance between local stakeholders. These partnerships have varying organization, but they are all aimed at strengthening the cooperation between providers of career guidance services and relevant stakeholders. The overall aim is to strengthen the quality and widen the access to career guidance. Most of the partnerships have established regional career centres where guidance services are offered adults with regard to both education and work. The centres also play an important part in strengthening the quality and professionalism of the counselling offered in schools and in the PES.

## **Public employment services (Nav):**

Every citizen applying for services from Nav has the right to have their needs assessed for services to assist them into the labour market. Focus on social- and work inclusion and increased emphasis on using ordinary working life as training and outplacement arena is currently changing the priorities and device of active labour market means.

A strong focus has recently been put on improving staff competence and on new digital solutions for future communication between a user and Nav:

**Staff competence:** Platforms of leadership development, labour market and guidance to frame basic required competence and designing training arenas has been developed. The goal of the Guidance Platform is to train skills of guidance and interaction with users, employers and collaborative actors through regularly twinning and colleague training method.

**The Channel Strategy:** the goal is to provide extensive differentiated digital solutions enabling improved communication, automated and self-services. Technical solutions will be developed to enhancing and empowering the users influence about his/her situation, needs descriptions and how to be met by the Nav counsellor. The user will choose how to interact with Nav himself (in which way/channel).

## **National co-ordination of guidance services**

In 2011 Norway established National Unit for Lifelong Guidance as a national hub and developer, a knowledge and resource centre and a national co-ordinator in career guidance field in Norway. The unit is part of Vox – National Agency for Lifelong Learning.

## **Major focal points:**

- Cooperation and coordination between all the different career guidance provisions and the stakeholders involved
- Strengthening and developing the regional partnerships and career centres
- Evaluation and documentation of systems and practice in the field

- Competence development and evidence based research, both to advance career guidance as a specific professional field and to enhance competence development for professionals
- Quality development and quality assurance

The Unit is chairing a National Coordinating Group at directorate level, which is set up to coordinate policy development and implementation in the different sectors.

The Unit is also chairing a National Forum for Career Guidance including all relevant stakeholders. Participation in the National Forum reflects representation in the regional partnerships already established in the regions/counties.

## Challenges

Coordination of career guidance within and between different counties, sectors and levels constitutes a major challenge. As a consequence there is a lack of coherence with regard to a lifelong service provision (OECD Skills Action Report Norway 2014). Equal access and quality assurance are major challenges. There is no shared quality framework. This is reflected in heterogeneous understandings of what career guidance is, and what should be the outcomes of career guidance; undermining the potential for concerted efforts towards shared objectives.

Moreover, weak professionalization constitutes a challenge. There is no strong, cross-sectorial professional organization within CEG. The provision of professional training has been fragmented and restricted to short courses; however as of 2014 a Master's degree in career guidance has been established. We expect this to fuel the process of professionalization.

Having a National Unit for Lifelong Guidance with a mission to improve access, coordination and quality, is an asset; however the unit does not have a mandate to instruct and can primarily achieve its objectives through the use of "soft power" and gaining other actors' consent to making changes.

## Key Results or Outcomes

### **Government appointed expert group on lifelong guidance**

In 2014 OECD undertook a major skills review in Norway, involving a number of stakeholders. The review resulted in the report Skills Strategy Diagnostic Report Norway and was followed by the Skills Strategy Action Report Norway. These reports confirmed the systemic challenges that have been pointed out in various earlier publications: a lack of coordination of career guidance and education provision, unequal access, and a weak professionalization.

As a follow up of the Skills reports, the government in 2015 appointed a national expert group. The group was given the task to investigate and advice on how to develop a more comprehensive lifelong guidance system. In October 2015 the expert

group delivered a report on how to develop a better digital career guidance services and how these services can be an integrated part of a comprehensive system. The expert group will deliver its green paper on the whole system in April 2016.

### **Steps towards more professionalization:**

- In 2014 the government decided to fund the first master's degree programme in career guidance in Norway. Two university colleges cooperate in developing and delivering the programme.
- Cross sectoral national website for career guidance practitioners.
- Yearly conferences, networks and meeting points.

### **Evidence:**

There has been an increasing focus on producing reliable evidence on career guidance services in Norway.

### **Access:**

More career centres have been established the last years, partly due to an increased focus and stimulation from national authorities.

### **Career education:**

In lower secondary school pupils have a subject called "educational choice". The subject curriculum has recently been renewed with a stronger focus on career learning.

## **Key Contact Details**

VOX Norwegian Agency for Lifelong Learning  
<http://www.vox.no/English/Lifelong-guidance/>

## **Presenter**

Tonje Foosnæs Gravås  
Senior advisor National Unit for Lifelong Guidance, Vox.  
[tonje.gravaas@vox.no](mailto:tonje.gravaas@vox.no)  
Tel. +4723 38 13 00



# Notes

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Seminar materials and presentations are available at [evokes.fi](https://evokes.fi)