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COMPASS

Success Factors in Modern Digital Career Counselling Practices

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E-Career counsellor in the ever-changing world of the 21st century - innovative methods to support e-career counselling services COMPASS



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Success Factors in Modern Digital Career Counselling Practices

This study has been developed by a consortium of partners within the framework of Erasmus+ KA2 project 2020-1-DE02-KA226-VET-007944 “E-Career Counsellor in the Ever-Changing World of the 21st Century – Innovative Methods to Support e-Career Counselling Services” - COMPASS.

Project partners aim to develop a global training program for the digital (e-)career orientation service providers, in order to offer them guidance according to the challenges of the 21st century, that can be applied in all partner counties, as well as in other countries of the EU.

Success Factors in Modern Digital Career Counselling Practices study aims to find out the needs of e-Career Counsellor, the knowledge requirements and qualifications necessary for the staff to be successfully employed or operate individually as freelancers in the ever-changing world of the 21st century.

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INTRODUCTION

Just a few decades ago, a career counsellor could help you choose a job for life by looking at the achievements of a pupil or student. But things have changed. Nowadays, careers advice is much more inclusive and important than it used to be. If you ask most career counsellors what is the most important thing in a counselling session, most would probably say that the first thing to do is to help the person to understand his or her self. This includes knowing oneself (character traits, temperament, etc.), knowing one's values, moral principles, beliefs. This gives the career counsellor and the person a starting point from which they can work together towards the goal.

The internet and digital technologies have been developed in the societies and were integrated with all aspects of people's life, such as workplace, education, and public and private services (Baturay & Toker, 2019; Imamura et al., 2015; Pordelan et al., 2020).

Nooshin Pordelan&Simin Hosseinian (2021) in their publication "Online career counseling success: the role of hardiness and psychological capital" overview existing research on career counseling. They summarize that "career counseling is based on three paradigms of vocational guidance, career education, and life design (Savickas, 2012 in Pordelan&Hosseinian 2021). Researchers believe that traditional approaches cannot account for challenges resulted from changes in the world of work and it is better to use new approaches in career counseling (Maree, 2015 in Pordelan&Hosseinian 2021).

The online career counseling technologies constitute one of the career counseling modes in which the possibility for the clients to have access to the online counseling increases and new types of support are provided. The internet can provide various modes of communication through emails, videoconferences, and multiple social media applications. These communication technologies have been used in various contexts of the online counseling such as workforce development, entrepreneurship education, career development, and learning development (Hooley et al., 2016 in Pordelan&Hosseinian 2021).

Career counseling and use of the internet for it will be an inevitable necessity in the future of career services. The use of these technologies, especially the internet, eliminates the problems of the traditional methods in terms of providing access to the counseling and guidance centers and gives valuable and classified information from a wide range of unscientific information to the clients. In fact, the use of technology facilitates access to do the services and it provides an environment in which people interact with each other and exchange the required career information and discuss in the right atmosphere (Pordelan&Hosseinian 2021).

On the other hand, e-career counselling might be the way out for those who "have lost their jobs during the COVID-19 pandemic. Some sectors, like tourism and hospitality, have been especially hard hit. Former hotel, airline and restaurant workers are now wondering how to retrain and for which jobs; and they have to answer these questions in a context of extreme uncertainty. How can we best help these workers transition into new jobs and careers? (Mullock 2021)

It is difficult to estimate the impact of the COVID-19 pandemic, though it clear that a progressive strategy is needed. Thus the unplanned situation established in connection with the COVID-19 epidemics also means a challenge for the career advisors, who are currently the supportive pillar of the labour market supporting the economy. They are standing in front of an unexpected task – the provision of the continuity of their work without having a chance for personal meeting with the clients. They can adjust to the new reality by providing distance counselling with the help of the available communication tools. The strengthening of the career counselling system is the interest of



all. However, in order to enable the advisors to manage accumulated challenges, their training and renewal is indispensable. Due to the fact that the problems arising from the epidemic are of global nature, and that according to the needs assessment and the needs analysis implemented in each of the partner countries, career orientation services and their use in the everyday practice takes place to a different extent and on a different level, this question should be treated within an international context, in the framework of which we can get to know the best practice examples of the partner countries, and in cooperation, we can work out a global training program for the digital (e-)career orientation service providers, in order to provide them guidance according to the challenges of the 21st century, that can be applied in all partner counties as well as in other countries of the EU.

The study has been carried out within the framework of Erasmus+ KA2 project 2020-1-DE02-KA226-VET-007944 E-Career counsellor in the ever-changing world of the 21st century – innovative methods to support e-career counselling services COMPASS.

Main objectives of the project are the following ones:

- to facilitate digital counselling and competence development of professionals in career counselling with an aim to develop a new innovative modular blended-learning training programme that meets the challenges of the 21st century;
- to promote and develop international cooperation of professionals and establish partnership networks with an aim to implement lifelong guidance in professional career counselling, that covers a wide range of sectors and domains, such as advisors, training institutions and organisations that provide other labour market services;
- to deploy digital technologies as well as innovative and open pedagogical tools among career counsellors;
- to expedite lifelong learning of career counsellors.

The direct target group of the project include career guidance counsellors in different sectors (schools, labour offices, counselling and HR consulting agencies, outplacement agencies). The project will also be beneficial for the indirect target groups: practitioners in career guidance in different sectors, researchers in the field of career guidance, policy makers in the field of career guidance for different target groups, life coaches, business coaches, organization developers, NGOs providing assistance to vulnerable groups, social partners and professional associations, other relevant stakeholders in career guidance and for the unemployed people and the employees taking the career advisory and counselling services, who are in a crisis situation from multiple points of view.

Thus, COMPASS project partners aim to develop a global training program for the digital (e-) career orientation service providers, in order to offer them guidance according to the challenges of the 21st century, that can be applied in all partner counties as well as in other countries of the EU.

Needs Analysis study became a prerequisite for designing the modules



Thus, the scheme for the Needs Analysis was developed to meet the following objectives:

- to collect the information about labor market and Status Quo in e-career counselling services in Germany, Hungary, France, Netherlands and Slovakia;
- to identify ICT practices for guidance and career development in countries mentioned above;
- to collect additional 15-20 best transferable good practices regarding E-Career counselling in the ever-changing world of the 21st century.

For the aim to be achieved, three different methods have been applied.

First, a secondary analysis of official and unofficial statistical data of the partner countries has been carried out. In addition, different methods were employed to collect information about best practices to map the experience of online career counsellors: online interviews, discussions with the focus groups and face to-face or online meetings with career counsellors or relevant stakeholders. Questionnaires developed by partners authorized partners to collect 18 best practices in E-career counselling.

Questionnaires allowed to extract information necessary to identify digital tools employed or needed in E-Career counselling and different modules that need to be developed and offered for E-Career counsellors. This permitted to create modular blended-learning training programme that consists of the following modules:

1. Browsing, searching and filtering data, information and digital content;
2. Interacting through digital technologies;
3. Sharing through digital technologies;
4. Protecting personal data and privacy.

Each of the modules will be designed to integrate the core knowledge, skills and competences that are important in guiding clients online and will contain “Tips and advice” section for online counselling.

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1. COUNTRY REPORT: Germany

1.1. Labour Market in Germany

With 83.1 million inhabitants, Germany has the fourth-largest national economy and industrial base in the world, and is the third largest export nation. Germany is renowned for its major companies in the automotive, chemicals and electronics sectors. Among these, Volkswagen, Daimler, BMW (all automotive), BASF (chemicals) and Siemens (electronics) are the main global players. What is less well known is that 61 % of the total workforce in Germany works in small and medium-sized enterprises (SMEs). SMEs in particular, for example in the mechanical engineering sector, are willing to recruit and are looking for staff.

As of December 2020, 33.69 million people were in employment. Compared with the previous year, there was a decrease in the number of employees subject to social security contributions in most Länder, the majority of these being in Saarland (- 1.1 %). In Schleswig-Holstein, the number of persons employed was actually higher than in the previous year (+ 0.7 %).

On the basis of the entire civilian labour force, the unemployment rate in March 2021 was 6.3 %. Due to the COVID-19 pandemic, the rate has increased by one percentage point compared to the previous year. However, East Germany (7.9 %) continues to be more affected by unemployment than Western Germany (6 %). In recent years, the gap between these employment rates had narrowed significantly. At Land level, Bavaria continues to have the lowest unemployment rate, while Bremen has the highest unemployment rate.

As of February 2021 there were 583 000 registered jobs, 107 000 (15 %) fewer than one year ago. The coronavirus outbreak has had a tangible impact on jobs, particularly in the hotel, culture and retail sectors. At the same time, many companies are unable to fill their posts. While it cannot be said that there is a general shortage of workers or skilled workers, significant tensions and bottlenecks are becoming apparent in technical occupations, construction professions and healthcare and nursing professions.

Almost 400 000 cross-border workers were working in Germany in 2018. These are people who work in one country, but live in another. Given its location at the heart of Europe, Germany has by far the largest number of frontier workers, many of whom come from Poland and the Czech Republic.

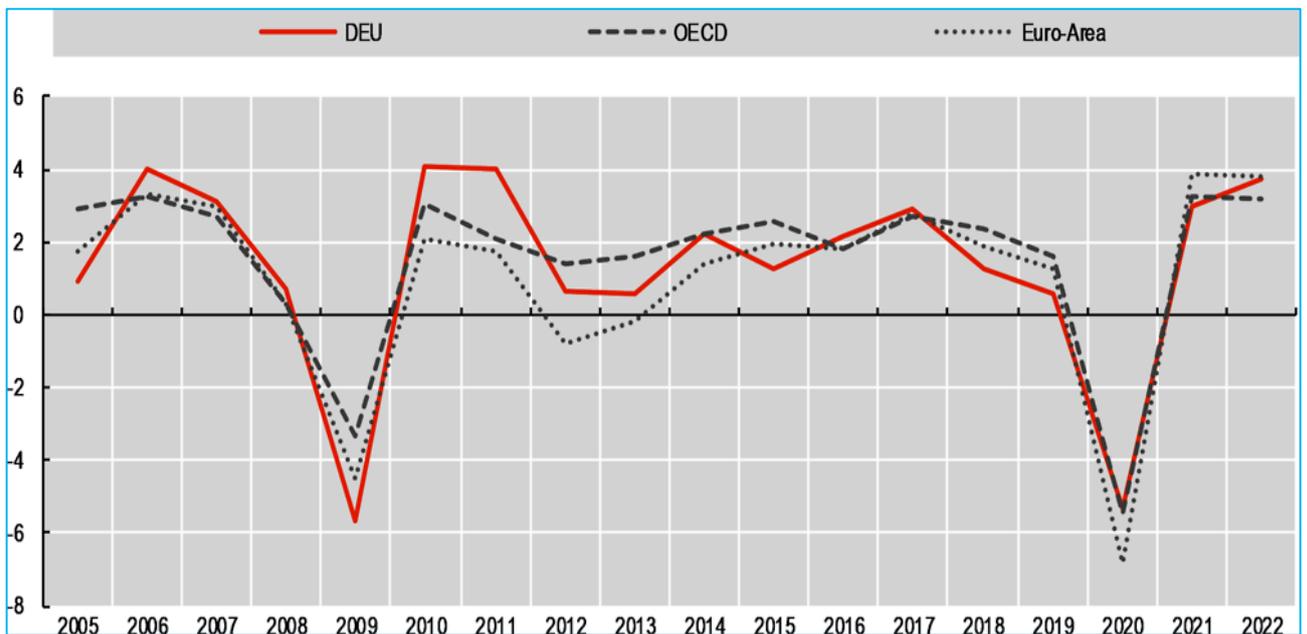
The German labour market needs well-educated women and men — i.e. people with a professional qualification (academic studies, vocational training). There are good opportunities for foreign skilled workers in those occupations that are in particularly high demand.

The data provided by OECD are similar. According to OECD Skills for Jobs data, shortages in Germany are primarily in high-skilled occupations. More than 7 in 10 shortage occupations in Germany were high-skilled, one of the highest shares of shortages in high-skilled occupations across all countries analysed. OECD data suggest that there were no significant shortages in low-skilled occupations. In comparison, only 5 in 10 jobs in shortage on average across countries were high-skilled, 4 in 10 were medium-skilled and 1 in 10 were low-skilled.



Prior to 2020, Germany had experienced steady and robust economic growth for a decade. The strong economic performance built on healthy domestic demand, a robust trade performance and good social outcomes (OECD, 2018; OECD, 2020). As the COVID-19 pandemic took hold, containment and mitigation policies, as well as the great uncertainty of the global outlook led to a sharp contraction in economic activity in Germany (OECD, 2020; OECD, 2021). According to OECD estimates, real GDP decreased by more than 5% in Germany in 2020, although less than in many neighbouring economies (Figure 1.).

Figure 1. Economic output collapsed in the COVID-19 crisis



Annual real GDP growth rates, 2005-22, percentage

Note: Estimates and projections for Germany and the Euro area 2020-2022 are based on the 2021 Interim Economic Outlook (OECD, 2021), estimates and projections for the OECD area 2020-2022 are based on the 2020 Economic Outlook (2020).

The German Government provided strong support to protect jobs and firms in the crisis, notably through fiscal and employment measures, which cushioned the economic downturn. Nevertheless, uncertainty and a drop in demand has had important effects on business investment and exports in key sectors, particularly manufacturing (OECD, 2020). German GDP is forecasted to grow in 2021 and 2022, although further containment measures may bring prolonged uncertainty (OECD, 2020).

According to the Federal Statistical Office the employment annual average has increased to 44.91 million in 2015. Thus, the employment reached its highest level since reunification.

¹ Source: OECD (2021), Real GDP forecast (indicator), <https://dx.doi.org/10.1787/1f84150b-en>, (accessed on 8 July 2021).



In West Germany, the increase in social insurable employment rose slightly more than in East Germany. Thus, the social insurable employment in the West rose by 1.9% to 24.49 million and in the East by 1.7% to 5.68 million.

In the annual average in 2015 2.798.000 people were registered as unemployed in Germany, 100,000 less than in 2014. This is common with 2012, when the lowest level of unemployment since 1991 was observed.

Male unemployment rate has decreased to 1.283 million, respectively that of women to 1.515 million. The proportion of women on the unemployment rate remained unchanged at 46%.

Taking into consideration age differentiation, the decline in unemployment among the young aged under 25 was the most obvious one. Their unemployment rate has dropped to an annual average of 7% to 258,000 and their unemployment rate (based on the civilian labor force) by 0.3 percentage points to 5.7%. In the middle age group from 25 to 55 year olds, the average annual unemployment rate fell by 2% to 2.056 million and the unemployment rate decreased by 0.1 percentage points to 6.9 %. An increase in unemployment was noticed in the age group from 55 and older by 2% to 584,000.

Furthermore, the unemployment rate of foreigners has increased on an annual average by 8% to 563,000, while speaking about Germans it has decreased by 3% to 2.235 million. Thus, foreigners have been much more affected by unemployment than Germans. Their unemployment rate was an annual average of 14.3% more than twice as high as that of the Germans with 6.0%.

Meanwhile, the annual average unemployment by qualification groups has evolved individually, one of the main factors being education. The largest decrease was recorded in unemployment of people who went through an apprenticeship or school education. Their unemployment rate has decreased by 4% to 1,355,000. The number of unemployed people with no vocational qualifications has only slightly decreased, namely by 1% to 1.338 million. However, a significant increase has been observed in the group of unemployed people with a university degree.

1.2. ICT Practices for Guidance and Career Development

Guidance system in Germany

Career guidance for adults has the potential to improve employment, education and training outcomes, while mitigating skills shortages and smoothing the business cycle. To achieve these desired outcomes, services must be of high quality. High-quality career guidance is personalised, based on current labour market information, and delivered by well-qualified advisors.

As it is observed by The Euroguidance Network is a network of national resource and information centres for guidance, “The German Guidance system provides in principle access to educational and career guidance services for all citizens at any stage of their lives – whether they are in education or training, employed, unemployed or looking for continuing education.”

The information provided by the later Network suggests that the provision of career guidance is traditionally based on the distinction between educational guidance and vocational guidance in the vocational training and employment sector.



Educational guidance comprises:

- School Guidance and counselling,
- Guidance on educational paths,
- School Psychological Service,
- Vocational and Career Guidance by the Federal Employment Agency (FEA),
- Higher Education (HE) counselling services.

Vocational guidance includes:

- Placement and counselling in the Employment Agencies (EA)/Job Centre,
- Career guidance in the FEA,
- Municipal educational guidance,
- Adult education centres,
- Career Guidance in the chambers (eg. commerce or industry) and
- Guidance by providers of further training.

POLICY

The structure of guidance provision reflects the German **education** and **employment** system with its shared responsibilities between the Federal Government, the federal states and the municipalities. A key player in the implementation of guidance provision is the Bundesagentur für Arbeit (BA) with its more than 150 local **Employment Agencies (EA) and career information centres (BIZ)**. In addition to Federal institutions, the local municipalities play an important role by providing guidance services either through **Adult Education Centres** or their social welfare services.

Further, **the National Guidance Forum for Education, Career and Employment** - an independent network of politically responsible institutions, organisations and experts - promotes the professionalism and quality delivery of guidance in the education and employment sector in Germany. Along with members of the Federal Ministry of Education and Research (BMBF), the Standing Conference of the Ministers of Education and Cultural Affairs (KMK) and the Federal Employment Agency (FEA), it also contributes to a strategy of Lifelong Learning in Germany in which a coherent **system of lifelong guidance is an integral component**.

In this context, reference should be made to the **National Skills Strategy** (Nationale Weiterbildungsstrategie) which was developed by the Federal Ministry of Labour and Social Affairs and the Federal Ministry of Education and Research, together with the social partners, the Länder, the Chambers of Industry and Crafts and the Federal Employment Agency.

The National Skills Strategy was officially adopted on 12 June 2019 and is based on the Skills Development Opportunities Act (**Qualifizierungschancengesetz**), which already contains a binding right to counselling on continuing education and training by the Federal Employment Agency. In future, the focus will no longer be on formal qualifications alone, but also on individual skills. The aim is to help all current and future employees to maintain and adapt their qualifications and skills in a changing world of work and to enable them to up-skill or to change careers.

SERVICES AND PRACTICES

Institutions of general education are responsible for the provision of guidance services in schools which are offered throughout schooling. Specially trained teachers, social workers, school



psychologists and cooperating vocational guidance practitioners from the FEA provide guidance in school.

In higher education central counselling services as well as faculty-based expert guidance are provided to students and applicants to inform on all study-related topics such as choosing a university, a field of study, subjects, and examination preparation. Career Services within the institutions of HE offer support in the transition from university to employment.

Guidance in the fields of employment, continuing education and avoiding unemployment is provided by the FEA free-of-charge to all citizens. This is mainly carried out by placement officers, who are usually trained counsellors and who assess skills and competences of their clients before defining an action plan for the latter. Young jobseekers (under 25) are served by a special unit and receive more intensive coaching (one case manager for 75 young people). Further, most municipalities maintain adult education centres. They provide both general education as well as continuing vocational education and training (CVET).

Besides the FEA and municipalities, the chambers of commerce, industrial federations and social partners provide services for information related to VET and CVET to all stakeholders. Guidance practitioners in the chambers, e.g. give advice on different topics concerning apprenticeship in the dual system such as information on the course of the apprenticeship, youth protection in the workplace etc.

Furthermore, Trade Unions provide career guidance to their members on questions related to further training while management consultants, private career guidance practitioners and a growing number of non-profit organisations offer guidance services within the private sector.

Finally, a variety of guidance services is offered to special targets groups, among others people with disabilities, disadvantaged youth and people with a migrant background.

TRAINING

There is no legal regulation of the qualifications, training and professional status of career guidance practitioners and counsellors in Germany. Each sector or provider of guidance defines its own requirements – normally a higher education degree (Bachelor or Master) and some additional further training are a prerequisite.

The FEA runs its own **University of Applied Sciences** (Hochschule der Bundesagentur für Arbeit (HdBA)) where career counsellors study a three-year multi-disciplinary Bachelor programme which closely links theory to practice in the Employment Agencies. The fields of study include public management, employer-oriented work incentive counselling, employee integration and social security. Further, the HdBA offers a Master Programme (5 terms) focusing on labour market-oriented guidance. In addition to the study programme at the HdBA, there are in-house training and further education for staff in local Employment Agencies and Job Centres who have various academic backgrounds and move from other posts to career guidance.

The **University of Heidelberg** (Universität Heidelberg) offers a Master Programme in “Job and Organisation-related Guidance Science” (5 terms with 120 ECTS points) for students who hold a university degree and who have relevant professional experience. The same entry requirements apply to the “Master Programme of Counselling “of the **University of Applied Sciences for Social work, Education and Nursing in Dresden** (Evangelische Hochschule für Soziale Arbeit Dresden) which is spread over 8 terms (120 ECTS points). There, the field of study focuses on Psychodynamic counselling and system coaching.



There is rising awareness of how information and communication technologies (ICT) can support people in their careers. Information about vacancies, labour market trends and learning options easily can be made available. Online training courses, access to validation of competences, and development of basic skills can also be easily accessed, if platforms are made available (Cedefop 2018). Authentic virtual market places, where individuals signal their skills and knowledge, and where enterprises advertise their skills needs, existing placements, internships and apprenticeships, are a reality. A growing number of countries also allow individuals to have online portfolios that can support both individual and enterprise learning, as well as being used to support application processes. Harnessing the potential of ICT is, nevertheless, not always easy and has often been a process of trial-and-error for many countries. Effective tools need to be fed with the right information, be supported by career professionals, updated and be fundamentally well integrated into the social contexts of the users. For example, successful cases show high levels of integration with school activity and pedagogical principles, adequate targeting of job searchers' and workers' needs, and high accessibility and ease of use. Establishing the right scope, appropriate tool development cycle and guaranteeing the correct infrastructure and staffing which underlie ICT based services may prove a great challenge. Given the variety of technical solutions, types of tool and target groups, it becomes important that policymakers and careers service managers be aware of existing solutions, their potential and limitations (Cedefop 2018).

When speaking about the role of ICT play in the Occupation development navigator, the following were identified:

- Interactive online tools
- Combination with offline elements
- Dynamic interconnection of electronic resources according to a life course approach.

Meanwhile if to speak about the success factors, they are defined as:

- political willingness to consider developing ICT-based services as a strategic investment for improving public labour market services;
- availability of respective financial resources as part of regular BA budget;
- a strictly user-centred design approach pursued during the development stage of BEN;
- reliance on a large number of existing databases and information sources;

previous experiences gained with the in-house development of various online resources operated by BA prior to the development of BEN supported (Cedefop 2018)

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1.3. Best Practices and Initiatives in the Field of Online Career Counselling in Germany

The collection of good practices was implemented contacting professionals working in the field of online career counselling. Different methods were employed: online interviews, discussions with the focus groups and face to-face or online meetings with career counsellors or relevant stakeholders.

The aim was to collect good practices regarding the use of digital tools in career counselling and to **identify the success factors** and impact of these different tools and digital technologies in career counselling processes.

I. Example of good practice

General data:

1. **Name/Company name:** Peter Guggemos, HdBA Mannheim (University of Applied Labour Studies)
2. **Sector of career counselling:** Federal Labour Office / science
3. **Field of career counselling:** Train-the-trainer; counselling students who will become counsellors
4. **Target group:** Students before working in the Labour Office; students who study while working in the Labour Office (aged 30 to 55 years)
5. **Website address, online appearance platforms:** www.hdba.de

Online counselling:

6. **The target group of online career counselling:**
<ERASMUS-project has not yet been accepted> voluntary and professional counsellors for migrants /fugitives
7. **The platforms applied in the framework of online career counselling:**
<planned: course units as download options>
8. **Type of online career counselling: Individual or group**
Both
9. **The process and the impacts of the applied online career counselling: (getting in touch, addressing, estimation of the needs of the client, applied questioning techniques, the process of counselling, the applied active listening techniques, the way of finishing counselling):**
Course units to improve all kinds of professionalism around assessing formal and informal skills and training/job/career counselling
10. **Time span, frequency of the applied online career counselling:**
In special online courses partly running as parts of our standard university program, and partly planned from 1/2022 up to 11/2024



11. Applied digital tools:

Learning platform named Ilias; powerpoint videos; computer programme handbrake

12. Applied methods:

Mixture of synchronous and asynchronous online learning units, and courses in presence; exams partly in written and partly in verbal form, also including learning platform and video conference systems (MS-Teams, Skype for Business)

13. In your opinion, what is the secret of the successfulness of online career counselling that you apply, from the point of the career counsellor (you) and from that of the client?

From my point of view: after a time of hard work to produce the learning videos (powerpoint presentation taken on video, afterwards made smaller by the programme handbrake to ease upload and download), you can use them for individual training purposes at a time fitting to the time table and to the learning speed of the students, and it is also possible to repeatedly go through them; teacher colleagues can also use excerpts of these videos

From the point of view of the students: they can go through the videos at their own speed and may ask questions in consultation hours/ lessons without disturbances like in class rooms; videos should not be the sole learning option.

II. Example of good practice

General data:

- 1. Name/Company name:** Innovision Concepts GmbH (Education and Career)
- 2. Sector of career counselling:** Education Training management/Education and career
- 3. Field of career counselling:** Since 2004 we work for our partners and clients in the areas of Public Affairs & Strategy, Intercultural & Diversity and Education & Career.
- 4. Target group:** Students before working in the Labour Office; students who study while working in the Labour Office (aged 20 to 35 years)
- 5. Website address, online appearance platforms:** Innovision Concepts (innovision-concepts.de)

Online counselling:

- 6. The target group of online career counselling:**
We plan and organise your tailor-made education and training pathway or support the strategic planning and implementation of educational programs.
- 7. The platforms applied in the framework of online career counselling:**
planned: course units as download options
- 8. Type of online career counselling: Individual or group**
Both



9. The process and the impacts of the applied online career counselling: (getting in touch, addressing, estimation of the needs of the client, applied questioning techniques, the process of counselling, the applied active listening techniques, the way of finishing counselling):

Course unites to improve all kinds of professionalism around assessing formal and informal skills and training/job/career counselling

10. Time span, frequency of the applied online career counselling:

In special online courses partly running as parts of our standard program, and partly planned individually

11. Applied digital tools:

Learning platform; powerpoint videos; ZOOM, TEAMS

12. Applied methods:

Mixture of synchronous and asynchronous online learning units, and courses in presence; exams partly in written and partly in verbal form, also including learning platform and video conference systems (MS-Teams, Skype for Business)

13. In your opinion, what is the secret of the successfulness of online career counselling that you apply, from the point of the career counsellor (you) and from that of the client?

Our advantages are:

extensive experience in our all our fields of competences; multi-faceted qualifications and competences; good local knowledge and an extensive network in many countries Sub-Saharan Africa, Germany and the rest of Europe; flexibility and adaptability; motivation and passion; Individual access to every student.

From the point of view of the students:

they are offered a programme that is designed on their needs and personality.

III. Example of good practice

General data:

- 1. Name/Company name:** Loreta Huber (EureCons Academy)
- 2. Sector of career counselling:** Labour Office / science
- 3. Field of career counselling:** Train-the-trainer; counselling students who will become counsellors
- 4. Target group:** Students before working in the Labour Office; students who study while working in the Labour Office (aged 20 to 55 years)
- 5. Website address, online appearance platforms:** EureCons Academy



Online counselling:

6. The target group of online career counselling:

<ERASMUS-project has still not been accepted> Cooperation partnerships in vocational education and training - Training kit for low-skilled workers and migrants for the 21st-century post-covid era / Advisory board meeting reports in each partner country with school counsellors, school coordinators and experts from educational NGOs, training institutes, youth centres, universities, and community-based organisations.

7. The platforms applied in the framework of online career counselling:

<planned: course units as download options>

8. Type of online career counselling: Individual or group

Both

9. The process and the impacts of the applied online career counselling: (getting in touch, addressing, estimation of the needs of the client, applied questioning techniques, the process of counselling, the applied active listening techniques, the way of finishing counselling):

Course unites to improve all kinds of professionalism around assessing formal and informal skills and training/job/career counselling

10. Time span, frequency of the applied online career counselling:

In special online courses partly running as parts of our standard program in Academy, No general answer possible, individual case-by-case projects and partly planned from 5/2022 up to 5/2024

11. Applied digital tools:

We are using the standard available applications Google Meet, Zoom.

12. Applied methods:

Mixture of synchronous and asynchronous online learning units, and courses in presence; exams partly in written and partly in verbal form, also including learning platform and video conference systems (MS-Teams, Skype)

13. In your opinion, what is the secret of the successfulness of online career counselling that you apply, from the point of the career counsellor (you) and from that of the client?

I employ widespread models and methods used in Western Europe; I am an experienced, empathic professional. I am authentic person for the clients, because I have already taken several wrong turns and reconfigured. The secret of my successfulness lies also in the fact, during the pandemic, I switched to online career counselling.

From the point of view of the students: they can go through prepared material at their own speed and may ask questions in consultation hours/ lessons without disturbances like in class rooms.



IV. Example of good practice

General data:

1. **Name/Company name:** Eko Consulting GmbH
2. **Sector of career counselling:** Executive Management counselling, counselling for online recruiting process, human factor counselling
3. **Field of career counselling:** see above
4. **Target group:** not limited
5. **Website address, online appearance platforms:** www.ekoconsult.at, www.youtube.com/c/ekoconsulting, <https://www.linkedin.com/company/ekoconsulting>

Online counselling:

6. **The target group of online career counselling:** not limited
7. **The platforms applied in the framework of online career counselling:** LinkedIn, Mural, Zoom, Teams
8. **Type of online career counselling:** Individual and group
9. **The process and the impacts of the applied online career counselling: (getting in touch, addressing, estimation of the needs of the client, applied questioning techniques, the process of counselling, the applied active listening techniques, the way of finishing counselling):**
Preparation by identification of needs and requirements upfront, customized program mutually developed with client, “listen, not speak”, individual approaches, round-up in last session and summary, certificate
10. **Time span, frequency of the applied online career counselling:** No general answer possible, individual case-by-case projects
11. **Applied digital tools:** see 2. In addition, survey/questionnaire tools, Prezi
12. **Applied methods:** personal brand building, crew resource management trainings, individual coaching methods for executives.
13. **In your opinion, what is the secret of the successfulness of online career counselling that you apply, from the point of the career counsellor (you) and from that of the client?**
Counselling must be tailor-made for every individual and must meet the client’s requirements. Facilitation instead of instruction. Bringing in own experiences and make analogies for client’s perspectives. Change of PoV essential for broadening own perspective.



Ildiko HANULIAKOVÁ
(Spolupracou pre lepsiu buducnost)

2. COUNTRY REPORT: Slovakia

2.1. Labour Market in the Slovak Republic

Slovakia is a small and open economy that grew continuously in the years 2010-2019. The most important industry in Slovakia is the automobile industry, which employs almost 700 thousand people and which generates 13.9% of GDP and almost half of exports and industrial production.

Slovakia is the largest producer of passenger cars in the world in conversion per 1,000 inhabitants. There are four automobile factories (Volkswagen, Peugeot, KIA and Jaguar Land Rover) and more than 350 suppliers for the automobile industry. To the other important industrial sectors belongs the electro technical industry, the chemical industry and metallurgy.

From the individual sectors of the economy, services account for the largest share of GDP (almost 70%), followed by industry (22%), building industry (5.7%), agriculture, forestry and fishing (2.5%). The proportion of the economically active population at the end of 2020 reached 2.539 million persons, i.e. 46.5% of the total population. According to the age, the most employed were in the group of 35-49 years (1.072 million persons) and the least employed in the group of 15-24 years (123.6 thousand persons). According to economic activities, the most employed persons were in industry (697.7 thousand) and in wholesale trade and retail trade (317 thousand).

Labour market performance in 2019 improved due to continued employment growth. Employment increased, mainly due to improvements in the services and building industry sectors. The employment rate (for people aged 20-64) culminated on the level of 73.3%, which was above the strategy target Europe 2020 in the amount of 72%. The largest year-on-year increase in employment was recorded in information technologies (5.3%), construction (5.1%) and the professional and technical services sector (2.5%). In 2019, the problem of Slovakia was no longer the high unemployment rate (as of 31 December 2019 it reached the value of 4.92%), but rather the provision of qualified employees for vacancies.

Despite the overall positive results on the labour market of the Slovak Republic in 2019, it was already possible to observe a slowdown. Some groups faced to disadvantages and also showed regional differences. These differences can be partly explained by the location of the largest car factories in the west region of the country. Unemployment of the low-skilled persons was one of the highest in the EU and in 2018 it moved on the level of 29.8% (13.3% in the EU). The situation was particularly serious in the case of low-skilled young people (43.5% compared to 21.1% in the EU). Long-term unemployment has been declining (3%), but has remained high, especially among young people, and in eastern regions of Slovakia (10%). The situation of women in the labour market has gradually improved, but gender gaps in employment and pay have remained significant. Most adults had at least upper secondary education, but the rate of lifelong adult learning was low: only 4.0% of adults aged 25-64 participated in the lifelong learning programme in 2018 (EU: 11.1%).

The pandemic of the new coronavirus has caused a global health crisis with a direct impact on economic development. The Slovak economy declined by 5.2% in 2020. The economic crisis caused by the pandemic has resulted in the fastest short-term rise in unemployment in the labour



market since 2009, but the labour market has been more resilient and the unemployment rate has risen less than the global financial crisis. Measures to support shortened work, pandemic nursing

benefits and sickness benefits have also contributed to this. By the end of March 2021, the Ministry of Labour, Social Affairs and Family of the Slovak Republic paid out more than 1.6 billion EUR to the employers and Self-employed affected by the pandemic. The average amount of assistance per employee exceeded more than € 600. Most jobs were supported in the industrial production sector. The assistance also continues to flow to the wholesale trade and retail trade sectors, to accommodation and food services and to the construction sector.

In 2020, compared to 2019, all major industries recorded a decline. A significant decrease in value added was recorded in building industry (-20%) and in production of motor vehicles (-18%). Value added in arts, entertainment and culture decreased by 9.6%, in wholesale trade, retail trade, transport, holding in storage, accommodation and food services (-6.8%), in information and communication services (-5.4%). The positive development was maintained by the production of food, drinks and tobacco (+ 5.7%), financial and insurance services (+ 9.6%) and activity in the real estate market (+ 1.6%).

On average in 2020, employment decreased by 2% year-on-year, the total number of employed persons decreased by more than 50,000 persons to 2,531.3 thousand working persons. The largest decreases were in the whole year in services, especially in accommodation and food service activities, where employment decreased by 12.3% and in transport and holding in storage and in professional, scientific and technical activities both by 7.6%. On the contrary, the increases were mainly in information and communication, where the number of employees increased by almost a quarter (by 21.2%). Agriculture lost 9.2% of workers in the year, the decline in building industry was more modest, by 2.9%.

Unemployment rose to 7.57% in December 2020 (165,455 persons), compared to 2019 (December 2019: 4.92%, 227,341 persons) at the end of the year, there were 61886 thousand people more unemployed than a year ago. The short-term unemployment increased, the most dynamic being the number of unemployed from 3 to 6 months, their number almost doubling year-on-year.

In December 2020, labour offices registered 66,493 vacancies. The largest proportion was made up of jobs for operators and installers of machinery and equipment (43.54%) and skilled workers and craftsmen (20.93%). Compared to 2019, the number of job vacancies declined by almost a third (27.97%).

Due to the coronavirus pandemic, the whole Slovak labour market has also changed. There is a growing interest in IT specialists, couriers and employees in trade business and healthcare. There are vacancies for truck and bus drivers, shop assistants, production workers or manual logistics activities. At present, graduates of technical departments of mechanical and electrical engineering schools, assembly workers, goods supplement assistants and warehouse keepers will find employment.

According to forecasts, the second wave of the pandemic will slow down the recovery of the Slovak economy and GDP growth in 2021 will reach 3.3%. The reintroduction of measures to restrict the spread of the disease will modulate household consumption in the first quarter. However, economic damages will be lower than during the first wave due to resilient industry and foreign demand. The economic recovery will thus take place in the second half of 2021 on the basis of a stable labour market with a gradual releasing of measures. Despite the shocked expected decline in employment in 2020, positive labour market needs are expected in the period 2020-2025, mainly due to the rapid



regeneration of the labour market in 2021. In the current year, taking into account the additional reserve to cover the influence of the pandemic till to the level of 2% GDP, is considering by increasing the deficit to 9.9% of GDP.

Possible future technological changes will have with a large presumption an impact on the Slovak economy more than in the case of other countries. Production processes in industry and services will be affected by advancing digitalisation, automatization and robotization. As a result, many jobs will have to be transformed and probably many will be closed down. Slovakia is a country that will belong among to the most vulnerable economies. It is estimated that as a result of automatization, 40% to 64% of the total current number of jobs in the country could change, some of which may even closed down, especially in the car industry. The most significant technological changes affecting the society concern digitalization, automatization, artificial intelligence and cyber security.

Digitalization brings new business models in all sectors of the economy. As a result, the need for IT workers is growing rapidly. New jobs will also be created, the common denominator of which will be the requirements for higher qualifications, especially in IT skills. The key to assurance a workforce for employers' needs is well-targeted education and training for the labour market, as well as promoting lifelong learning. With the advent of new innovations, therefore, there are also great challenges facing the Ministry of Education. Career guidance in primary schools also needs to be strengthened.

According to the current estimate of the Ministry of Finance of the Slovak Republic (March 2021), the Slovak economy will speed up the dynamics to 6.3% in 2022, also thanks to drawing funds from the EU's recovery and resilience plan. After the end of the pandemic, consumer confidence will be restored and with it, domestic demand will increase. Uncertainty in the economy will decline, which will increase private investment. They will be joined by government investment from the EU's recovery and resilience plan, in the estimated amount of more than 1 billion EUR. They will support the economy until 2026 with a total amount of 6.1 billion EUR.

The Recovery and Resilience Plan focuses on five key areas of public policy:

- Green economy
- Education
- Science, research and innovation
- Health
- Effective public administration and digitization

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2.2. ICT Practices for Guidance and Career Development

The past months have posed major challenges for career counsellors. The coronavirus pandemic has been associated with serious social and economic consequences that have accelerated and highlighted essential changes in the labour market. At the present time, digital literacy, flexibility in the labour market and the ability to take a proactive approach to one's careers, which are an absolute necessity for future employment and livelihoods assurance. In order for public policies and services, including career guidance, to prepare people for new realities and challenges, they must come into this new world themselves.

Distance career guidance was used even before the outbreak of the global pandemic. It counted on the increase in its importance mainly from the following reasons:

- in many cases, online counselling is more economical than face-to-face counselling;
- the availability and utilising of new Internet applications is generally increasing;
- the demand for distance learning opportunities is increasing in the society.

In June 2021, the civic association Spoluprácou pre lepšiu budúcnosť (Teamwork for a Better Future) within the COMPASS project organized a workshop for experts from the field of career counselling, which was focused mainly on identifying the success factors of online career counselling. Participants talked about the challenges (opportunities), limitations (threats), strengths and weaknesses of online career guidance that were associated with suggestions for solutions. The subject of discussion was also methods and tools, as well as competencies (personal, methodical, social, digital), which should be developed in the framework of education focused on increasing the success of online career counselling. It also addressed the issue of skills transfer from the classic type of career guidance to the online space. From the conclusions of the workshop results the following findings:

- Career counsellors are using most often the platforms as for example Microsoft Teams, Zoom, Skype, Google Hangouts, WhatsApp, Facebook Messenger, Viber and others. The main advantage of online counselling is the general availability, the possibility of providing counselling anytime and anywhere, the possibility of using various technologies. However, a smooth progress requires the professionalism of a career counsellor both professionally and technically and technical equipment, including internet connection. It brings other benefits for the client - savings of time and financial resources. The client can take online counselling from the comfort of home, where he feels safe and more comfortable. The disadvantages of online counselling are consisting mainly that the counsellor has no control over the counselling process, cannot rely on eye contact with the client, and does not have the ability to monitor non-verbal expressions, body language and mental situation of the client. Online counselling can create technical problems that participants cannot affect. Experts were of the opinion that interpersonal contact and building personal relationships in the counselling process is very important, so they consider online counselling to be a suitable form of supplementing the portfolio of counselling services.
- There will be put ever higher demands on career counsellors. In order to be able to adapt to the constant changes in the 21st century and also provide online counselling, it is necessary to improve their competencies - personal, professional, methodological social but also digital, so it is necessary to permanently participate in the lifelong learning



process, even though the form of self-education. It is very important for the career counsellor to be able to work with digital means, to select appropriate counselling methods, effective way of online communication, presentation techniques and motivational tools with regard to different target groups (older, young, parents after parental leave, pupils, students), to find suitable topics and resources that clients are interested in. Despite of online counselling can also be collective, it is more suitable to provide it for a smaller target group and, if interested, also for an individual. And in most cases, however, it is inevitable to combine online counselling with a personal meeting with the client.

The worldwide coronavirus pandemic has fundamentally affected the work of career counsellors in Slovakia. Due to strict anti-epidemiological measures, many of them lost the opportunity to meet clients in person and help them with career direction questions. However, this difficult situation has become an impulse for many providers to educate, development of innovations and completion of their existing services, and thus remain available to their clients even in today's difficult times.

The competition of National Career Counselling Prize 2020, in which 18 organizations took part and in which inspiring services in the field of career counselling are awarded annually, also focused on these services. The submitted contributions confirmed what various forms can have online counselling - from career education for pupils through online experiential counselling up to help foreigners with work integration, for example:

- The Mareena organization has launched a comprehensive online support service for foreigners (<https://mareena.sk/>), which consists from online webinars, mentoring and the provision of information on current state measures and the situation in the labour market. A group of enthusiasts from the Zmudri.sk platform showed how to adapt education to the current generation of young people. On their platform <https://zmudri.sk> they regularly publish video courses on various topics, including the preparation of young people for their own careers and life after school. Video courses also serve as a useful online tool for career counsellors and educators.

The Euroguidance Centre and the Association for Career Guidance and Career Development, which aim is to visualize the career guidance services in Slovakia and at the same time to support new and inspiring initiatives, organizes a "Career Week" every year. In 2020, 20 organizations took part in this initiative, which organized 27 career guidance events, for example:

- The career counselling team of the Association for Career Counselling and Career Development provided experiential online counselling for more than 100 people over two days. Participants had the opportunity to try different experiential techniques, and thus discover their strengths, motivations and values. These online sessions were complemented by webinars on current topics in the field of the labour market - building a personal brand and the specifics of an online job interview. The Winter School of Career Counselling focused on networking counsellors and developing their cooperation.



In 2020, offers of career counselling from non-profit organizations increased, which flexibly adapted to the current situation.

- The Career Compass and In Energy organizations offered women on/after maternity leave a free of charge online experience counselling workshop.
- Social counsellors from Alternative - Centre of Independent Living focused in their online activities on activating young people with disabilities.

Career Week 2020 for career counsellors has made it possible within several occasions to expand their competencies and counselling skills.

- The newly established Regional Career Centre in Zvolen, in cooperation with the Centre for Pedagogical-Psychological Counselling and Prevention in Zvolen, organized online workshops for educational and career counsellors from schools focused on the introduction of experiential techniques.
- In 2020, the Research Institute of Child Psychology and Pathopsychology also joined the initiative, which within an ongoing national project is implementing several educational programmes for counsellors from counselling centres and schools.

The COVID-19 pandemic confirmed the trend of increasing the importance of online distance counselling. Further development assumes that the distance form of work will become crucial for career counsellors. It will no longer be considered as one of the options or as a specialization. In the period before the pandemic, long-distance career services were sought by people with reduced opportunities to travel to professionals, foreigners who do not fluently speak the language of the country in which they live, or exhausted people from labour. In the post-COVID-19 period, the target group will be enlarged significantly according to the prognosis.

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2.3. Best Practices and Initiatives in the Field of Online Career Counselling in Slovakia

The collection of good practices was implemented contacting professionals working in the field of online career counselling. Different methods were employed: online interviews, discussions with the focus groups and face to-face or online meetings with career counsellors or relevant stakeholders. The aim was to collect good practices regarding the use of digital tools in career counselling and to identify the success factors and impact of these different tools and digital technologies in career counselling processes.

I. Example of good practice

General data:

1. **Company name:** BKS Úspech, s.r.o
2. **Sector of career counselling:** Private sector
3. **Field of career counselling:** Balance of Competences - employment
4. **Target group:** Employees (the notice period), jobseekers, job applicants (general)
5. **Website address:** www.bksuspech.sk
6. **Contact:** uspech@bksuspech.sk

Description of good practices in online career counselling:

7. **The target group of online career counselling:**
The target group are employees (in notice period) of Hornonitrianske mines Prievidza who are dismissed from their jobs in connection with the decline of coal mining. These employees are excluded from work activities for 6 months prior to the termination of their employment and are included in the programme "Preparation for the labour market". This programme takes place in a separate purpose-built facility, where are at their disposal to these employees assigned tutors who work with them throughout the whole period. The whole project is covered by the Trenčín Self-Governing Region. Our company has been contracted to carry out the Balance of Competences for these employees and, based on its outputs and our recommendations, the tutors continue to work with them. They provide them with the necessary retraining courses, conduct job interview trainings, help with CVs, incentive letters, etc.
8. **The platforms used in the framework of online career counselling:**
On online implementation of the Balance of Competences was for us more or less constraint due to COVID measures. We are using the standard available applications Google Meet, Zoom.
9. **Form of online career counselling (e.g., individual, group, collective . . .):**
The Balance of Competences is implemented by a combination of individual and group activities.



10. Description of an example of good practice - the process and the impacts of the used online career counselling:

The Balance of Competences process runs through three main phases, each of which has specific objectives but in the same time it is linked to the previous one:

- **Initial phase** (check client's understanding and motivation, create an atmosphere of trust, analyse client's requirements and expectations, set objectives for joint work)
- **Information gathering phase** (analyse the client's work experience, establish a personal competence portfolio, analyse the client's profile - values, interests, personality assumptions)
- **Final phase** (development of a career objective, development of an action plan, improvement of labour market knowledge and job search skills, development and submission of a final report)

The impact of career counselling is in that the client defines his/her own future career direction based on self-awareness of his/her competences and strengths. The output is an action plan, which is a joint output of the counsellor and the client, where are defined at least two future occupations and where are defined potential employers in the region and outside the region. Most importantly, however, it defines the step-by-step objectives necessary for getting employed, whether it is already the retraining needed or other vocational training, and the concrete steps to complete job interviews with employers. The impact is that about 30% of the clients have found a job. We consider this percentage to be good, in regard to the age level of the clients, when a large part of them select for early retirement; helping the client to manage this process is also an output of the whole activity.

11. Time span, frequency of the used online career counselling:

The frequency of counselling is one to two activities per week in time space of 6-8 weeks.

12. Applied digital tools:

Google Meet, Zoom

13. Applied methods, techniques and processes:

Interviews, coaching, trainings, questionnaires, tests, competency portfolio, final report.

14. In your opinion, what is the secret of the successful of online career counselling that you apply, from the point of the career counsellor (you) and from the point of the client?

Successfulness is always based on the quality of the career advisor or counsellor followed by the methodology and tools. The Balance of Competences is a methodology verified not only in Europe, but also in our country on more than 10.000 clients.



II. Example of good practice

General information:

1. **Name / Company name:** Internetový sprievodca trhom práce (ISTP) – portal administrator TREXIMA Bratislava, spol. s r.o.
2. **Area of activity:** job portal and information-consulting tool for all labour market participants
3. **Target groups:** jobseekers, employers, employees of labour offices, pupils, students, their parents and educational counselors
4. **Web page:** www.istp.sk
5. **Contact:** free infoline 0800 212 800, projekt@istp.sk

Description of an example of good practice in the field of online career counseling:

ISTP has been operating since 2003. The reason for its creation was high unemployment, which necessitated the need to improve and optimize advisory and brokerage services of labour offices. For this purpose, a **free publicly accessible portal** was created that offers to unemployed on-line access to their labour potential diagnosis and follow-up search of adequate job vacancies. It was also an appeal to employers to publicly articulate their requirements and demands for qualified workforce.

Two new key ISTP functions were launched in November 2013 – employers can advertise **job offers free of charge** and jobseekers can make their **personal profiles available to employers** looking for new employees.

6. Target groups:

In the first place, it is intended for **unemployed people**, both jobseekers and voluntarily unemployed who are looking for work. They can find here employers' requirements as regards education, knowledge, skills, competencies (e.g. communication, foreign language skills, presentation skills, physical fitness, etc.), but also a continuously updated database of job vacancies.

The information is also intended for **pupils, students, their parents and school counsellors** about what education is needed to perform various jobs, which schools offer such education, as well as advice on planning a future career.

Employees of labour offices have the opportunity to create a personal profile of each jobseeker in the ISTP on the basis of data from the application for inclusion in the register of jobseekers. Thanks to the database of job offers from the ISTP, they recommend suitable vacancies to jobseekers.

Employers receive useful information as regards performance of personnel management, publishing of requirements for the qualification of the labour force and publishing of job vacancies. ISTP allows them to advertise job offers free of charge and access the database of personal profiles of job seekers.



7. Which main tools have the user available and how do they work?

Tool **Job vacancies** play a key role as a job database created from labour offices and employers who can advertise jobs online at ISTP. This tool is of particular importance for jobseekers looking for jobs according to their professional competence. Over the years, the ISTP job vacancy database has become one of the largest that jobseekers can find on the slovak internet labour market.

The **Courses** section contains a database of further education courses, through which users can increase their preconditions for finding a job on the labour market in a specific job. Using the **Job Compass**, users who are looking for a job or need advice on choosing a school will fill in a series of questionnaires to create their personal profiles. Then they can make profile available to employers looking for new employees. The system will also offer them suitable jobs and recommend areas for improvement.

The fourth tool is the **Database of Employments**, which contains information about jobs so that users can get an overview of the conditions of performance of the employment. Information on the gross monthly wages of employments is also available.

8. Methodological assistance and advice to users:

For users, there is a **free infoline** ISTP 0800 212 800, **e-mail** projekt@istp.sk, **online chat** and a public section to ask questions "**Ask us**". The ISTP team answers questions about the ISTP portal, employment services or law. To illustrate, the number of chats last year was 2,000 (167 per month), the number of e-mail answered questions and questions from the "Ask us" section was approximately 3,800 (317 per month), and the number of callers has increased to approximately 400 – 500 per month since the introduction of the free infoline.

9. ISTP in numbers

ISTP reaches **one million traffic**, with more than 300,000 unique visitors visiting the site every month. More than 120,000 active users and 30,000 employers are registered in the system. As of June 2021, the national job portal is offering 17,000 advertisements, which represents more than 70,000 vacancies.

10. The secret of the successfulness of the ISTP

In our work, we mainly encounter cases of recommending suitable job offers to job seekers based on their requirements. Those who have no idea what kind of work they would like to do are referred to the Job Compass tool, which recommends suitable jobs based on a completed personal profile. We also provide online advice and a tool on how to write a proper CV. Our users especially appreciate the accessibility of the services, there is a free hotline, email or online chat every working day from 8.00 am to 4.30 pm. The ISTP team responds to enquiries within one hour during the working day if the situation is favorable



III. Example of good practice

General data:

1. **Company name:** K.A.B.A. Slovensko, Komenského 19, 036 01 Martin, Slovakia
2. **Sector of career counselling:** Non-profit sector
3. **Field of career counselling:** career counselling for disadvantaged groups on the labour market, innovative courses for different target groups in the field of career counselling and soft skills
4. **Target group:** job seekers, job applicants, primary school pupils, secondary school students, career counsellors
5. **Website address:** <https://www.kabaslovensko.sk/>
6. **Contact:** info@kabaslovensko.sk

Description of an example of good practice in the field of online course for career counsellors:

Pilot course Career Counselling in a Cube and Development of Key Competencies of a Counsellor

1. **Target group of online course:**
Career counsellors
2. **Platforms used in online course for career counsellors:**
Zoom
3. **Form of online course for career counsellors (e.g. individual, group, collective...):**
Individual and group

Description of an example of good practice - the process and impacts of the online course used for career counsellors:

Lecturers K.A.B.A. Slovakia, we were joining together during the pandemic period and learning how to work with Zoom, which we found to be a good application for interactive learning, where we engage participants in group exercises, writing, drawing, talking, and we started using it for soft skills courses and for career counsellors.

The pilot course **Career Counselling in a Cube and the Development of Key Competences of a Counsellor** was implemented online with 11 counsellors from various Offices of Labour on 30/09/2020 - 01/10/2020 in the range of two days for 4 hours. Six participants were connected via the Zoom application from the Office of Labour and five from the house. We tried the connection the day before the implementation. Course participants were introduced to the Zoom features, and each was assigned the colour they used during the course for writing and drawing. The atmosphere was pleasant from the beginning; we encouraged and supported each other. It was a new form of teaching for everyone. From the beginning, they were interactively involved, they also worked with worksheets. The connection worked in every way, so we also discussed about the career counselling - how it works and as how it could work. They had a homework assignment Questionnaire of Inborn Abilities. The next day we were continuing according to the programme and realised also other exercises.



PROGRAMME of the course Career Counselling in a Cube and the Development of Key Competences of a Counsellor:

Introduction (objectives and programme, introduction, expectations)

Career counselling - past and present

- Uniform understanding of terms
- What is career counselling? Map of career counselling methods
- Counselling at Office of Labour Social Affairs and Family

Process of comprehensive career counselling

- Models of career counselling

Career counselling and the labour market

- Orientation on the labour market
- Profession and professionalism

Forms of guidance and counselling

Key competences of a career counsellor and their development

- Identification of key competences of a career counsellor
- Developing career counsellor skills through exercises

Quo Vadis career counselling?

Conclusion

1. Time span, frequency of online training for career counsellors:

The pilot course **Career Counselling in a Cube and the Development of Key Competences of a Counsellor** was implemented online with 11 counsellors from different Offices of Labour from 30/09 to 01/10 2020 in the scope of two days of 4 hours each. We worked from 8 am to 12 am with one 10-minutes break.

2. Applied digital tools: Zoom

3. Applied methods: Discussion, worksheets, inborn abilities questionnaire, team exercise Survival in Northern Canada

4. In your opinion, what is the secret to the successful of the online course you use for career counsellors from your perspective and from the perspective of your client?

Participants' evaluations showed that their concerns were unnecessary; the courses can be implemented online. However, there are crucial the preparedness of the lecture and the choice of appropriate methods and tools. The optimal duration of the course is 2 days per 4 hours combined with homework. **There is a need to improve awareness and remove the fear of online learning.** Move from the fear zone to the learning and developing zone, as it naturally works in any skill development. For this to work we need **better technical equipment, to enable 'home learning' for staff**, to encourage them to learn through online learning. The lecturers we agreed that exactly within the context of prevention that **the benefit of learning online is appropriate and effective.**



IV. Example of good practice

General information:

- 1. Name/Company name:** BBSK Regional Career Centre, Regional Career Centre of the Banská Bystrica Self-Governing Region (RCK BBSK)
- 2. Sector of career counselling:** education, employers
- 3. Field of career counselling:** education, career counselling, dual education
- 4. Target group:** career counsellors, teachers, professionals, students, employers, parents
- 5. Website address:** <https://www.facebook.com/Region%C3%A1ne-centrum-kari%C3%A9ry-BBSK-102731708580301>
- 6. Contact:** BBSK Regional Career Centre, Jozefa Kozáčka 11, 960 01 Zvolen
peter.csori@dobrykraj.sk

Description of good practice example in the field of online career counselling:

- 1. Target group of online career counselling:** career counsellors, teachers, professionals, students, employers, parents
- 2. The platforms used in the framework of online career counselling:** Zoom, Teams
- 3. Form of online career counselling (e.g. individual, group, collective ..):** individual, group, and collective especially for parents
- 4. Description of an example of good practice - the process and the impacts of the used online career counselling:**

In 2020, a Regional Career Centre (hereinafter referred to as “RCK”) was established in Zvolen, the founder of which is the Banská Bystrica self-governing region. Its main objective is to connect education with the needs of the labour market, increasing the employability of school graduates, methodological support, mentoring and continuous education of career counsellors. It has 2 employees a manager for communication with employers and schools and a career counsellor. Manager for communication with employers and schools (Ing. Marek Veľký, PhD.) provides a complete service for employers and schools in the field of dual education conducts full-time and online seminars and workshops for schools, students and their parents, where he informs about the benefits of dual education and opportunities of cooperation with employers, possibilities of excursions, open days, etc. The career counsellor of the centre (PhDr. Peter Csóri, PhD.) mainly provides continuous education of career counsellors and other professional employees at primary and secondary schools, especially through a mentoring programme. This programme is provided in cooperation with career counsellors from the Centre for Pedagogical and Psychological Counselling and Prevention. This mentoring programme responds to the development need and support of career guidance in primary and secondary schools. Its objective is to strengthen and improve career guidance quality in schools as an inevitable part of career education, which is still not given enough attention. Our mentoring programme is focused on educating and mentoring career counsellors in schools who have been faced with a challenging task in addition to their other duties: to provide career education and career guidance for their students from the lowest grades to the final grades. Indirectly, our target



group is also students of primary and secondary schools, to whom we provide "tastings" of career counselling as part of our activities, so that they have an idea of what career counselling is and how important it is for them to manage their own careers, to their preparation for the future and for better employability in labour market. We encourage them to ask for the provision of this service from their career counsellors at school. The mentoring programme brings for career counsellors the opportunity to regularly and current develop their knowledge and skills in career counselling, so that they can gain courage and gradually, with our help, independently implement career counselling with students. The programme also includes activities focused on psycho-hygiene and prevention of career counsellors' burnout syndrome, which also took place online. At each meeting, they have the opportunity to share good practice examples, what they have succeeded in, what they are proud of and to inspire each other and constantly improve their career guidance.

We planned to implement this programme in attendance form, but due to the epidemic situation, we flexibly switched to the online mode and found ways how to implement online workshops in the experiential form. Participants carefully signed up for us, because the online form was cautionary for them. Gradually, others were added, as we also supported them in the development of digital tools, which they could directly try and find an advantage in them and utilisation also in teaching their subjects, within their pedagogical practice.

5. Time span, frequency of online career counselling:

We started to implement the programme from October 2020 approximately on a monthly basis. We started to implement this model of work for teachers and career counsellors firstly in the district of Zvolen, later were added other districts: Detva, Krupina, Banská Štiavnica. So we carry out about 3 online workshops per month. Due to the enormous workload of teachers, the length of online meetings was adapted to their possibilities and needs for about 2-3 hours / one meeting. We provided online counselling for students according to the requirements of schools and their students, in the time span of 2 teaching hours, on average 1 online group counselling per month.

6. Applied digital tools:

Mentimeter, Jamboard, Slido, and Miro.

7. Applied methods, techniques and procedures:

In the implementation of mentoring workshops, we are coming out mainly from modern and postmodern theories and approaches, and reflect on current trends in career education and career counselling. We are utilising an experiential approach, various experiential tools and techniques that we have transformed into an online space: (various creative techniques, visualization, storytelling, guided imagination, career construction, we work with consulting cards, video presentations, etc.).

We are planning activities based on the specific needs of career counsellors in our region, which we mapped out during the introductory meeting and their feedback. We try to understand the principles of career counselling and start thinking "in counselling way". Together, we are going through the various stages of the career counselling process. We are connecting the theory with practice - individual career theories are followed by practical activities that counsellors can experience at themselves, from self-explanation to managing



and planning their own professional and educational career. At the same time, they will learn to apply specific approaches (coaching, appreciating, solution-oriented ...) and various techniques in career counselling (to know how to conduct a counselling interview, actively listen, communicate effectively, ask questions correctly, reflect facts, attitudes, emotions, appreciate, activate, motivate students ...). We pay close attention to reflection and encourage them to think in the role of counsellor, not educator. The online meeting also creates a space and supportive environment for sharing successes and examples from the practice of career counsellors from schools, a space for mutual inspiration. They also had the opportunity to communicate in smaller groups using the breakout rooms' function.

8. In your opinion, what is the secret of the successful of online career counselling that you apply, from the point of the career counsellor (you) and from the point of the client?

In our opinion, it is our enthusiasm and partnership approach, an effort to help to develop of career guidance in Slovakia. We also tried to point out also on the advantages of online tools and their use in practice, because no one paid attention to them in this direction and the participants were worried that they would not be able to do it, but everyone managed it successfully and they were enthusiastic about it and were able to apply them later in their pedagogical practice. We are participating in various online activities within the Association for Career Counselling and Career Development and we are cooperating with various public and non-public institutions in the field of education and career counselling. When creating the content of the meetings, we try to be flexible and innovative and bring current information, methods and techniques.

We are aware of and take into account the specifics of individual schools and their students, as well as regional specifics. We are regularly attending at various seminars, workshops, conferences, and these bring us new inspirations in setting up activities for career counsellors. We perceive the online space as the space of new challenges and opportunities.



Zsuzsanna ANTAL
(Human Profess)
Mariann MAGYAR
(Human Profess)

3. COUNTRY REPORT: Hungary

3.1. Labour Market in Hungary

The growth dynamics of the Hungarian economy in 2019 was similar to that of the preceding years; the GDP has grown by 4.9 percent, which has enabled the preservation of a worker-friendly labour market environment. The growth influenced the various sectors to differing extents. The volume increase was 21.7 percent in construction and 5.4 percent in industrial production, while the volume of agricultural production decreased by 0.3 percent compared to 2018. 75.3 percent of the population between the ages of 20–64 was considered employed, so the EU target for 2020 was already realised in 2019, and we made it into the middle-ranking group of member states with this figure. The employment indicator of 2019 was coupled by one of the lowest unemployment rates of the EU: only 3 other member states had a lower rate than the Hungarian 3.4 percent. The Hungarian labour supply – primarily for demographic and structural reasons – was only partially able to follow the growth of labour demand, thus, the employment of foreign workers was further expanded. Due to a tight labour market, the bargaining power of workers has improved, and the dynamic growth of earnings has continued. Workers' earnings have exceeded last year's by an average of 11.4 percent, and between 2017 and 2019, earnings have increased by a total of over 28 percent in real terms. It needs to be mentioned however that the favourable labour market conditions that characterised 2019 have deteriorated substantially since March 2020, due to the powerful economic downturn that occurred in the wake of the **COVID-19 pandemic**. In the second quarter (of 2020), the full duration of which was affected by the pandemic, the number of those in employment was 103,000 less than during the same period of 2019 (KSH, 2020).

In 2019, while the **national average employment rate** was 70.1 percent in the population aged 15–64, this rate was 74 percent in Budapest, and 73.8 percent in Western Transdanubia. In contrast, the worst employment rate was found in Southern Transdanubia, a region that is increasingly lagging behind the rest: it was only 65.4 percent there, followed by the second worst, Northern Hungary – which used to be last in line until 2017 – with 66.1 percent. (KSH, 2020).

Sex and educational attainment together have a rather strong influence on labour market status. In 2019, 93 out of 100 males aged 20–64 with tertiary educational attainment did work, while only 46 percent of females of the same age group but with an elementary educational attainment at most were employed. Those with low educational attainment function as a kind of buffer for the economy: if labour demand is high, a lack of education is not necessarily a disadvantage for job-seeking, but during economic downturns, they may be the first ones to lose their jobs. This is another reason why it is unfortunate that this group is still being constantly replaced. In 2019, 11.8 percent of Hungarians aged 18–24 were considered so-called early schoolleavers, which may be lower than the 17.3 rate of Spain at the “top” of the list, but is significantly higher than the best rate of 3 percent in Croatia, and is also higher than the average EU28 rate of 10.3. (KSH, 2020).

Public employment is a unique form of employment that has engaged a considerable amount of people in recent years. Through raising public employment quotas, the government intended to create work opportunities during the period that followed the economic crisis in Hungary, for the populations who were unable to find jobs in the primary labour market due to their deficiencies in



education or skill, a lack of jobs in their region of residence, or difficulties with labour market socialisation. Although shifting from public employment to the primary labour market is usually not easy, it has still become substantially easier in recent years. This is because due to the severe labour shortage, companies kept lowering their expectations towards applicants so that they could ensure the continuity of labour. As a result of this, the number of those in public employment, which was more than 200,000 in 2016, has dropped to its half by 2019. (KSH, 2020).

Employment forms that are considered flexible – such as part-time employment (which may be better fitted to workers' individual life situations) and fixed-term contract employment (which makes it easier for employers to adapt to changing workloads) – are less widespread in Hungary compared to the whole of the European Union, but at the same time, the differences – in the prevalence of these forms – between the member states are also rather large, partly as a result of different labour market traditions.

In Hungary, in the fourth quarter of 2019, only 5.1 percent of those aged 15–74 responded that they were in part-time employment, compared the EU rate of 19.9, and the rate of those working in this type of employment remained largely unchanged throughout the past decade. The rate of Hungarian females working in part-time employment was the double of the same rate of males, but their rate was further away from the relevant EU average. Part-time employment is most prevalent in the 15–24 age group due to student labour, but it is still not more than 6.2 percent of the total employment rate of this age group, in contrast with the EU average of nearly 32.8 percent. (KSH, 2020).

Depending on the seriousness of the **epidemiological situation** and the extent of measures introduced in response, the coronavirus epidemic placed a heavy burden on European economies. Cancellation of events, restrictive measures or shutdowns resulted in a considerable decrease in labour demand in the most affected sectors. Decision makers and the enterprises concerned also had to handle the large-scale absence of employees from work due to illness, nursing a family member or home-learning. In the course of tackling the crisis, most European governments considered it a priority to keep workers in employment and compensate those absent from work and they have adopted and adopt diverse measures to this end.

One group of measures aim at retaining jobs. These include direct financial assistance for enterprises, improved access to loans as well as support related to taxes and contribution, which are designed to maintain the solvency and, in this way, prevent the bankruptcy of enterprises.

They were adopted by all European countries in some form. In Hungary economy support measures were adopted to provide direct financial assistance for enterprises that had incurred significant losses or loss of revenue. Government credit lines were established to ensure the liquidity of enterprises, retain jobs, mitigate damage and protect the market position of enterprises. Government-subsidised soft loans are available for enterprises in most EU member states, in Hungary also.

Compared to the measures adopted by other European countries, Hungarian measures were primarily related to various forms of job retention, while support for the unemployed was not included and support for absent workers was only included to a limited extent among the measures. Absent workers are mainly assisted through eligibility to sick pay and agreements between employers and employees are of primary importance. Employees who fall ill, are quarantined because of contact with an infected person or look after a sick child, qualify as incapacitated and are thus entitled to sick pay. Measures in Hungary did not include unemployment assistance – neither the extent nor the coverage of the unemployment benefit. Furthermore, direct aid to employees was only introduced with a limited coverage.



List of information sources and references:

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2. KSH (2020). 103 ezer fővel dolgoztak kevesebben, mint egy évvel ezelőtt. Brief guides. Employment, Hungarian Central Statistical Office, Budapest.
3. KSH (2020). Munkavégzés és családi kötöttségek, 2018. II. negyedév. Brief guides. Hungarian Central Statistical Office, Budapest.
4. KSH (2020). Távmunka és „home office”. Brief guides. Hungarian Central Statistical Office, Budapest.



3.2. ICT Practices for Guidance and Career Development

Due to the actions caused by Covid pandemic, classical frameworks of learning-training, counselling, career orientation and career counselling, built on personal presence and staying in a physical space have been turned over. We can say that the past months meant a key and novel challenge for the professionals dealing with career orientation and counselling.

2020 report of Career Orientation Department of Hungarian Pedagogical Association indicates that there is a significant loss: the majority of counsellors have lost the majority of their clients, 12% of them lost all of them. 1/3 of them could hardly keep anyone (max. 10%), and the loss can be said to be small (under 25%) by only 20% of them. 43% of career counsellors managed to keep quarter of their clients within online format. Connection with the majority of young people was lost: 63% of counsellors working with students could continue working with less than a quarter of their clients, and only 29% of them could keep the majority. Situation is better in case of advisors, who only work with adult people: 40% of them have managed to keep their advice seekers in the framework of distance counselling.

Among reasons of dropout from counselling, we can find lack of internet connection and IT tools available for advice seekers, which is one of the characteristics of the existing digital divide (especially by clients living in deep poverty). Also the lack of details of methodology of e-counselling, lack of its toolbar, as well as reluctance of advice seekers to non-presence-based counselling. Use of assets has caused troubles, even where they have already used online methods before. Keeping clients was made more difficult also by the fact that lack of assets and internet characterised not only them, but also counsellors – to a different extent in each of the sectors.

Perhaps professional, methodological assistance would have been even more important than the provision of tools. One third of the advice seekers would have required methodological assistance, but they did not get it in each case.

Traditional tools used for every day interpersonal communication (e-mail 76%, telephone 73%), and the chat application of one of the most popular social networks (Facebook Messenger 66%) are particularly popular among professionals providing e-counselling. Skype (40 %) can also said to be a classical tool, i.e. it is a tool that has been used for long years, and that could provide the decoding of metacommunication. Regarding the two leading techniques, it can be said that these do not make possible “face to face”, the baseline of counselling, that provides an opportunity for the conveying of less information, due to the exclusion of detecting nonverbal signs. Zoom, offering a wide range of opportunities, stands at 25%. In higher education institutions, career counselling, along with education takes place through the Microsoft Teams.

Based on the report, it is visible that one can assign and then discuss a modern task even by using the outdated tool used by counsellors: by e-mail, or through the messenger. One can hand out a task about searching on the internet, or about internet portals. But also modern tools can be used in a outdated way, for simply assigning a task – substituting sms or e-mail.

Among career orientation portals, most people use *felvi.hu* and the second version of National Career Orientation Portal (*palyaorientacio.munka.hu*). Besides that, also National Office of Vocational Education and Training and Adult Learning (*nive.hu*) is significant, the use of new, official information page of vocational education, *ikk.hu*, the old National Career Orientation Portal *eletpalya.munka.hu*, and also the site of Educational Authority Hungarian Centre for



Recognition and Information on Foreign Qualifications, *oktatas.hu* and the use of page *szakmavilag.hu* of the chamber are significant. Besides these, further 22 websites have been mentioned: besides the own websites of given institutions, universities and vocational training centres, also international and governmental websites, as well as some specifically private-sustained, career orientation-themed websites.

Many people mentioned at the nominated online counselling tasks, practices and games, that they had used home-made tasks, materials, so we can define the following grouping:

- autonomous intellectual properties (online games, worksheets, videos...);
- worksheets made by others, online and/or offline tools;
- the existing (standardized) self-assessment procedures, tests;
- competitions based on project and independent work;
- educational awareness raising tools.

If online counselling was not was not feasible, 80% of counsellors tried to keep in touch with their clients in a different way: by preparing and sending information materials and newsletters. Besides these, they have also developed and sent online games/tasks for the age group of the school students.

Along with the progressing of the age of the clients, both the number of sessions of training clearly increases, and also its methodology changes. The number and the period of length of online counselling sessions held with a client shows a moderately strong positive correlation, which might imply that at organisations, or counsellors where there is an established framework of e-counselling, the time span and the content of counselling could be more like offline counselling sessions.

An important indicator of keeping career counselling activity is the continuing or the cancelling of group counselling. Less than one third of counsellors have held group counselling even during the quarantine. Virtually there has not been any group counselling in the government offices.

Among the factors constraining or undermining e-counselling, we can highlight the lack of 0-24 available national career orientation portal. There have even been made three National Career Orientation Portals within the programming periods between 2007 and 2021, but instead of operation, they have been characterized by continuous re-writing again and again, in each program period. Both practical professionals and advice seekers could gain very much by updating the already existing online questionnaires and joining them to a comprehensive training database.

The problem of professionals working in public education is the lack of applications: “tools” that can even be financed from a low budget, but that significantly increase the standard of work, such as the entire Word Wall application for the career orientation working group, are missing.

What positive experiences and adaptation strategies have been established? With young people, it was easy to transfer to the application of digital methods, while in case of some adult clients and parents, flexibility in terms of time and venue meant an advantage. Many of the counsellors perceived the cooperation of advisors, the helpfulness of the colleagues as well as the fact that they were forced to look for creative solutions, to produce own games, online tasks in a positive way. Independently of sector, counsellors indicated that later on, they would like to keep some of the



online elements, and integrate them into the traditional course of affairs. Such elements can be individual counselling or online sessions in case of consultations with parents that saves travelling time both for the counsellor and the advice seeker. In many cases, they developed a new, own application, web content, many of them made available those career orientation tools that so far could only be taken personally. Others consider migrating group counselling, e.g. certain elements of job seeking club to closed Facebook groups possible.

Civil organisations, private counsellors reacted faster to the established situation, as well as HR managers of big companies. They have already worked with e-counselling, recruitment even before the pandemic, so the complete transition took place earlier by them.

The Hungarian Centre for Recognition and Information on Foreign Qualifications developed new online career orientation tools for the school-aged age group.

The Pedagogical Professional service of Heves County and the Career Orientation Services of Hungarian Pedagogical Association have developed new psychological and pedagogical tests according to the current career counselling.

Career counselling and career orientation research group of Eötvös Lorand Science University works on such recommendations, the topic of which is new methods targeting several age groups (primary school, secondary school, adults) that can be adapted into career orientation practices. They emphasize the opportunities given by internet and IT (skype, app, gamification, etc...).

List of information sources and references:

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2. Gebauer, F., [Magyar Ped. Társaság Pályaorientációs Szakosztály]. (2021, March 5). Balázné Csuha Mária: Képesség vizsgáló laborok, tesztek régen és ma [Video]. YouTube. <https://www.youtube.com/watch?v=zTu6BnWWRs&list=PLJb1tDYRHJXh0tUbKjrKS0ZlrzsM3wE>



3.3. Best Practices and Initiatives in the Field of Online Career Counselling in Hungary

The collection of good practices was implemented contacting professionals working in the field of online career counselling. Different methods were employed: online interviews, discussions with the focus groups and face to-face or online meetings with career counsellors or relevant stakeholders.

The aim was to collect good practices regarding the use of digital tools in career counselling and to **identify the success factors** and impact of these different tools and digital technologies in career counselling processes.

1. Example of good practice

General data:

1. **Name/Company name:** Anna Csekovszky career counsellor psychologist
2. **Fields of counselling:** Career counselling, career coaching, online career counselling, psychological online counselling, psychology-based tests
3. **Target group:** Private persons
4. **Website address, online appearance platforms:**
<https://karrierologia.com/>,
<https://www.facebook.com/karrierologia/>,
<https://www.youtube.com/channel/UCOJeoATOFJjw2CAYjRICwtw>

Online counselling:

5. **The target group of online counselling:**
Private persons, career starters, adult people facing career shift
6. **The platforms applied in the framework of online counselling:**
Website, blog, Skype, e-mail, Facebook, YouTube, online platform for tests
7. **Type of online counselling: Individual or group**
Individual
8. **The process and the impacts of the applied online counselling:**
 - Who are you? In order to have good basics for the future, it is necessary to clarify one's needs, desires as well as what are those strengths that one can rely on, so the first 2-3 meetings are about self-knowledge: Personality, interests, values, abilities and competences, partly by using tests.
 - What are your opportunities? In the second stage, I help my clients to extend, get to know and review their opportunities, therefore we work out career orientation, job and enterprise ideas. We dedicate 2-3 sessions to exploring and unfolding potential career directions.



- Weighing, decision. During the last 1-2 sessions, I provide support for weighing viewpoints; finally, we work out steps of implementation together. We say goodbye to each other with the client by outlining their actions to be taken, as well as prepare for how to face eventual barriers.

9. Time span, frequency of the applied online counselling

Usually, it is a process taking two or three months:

- One-hour Skype meetings, 5-8 times, depending on the needs.
- Oral and written, personalized exercises facilitating the clarification of strengths, desires, opportunities of client, sent by e-mail.
- Registering of a psychometric test package facilitating self-knowledge among the sessions at the online platform. (e.g. personality test, ability test, interest test): assessment within 5 working days
- I will also prepare the written summary of test results and major career viewpoints laid down at career advice sessions.
- List of recommended positions, within 10 working days
- Working out 1-2 action plans, narrowed down to a particular career or professional path together.

10. Applied techniques:

Psychology-based counselling, psychometric tests (e.g. personality,-ability,- interest test), coaching techniques

11. Applied practices, practice types:

Both for career choosers and career modifiers:

- A thorough test of interests consisting of three parts
- A short individual profile, with explanation
- Mostly suggested jobs that might interest the client
- Psychologic tests (interest test, personality test, tests measuring one's system of values and abilities, along with complete individual profile explanations, suggested jobs, compliance tests). Tests help the client to estimate those viewpoints that are proven to be related to satisfaction at work, motivation and to how much one will be able to find the job enjoyable, even on the long run. Such viewpoints are interest, personal qualities, strengths, abilities, personal aims of life, system of values. Once the job seeker got to know their own profile, I will recommend them such well-defined jobs that will suit more to their talents than the other jobs, and I will also tell them how much the career path or career paths (maximum two) that she had chosen will fit them.
- Working out action plans



- If the client does not want to make a radical change about their professional path, then I estimate in what field they should orientate or have a further training.
- one time, quick help
- I also work with clients about deeper self-knowledge, fears, blocks

12. In your opinion, what is the secret of the successfulness of online counselling that you apply, from the point of the counsellor (you) and from that of the client?

I am working as a career advisor psychologist, by using widespread models and methods used in Western Europe; I am an experienced, empathic professional. I am authentic person for the clients, because I have already taken several wrong turns and reconfigured. The secret of my successfulness lies also in the fact, during the pandemic, I switched to online career counselling.

II. Examples of good practice

General data:

1. **Name/Company name:** Samu Péter
2. **Fields of counselling:** Blocks related to career; fear from new challenges; communication problems at work; difficult decision-making situations, problems of private persons and organisations in the world of employment
3. **Target group:** employees and organisations
4. **Website address, online appearance platforms:** <https://www.samupeter.com/blog-1>

Online counselling:

5. **The target group of online counselling:**
Employees/private persons and organisations
6. **The platforms applied in the framework of online counselling:**
Website, blog, Facebook, Skype, Viber
7. **Type of online counselling: Individual or group**
Individual and small group
8. **The process and the impacts of the applied online counselling:**
In the framework of career counselling, life coaching and business coaching, we are looking for solutions for private persons and organisations, for the problems arising in the world of employment. I can help with the development of leaders and employees, with the exploration and solution of communication problems, as well as in the development of delegation.

At an individual level: in finding one's personal career path, in setting objectives, in reviving motivation, in exploring conflicts, as well as in many other fields.



At an organisational level: clash of interests between the owner and the manager; communication problems; delegation; time management; burnout; lack of motivation; responsibilities; decision-making situations; self-knowledge within the company; self-confidence (at the level of the individual, the group or the organisation); stress.

9. Time span, frequency of the applied online counselling

I start career guidance with a free, 0th session taking about 60 minutes, in the framework of which we talk about the coaching process in general, the problematic fields and blockages of the client. We mutually state whether we would like to and are able to cooperate with each other. This is followed by a series of sessions consisting of 6-9 sessions. It is my basic principle to hold sessions of 90-100 minutes, so that problem fields can be thoroughly discussed, and we will have plenty of time to work on them as well.

10. Applied techniques:

life and business coaching techniques, solution-centred, value-based assistance, mentoring, presence in the online space, tools: telephone, Skype, Viber

11. Applied practices, practice types:

Career planning: among others, the method of building one's own brand, opportunities of online appearance (LinkedIn, Facebook), practical things to know offline (writing CV, cover letter, interviews), basics of conscious financial thinking, the process of developing an enterprise, creativity development, basics of time management, different questioning techniques, process planning

Self-knowledge development: development of emotional intelligence, conflict management and assertive communication tasks, motivation tasks

12. In your opinion, what is the secret of the successfulness of online counselling that you apply, from the point of the counsellor (you) and from that of the client?

In the framework of the career counselling process, I am trying to help my partners according to my own, personal philosophy and principles. "Just do it" is an important basic principle of mine. Efficacy and outcome stand in my focus that are supported by efficient, modern, online techniques. This kind of thinking and the use of XXIst century tools are sympathetic to young people (they already use them) and to the older generation as well (who would like to learn it and use it.). If the agility of the client and my methods meet each other, then success is born from it!



III. Example of good practice

General data:

1. **Name/company name:** Éva Valiczkó, rehabilitation counsellor, Human Profess Public Benefit Nonprofit Ltd.
2. **Field of counselling:** Career counselling, career modification counselling, career development counselling-training, career socialization counselling-training, labour market counselling, awareness raising training, reintegration training, burn out training
3. **Target group:** Job seekers having reduced working capacities, employees having reduced working capacities, and employers employing them
4. **URL of homepage, online presentation platforms:** <https://www.humanprofess.hu/>

Online counselling:

5. **Target group of online counselling:**
Employees having reduced working capacities employed by Human Profess Public Benefit Nonprofit Ltd, employers on the open labour market involved in transition (partner companies), people having reduced working capacities, who are looking for a job
6. **Platforms applied in the framework of online counselling:**
Facebook, Skype, Messenger, Classroom, Zoom, Gmail
7. **Type of online counselling (individual or group):**
Individual and small group (max 10 people)
8. **Process and impacts of applied online counselling: (contact, addressing, assessment of the client's needs, applied questioning techniques, process of counselling, applied active listening techniques, way of conclusion of counselling):**
In case of **private persons looking for a job**, contacting takes place on the phone or by e-mail, where a short interview is made along directed questions about the needs of the client, and where the services that can be offered, are clarified within the topics of career counselling and career modification counselling.

Techniques applied in the framework of online counselling:

- Socratic dialogue (open questions and questions to which the client may know the answer, it is only that he has not considered his problem yet from this point of view)
- coordinated self-exploration, self-observation from an alternative point of view
- In the framework of collaborative counselling, the clients gains awareness of their own values, achievements, abilities for themselves, he determines his competences, fields of interests, career anchors, then he implements his career plan supported by a career counsellor
- establishment of a realistic career view takes place by taking into consideration the local needs of the labour market, by emphasizing the particular needs, expectations of the career field, and by presentation of expectations of employers.
- strengthening the role of own responsibility
- skill development in order to enable one to consider, to make a decision autonomously



- As a closing act of counselling, the action plan and the SMART plan of implementation of career plan, which does not let the unfulfilled tasks to get postponed into the distant future.

In the framework of the online awareness raising trainings, leaders, top managers of employers recognise their stereotypes and preconceptions related to the employment of employees having reduced working capacities. By the recognitions perceived through tasks based on own experiences and by supporting tasks facilitating the development of skills, they will become more sensitive and conscious about every day phenomena related to preconceptions.

In the framework of **career socialization, career development online training**, employees having reduced working capacities can acquire those ways of behaviour, techniques, values, roles, ways of approach that they need for practicing their job. The most indispensable skills in social interaction and at work are:

- the skill of the person to express himself, to understand and to interpret other people's messages;
- conflict recognition, analysis, management, challenging and solving, as well as the skill of understanding conflict as an opportunity for changing;
- cooperative skill, striving for compromise, failure tolerance skill.

9. Time span and frequency of applied online counselling:

Both individual counselling and development implemented within a training format are time-constrained and consecutive; it requires the continuously active involvement of the trainer/counsellor in the formation and structuring of the process.

During the first meeting, those frameworks are laid down, the obeying of which are strictly coordinated until the end of the counselling/training. Frameworks to be obeyed are laid down in the framework of the first meeting, the keeping of which are strictly coordinated until the end of the counselling/training. The training consists of 4-5 sessions, with a duration of activities of a maximum of 5 hours, including intermediate breaks. It is necessary to have rest days between each training days for working out the tasks to be fulfilled at home.

Individual online counselling requires accuracy, cooperation. In every case, we agree with the client about the specific date and topic of the next session, if the date needs to be modified, then we will agree upon that by e-mail. Upon the first session of counselling, we lay down the time constraints: the most frequent solution is the counselling process consisting of 5-6 sessions, with a maximum of 60 minutes for each occasion. In addition, the „severity” of counselling supports the objective that one should become a job seeker, who undertakes their own responsibility and who actively implements building their own career.

10. Applied techniques:

My work is characterised by application of techniques based on cognitive behaviour therapy, which can be detected in the scheduled implementation of an advising, and training session, as well as in the coordinated implementation fulfilled in accordance with the limits. The proceeding of a training or a counselling session: discussing and processing tasks to be fulfilled at home, highlighting the current topic, identification of emotions, primary thoughts



related to it, how the situation can be seen in a different way, what kind of cognitive distortion prevails. The experience of recognition of correlations leads to the formation of the feeling of competence. Therefore, the particular directivity of each occasions goes against the feeling of pessimism and helplessness. The trainer/counsellor, as well as the participant take responsibility for what happens in the framework of counselling, training. The participant gives feedback upon the conclusion of each of the sessions, that provides information for the leader/counsellor about in what way did the participant develop, how much they understood what had been said, and how much did they find it relevant from the point of their own problem. Homeworks have a prominent role in the framework of counselling/development. The aim is that they should not forget what they had learnt the previous time, and that they should begin to use what they had learnt in their everyday life, so that they try out the methods discussed in an abstract way also in reality, as well as to check, and give feedback on their usability.

11. Exercises applied, exercise types

Constructive self-verbalisation, coordinated self-exploration, positive diary, self-knowledge development, problem solving strategies, development of skill of thinking in terms of alternatives, cognitive restructuring, recognition, modification of dysfunctional attitudes, practicing interactive lecture, questionnaires, skills, educational conversation, brainstorming, working in small groups, meta-plan technique, structured tasks (assertiveness, conflict management, communication), homework.

12. In your opinion, what is the secret of the successfulness of online counselling applied by you, from the point of the counsellor (You) and from that of the client?

My authenticity and my efficacy is based on my 25-year-long professional past in the field of counselling and training management. In the course of my professional career, I continuously updated my knowledge and I renew my applied methods. I was also able to meet the latest challenges even at the time of the pandemic, giving up my principle about staying always at the scene, as well as about my face-to-face methods, lacking all kinds of technical transmission tools. The successfulness of the cognitive therapy methods used by me is not only proven scientifically, but also in the framework of professional work, they also provide the sense of achievement both for the trainer/counsellor and for the client.



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4. COUNTRY REPORT: France

4.1. Labour Market in France

In 2020, the employment rate of 15-64 year olds falls by 0.30 points on average over the year.

Of the 15-64 year olds living in France, 65.3% are in employment as defined by the International Labour Office (ILO).

Under the effect of the health crisis linked to the Covid-19 pandemic, the employment rate of 15-64 year olds, which had been rising steadily since 2013, will fall by 0.3 points on average over the year 2020. After increasing by 0.5 points over one year in the first quarter of 2020, it fell sharply in the second quarter (-1.2 points over one year), which was marked by the first confinement. It then recovered significantly, while remaining below its 2019 level: - 0.2 points over one in the third quarter of 2020, then 0.3 points in the fourth quarter, with the second confinement having a lesser impact than the first.

Some figures

- *Surface area of France:* 551,695 km².
- *Population:* 67 422 241 inhabitants
- *Number of working people:* On average in 2019, according to the employment survey, the working population is 29.2 million people aged 15 to 64, of which 14.2 million are women and 15.0 million are men

Employment rate of 15-64 year olds in 2020 and the changes compared to 2019 is displayed in Figure 2 below.

**Figure 2.** Employment rate of 15-64 year olds in 2020 and change compared to 2019

	Level in 2020 (in %)	Change compared to 2019 (in points)
Women	62,2	- 0,2
Men	68,5	-0,4
15-24 years	28,5	-1,2
25-49 years	80,6	-0,4
50-64 years	63,3	0,7
1st quarter	65,7	0,5
2nd quarter	64,6	-2
3rd quarter	65,3	-0,2
4th quarter	65,6	-0,3
All	65,3	-0,3

(BIT) : The BIT includes persons having done at least one hour of paid work during the reference week or absent from their job under certain conditions of reason (annual leave, sickness, maternity,...) and duration. In particular, persons with a job but who did not work during the reference week because of leave, sick leave of less than one year or partial or technical unemployment are considered to be in employment.*

Employment declines for limited duration contracts and the least qualified employees

In 2020, employment decreased for fixed-term contracts and temporary work and remained stable overall for the others (permanent contracts, civil servants, the self-employed, apprentices).

Thus the share of fixed-term contracts in total employment is decreasing (-0.6 points over one year, to 8.5%).



Figure 3. Employment status and socio-professional category in 2020 and changes compared to 2019

	Level in 2020 (en %)	Change compared to 2019 (in points)
independent	12,4	0,3
employees	87,6	-0,3
permanent employment	75,2	0,5
employment on fixed-term contract	8,5	-0,6
Intérim	2,1	-0,3
apprenticeship	1,7	0,1
farmers	1,4	-0,1
craftsmen, shopkeepers and company managers	6,8	0,1
Managers	20,4	1,1
Intermediate occupations	26,0	0,3
skilled employees	13,5	-0,4
Unskilled employees	12,3	-0,6
skilled workers	12,7	-0,1
unskilled workers	6,5	-0,2
not determined	0,4	0,0
All	100	0,0

The cumulative share of limited duration jobs in total employment reaches its lowest level since 2013.



With the first containment, temporary work fell sharply in the second quarter of 2020 (-0.7 points compared to the second quarter of 2019), then recovered slightly (-0.3 points over one year in the second quarter of 2020).

The share of fixed-term contracts remained on a downward trend at the end of the year, mainly due to the restrictions on activity in sectors that make frequent use of this type of contract (hotels, restaurants, arts, entertainment). On the other hand, the share of other jobs in total employment increased in 2020. In particular, 75.2% of people in employment have an open-ended contract or are civil servants, i.e. +0.5 points over one year.

The share of employees and workers in total employment will fall by 1.3 points in 2020, with a marked decline for the least qualified. This decline goes hand in hand with the decrease in fixed-term contracts, jobs that often co-locate these occupational categories. The trend increase in the average level of education exceeds that of blue-collar workers: it reaches 20.4% against 19.2% for blue-collar workers. In the 1980s, there were four times as many blue-collar workers as managers.

Youth employment rate falls, senior employment rate continues to rise

In 2020, the employment rate fell among young people (-1.2 points for those aged 15-24). This decrease is mainly due to those who are not studying (-1.4 points), the proportion of those in apprenticeships is increasing (+0.4 points) and the combination of employment and studies is fairly stable (-0.1 points). Young people, who are more often on fixed-term contracts or in lower-skilled jobs, were the first to suffer from the fall in hiring and the non-renewal of contracts.

Following successive pension reforms and restrictions on access to early retirement schemes, the participation of seniors in the labour market has continued to grow since 2009. This will continue in 2020. The employment rate of 50-64 year olds stands at 63.3%, up 0.7 points over one year. As seniors have been in their jobs longer and often hold permanent jobs, their employment rate continues to rise despite the health crisis. This increase is more marked among women (+0.9 points), compared to +0.5 points among men, who are often in permanent jobs, particularly civil servants.

The significant use of short-time working largely limits the decline in employment

On average over 2020, 6.2% of people in employment declared that they had been partially or totally unemployed during the week. This unprecedented support was made possible by a strengthening of the partial activity scheme aimed at limiting the decline in employment.

Recourse to partial unemployment is higher for employees and blue-collar workers, as well as in sectors where the health crisis has led to prolonged activity restrictions (hotels, restaurants, arts, entertainment). It is lower for managers, whose activity has often been maintained thanks to working from home.

Partial or technical unemployment increased sharply at the beginning of the first lockdown, reaching up to one quarter of total employment in April 2020. It decreased in the summer before increasing again during the second containment but to a much lesser extent.



A deceptive fall in unemployment

To be considered unemployed in the ILO sense, one must be without a job, and have taken an active job search in the last four weeks - or have found a job starting within three months - and declare oneself available for work within two weeks. The 1st lock-in severely limited job search activity and reduced availability for work, resulting in a deceptive decline in unemployment. Thus the unemployment rate fell by 2.7 points in March 2020 and by 2.6 points in April 2020, compared to the same months in 2019.

With the lifting of the first lock-in, the unemployment rate rebounded, before falling back below its 2019 level in the last quarter in part for the same reasons as in the spring.

Figure 4. Taux de chômage en 2019 et en 2020 par mois

	2019	2020
January	9,1	8,7
February	8,9	8,7
March	9,0	6,3
April	8,3	5,6
May	8,2	6,7
June	7,6	8,1
July	7,6	8,8
August	8,4	8,8
September	8,8	9,1
October	8,8	8,5
November	8,3	7,9
December	7,9	8,4

Finally, the unemployment rate reaches 8.0% on average over the year 2020, 0.4 points lower than in 2019. Excluding the two periods of confinement in 2020 (from mid-March to mid-May and from the end of October to mid-December) and the equivalent periods in 2019, the unemployment rate is almost stable between 2019 and 2020.



Economic forecasts for France

After a historic fall in economic activity in 2020, the recovery is confirmed in 2021. GDP and employment rebounded significantly in the second quarter. This momentum is expected to continue in the third quarter according to the Banque de France's business surveys. Despite the new variants of Covid-19 and certain sectoral supply or recruitment difficulties, activity should be maintained in the fourth quarter.

GDP growth is expected to average 6.3% in 2021, then 3.7% in 2022, before falling slightly below 2% in 2023.

The resilience of the labour market is better than expected, thanks in particular to the support of public measures. Wage employment has returned to its pre-crisis level by mid-2021 (the number of hours worked per job is still low due to the persistence of partial activity (240,000 full-time equivalents in July)). The French economy is back to its main pre-crisis challenge: strong recruitment difficulties while unemployment is still high at 8%.

According to a survey "Besoins en Main d'oeuvre 2021" carried out by Pôle emploi among 450,200 establishments and published in May 2021 (public structure in charge of supporting job seekers in their search for employment and responding to the recruitment needs of companies), companies are planning more than 2,726 million recruitment projects, i.e. 30,000 more than in 2019

64.2% are for permanent jobs (21.5% for fixed-term contracts of more than 6 months and 42.7% for permanent contracts). More than one company in four plans to recruit (26.4%) and more than two out of three projects concern establishments with fewer than 50 employees.

Agriculture, construction and health are the three most dynamic sectors. Hiring intentions:

- Construction (+21.7%)
- Health (+14.8%)
- Agriculture (+9.5%)

List of information sources and references:

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4.2. ICT Practices for Guidance and Career Development

Societal changes, environmental changes, digital technology and the development of social networks have been impacting the practices of professionals in the field of support and career guidance for some time.

With the arrival of the health crisis, it has been essential for professionals in this sector to maintain the link with the public they follow by accompanying them at a distance.

Remote support solutions for the public

The challenges of distance or hybrid support are numerous and shake up practices, both in terms of sources and their dissemination (clarity, appropriation) and in terms of professional posture and the personalisation of support situations or even space-time (immediacy, spontaneous use).

According to André Chauvet² "The professions of training, consulting and support are directly impacted both in their purposes and in their implementation methods".

Actors have had to adapt in order to continue to follow their audiences and provide them with solutions and advice for their professional and social projects.

In France, there are many information structures for guidance and professional integration such as the carif-Oref network³, the local missions network⁴, the APP network⁵ and without forgetting Pôle emploi which is the public employment service in France where 54,000 agents are mobilised to guide and accompany job seekers towards a return to employment. These different structures already have resources on the subject of guidance and integration that they make available to professionals. Here are some examples:

- The tool **Emploi store de Pôle emploi** : is a digital service platform. Jobseekers can connect to it and the services are organised around 6 themes (choosing a job - training - preparing your application with the tools to apply effectively - creating a company - looking for a job abroad). These services are free.
- **The webinar "Maintaining the link "** with the PPA network on the need to strengthen personalised teaching and support in view of the new organisational arrangements that became necessary during the first containment of the health crisis.
- **The continuity of local mission services** - development of social networks to keep in touch with the public (Facebook group - WhatsApp - Videoconference)

During the lockdown, many local initiatives emerged that used digital technology as a means of support and empowerment.

² **André Chauvet** - consultant specialising in guidance and career path issues. He has been involved for more than 25 years in the professionalization of mobility and professional integration advisors.)

³ **Network carif-Oref** : Association that accompanies all actors in the field of employment, training, guidance and the public on the French territory.

⁴ **Les missions locales** Public service associations present on the territory that support young people aged 16 to 25 in their professional and social integration

⁵ **Network APP** : Territorial anchoring through shared projects with numerous public and private partners in the worlds of employment, integration, SSE, culture and sport



- **The CIBC Sud Aquitaine**

During the lockdown, the aim was to ensure continuity of activity and to continue to provide appointments for people who are usually followed up in person. Follow-up by telephone and setting up video conferences. There was a period of adaptation, as distance work for CIBC counsellors is not part of their professional habits. Nevertheless, the director agrees that nothing is impossible to do at a distance. Everything is feasible, you just have to know how to handle the tool, how to share screens, how to fill in documents from a distance. The limit is not technical but human.

- **Mission locale de Limoges – Projet Connect'milo**

This project responds to the concern to better support young people in their digital skills development. It includes 3 essential actions:

1st action: setting up a digital course consisting of ten or so workshops run in a fun way by a specialist adviser

2nd action: creation with a group of people of a web site listing as many internships as possible in a professional environment

3rd action: increasing the digital skills of local mission advisers. The objective was to support the teams in better digital practices.

- **The good clicks of WeTechCare** (an association whose mission is to make digital technology a real lever for inclusion) have put online **an interactive guide for professionals** in order to help them in the implementation of remote support for their audiences: tools, benchmarks, testimonies to integrate remote support in their practices but also to help audiences in a situation of illiteracy or in digital difficulties

Confinement has precipitated the development of distance solutions. There are many resources on the net to help guidance and counselling professionals with these new support arrangements for many of them.

Professionalize on the issue of accompaniment: Already training courses

For several years now, digital technology has been part of guidance and support practices. The health crisis has given a boost to the need to rely on digital tools. Social networks, such as Facebook or WhatsApp, and many others, are tools that not only allow people to be accompanied in the territories but also to maintain the support regardless of the context.

In 2021, Cap Métiers is organising a training course on **"Using digital technology in guidance and counselling"**.

The objective of this training is to enable professionals to:

- Identify the main digital tools such as social networks, specific tools for guidance, support, generic tools and their uses
- To test tools to facilitate their appropriation
- To design intervention scenarios integrating digital tools



Cooperatice is a multidisciplinary team led by the Smart Grands Ensemble business cooperative. Created in 2006, the cooperative is a social and solidarity-based enterprise with more than 300 salaried entrepreneurs, 1/3 of whom work in the field of training and consulting.

In 2018 Coopératice set up a training course on digital service for support practices. Already 10 new sessions are organised in 2021.

Feedback from a counsellor in the Missions locales network in the Nouvelle Aquitaine region

"Three years ago we started using social networks for the Youth Guarantee (a scheme to help young people aged 16-25 in very precarious situations find employment or training)".

"We communicate with our public via Messenger and a closed Facebook group on which information, job offers and everything related to guidance and professional integration is disseminated. At the same time, once a week, telephone meetings are held to monitor the young people's progress and to discuss matters verbally with them. For special cases, video conferencing is used. Social networks are first and foremost written and it's good to disseminate specific points. But it does not replace a 45-minute interview. It was rather complementary. Email and SMS are also used".

At the request of several counsellors, a Facebook group was opened for all the young people followed by the Local Mission and not just those in the "Youth Guarantee" scheme. The confinement was an eye-opener. At the beginning, only 3 counsellors in the team used the "Mission locale Facebook" group. When they saw the added value they brought, all the counsellors joined in. Before using social networks, the counsellors saw the young people every two or three weeks. Today, contact with them is weekly or even daily. They send documents with their phones, it is easier than by email.

The counsellor's work has not changed radically but the support is more regular. This makes it possible to be more reactive, to check in quickly, to energise young people and to boost them when necessary. It is now important to improve our knowledge and skills on the tools.

4.3. Best Practices and Initiatives in the Field of Online Career Counselling in France

The collection of good practices was implemented contacting professionals working in the field of online career counselling. Different methods were employed: online interviews, discussions with the focus groups and face to-face or online meetings with career counsellors or relevant stakeholders.

The aim was to collect good practices regarding the use of digital tools in career counselling and to identify the success factors and impact of these different tools and digital technologies in career counselling processes



I. Example of good practice

General data:

1. **Name/Company name:** Leno Consulting
2. **Sector of career counselling:** Counselling unemployed persons on job searching methodologies
3. **Field of career counselling:** Construction & aeronautics
4. **Target group:** Jobseekers
5. **Website address, online appearance platforms:** www.leno.fr

Online counselling:

1. **The target group of online career counselling:**
Unemployed persons in the frame of construction or aeronautics specific online trainings
2. **The platforms applied in the framework of online career counselling:**
Synchronous counselling is made through ZOOM and asynchronous counselling is made through Moodle learning management system
3. **Type of online career counselling:**
Individual or group, both, the group mode is used to give general information about job searching, for instance how to write a CV or a cover letter, and individual times are used to provide individual coaching with participants regarding their career choices, motivation etc.
4. **The process and the impacts of the applied online career counselling**
(getting in touch, addressing, estimation of the needs of the client, applied questioning techniques, the process of counselling, the applied active listening techniques, the way of finishing counselling):

The process of Leno online counselling is mixing several processes:

- Synchronous group time: Those situations are used to provide general group information about the creation of specific tools (CV, cover letter, job interview techniques...)
 - Synchronous individual time: Those times are dedicated to each participant professional project. The counselor is providing individual correction of the job search tools and through interview methods helps the participant to define his/her professional project or assist him/her in his/her job searches.
 - Asynchronous time is only individual and give access to the participants to online training materials dedicated to job searching in order to provide assistance to create CV, cover letter etc.
5. **Time span, frequency of the applied online career counselling:**
Once a week during the duration of the training (about 3 to 4 months). 1 hour synchronous group time, 10 to 30 mn synchronous individual time and 2 to 3 hours asynchronous time.
 6. **Applied digital tools:**
ZOOM, Moodle, Video, E-mail, PDF and Office Files.



7. Applied methods:

Once the participant is registered to the training course:

- Presentation of the job search course strategies and methodology
- Preparation of the CV and cover letter
- Interview about where to search for a job (company sectors, geographic area, other)
- Identification of the potential companies
- Contact with companies
- Interviews with companies
- Internship assessments
- Individual feedback on internship

8. In your opinion, what is the secret of the successfulness of online career counselling that you apply, from the point of the career counsellor (you) and from that of the client?

There is no secret but one important ingredient: using working, reliable and under control digital tools. Then just do your job, if you're doing it well face-to-face, there is no reason it shouldn't work with digital tools.

II. Example of good practice

General data:

1. **Name/Company name:** ONISEP
2. **Sector of career counselling:** Public
3. **Field of career counselling:** Orientation of study and career for young people
4. **Target group:** Students
5. **Website address, online appearance platforms:** <http://www.monorientationenligne.fr>

Online counselling:

6. **The target group of online career counselling:**
Students
7. **The platforms applied in the framework of online career counselling:**
Access from the website to different communication tools (telephone, chat, email)
8. **Type of online career counselling:**
Individual



- 9. The process and the impacts of the applied online career counselling**
(getting in touch, addressing, estimation of the needs of the client, applied questioning techniques, the process of counselling, the applied active listening techniques, the way of finishing counselling):
Students simply log in to “Mon orientation en ligne” website and from there they can access counselling for study or career through telephone, chat or email. Users can also access a box tools with access to information education and trainings, where to find information and finally chat with professionals.
- 10. Time span, frequency of the applied online career counselling:**
24/7
- 11. Applied digital tools:**
Internet, website, telephone, email, chat
- 12. Applied methods:**
Students can contact education and career counsellor through phone, email or chat and ask them all the questions they need regarding their orientation.
- 13. In your opinion, what is the secret of the successfulness of online career counselling that you apply, from the point of the career counsellor (you) and from that of the client?**
No data.

III. Example of good practice

General data:

- 1. Name/Company name:** Parcours Emploi Personnalisé - Région Occitanie
- 2. Sector of career counselling:** Public Sector
- 3. Field of career counselling:** Orientation and finding or changing a job
- 4. Target group:** Employed and unemployed people
- 5. Website address, online appearance platforms:** <https://parcours-emploi-formation.occitanie-ia.laregion.fr/home>

Online counselling:

- 6. The target group of online career counselling:**
This online self-career counselling platform addresses to all target group: students, jobseekers, employees looking for a change of profession or finding/changing job.
- 7. The platforms applied in the framework of online career counselling:**
The online platform has been developed by Région Occitanie
- 8. Type of online career counselling:**
Individual



- 9. The process and the impacts of the applied online career counselling**
(getting in touch, addressing, estimation of the needs of the client, applied questioning techniques, the process of counselling, the applied active listening techniques, the way of finishing counselling):
The user simply creates a free account on the platform and the reply to some questions regarding what kind of orientation or job is looking for. The user can also upload his/her CV onto the platform.
Then the user got access to related training offers and jobs fitting with his profile or orientation. Training offers are free of charge and already financed by the Region or the job offices.

- 10. Time span, frequency of the applied online career counselling:**
Anytime, the online platform is available 24/7

- 11. Applied digital tools:**
Internet Website

- 12. Applied methods:**
Questionnaires and research

- 13. In your opinion, what is the secret of the successfulness of online career counselling that you apply, from the point of the career counsellor (you) and from that of the client?**
No data.



Jeroen BREGMAN
(NOLOC)

Marea de BRUIJN
(NOLOC)

5. COUNTRY REPORT: Netherlands

5.1. Labour Market in the Netherlands

Last summer was exceptional in the labor market of Netherlands:

- A record number of vacancies
- Fewer employees lost their jobs and fewer people applied for unemployment benefits
- Never have so many people been at work.
- The government in particular support packages, ensured that the doomsday scenarios did not materialize

Tightness on the labor market returned

The labor market is now 'tight' in more than 70% of the occupational groups in the Netherlands and is even 'very tight' in some occupations. This means that for many companies it is difficult to find personnel. Employers need to be creative and flexible. In order to fill in the vacancies, employers will look more at the skills of job seekers than primarily at work experience and diplomas.

Where is the labor market headed in the coming period?

The coming period will still bring many corona uncertainties. The support packages will stop on October 1st, and one does not yet know what impact this will have. 35 regional mobility teams have been set up to prevent a possible rise in the number of unemployed if it appears that employers are going to be extra careful with investments and hiring⁶.

Website Intelligence group

The labor market is recovering just as fast as it shrank at the start of the corona outbreak. Unemployment is falling, fewer people are changing jobs and labor market activity is low. In short: the supply of labor is decreasing. At the same time, the demand for labor is increasing and people are increasingly being approached for other work: sourcing pressure has never been higher.

Just over 1 in 10 people in the Dutch working population (10.7%) is actively looking for a new job. Among employed people this is only one in fourteen (7.2%) and the trend is downward. Labour market activity differs strongly per profession. In the number of job changes, we see a substantial decline, as in the previous quarter, and sourcing pressure increased again with 34.4% in the third quarter. Unemployment initially rose rapidly because of the coronavirus, but since the second half of 2020 there has been a decline. The unemployment rate is at a low of 3.1% (September 2021). With the end of the support measures in October 2021, the unemployment rate is expected to rise to 3.6% in 2022. This is still a low unemployment rate⁷.

⁶ Source: www.werk.nl

⁷ Source: www.intelligence-group.com



Job Application Lab

Under the heading 'a good start' 21 experts were asked how they expect the corona crisis to change the job market and the job application process:

- “There will be accelerated digitalization, which will reduce administrative jobs” (Rob Witjes, head of labor market information UWV).
- “Working from home will increasingly become the norm. Corona has accelerated this, but the changes were already in full swing. Job interviews via video calls, for example, and working remotely” (Linda Voortman, alderman for Utrecht for, among other things, the Work and Income and Diversity portfolio).
- “I think digital application will remain part of the standard package” (Aart van der Gaag, Commissioner 100,000 jobs, on behalf of VNO-NCW/MKB/LTO and the government).
- “More creativity and gamification” (Prof. Dr. Annet de Lange, Professor “Successful ageing at work”, Open University).
- “Attention for vulnerable groups and working from home will become a standard part of job interviews” (Ton Wilthagen, Professor of the Labour Market, Tilburg University).
- “Work must pay again and this will be given a new boost in 2021” (Leonore Nieuwmeijer, VMO. Specialist inclusiveness at Asito, now self-employed).
- “Further polarization in the labor market is emerging as a result of the corona crisis, but it also offers opportunities for job-to-job transitions between sectors. Online and physical will stand in a different relationship to each other. Physical meetings and team performance require a redesign” (Marjolein ten Hoonte, director labor market and CSR at Randstad).
- “Above all, I hope that we hold on to the benefits: speed up procedures more and engage in video interviews with people sooner rather than assessing them based on the old-fashioned CV and cover letter” (Anne Megens, senior advisor policy & strategy at employers’ association AWWN).
- “What this crisis can bring us is to realize that not everything can be predicted and controlled in advance” (Ingeborg Zwilsman, program manager Open Hiring at the Start Foundation).
- “We get unemployment and scarcity at the same time” (Jurriën Koops, director of the ABU).
- “It is very normal to see each other via video now. That makes other demands on your application skills, so work on that actively” (Ester Leibbrand, chairman Noloc and strategic advisor Lifelong Development at Samen).
- Marcel Klok, ING economist, also sees a weaker collective wage trend than in recent years.
- “The current labor market is squeezed. The differences between high and low educated, vital and non-vital, underprivileged and promising, Randstad and province, permanent and flexible. Somewhere in an attic room a sustainable solution is being worked on, driven by transparency, data and skills” (Geert-Jan Waasdorp, founder Intelligence Group).
- “Lasting benefits such as a hybrid work organization, but also pain points such as a deficient culture of Long Life Learning and of inclusion. Politicians and social partners must summon



the courage to design new frameworks” (Fons Leroy, managing director of VDAB (the Belgian UWV) from 2005 to 2019).

- “Slowly but surely, we have discovered that in the Netherlands we do relatively little for job seekers and workers. In 2021, however, the region is going to be discovered as a labor market playground” (Rond van Baden, regional coordinator Southeast Netherlands at the FNV).
- “Open hiring is going to take off this year. Open hiring, diversity and inclusion are flip sides of the same coin” (Peter van Leeuwen, official secretary of the National Client Council).
- “Acquisition, consulting and support will increasingly take place online. We are moving towards the option that every person can use their own algorithm” (Leendert Bos, advisor on social entrepreneurship and innovation for Cedris, involved in the Work Innovation Prize).
- “The applicant must be authentic as never before” (Mary Akkermans, HR Business Partner, now event manager at Jobon).
- “More appreciation for number of hard workers. There will be a mix of working from home, in the office and other places. This creates new issues about meeting, connection and leadership” (Petra van de Goorbergh, director at OVAL, sector organization for sustainable employability).
- “The Corona crisis has tapped into new creativity” (Maarten Camps, RVB president UWV).
- “We will do much more from home, travel less, fly less. Applying for jobs will be more digital, much more online. Selecting more on skills and specific knowledge and more training of own staff by employers. In this context I expect Open Hiring to take off” (Cees Bakker, SollicitatieLAB.nl).

5.2. ICT Practices for Guidance and Career Development

Whereas previously the physical contact between coach and coachee was leading in career development, as a result of Corona the use of digital tools in career counseling has skyrocketed.

The career coach was already familiar with the use of online tools such as career choice tests or online databases of occupations. More traditional tools such as calling by telephone, emailing, using WhatsApp/messenger were already common for a long time.

Online learning platforms (such as Skillstown) are proliferated over the last years. They provide online Tutorials and whole Modules for a variety of professionals to increase their skills. These Modules are created in co-creation with professionals and available for other professionals who are a member of Skillstown.

As mentioned in the chapter about the Labourmarket of the Netherlands, some experts on Labourmarket issues talked about what they think will happen in the upcoming years according to digitalization. Working from home will increase enormously, we will become more creative with all sorts of digital tools, like using video interviews and gamification. There is even a thought that it is only a matter of time before every person can use their own algorithm who interprets your skills.

Jouke Post is a researcher working both for Saxion's Strategic Human Resource Management Lectorate and for James. He is involved in the House of Skills. He cites a combination of contributing factors:



ICT technology makes it possible to define, assemble and (re)arrange occupations and functions in smaller units. In other words, 'to unbundle'. The labour market becomes more flexible and data-driven technology is used for matching (based on skills taxonomies). The UWV (implementing body for employee insurance) has already gone a long way with a uniform skills language, Competent.nl. So, digitalization is gaining ground in career development in many ways.

The pandemic has caused us to accelerate learning to use all kinds of ICT options to best support our clients. Using tools as Zoom and Teams for online meetings is very common at the moment. Career guidance professionals already talk about keeping some of these knowledge and skills alive after the pandemic. A more hybrid working environment will probably stay. While face-to-face meetings remain desirable, it saves travel time to be able to meet people online as well.

Online tools like a variety of whiteboard options helps structuring online meetings with your client and visualizing meeting outcomes. They give the opportunity to work in co-creation with your client towards their achievements and it is easy to use the web content in it. A variety of online games, check-in activities and other useful forms have also been developed in recent times for the career professional to use. Some of the most European common tools we will explore during this project.

5.3. Best Practices and Initiatives in the Field of Online Career Counselling in Netherlands

The collection of good practices was implemented contacting professionals working in the field of online career counselling. Different methods were employed: online interviews, discussions with the focus groups and face to-face or online meetings with career counsellors or relevant stakeholders. The aim was to collect good practices regarding the use of digital tools in career counselling and to **identify the success factors** and impact of these different tools and digital technologies in career counselling processes.

I. Example of good practice

General data:

1. **Name/Company name:** Arnolda Posthuma, Bureau Begeleid Werken Aveleijn
2. **Sector of career counselling:** Mentally disabled
3. **Field of career counselling:** (e.g. reintegration after illness for positions outside of current employer, outplacement, etc.): All components of Supported Employment, both in Day Care, Work Based Day Care and Work Based Projects, Supported Employment without wage value and very rarely job coaching
4. **Target group:** People with intellectual disabilities / lower intellectual disability / usually there are dual problems such as combinations with autism, ADD, ADHD, addiction, and otherwise
5. **Website address, online appearance platforms:** use of Teams for conversations with clients, job support workers.



Online counselling:

- 6. The target group of online career counselling:**
lower education, often from special care education. Rarely people have followed regular education.
- 7. The platforms applied in the framework of online career counselling:**
Teams
- 8. Type of online career counselling:**
Individual or group. Only 1 client out of my entire file had a consultation through Teams a few times based on employer demand.
- 9. The process and the impacts of the applied online career counselling**
(getting in touch, addressing, estimation of the needs of the client, applied questioning techniques, the process of counselling, the applied active listening techniques, the way of finishing counselling):
There were specific matters to report and discuss in connection with specific developments of the company related to the client. This has happened 3 or 4 times in the past year because of Corona. The client was first briefed by his own work supervisor and again by his manager. Then he joined the consultation that HR had arranged for us through Teams. First introduction was about why we have this consultation. Then we shared views of all those present. Finally, the question was posed to the client whether he likes the proposal ==> not on the spot because he can't process the contents so quickly and afterwards he discussed this again with the work supervisor and someone from HR. We held 1 meeting without the client with the civil servant of the municipality of Hengelo. We deliberately chose to do this because it was about negotiating the number of hours of job coaching, salary value determination etc. This would have frustrated the client because the content of the job coaching would have been more difficult to negotiate. This would frustrate the client because he could not follow the content.
- 10. Time span, frequency of the applied online career counselling:**
3 times consultation Teams with client, work supervisor, department manager and job coach 45 minutes
1 time Teams official municipality of Hengelo, work supervisor, department manager, head HenR and job coach 45 minutes
- 11. Applied digital tools:**
Whats app I use a lot. Clients easily report that something is wrong. Just pass something on, ask if you are available etc. Super invention for quick and easy contact.
Teams occasionally. Most clients are not able to arrange this independently, they are working on learning this but it is difficult because there are currently no physical meetings.
- 12. Applied methods:**
Not specific. Used more instead of physical meeting. Whats app for quick passing of messages.



13. In your opinion, what is the secret of the successfulness of online career counselling that you apply, from the point of the career counsellor (you) and from that of the client?

I notice that clients themselves have a need for physical gathering, which is inherent in the target group I work with. Proximity is in most counseling questions. Going over a few things in a businesslike manner with other stakeholders than the client is fine. Preparing yourself and discussing more quickly. Not having to travel is also an advantage. Within the organization, I am going to ask the Leerwijzer (training for clients and employees) to what extent they can show clients how to organize a Team Conference themselves. Considering the target group I work with, I estimate that holding physical work meetings will remain important.

Aveleijn has a location in Almelo where all kinds of new digital possibilities are tested by clients, they also write the manuals for this equipment after they have tested it. (Living Lab Almelo). Think of glasses that can read text, equipment that gives commands at certain moments, a chair where you can cocoon/work without stimuli from others. I estimate that quite a few new things can be developed here that allow clients to function more independently.

II. Example of good practice

General data:

- 1. Name/Company name:** Marea de Bruijn – Lamareacoaching
- 2. Sector of career counselling:** Mainly public sector
- 3. Field of career counselling:** re-integration, job coaching
- 4. Target group:** low intellectual disability, lower educated, bachelor and master level with specific career questions, autism spectrum, non congenital brain damage
- 5. Website address, online appearance platforms:** lamareacoaching.nl, LinkedIn, Miro, Zoom / Teams video conferencing

Online counselling:

- 6. The target group of online career counselling:**
Bachelor and master level with specific career questions, autism spectrum, non congenital brain damage
- 7. The platforms applied in the framework of online career counselling:**
Miro, Zoom / Teams video conferencing
- 8. Type of online career counselling:**
Individual and group
- 9. The process and the impacts of the applied online career counselling**
(getting in touch, addressing, estimation of the needs of the client, applied questioning techniques, the process of counselling, the applied active listening techniques, the way of finishing counselling):
I work a lot with people who have a form of Autism. What I have learned in working with these people is to make questions and situations explicit as much as possible, to name things word for word. In the online counseling I experience that it works nice to be



explicit. And perhaps easier than when you are sitting together physically, checking with the other (for understanding and emotion).

In an online coaching session, I don't get distracted by whatever accidentally comes in via email or something, with a notification. I make sure that my attention can be fully with the other person. Preferably I make sure that I am at my computer well in advance and prepare myself as if I were sitting across from someone. Making contact, intake, exploring needs can all be done online. I use the method of 'appreciative inquiry' as a questioning and coaching technique. I use behavioral interventions online just as easily as when I have a physical meeting. The Core Talents Analysis I use is fully available and executable online. When I want to make things visible in sessions or want to display something visually together with the client, I use the whiteboard in Zoom or via Mural or Miro platforms. When I want to show the client something and they only have to look, I can use a whiteboard, but PowerPoint or a shared google document also works very well to work in so the client collaborates on it directly. As for active listening techniques, they are just as important in online coaching as they are in physical coaching. In a physical meeting, 'hmm' may already be more motivating to continue talking/telling, where as a coach in an online meeting I think I ask the question "is there more?" more often because 'hmm' then sometimes falls away a bit. Closing the session goes just the same as in a physical meeting: summarize, discuss homework, ask for feedback. When I work in a group, I sometimes ask people to put something in the chat or Miro platform. What gave them the most energy from the meeting, for example.

10. Time span, frequency of the applied online career counselling:

Every 2 or 3 weeks for about 60 minutes.

11. Applied digital tools:

Zoom, e-mail, whiteboard Miro/Mural, PowerPoint, word, google document, WhatsApp.

12. Applied methods:

Zoom video sessions with Appreciative inquiry method, Core Talents analysis, World Café (with groups), Visual harvesting in programs and reporting.

13. In your opinion, what is the secret of the successfulness of online career counselling that you apply, from the point of the career counsellor (you) and from that of the client?

From the career counselor: I can effectively spend more working hours on customer contacts and I am more easily available at short notice to switch gears. The possibility of seeing each other instead of only being able to call in case of emergencies makes it easier to be of service remotely. Especially when the coaching relationship has been in place for a while, online coaching works well and the methods and work formats are easy to apply. It requires some investment upfront to show your client how to use a whiteboard for example, before you can really create things together in an online environment. But, if you as a coach take the time that the client needs to learn to use the 'tool', you will enjoy it afterwards. Making a lot explicit and checking with your client is also really helpful in online coaching.

From the client's point of view: Experiencing space and calm in the coach. Especially in online coaching this calmness is pleasant for the client. Experiencing expertise and especially 'seeing' the client and starting from the possibilities of the client as the basis for further success. For certain client groups, the online coaching increases their ability to



have conversations, because they can more easily take time to answer. Or at least, they feel it that way.

III. Example of good practice

General data:

- 1. Name/Company name:** Lina Zheng/ SARA Werkt
- 2. Sector of career counselling:** various sectors, including government, health care and welfare, construction, food.
- 3. Field of career counselling:** (e. g. reintegration after illness for positions outside of current employer, outplacement, etc.): reintegration, job coaching, development advice
- 4. Target group:** LVB (mentally delayed), low-skilled, HBO and WO
- 5. Website address, online appearance platforms:** SARA Werkt | Jobcoaching, re-integratie en projecten (sara-werkt.nl), Teams, /sara-werkt -Whereby

Online counselling:

- 6. The target group of online career counselling:**
LVB (mentally delayed), low-skilled, HBO and WO
- 7. The platforms applied in the framework of online career counselling:**
Teams, Whereby
- 8. Type of online career counselling:**
Individual
- 9. The process and the impacts of the applied online career counselling**
(getting in touch, addressing, estimation of the needs of the client, applied questioning techniques, the process of counselling, the applied active listening techniques, the way of finishing counselling):
During my counseling I apply principles/techniques from motivational interviewing . This is based on making contact, connecting with the client and guiding on the basis of cooperation and mutual respect. I ask a lot of open questions and use reflections to provoke reactions, so that the client becomes internally motivated and starts moving.
- 10. Time span, frequency of the applied online career counselling:**
60 - 90 minutes. Ranging from 1 time per week to 1 time per month (development advice).
- 11. Applied digital tools:**
Teams, Whereby, WhatsApp, e-mail, Excel, Canvas, online testen (Arbeidsmarktscan, LINC test).
- 12. Applied methods:** Motivational interviewing, sharing screen to discuss results of tests sharing screen to visualize or point to something (such as a resume).



13. In your opinion, what is the secret of the successfulness of online career counselling that you apply, from the point of the career counsellor (you) and from that of the client?

For both, online counseling can only be a success if there is a mutual connection and trust. My role as a career counselor is to get to the bottom of the help request and needs by asking targeted questions so that the client feels invited to respond. In this way, the client will feel heard and understood. The online career guidance I offer gives room for collaboration, where the client's needs come to the surface and I as a coach act on them.

IV. Example of good practice

General data:

- 1. Name/Company name:** Sage Fluence (door Elena Kuznetsova)
- 2. Sector of career counselling:** Dutch corporate environments (ICT, Data, Finance sectoren)
- 3. Field of career counselling:** reintegration after illness, for positions outside of current employer
- 4. Target group:** individuals bachelor and master level,
- 5. Website address, online appearance platforms:** Zoom

Online counselling:

- 6. The target group of online career counselling:**
Individuals bachelor and master level
- 7. The platforms applied in the framework of online career counselling:**
Zoom, Calendly
- 8. Type of online career counselling:**
Individual
- 9. The process and the impacts of the applied online career counselling**
(getting in touch, addressing, estimation of the needs of the client, applied questioning techniques, the process of counselling, the applied active listening techniques, the way of finishing counselling):
 - Intake interviews (online)
 - Questionnaires and tests if necessary
 - Tailoring contract - commitment and expectations of both parties
 - Sessions number vs frequency
 - Unlimited support (calls) for ad hoc questions
 - Reports after each online session
 - Homework and assignments as per client's capabilities (always)
 - Advance coordination of agendas for new sessions
 - Aftercare contact
 - Content form of the online sessions: ICF standard, Solution Focused techniques



10. Time span, frequency of the applied online career counselling:

5-10 sessions of 60 minutes every 2-3 weeks

11. Applied digital tools:

Zoom, Calendly, Gmail, Youtube, Canvas documents for CVs, LinkedIn

12. Applied methods:

- Online zoom sessions (ICF standard)
- Reports after each session
- Short phone calls (up to 30 min) at client's request (ad-hoc questions, concerns etc)
- Homework in various forms: videos, books, questionnaires, journals, self-analysis in a structural form

13. In your opinion, what is the secret of the successfulness of online career counselling that you apply, from the point of the career counsellor (you) and from that of the client?

From the career counselor: Ask critical questions of the client about expectations and if you can really do anything for them (experience shows that whether it goes online or not online- really doesn't matter then).

From the client: Trust to the coach based not on a theoretical/academic knowledge of training courses, but on daily practices, experience and current knowledge of the coach who knows the market inside out.

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THE CHANGING LABOUR MARKETS AT COVID19 PANDEMIC

The pandemic of the new coronavirus has caused a global health crisis with a direct impact on economic development. This chapter offers an overview in labor markets in project partner countries: Germany, Slovakia, Hungary, France and Netherlands.

Prior to 2020, *Germany* had experienced steady and robust economic growth for a decade. The strong economic performance built on healthy domestic demand, a robust trade performance and good social outcomes (OECD, 2018; OECD, 2020). As the COVID-19 pandemic took hold, containment and mitigation policies, as well as the great uncertainty of the global outlook led to a sharp contraction in economic activity in Germany (OECD, 2020; OECD, 2021). According to OECD estimates, real GDP decreased by more than 5% in Germany in 2020, although less than in many neighbouring economies.

The German Government provided strong support to protect jobs and firms in the crisis, notably through fiscal and employment measures, which cushioned the economic downturn. Nevertheless, uncertainty and a drop in demand has had important effects on business investment and exports in key sectors, particularly manufacturing (OECD, 2020). German GDP is forecasted to grow in 2021 and 2022, although further containment measures may bring prolonged uncertainty (OECD, 2020).

The Slovak economy declined by 5.2% in 2020. The economic crisis caused by the pandemic has resulted in the fastest short-term rise in unemployment in the labour market since 2009, but the labour market has been more resilient and the unemployment rate has risen less than the global financial crisis. Measures to support shortened work, pandemic nursing benefits and sickness benefits have also contributed to this. By the end of March 2021, the Ministry of Labour, Social Affairs and Family of the Slovak Republic paid out more than 1.6 billion EUR to the employers and Self-employed affected by the pandemic.

According to the current estimate of the Ministry of Finance of the Slovak Republic (March 2021), the Slovak economy will speed up the dynamics to 6.3% in 2022, also thanks to drawing funds from the EU's recovery and resilience plan. After the end of the pandemic, consumer confidence will be restored and with it, domestic demand will increase. Uncertainty in the economy will decline, which will increase private investment. They will be joined by government investment from the EU's recovery and resilience plan, in the estimated amount of more than 1 billion EUR. They will support the economy until 2026 with a total amount of 6.1 billion EUR.

The Recovery and Resilience Plan focuses on five key areas of public policy:

- Green economy;
- Education
- Science, research and innovation
- Health
- Effective public administration and digitization

Meanwhile in *Hungary*, in the fourth quarter of 2019, only 5.1 percent of those aged 15–74 responded that they were in part-time employment, compared the EU rate of 19.9, and the rate of those working in this type of employment remained largely unchanged throughout the past decade. The rate of Hungarian females working in part-time employment was the double of the same rate of males, but their rate was further away from the relevant EU average. Part-time employment is most prevalent in the 15–24 age group due to student labour, but it is still not more than 6.2 percent of the



total employment rate of this age group, in contrast with the EU average of nearly 32.8 percent. (KSH, 2020).

Depending on the seriousness of the epidemiological situation and the extent of measures introduced in response, the coronavirus epidemic placed a heavy burden on European economies. Cancellation of events, restrictive measures or shutdowns resulted in a considerable decrease in labour demand in the most affected sectors. Decision makers and the enterprises concerned also had to handle the large-scale absence of employees from work due to illness, nursing a family member or home-learning. In the course of tackling the crisis, most European governments considered it a priority to keep workers in employment and compensate those absent from work and they have adopted and adopt diverse measures to this end.

One group of measures aim at retaining jobs. These include direct financial assistance for enterprises, improved access to loans as well as support related to taxes and contribution, which are designed to maintain the solvency and, in this way, prevent the bankruptcy of enterprises.

They were adopted by all European countries in some form. In Hungary economy support measures were adopted to provide direct financial assistance for enterprises that had incurred significant losses or loss of revenue. Government credit lines were established to ensure the liquidity of enterprises, retain jobs, mitigate damage and protect the market position of enterprises. Government-subsidised soft loans are available for enterprises in most EU member states, Hungary being not an exception.

Compared to the measures adopted by other European countries, Hungarian measures were primarily related to various forms of job retention, while support for the unemployed was not included and support for absent workers was only included to a limited extent among the measures. Absent workers are mainly assisted through eligibility to sick pay and agreements between employers and employees are of primary importance. Employees who fall ill, are quarantined because of contact with an infected person or look after a sick child, qualify as incapacitated and are thus entitled to sick pay. Measures in Hungary did not include unemployment assistance – neither the extent nor the coverage of the unemployment benefit. Furthermore, direct aid to employees was only introduced with a limited coverage.

Furthermore, after a historic fall in economic activity in 2020 in *France*, the recovery is confirmed in 2021. GDP and employment rebounded significantly in the second quarter. This momentum is expected to continue in the third quarter according to the Banque de France's business surveys. Despite the new variants of Covid-19 and certain sectoral supply or recruitment difficulties, activity should be maintained in the fourth quarter.

GDP growth is expected to average 6.3% in 2021, then 3.7% in 2022, before falling slightly below 2% in 2023.

The resilience of the labour market is better than expected, thanks in particular to the support of public measures. Wage employment has returned to its pre-crisis level by mid-2021 (the number of hours worked per job is still low due to the persistence of partial activity (240,000 full-time equivalents in July). The French economy is back to its main pre-crisis challenge: strong recruitment difficulties while unemployment is still high at 8%.

According to a survey "Besoins en Main d'oeuvre 2021" (Manpower needs 2021) carried out by Pôle emploi among 450,200 establishments and published in May 2021 (public structure in charge of supporting job seekers in their search for employment and responding to the recruitment needs



of companies), companies are planning more than 2,726 million recruitment projects, i.e. 30,000 more than in 2019 .

64.2% are for permanent jobs (21.5% for fixed-term contracts of more than 6 months and 42.7% for permanent contracts). More than one company in four plans to recruit (26.4%) and more than two out of three projects concern establishments with fewer than 50 employees.

Ultimately, when looking at the situation in *Netherlands*, just over 1 in 10 people in the Dutch working population (10.7%) is actively looking for a new job. Among employed people this is only one in fourteen (7.2%) and the trend is downward. Labour market activity differs strongly per profession. In the number of job changes, we see a substantial decline, as in the previous quarter, and sourcing pressure increased again with 34.4% in the third quarter. Unemployment initially rose rapidly because of the coronavirus, but since the second half of 2020 there has been a decline. The unemployment rate is at a low of 3.1% (September 2021). With the end of the support measures in October 2021, the unemployment rate is expected to rise to 3.6% in 2022. This is still a low unemployment rate.⁸

Job Application Lab offered interesting results. Under the heading ‘a good start’ 21 experts were asked how they expect the corona crisis to change the job market and the job application process. The selected answers are the following ones:

- “I think digital application will remain part of the standard package” (Aart van der Gaag, Commissioner 100,000 jobs, on behalf of VNO-NCW/MKB/LTO and the government).
- “Attention for vulnerable groups and working from home will become a standard part of job interviews” indicates Ton Wilthagen, Professor of the Labour Market, Tilburg University.
- “Further polarization in the labor market is emerging as a result of the corona crisis, but it also offers opportunities for job-to-job transitions between sectors. Online and physical will stand in a different relationship to each other. Physical meetings and team performance require a redesign” (Marjolein ten Hoonte, director labor market and CSR at Randstad).
- “Above all, I hope that we hold on to the benefits: speed up procedures more and engage in video interviews with people sooner rather than assessing them based on the old-fashioned CV and cover letter” (Anne Megens, senior advisor policy & strategy at employers’ association AWWN).
- “Open hiring is going to take off this year. Open hiring, diversity and inclusion are flip sides of the same coin” (Peter van Leeuwen, official secretary of the National Client Council).
- “Acquisition, consulting and support will increasingly take place online. We are moving towards the option that every person can use their own algorithm” (Leendert Bos, advisor on social entrepreneurship and innovation for Cedris, involved in the Work Innovation Prize).
- “We will do much more from home, travel less, fly less. Applying for jobs will be more digital, much more online. Selecting more on skills and specific knowledge and more

⁸ Source: intelligence-group.com, [Werf-en.nl](https://werf-en.nl)



training of own staff by employers. In this context I expect Open Hiring to take off” (Cees Bakker, SollicitatieLAB.nl).

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RESULTS

First, a secondary analysis of official and unofficial statistical data of the partner countries has been carried out. In addition, different methods were employed to collect information about best practices to map the experience of online career counsellors: online interviews, discussions with the focus groups and face to-face or online meetings with career counsellors or relevant stakeholders. Questionnaires developed by partners authorized partners to collect 18 best practices in E-career counselling.

The questionnaires were completed by 426 career advisers and counsellors in Germany, the Netherlands, Slovakia, Hungary and France. The diagrams and full results can be found in Appendix 4.

The vast majority of respondents were over the age of 40. Regarding the time span of dealing with career counselling, the distribution of the answers is proportional: 19.48% less than 5 years, 19.72% from 6 to 10 years, 20.19 % have been working in career counselling from 11 to 15 years, 18.08% have been performing as career counsellors for 16-20 years and 22.54 % have more than 20 years of work experience in the latter sector. Two thirds of the fillers are active in the private and the public sector. Only one third of the respondents are employees. While in the Netherlands, respondents primarily act as private entrepreneurs at this field – even in the public sector – in Germany, in Slovakia, in Hungary and in France, its opposite can be experienced.

More than half of the fillers deal with career choice, or are looking for or are changing their jobs, primarily within the framework of counselling. On the whole, respondents admitted that they had not changed the frequency of counselling. However, the majority of those, who changed had to increase its frequency. The majority did not change the duration of the counselling, those, who did, however had rather reduced its length.

While the frequency of counselling decreased in Germany, in Slovakia and in Hungary, it increased in France, while in the Netherlands, it has not changed. Regarding the time span of counselling sessions, it has not changed in Germany, in Slovakia, in Hungary and in the Netherlands, those, who changed, rather decreased it, while in France, they clearly increased it.

Not the vast majority have not suspended their activity during the time of the pandemic. The strength of personal counselling has not changed in the rest of the partner countries, except for Hungary. During the pandemic, the online format was present in every country. In Germany, the number of those who applied this format has already outnumbered the number of those, who did not. The number of those, who only hold online counselling, is low in every country. In France, respondents usually agree with the statement that 'There is no change in the ratio of personal and online career counselling'.

On the whole, it can be observed that the tools applied most frequently in the framework of implementation of counselling are:

- Messaging (e-mail),
- Phone calls, audio calls,
- Social networking (Facebook, LinkedIn, Google+),
- Online communication and collaboration tools (Skype, Teams, Zoom, Hangouts, Jamboard)

In Germany, the following forms are preferred in the framework of implementation of counselling:



- Messaging (e-mail),
- Web site links,
- Web conferencing/Video conferencing
- Phone calls, audio calls,
- Online communication and collaboration tools (Skype, Teams, Zoom, Hangouts, Jamboard)

In Slovakia, the following forms are preferred in the framework of implementation of counselling:

- Messaging (e-mail), Chats Chat/Instant messaging
- Social networking (Facebook, LinkedIn, Google+,...)
- Social Media
- Online communication and collaboration tools (Skype, Teams, Zoom, Hangouts, Jamboard)
- Websites

In Hungary, the following forms are preferred in the framework of implementation of counselling:

- Messaging (e-mail),
- Social Media
- Social networking (Facebook, LinkedIn, Google+)
- Online communication and collaboration tools (Skype, Teams, Zoom, Hangouts, Jamboard)

In France, the following forms are preferred in the framework of implementation of counselling:

- Messaging (e-mail),
- Social Media
- Social networking (Facebook, LinkedIn, Google+)
- Web conferencing/Video conferencing
- Phone calls, audio calls
- Online communication and collaboration tools (Skype, Teams, Zoom, Hangouts, Jamboard)

In the Netherlands, the following forms are preferred in the framework of implementation of counselling:

- Messaging (e-mail),
- Web conferencing/Video conferencing
- Audio conferencing
- Social networking (Facebook, LinkedIn, Google+)
- Online communication and collaboration tools (Skype, Teams, Zoom, Hangouts, Jamboard)

In Germany, 12.5% of the fillers struggled constantly with professional difficulties. In Hungary, one fifth of the respondents have regularly had professional difficulties. In Slovakia and in France, this ratio is less than 10 per cents. While in the Netherlands, it hardly exceeds 1 per cent. In Germany, the ratio of constant technical difficulties is 18,75 per cents, in Slovakia and in France, it is 10 per



cents, in Hungary, it is 20 per cents, while in France, it does not even reach 3 per cents. The German of 12,5 per cents and about one fifth of the Dutch fillers regularly attends a training targeting the development of these skills, while the same goes for the one tenth of Slovakian respondents and one third of Hungarian respondents, but none of the French respondents.

Among individual entrepreneurs, having a website, presence in the social media and video conferencing is typical in Germany and in the Netherlands. In Slovakia, this is completed by a chat platform. In Hungary, social media, the option of video conferencing and the establishment of a chat platform are the things that come up the most frequently.

According to those, who filled out the questionnaires, the development of the competences, listed below, is important in successful counselling:

- Adaptability to a new situation
- Flexibility
- Creativity
- Enthusiasm
- Readiness to further develop
- Searching, retrieving, sorting, filtering information
- Empathy

The responses witness the importance of the following digital competences that are the most important in successful counselling:

- Browsing, searching and filtering data, information and digital content
- Interacting through digital technologies,
- Sharing through digital technologies
- Protecting personal data and privacy

In addition, workshops for experts from the field of career counselling, organized within the COMPASS project, allowed to identify the success factors in online career counselling, as well as the challenges (opportunities), limitations (threats), strengths and weaknesses in online career guidance. Methods and tools, as well as competencies (personal, methodical, social, digital), which should be developed in the framework of education focused on increasing the success of online career counselling were identified. The following findings need to be taken into consideration⁹:

- Career counselling services via online technology is now a growing field that is slowly receiving attention from researchers, career practitioners, counsellors and other professionals.
- Career counsellors most often use Microsoft Teams, Zoom, Skype, Google Hangouts, WhatsApp, Facebook Messenger, Viber and other tools. The main advantage of online counselling is the general availability, the possibility of providing counselling anytime and

⁹ The results are based on the events, organized by Germany, Slovakia, Hungary, France and the Netherlands. In some cases, e. g., Slovakia, the World Café method was applied.



anywhere, the possibility of using various technologies. However, career counsellor's professionalism is defined in relation to the ability to use ICT. It is time saving benefit for the client, among many others.

- In terms of advantages, the use of technology and internet in career counselling services emphasized on how they are able to expand their services to all individuals more quickly, then on the constant access and immediate response by counsellors, the services as a generator of information gathering and finally on the use of audio-visual that enhance online services.
- The disadvantages of online counselling rest mainly on the fact that the counsellor has no control over the counselling process, cannot rely on eye contact with the client, and does not have the ability to monitor non-verbal expressions, body language and psychological condition of the client. Online counselling can create technical problems that participants cannot control. Whilst it is true that using ICT diminishes the impact of face-to-face communication, ICT nevertheless permits a different relationship, one that is not necessarily reductive. Experts were of the opinion that interpersonal contact and building personal relationships in the counselling process is very important, so they consider online counselling to be a suitable form of supplementing the portfolio of counselling services.
- In order to be able to adapt to the constant changes in the 21st century and also provide online counselling, it is necessary to improve the following competencies - personal, professional, methodological social but also digital, - so it is necessary to permanently participate in the lifelong learning process. It is very important for the career counsellor to be able to work with digital tools, to select appropriate counselling methods, effective way of online communication, presentation techniques and motivational tools with regard to different target groups and their needs or abilities (older, young, parents after parental leave, pupils, students), to find suitable topics and resources that clients are interested in.
- In most cases it is necessary to combine online counselling with personal meetings with the clients.
- Ultimately, going digital requires a sensible strategy of inclusive guidance service: the trend towards the increasing use of ICT – particularly among young people – presents opportunities for widening access to lifelong guidance services to a broader client population. At the same time, this trend presents opportunities for responding more flexibly to individual client needs. The evidence collated for COMPASS study suggests that many organisations providing guidance services have started to develop multi-channel strategies.
- Ultimately, the Needs Analysis study within the framework of Compass project support previous findings by Cedefop (2018) that “the user-driven design of a practice significantly increases chances of successful and effective application of a tool. Portals that did not require advanced literacy or IT skills, and were characterised by simplicity and user-friendliness, were usually largely taken-up by end-users”, as well as that idea that “a strictly user-centred approach towards presenting digital information and tools can enable clients to make better use of LMI and related tools generally available to them.”



SUMMARY

The situation established in connection with the COVID-19 epidemics, when millions of adults have lost their jobs, also means a challenge for the career advisors, who are currently one of the supportive pillars of the current labour market challenges. At a time like this, professional career guidance can facilitate re-employment by identifying suitable new job opportunities and proposing relevant training (Mullock 2021)¹⁰.

On the other hand, there is a need for career guidance among students, as their future work place is changing rapidly, offering both, threats and opportunities. They often are overwhelmed by options, thus, career guidance can help in finding answers in this digital overload of information.

As researchers worldwide observe, the emergence of computer and “Information and communication technologies” (ICT) decades ago has gradually changed the lives of every individual in all parts of the globe. Through the use of internet and technology in career counselling services and resources, both counsellors and clients are affected, positively and negatively, which can assist career counsellors and practitioners in finding ways to enhance their services (Zainudin et al 2020)¹¹.

This study has been developed by a consortium of partners within the framework of Erasmus+ KA2 project 2020-1-DE02-KA226-VET-007944 “E-Career Counsellor in the Ever-Changing World of the 21st Century – Innovative Methods to Support e-Career Counselling Services” - COMPASS.

Project partners aim to develop a global training program for the digital (e-)career orientation service providers, in order to offer them guidance according to the challenges of the 21st century, that can be applied in all partner counties, as well as in other countries of the EU.

“Success Factors in Modern Digital Career Counselling Practices” study aims to find out the needs of e-Career Counsellor, the knowledge requirements and qualifications necessary for the staff to be successfully employed or operate individually as freelancers in the ever-changing world of the 21st century.

The scheme for the study was developed to meet the following objectives:

- to collect the information about labor market and Status Quo in e-Career Counseling services in Germany, Slovakia, Hungary, France and Netherlands;
- to identify ICT practices for guidance and career development in countries mentioned above;
- to collect additional 15-20 best transferable good practices regarding e-Career counselling in the ever-changing world of the 21st century.

¹⁰ Mullock, K. (2021). Career Guidance for Adults in a Changing World of Work in *OECD Skills and Work*. Permanent link at <https://oecdskillsandwork.wordpress.com/2021/01/26/career-guidance-for-adults-in-a-changing-world-of-work/>

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For the aim to be achieved, three different methods have been applied.

First, a secondary analysis of official and unofficial statistical data of the partner countries has been carried out. Various techniques were employed to collect information about the best practices to map the experience of online career counsellors: online interviews, discussions with the focus groups and face-to-face or online meetings with career counsellors or relevant stakeholders. Questionnaires developed by partners authorized affiliates to collect 18 best practices in e-Career Counselling.

Questionnaires also allowed to extract information necessary to identify digital tools employed or needed in e-Career Counselling and different modules that need to be developed and offered for e-Career Counsellors. This permitted to create modular blended-learning training programme that consists of the following modules:

1. Browsing, searching and filtering data, information and digital content;
2. Interacting through digital technologies;
3. Sharing through digital technologies;
4. Protecting personal data and privacy.

Each of the modules will be designed to integrate the core knowledge, skills and competences that are important in guiding clients online and will also contain “Tips and advice” section for online counselling.



Appendix 1: Mapping experience, topics and areas for “Modular blended-learning training program for career counsellors in the digital age”

Objectives:

- Mapping experience with online career counseling
- Mapping topics and areas for “Modular blended-learning training program for career counsellors in the digital age”

1. Your sex:

Male	
Female	

2. Your age:

1	Below the age of 30 years	
2	Aged 31-40	
3	Aged 41-50	
4	Aged 51-60	
5	Older than 61 years	

3. How long have you been dealing with career counselling?

1	For less than 5 years	
2	For 6-10 years	
3	For 11-15 years	
4	For 16-20 years	
5	For more than 20 years	

4. In which area (sector) do you work as a career counsellor?

1	Elementary School	
2	Secondary school	
3	University	
4	Public sector (labour offices...)	
5	Private sector (counselling and HR consulting agencies, outplacement agencies, self-employed...)	
6	Non-governmental sector	
7	Other, please specify:	



5. What are the fields of your career counselling activity?

1	Career choices	
2	Orientation of career starting young people	
3	Finding or changing a job	
4	Change of profession	
5	Recruitment	
6	Adaptation of employees in a new job position	
7	Sustainable employability / burn out prevention	
8	Other, please specify:	

6. A) What kind of change has pandemic brought about in your career counselling activity?

	Decreased	Did not change	Increased
Frequency of provision of career counselling service			
The duration of a session of career counselling			

B) What kind of change has pandemic brought about in your career counselling activity?

	Yes	Sometimes	No
I suspended career counselling.			
I still provide personal counselling, keeping precautionary measures.			
Besides the personal one, the online format appeared.			
I have already implemented online career counselling even before the pandemic, but now it became more dominant.			
Currently I only hold online career counselling.			
There is no change in the ratio of personal and online career counselling			
Other, please specify:			

7. If using digital tools, what type of digital tools do you use?

	Always	Occasionally	Never
A. Depending on modes of interaction and communication			



Asynchronous	Messaging (e-mail)			
	Discussion boards			
	Surveys and polls			
	Web logs (Blogs)			
	Web site links			
	Podcasts			
	Social Media			
Synchronous	Chats Chat/Instant messaging			
	Web conferencing/Video conferencing			
	Audio conferencing			
	Messaging			
	Phone calls, audio calls			
	White boarding			
	Application sharing			
B. Depending on the type of tools				
Social media tools	Social networking (Facebook, LinkedIn, Google+,...)			
	Microblogging (Twitter, Tumblr,...)			
	Photo sharing (Instagram, Snapchat, Pinterest,...)			
	Video sharing (YouTube, Facebook Live, Vimeo,...)			
Tools for time management, planning, collaboration, communication and support	<u>Tools for Time planning and organization</u> (Trello, Microsoft TO DO, Google Keep,...)			
	Online communication and collaboration tools (Skype, Teams, Zoom, Hangouts, Jamboard,.....)			
	Online surveys and questionnaires (SurveyMonkey, Google Forms, Survio,.....)			
	Mind mapping (Coggle, Mindmeister, Bubbl,.....)			
	Websites			
	Applications			



8. If you hold online career counselling

	Always	Sometimes	Never
Have you had professional difficulties in the framework of online career counselling?			
Have you had technical difficulties in the framework of online career counselling?			
Did you attend a training that facilitated online career counselling?			

9. If you are self-employed, then do you have your own ...

	Yes	No
Website		
Social media (Facebook, LinkedIn...)		
Video sharing site (like Vimeo, YouTube, etc.)		
Video conferencing (like teams, zoom etc.)		
Chat environment		
Online whiteboard		

10. In your opinion, what are those personal, methodological and social competences that you should develop in the framework of a training for the successfulness of online career counselling?

Competences of career counsellors		Very important	Important	Average important	Less important	Not important
Personal competences	Adaptability to a new situation					
	Flexibility					
	Creativity					
	Sense of initiative					
	Innovativeness					
	Ability to decide independently					
	Individual responsibility					
	Managing emotions					



	Change management					
	Enthusiasm					
	Endurance and resistance					
	Readiness to further develop					
Methodical competences	Searching, retrieving, sorting, filtering information					
	Effective behaviour in problem solving					
	Task and work planning					
	Systematic work					
	Work transparently					
	Time management					
	Organization of processes					
	Presentation techniques					
	Group moderation					
Social competences	Teamwork					
	Ability to take responsibility in a group					
	Ability to assert oneself					
	Effective communication					
	Networking					



	Cooperative conflict solving					
	Respecting cultural diversity					
	Empathy					
	Ability to integrate others into a group					

11. Which digital competencies do you consider most important for career counselling?

Digital competences		Very important	Important	Average important	Less important	Not important
Handling information, data literacy	Browsing, searching and filtering data, information and digital content					
	Evaluating data, information and digital content					
	Managing data, information and digital content					
Communication and collaboration	Interacting through digital technologies					
	Sharing through digital technologies					
	Engaging in citizenship through digital technologies					
	Collaborating through digital technologies					
	Netiquette					



	Managing digital identity					
Digital content creation	Developing digital content					
	Integrating and re-elaborating digital content					
	To understand how copyright and licenses apply					
	Programming					
Being safe and legal online	Protecting devices					
	Protecting personal data and privacy					
	Protecting health and well-being					
	Protecting the environment					
Problem solving	Solving technical problems					
	Identifying needs and technological responses					
	Creatively using digital technologies					
	Identifying digital competence gaps					



12. What advantages did the online form of career counselling have for you?

13. What advantages did the online form of career counselling have for the client?

14. In your opinion, what are the main challenges and limitations in providing online counselling?

15. How have you been tackling those challenges?



Appendix 2: Structure of good practices and initiatives in the field of online career counselling

General data:

1. Name/Company name:
2. Sector of career counselling:
3. Field of career counselling:
4. Target group:
5. Website address, online appearance platforms:

Online counselling:

6. The target group of online career counselling:
7. The platforms applied in the framework of online career counselling:
8. Type of online career counselling: Individual or group
9. The process and the impacts of the applied online career counselling: (getting in touch, addressing, estimation of the needs of the client, applied questioning techniques, the process of counselling, the applied active listening techniques, the way of finishing counselling):
10. Time span, frequency of the applied online career counselling:
11. Applied digital tools:
12. Applied methods:
13. In your opinion, what is the secret of the successfulness of online career counselling that you apply, from the point of the career counsellor (you) and from that of the client?



Appendix 3: Learning objectives and key contents per module

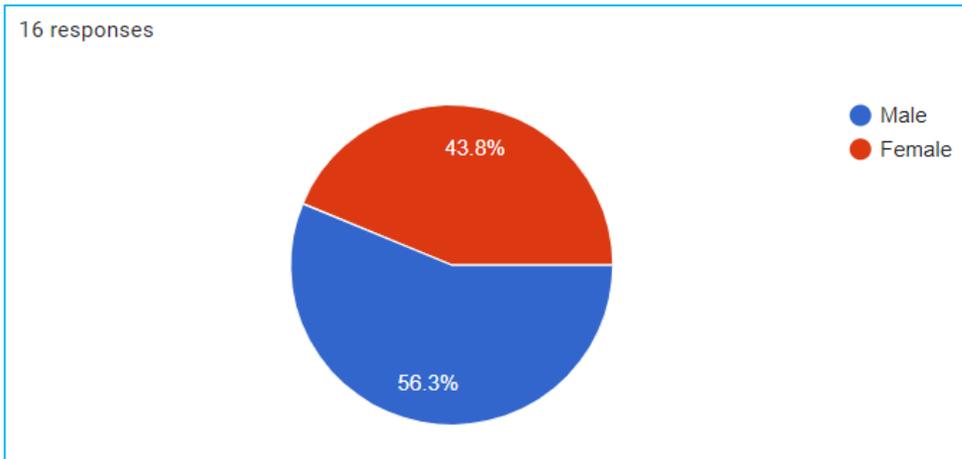
MODULES	LEARNING OBJECTIVES	EVALUATION	DURATION	CONTENT	MEDIA
Browsing, searching and filtering data, information and digital content	To know where and how to find and filter reliable and relevant digital contents for online counselling on the Web	Quiz questions at end of module, Assignment as part of preparing face-to-face meeting	5 to 6 hours digital self training 2 hours face to face session	E-learning of 20-25 pages	E-learning: Training Information
				Browsing & Searching Basics	introducing Video (3 or 4mn)
				How to filter: Queries	Text Book (e-learning)
				Critical Thinking	Web links
				Reliability of the expert	Referral to further sources
				Suggestions for further reading	
				Practical Exercises	F-2-F
				Quiz	introducing Video (3 or 4mn)
				Assignment for preparation f-2-f	Interactive PPT
Interacting through digital technologies	To know how to select and use the right communication digital tools according to your counselling needs	Quiz questions at end of module, Assignment as part of preparing face-to-face meeting	5 to 6 hours digital self training 2 hours face to face session	E-learning of 20-25 pages	E-learning: Training Information
				Communicating and interacting basics	introducing Video (3 or 4mn)
				Overview of online communication tools	Text Book (e-learning)
				Selecting the right communication tool	Web links
				Using digital communication tools: basics	Referral to further sources
				The importance of netiquette	
				Suggestions for further reading	F-2-F
				Practical Exercises	introducing Video (3 or 4mn)
				Quiz	Interactive PPT
				Assignment for preparation f-2-f	
Sharing through digital technologies	To know how to select and use the right sharing digital tools according to your counselling needs	Quiz questions at end of module, Assignment as part of preparing face-to-face meeting	5 to 6 hours digital self training 2 hours face to face session	E-learning of 20-25 pages	E-learning: Training Information
				Browsing & Searching Basics	introducing Video (3 or 4mn)
				Overview of online sharing tools	Text Book (e-learning)
				Selecting the right sharing tools	Web links
				Creating and sharing digital content: basics	Referral to further sources
				Co-creation	
				Suggestions for further reading	F-2-F
				Practical Exercises	introducing Video (3 or 4mn)
				Quiz	Interactive PPT
				Assignment for preparation f-2-f	
Protecting personal data and privacy	To understand the basics of GDPR EU regulation	Quiz questions at end of module, Assignment as part of preparing face-to-face meeting	5 to 6 hours digital self training 2 hours face to face session	E-learning of 20-25 pages	E-learning: Training Information
				The importance of data protection and privacy	introducing Video (3 or 4mn)
				GDPR regulation: the basics	Text Book (e-learning)
				How to protect your personal data	Web links
				How to protect the privacy of your clients	Referral to further sources
				When things go wrong...	
				Suggestions for further reading	F-2-F
				Practical Exercises	introducing Video (3 or 4mn)
				Quiz	Interactive PPT
				Assignment for preparation f-2-f	
Tips and advice for online counselling	To beware aware of the do's and don't's when counselling online	Quiz questions at end of module, Assignment as part of preparing face-to-face meeting	5 to 6 hours digital self training 2 hours face to face session	E-learning of 20-25 pages	E-learning: Training Information
				Online counselling versus offline counselling	introducing Video (3 or 4mn)
				The do's and don't's of online counselling	Text Book (e-learning)
				Tips and tricks for counselling online	Web links
				Important competences for online counselling	Referral to further sources
				Suggestions for further reading	
				Practical Exercises	F-2-F
				Quiz	introducing Video (3 or 4mn)
				Assignment for preparation f-2-f	Interactive PPT



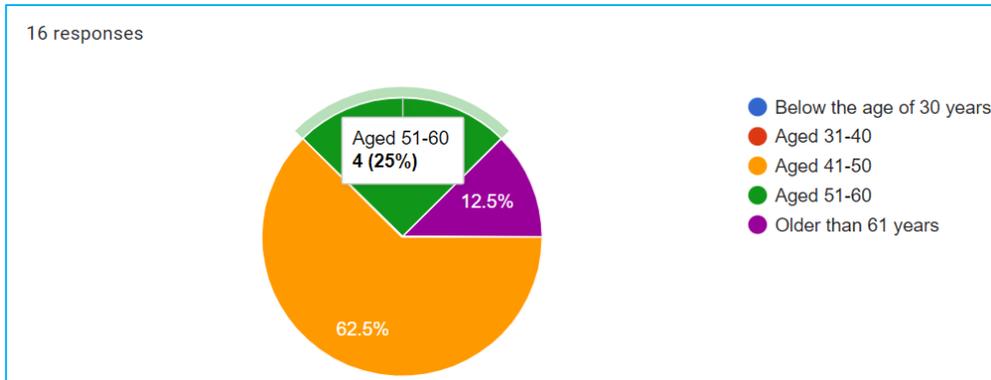
Appendix 4: RESULTS OBTAINED FROM QUESTIONNAIRES

4.1. Results obtained from questionnaires: Germany

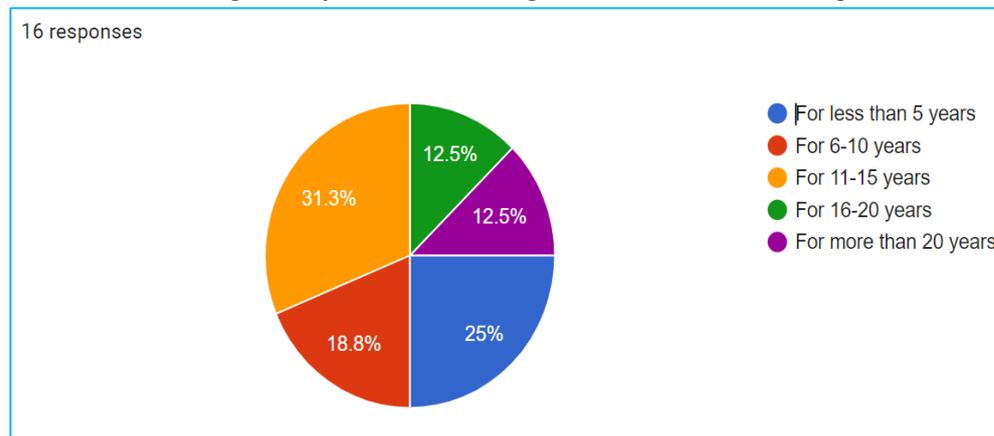
1. Your sex



2. Your age

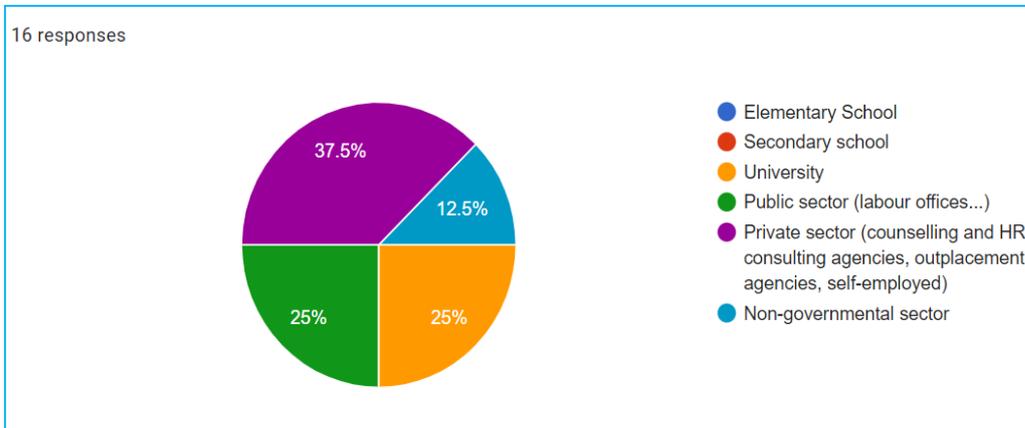


3. How long have you been dealing with career counselling?

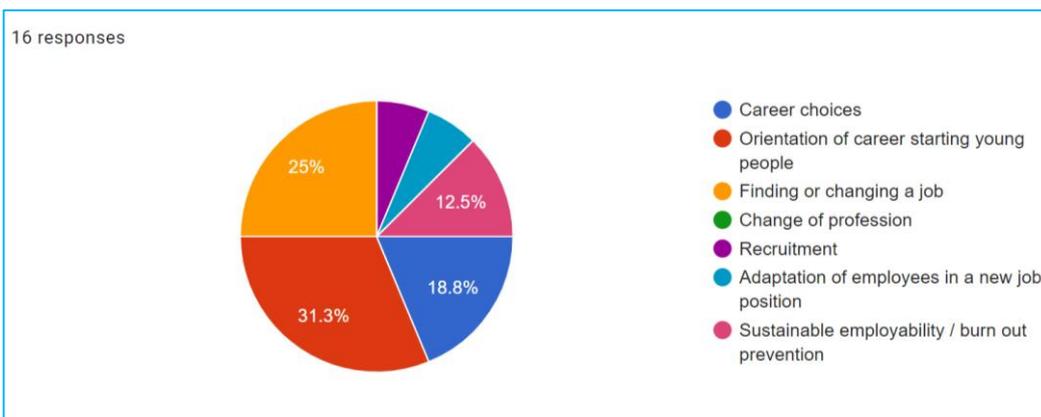




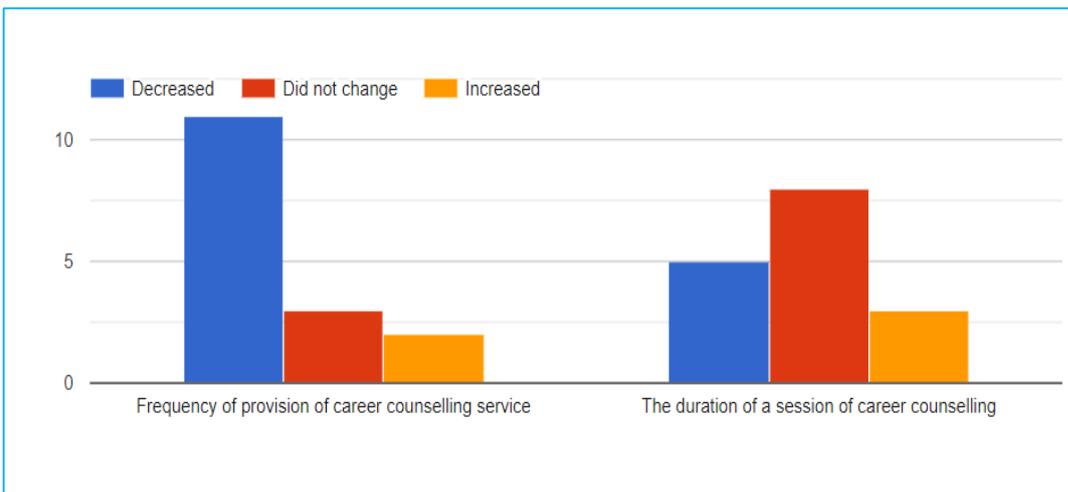
4. In which area (sector) do you work as a career counsellor?



5. What are the fields of your career counselling activity?

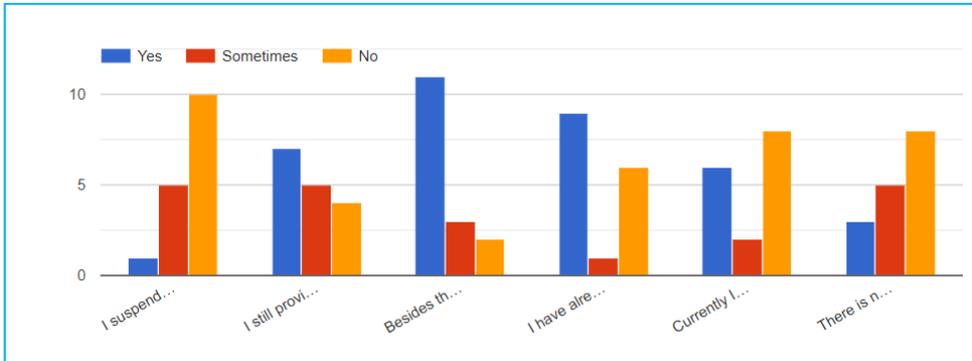


6. A) What kind of change has pandemic brought about in your career counselling activity?



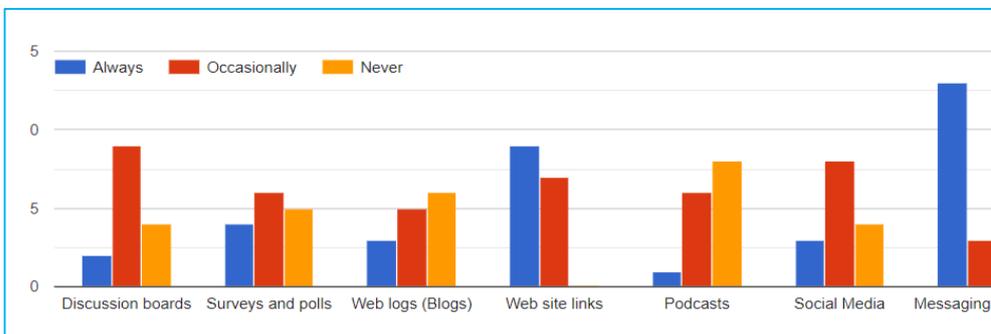


6. B) What kind of change has pandemic brought about in your career counselling activity?

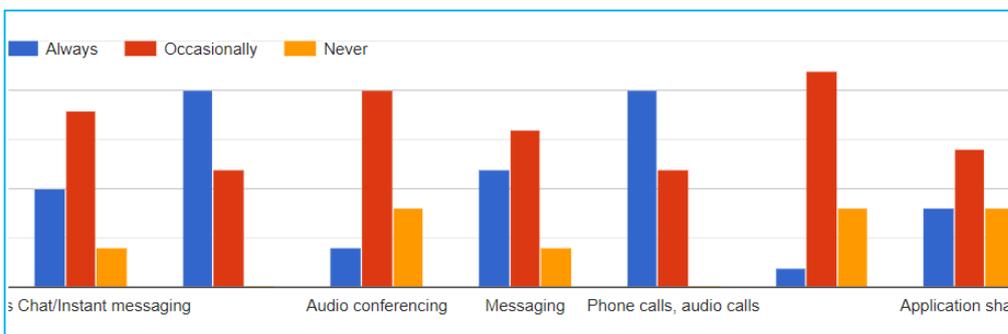


- I suspended career counselling.
- I still provide personal counselling, keeping precautionary measures.
- Besides the personal, one, the online format appeared.
- I have already implemented online career counselling even before the pandemic, but now it became more dominant.
- Currently I only hold online career counselling.
- There is no change in the ratio of personal and online career counselling.

7. A) If using digital tools, what type of digital tools do you use? Depending on modes of interaction and communication - Asynchronous

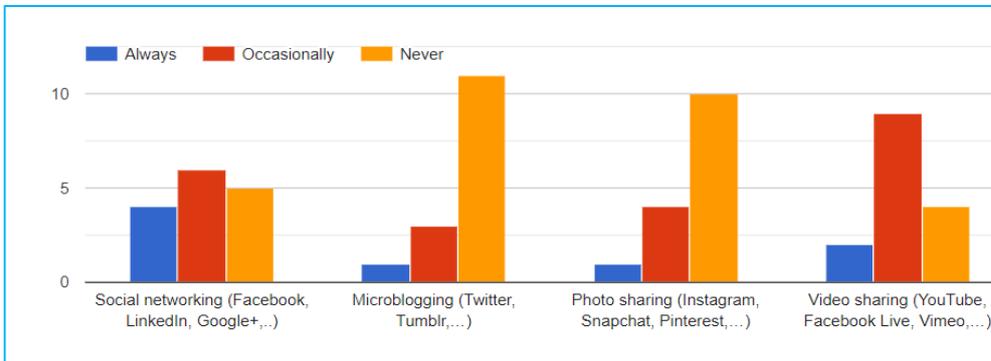


7. A) If using digital tools, what type of digital tools do you use? Depending on modes of interaction and communication - Synchronous

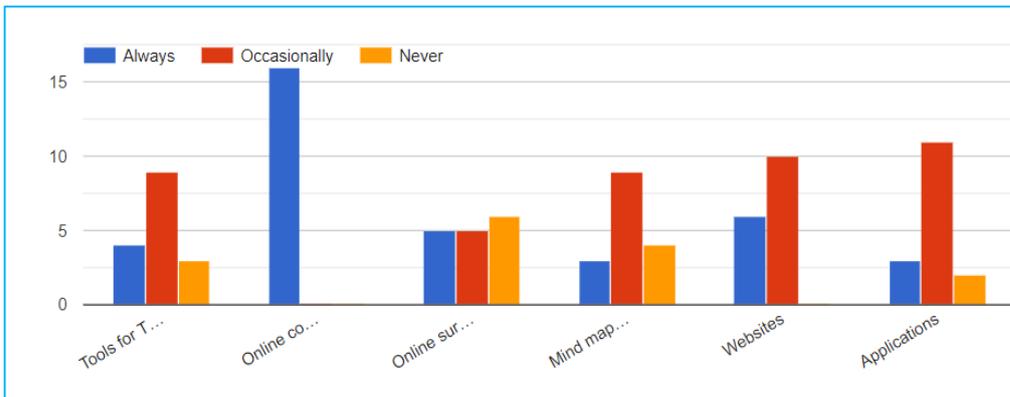




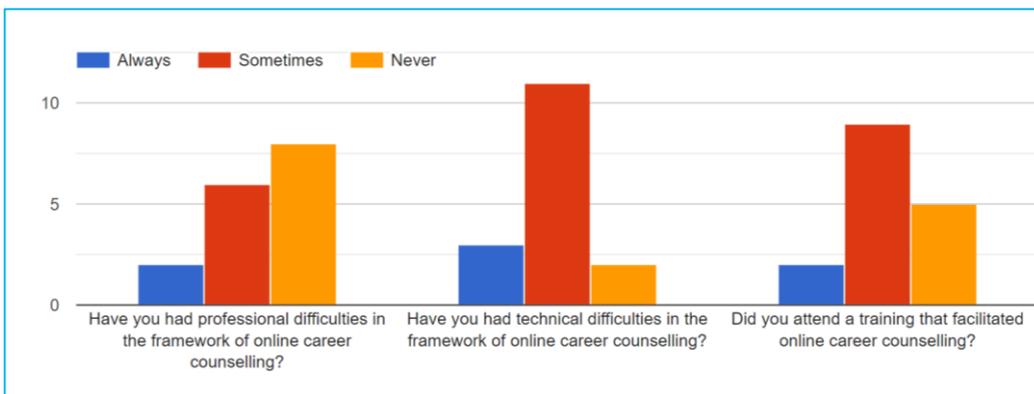
7. B) If using digital tools, what type of digital tools do you use? Depending on the type of tools - Social media tools



7. B) If using digital tools, what type of digital tools do you use? Depending on the type of tools - Tools for time management, planning, collaboration, communication and support

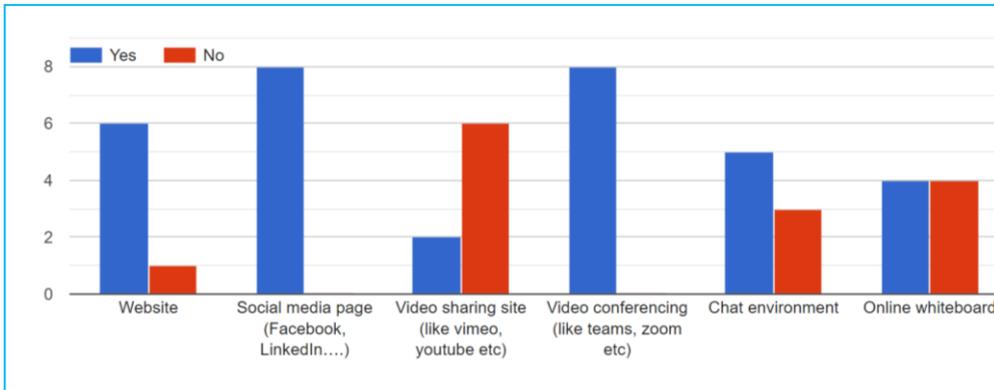


8. If you hold online career counselling:

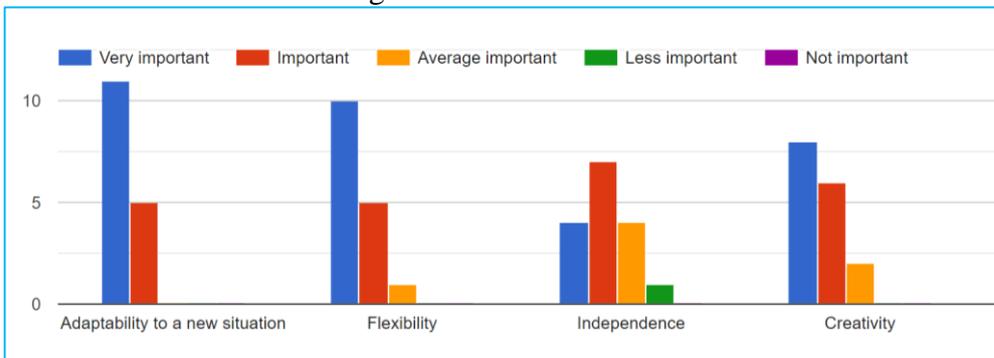




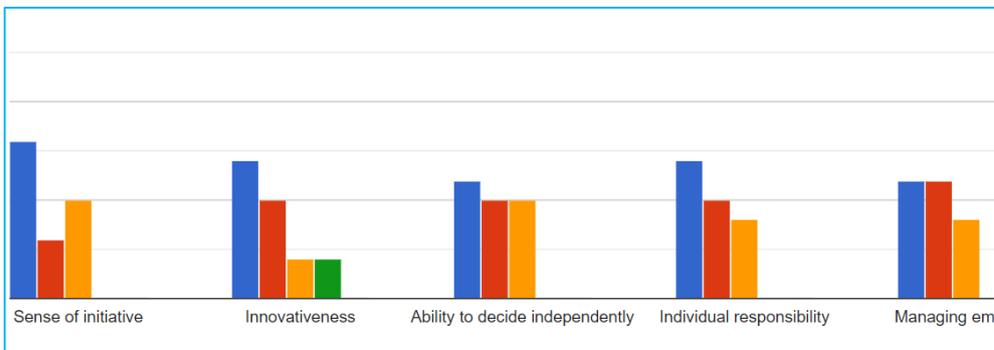
9. If you are self-employed, then do you have your own:



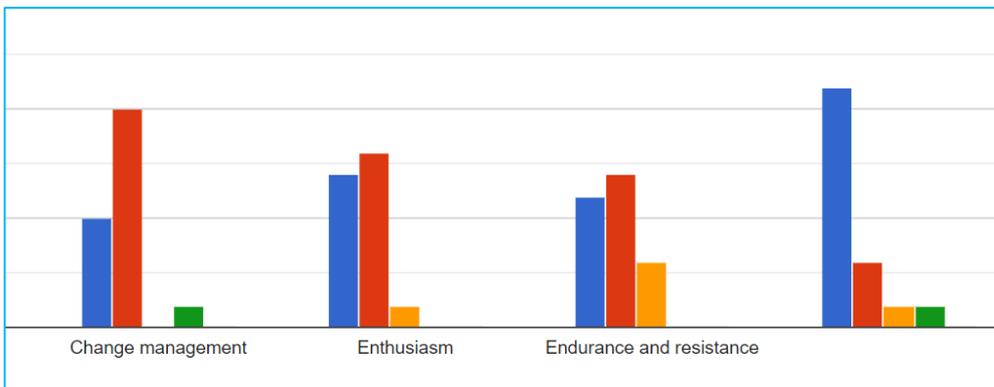
10. A) In your opinion, what are those personal competences that you should develop in the framework of a training for the successfulness of online career counselling?



1st part of results



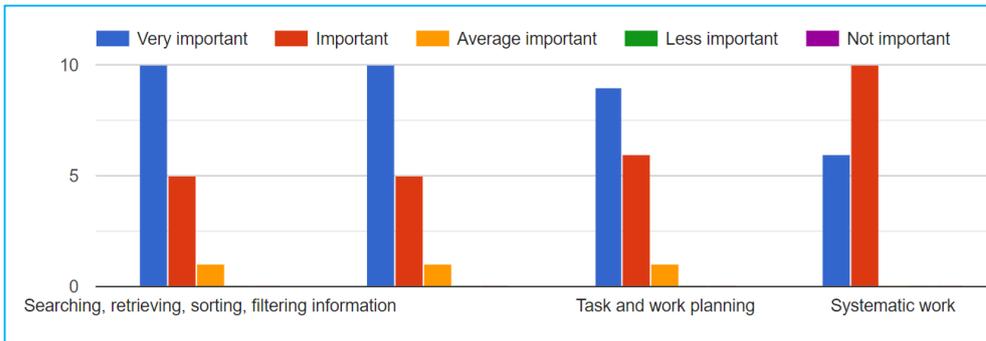
2nd part of results



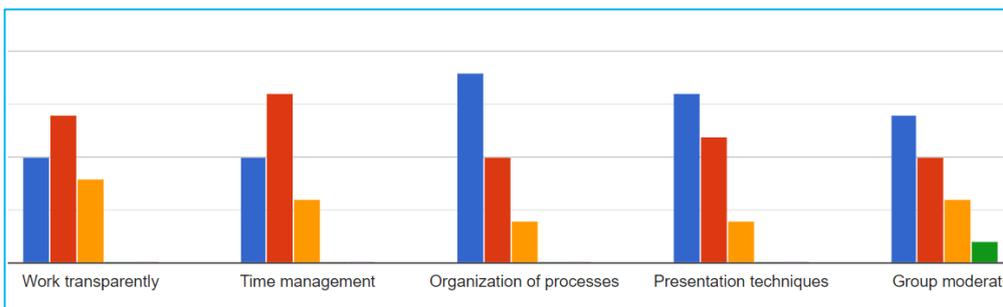
3rd part of results



10. B) In your opinion, what are those methodological competences that you should develop in the framework of a training for the successfulness of online career counselling?

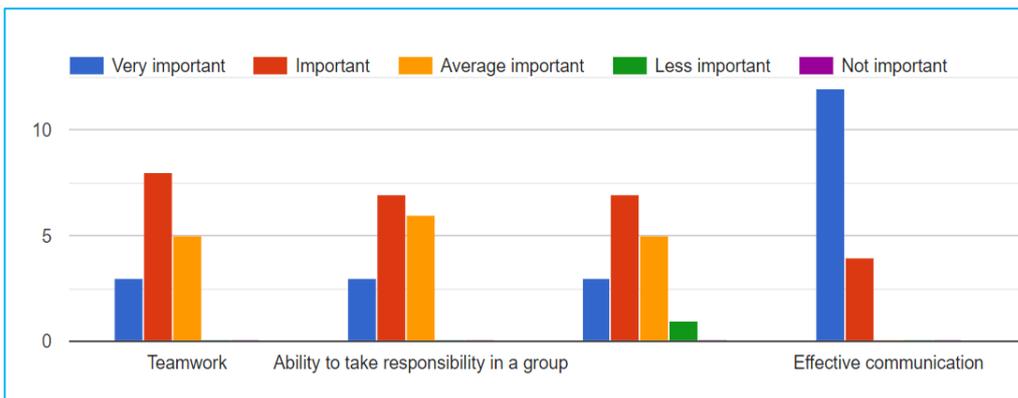


1st part of results

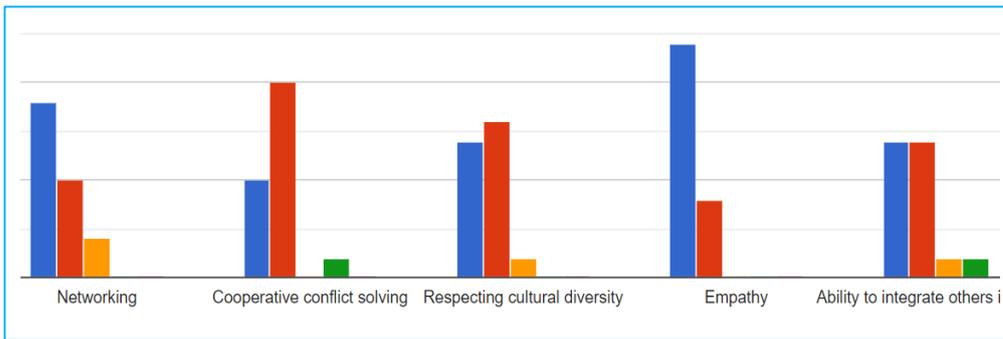


2nd part of results

10. C) In your opinion, what are those social competences that you should develop in the framework of a training for the successfulness of online career counselling?

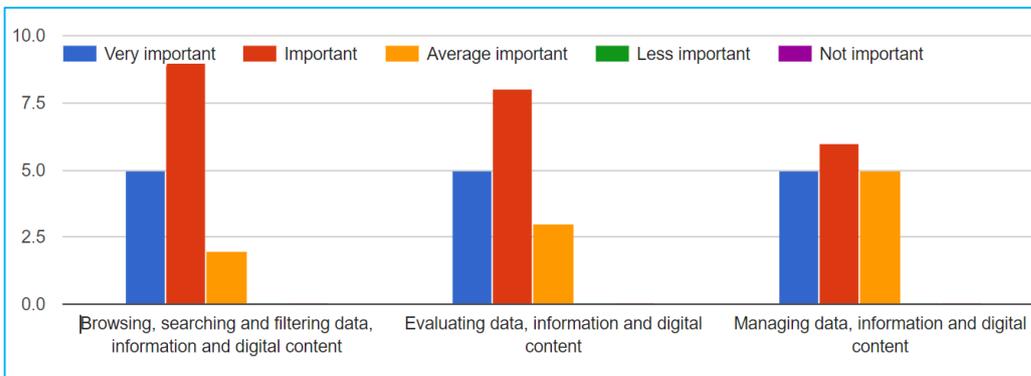


1st part of results

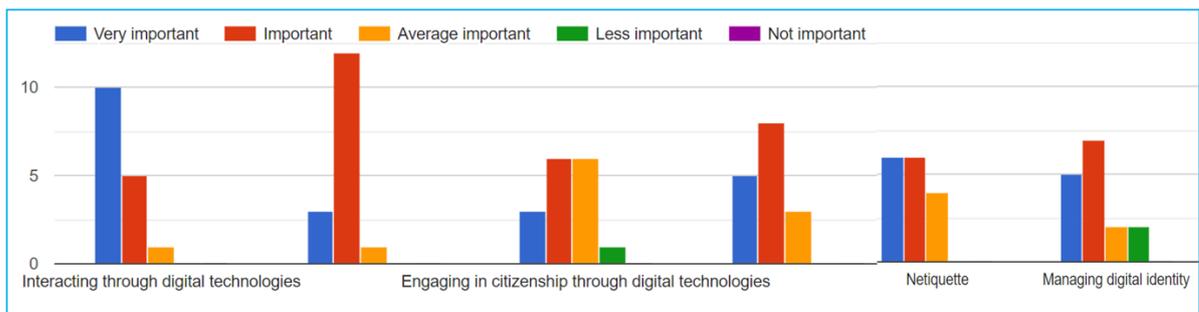


2nd part of results

11. A) Which digital competencies do you consider most important for career counselling in the area of handling information, data literacy?

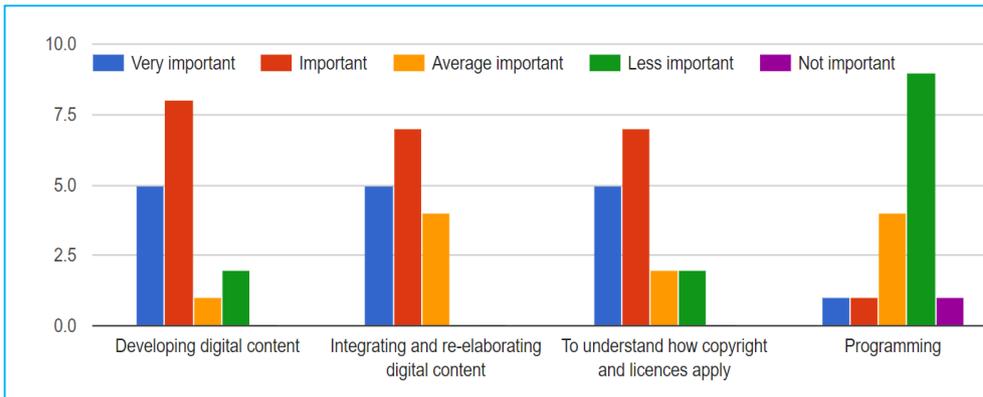


11. B) Which digital competencies do you consider most important for career counselling in the area of communication and collaboration?

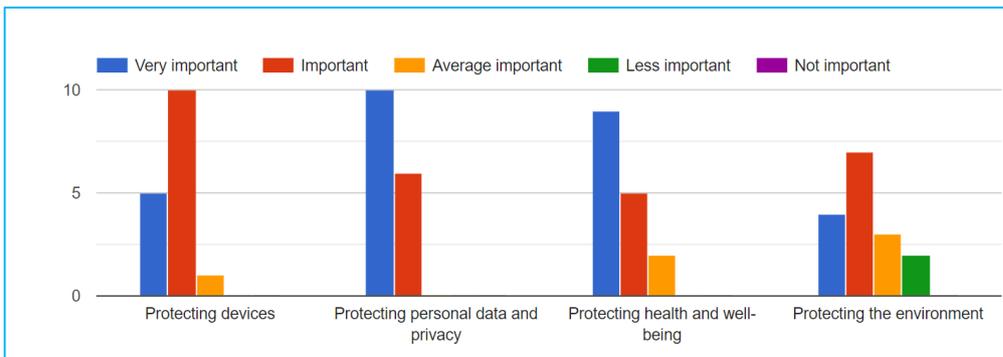




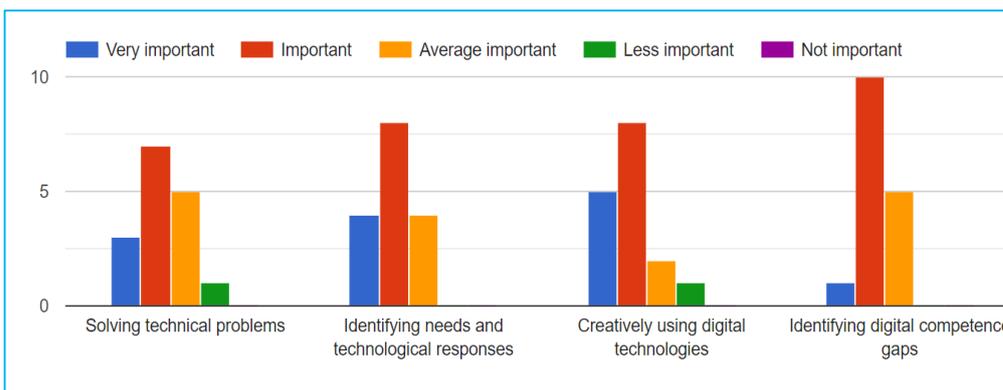
11. C) Which digital competencies do you consider most important for career counselling in the area of digital content creation?



11. D) Which digital competencies do you consider most important for career counselling in the area of being safe and legal online?



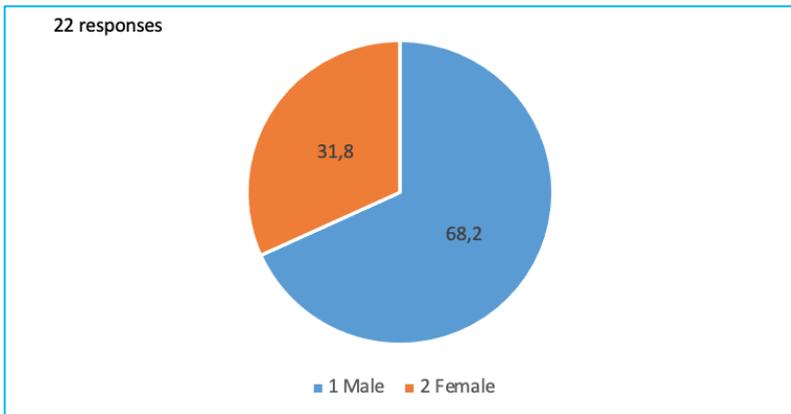
11. E) Which digital competencies do you consider most important for career counselling in the area of problem solving?



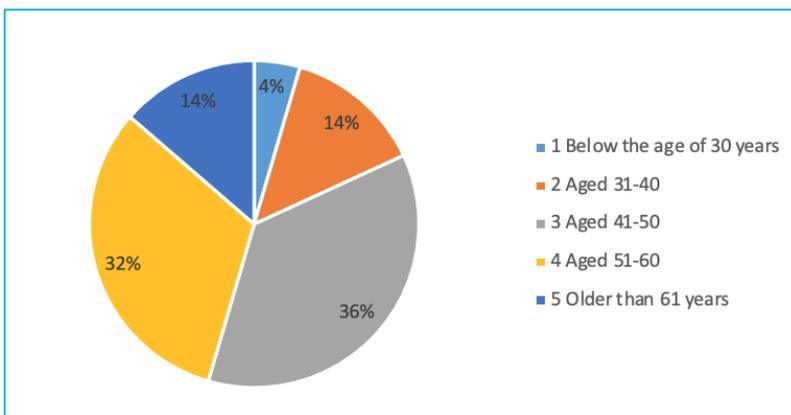


4.2. Results obtained from questionnaires: Slovakia

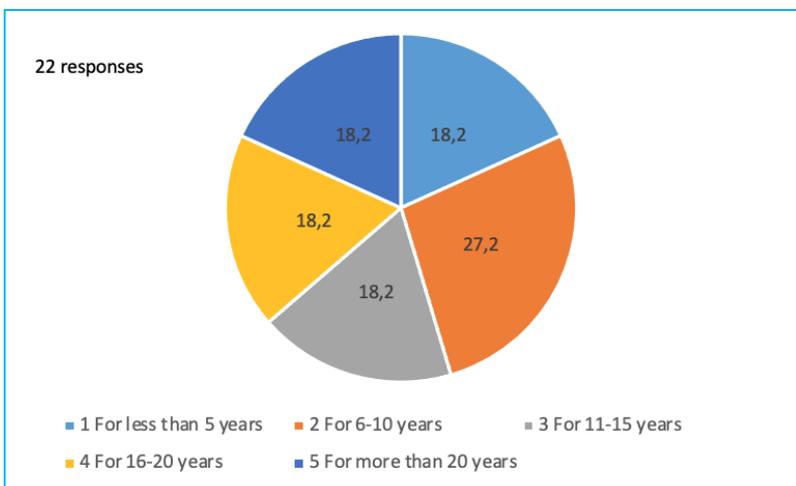
1. Your sex



2. Your age

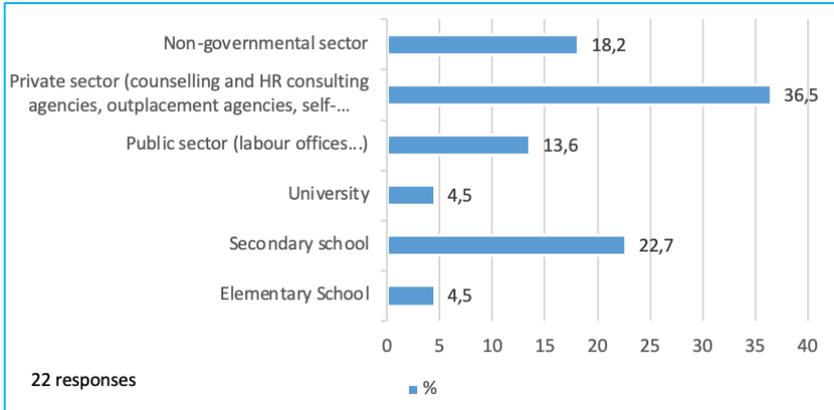


3. How long have you been dealing with career counselling?

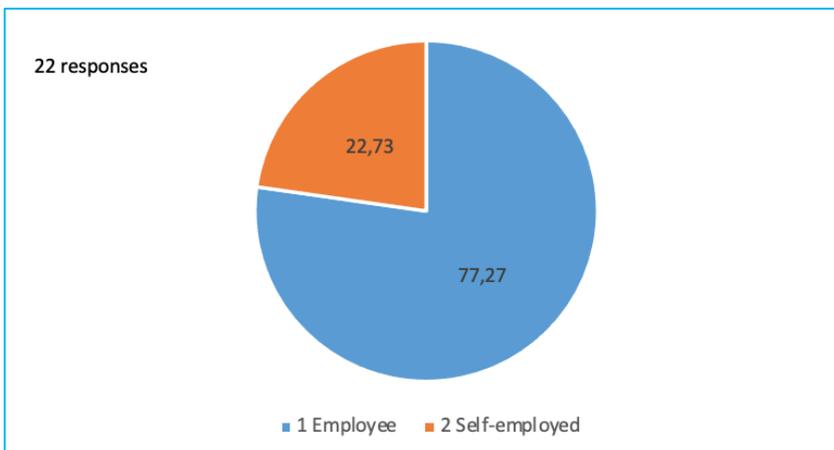




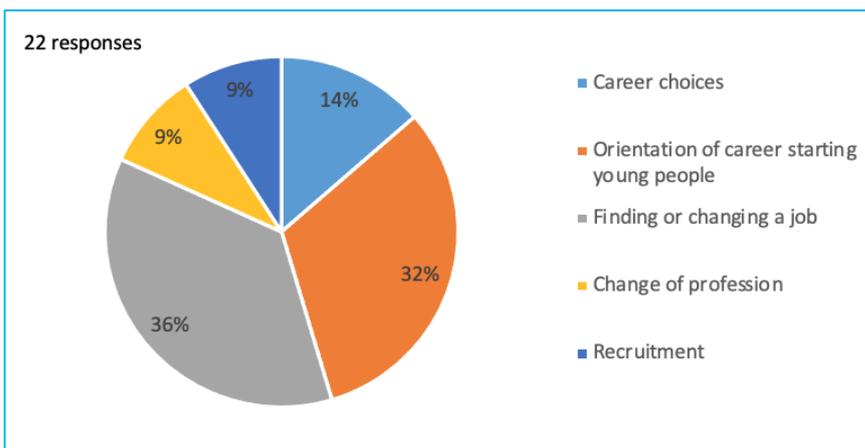
4. A) In which area (sector) do you work as a career counsellor?



4. B) Your status on labour market:

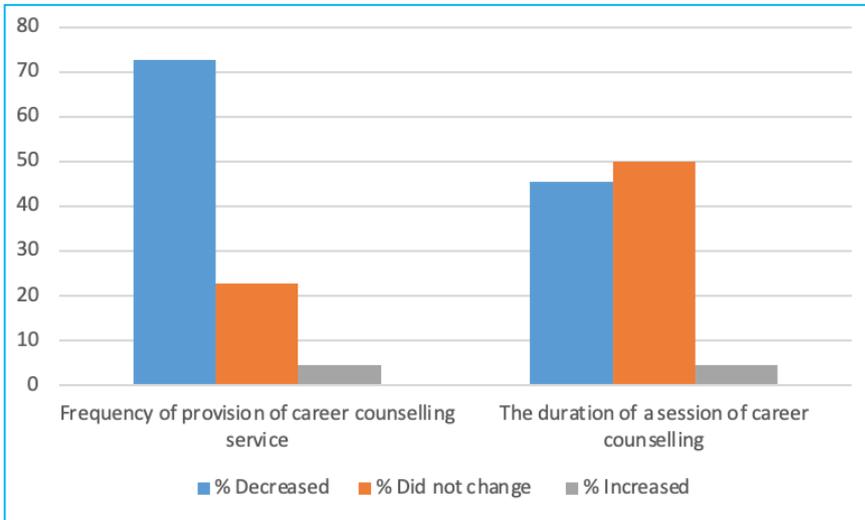


5. What are the fields of your career counselling activity?

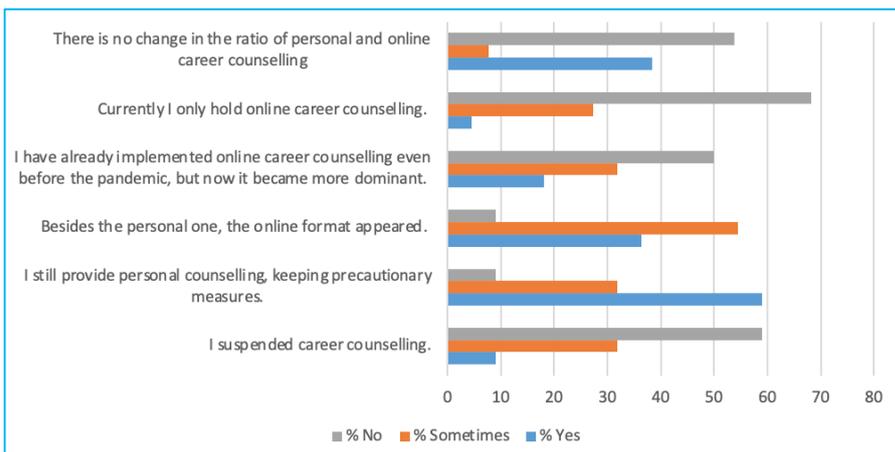




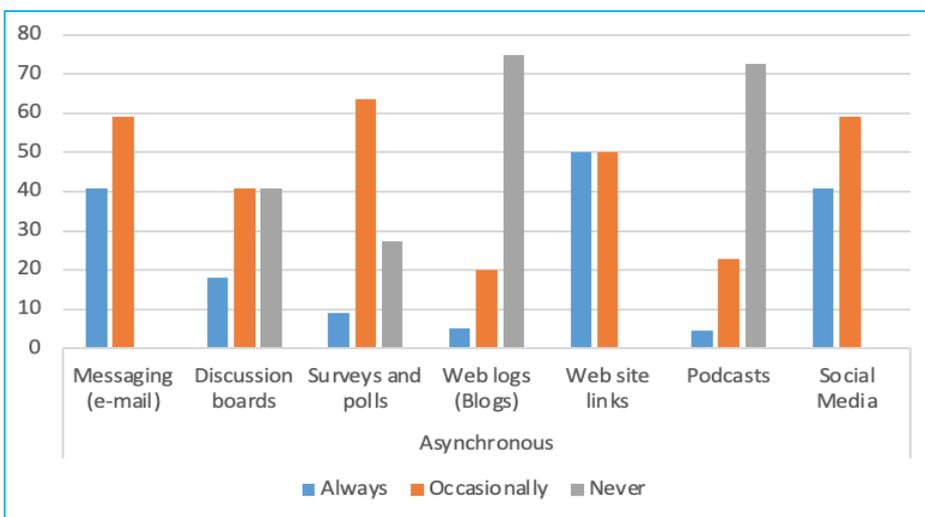
6. A) What kind of change has pandemic brought about in your career counselling activity?



6. B) What kind of change has pandemic brought about in your career counselling activity?

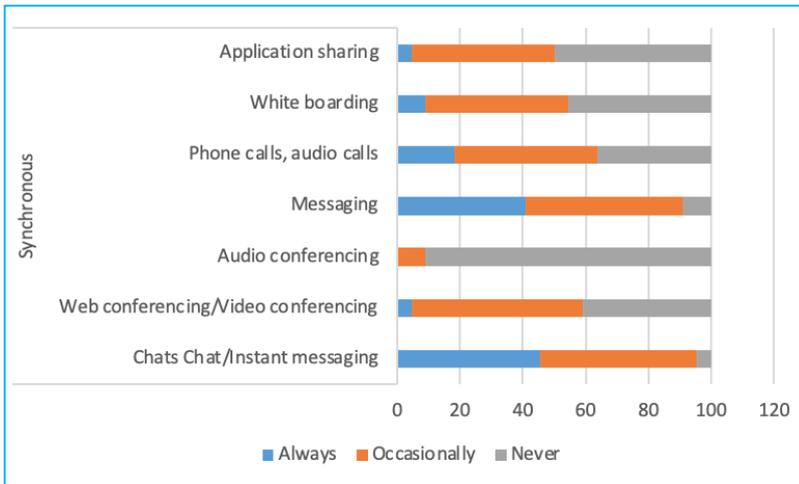


7. A) If using digital tools, what type of digital tools do you use? Depending on modes of interaction and communication - Asynchronous

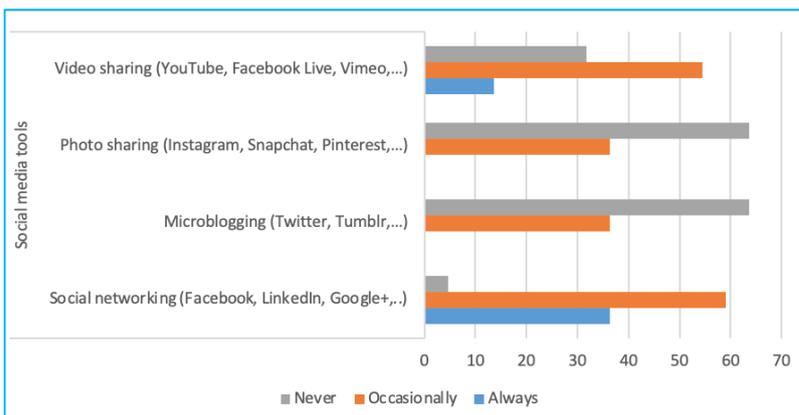




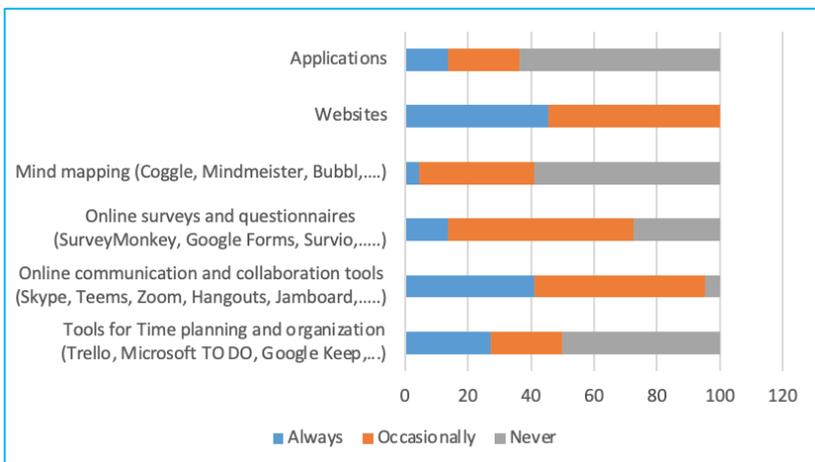
7. A) If using digital tools, what type of digital tools do you use? Depending on modes of interaction and communication - Synchronous



7. B) If using digital tools, what type of digital tools do you use? Depending on the type of tools - Social media tools

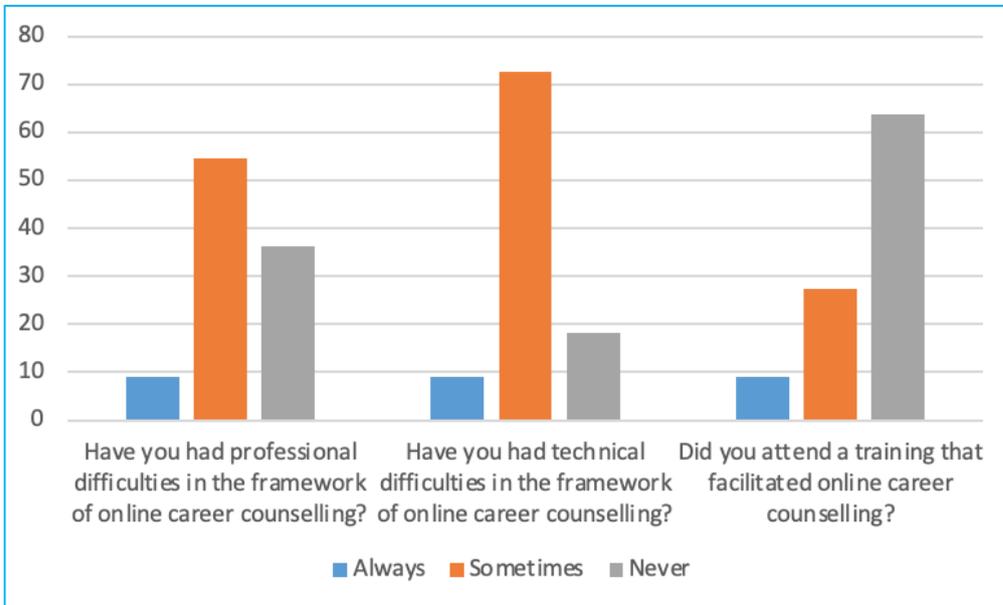


7. B) If using digital tools, what type of digital tools do you use? Depending on the type of tools - Tools for time management, planning, collaboration, communication and support

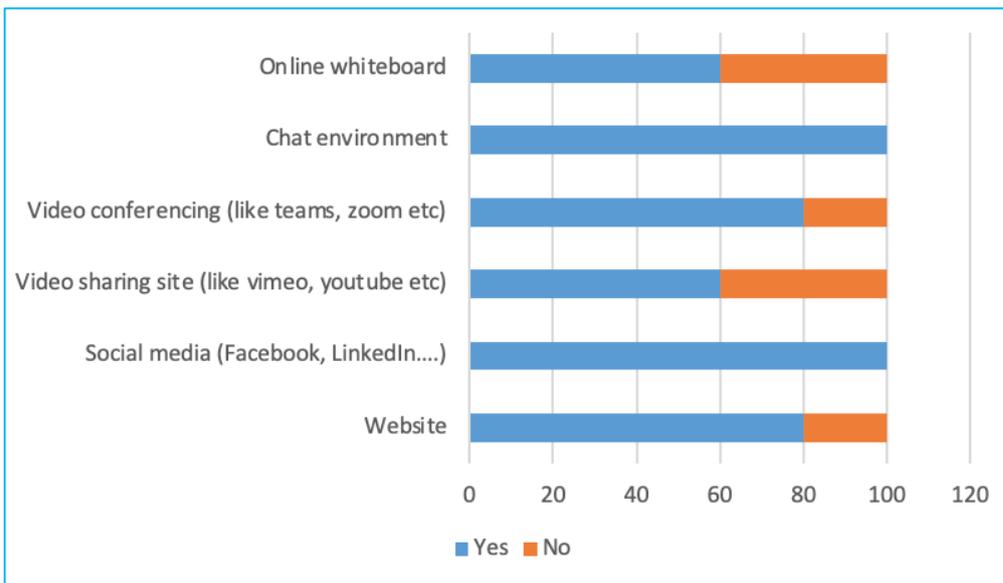




8. If you hold online career counselling:

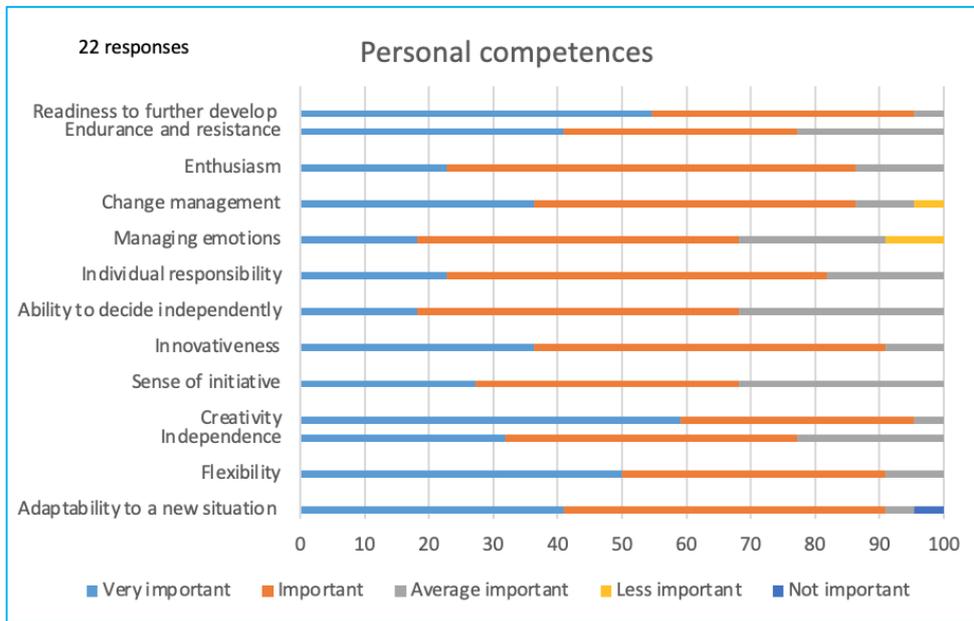


9. If you are self-employed, then do you have your own:

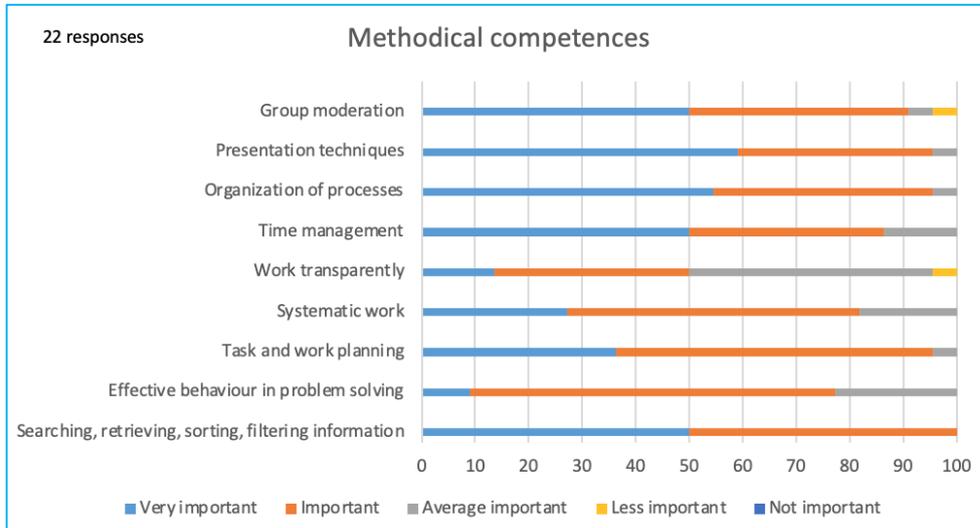




10. A) In your opinion, what are those personal competences that you should develop in the framework of a training for the successfulness of online career counselling?

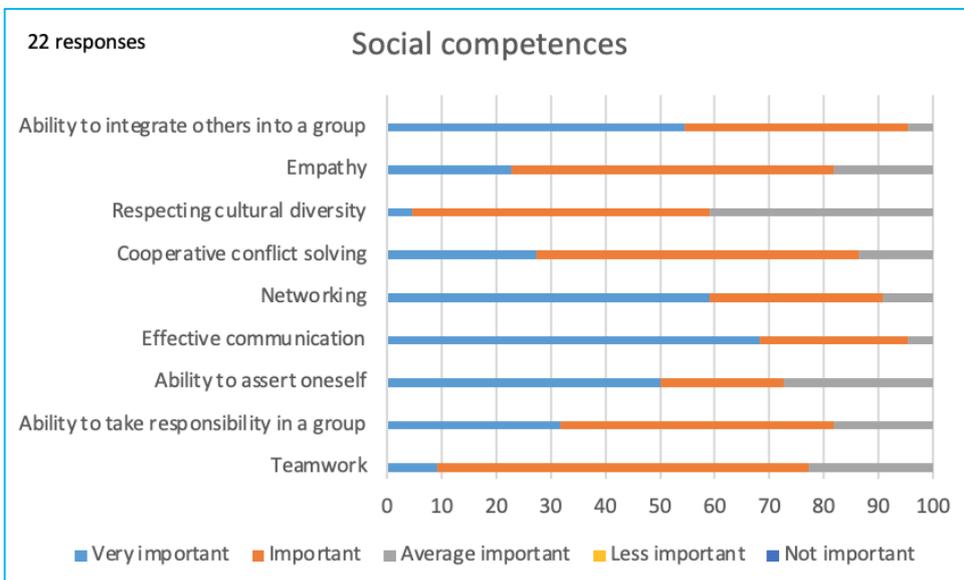


10. B) In your opinion, what are those methodological competences that you should develop in the framework of a training for the successfulness of online career counselling?

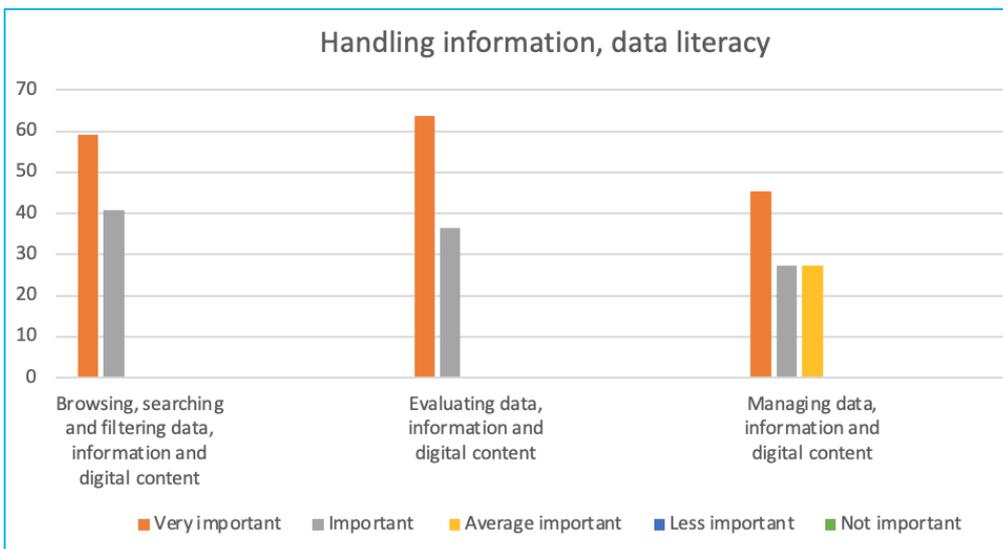




10. C) In your opinion, what are those social competences that you should develop in the framework of a training for the successfulness of online career counselling?

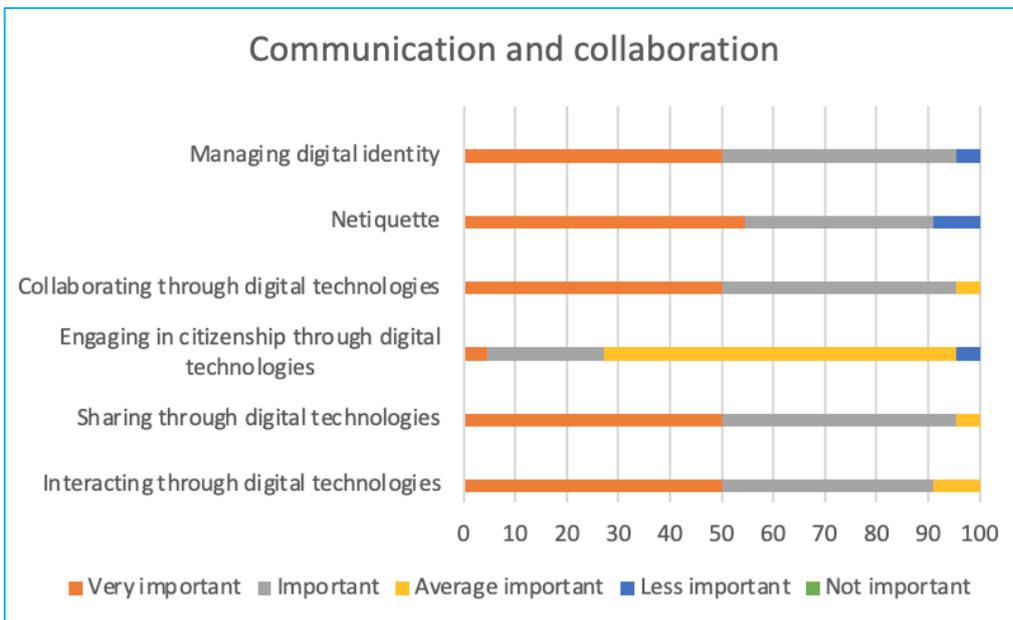


11. A) Which digital competencies do you consider most important for career counselling in the area of handling information, data literacy?

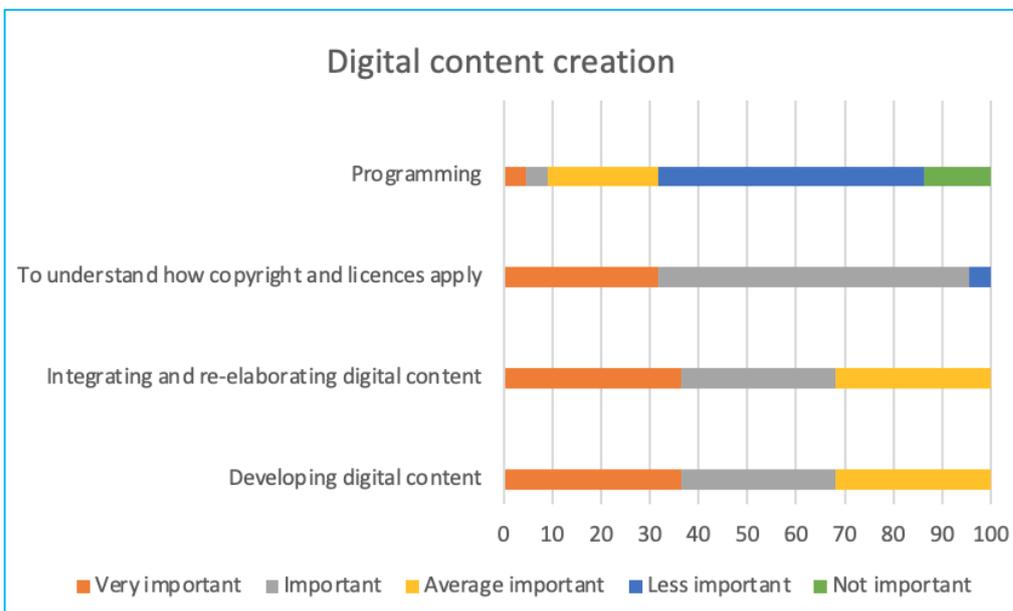




11. B) Which digital competencies do you consider most important for career counselling in the area of communication and collaboration?

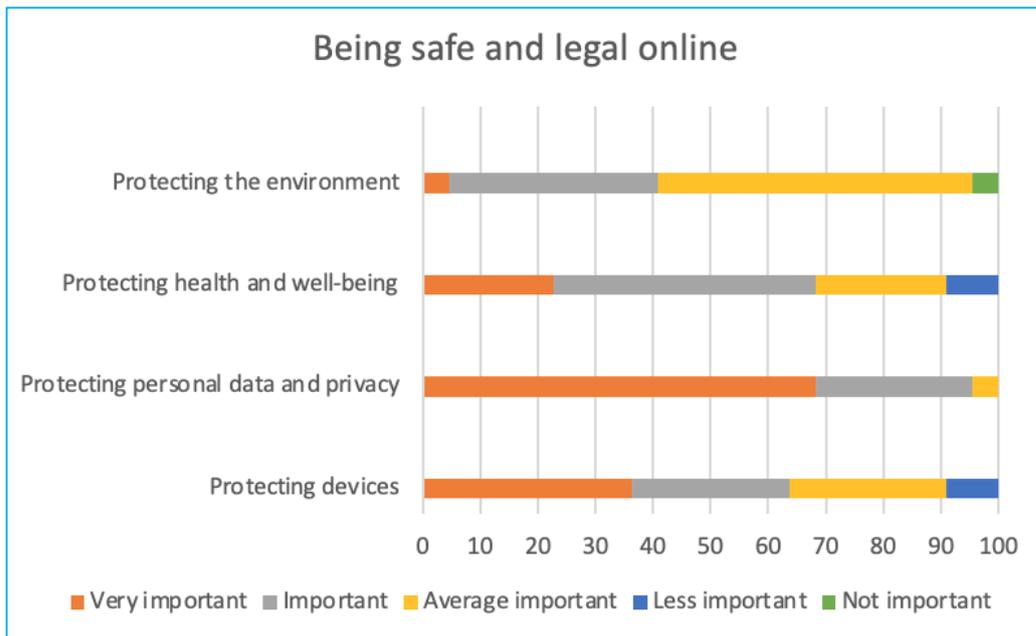


11. C) Which digital competencies do you consider most important for career counselling in the area of digital content creation?

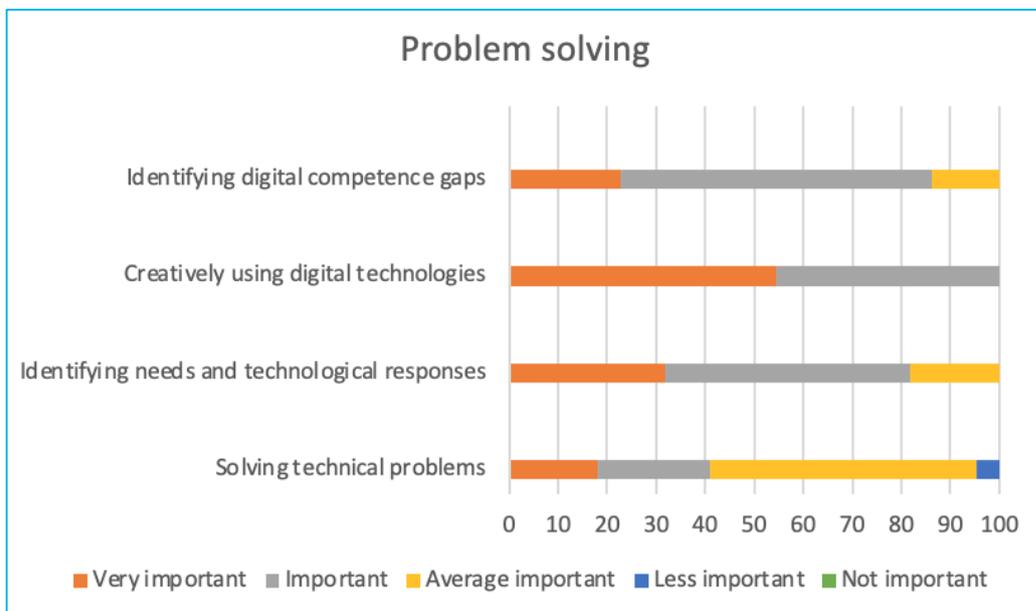




11. D) Which digital competencies do you consider most important for career counselling in the area of being safe and legal online?



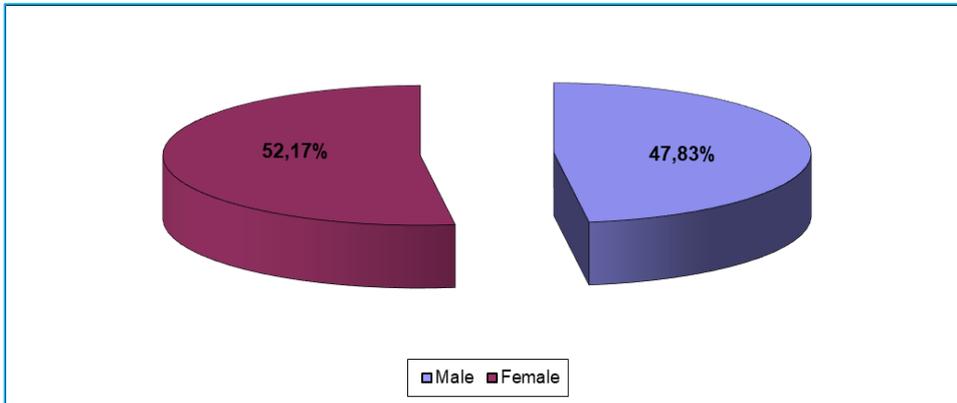
11. E) Which digital competencies do you consider most important for career counselling in the area of problem solving?



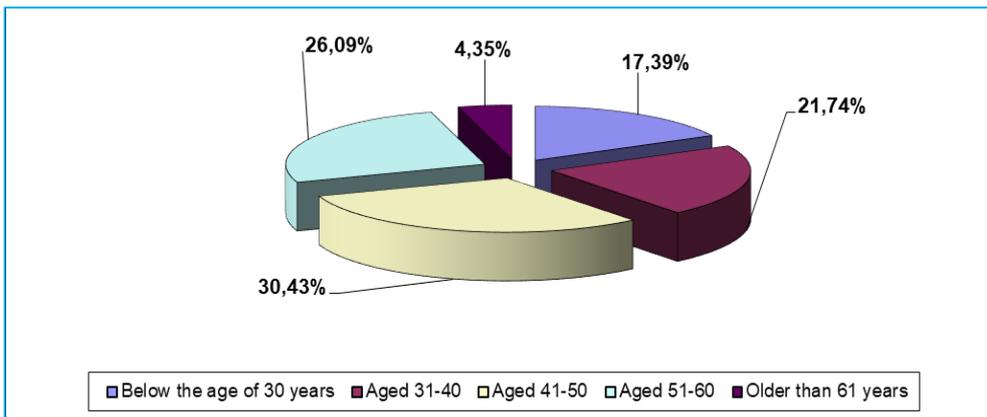


4.3. Results obtained from questionnaires: Hungary

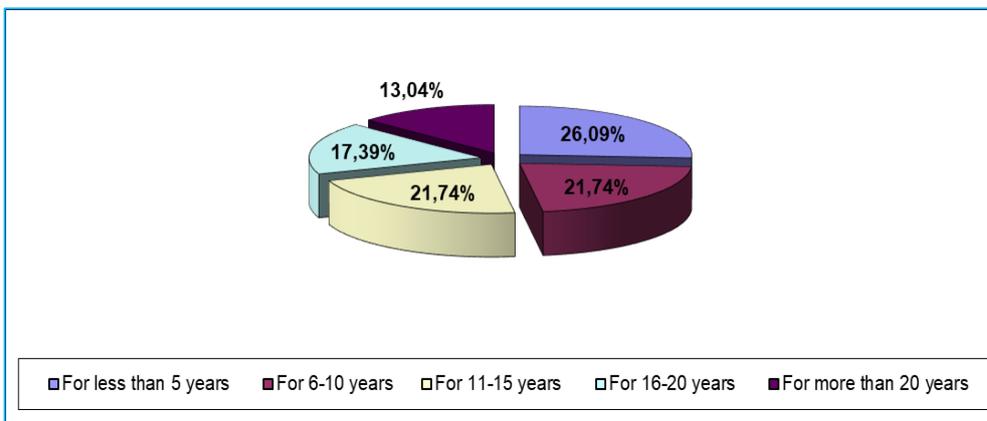
1. Your sex



2. Your age

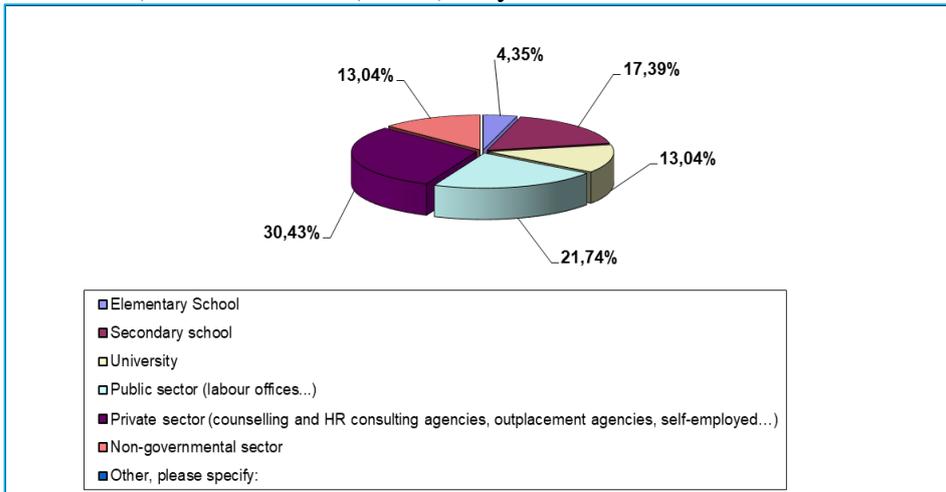


3. How long have you been dealing with career counselling?

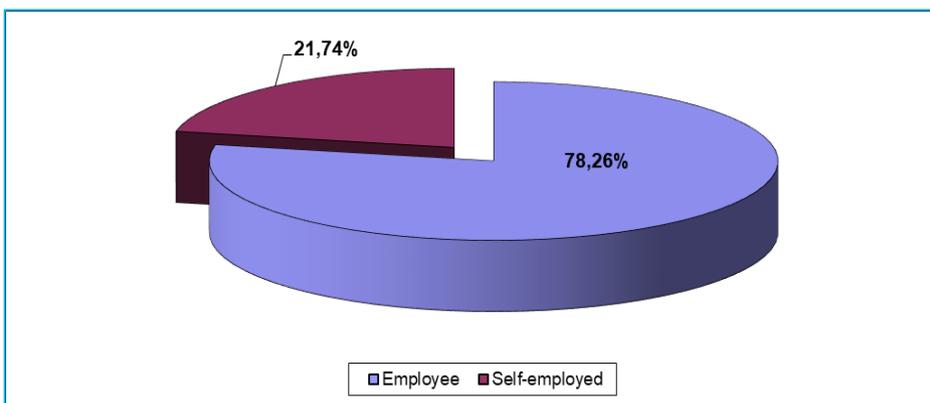




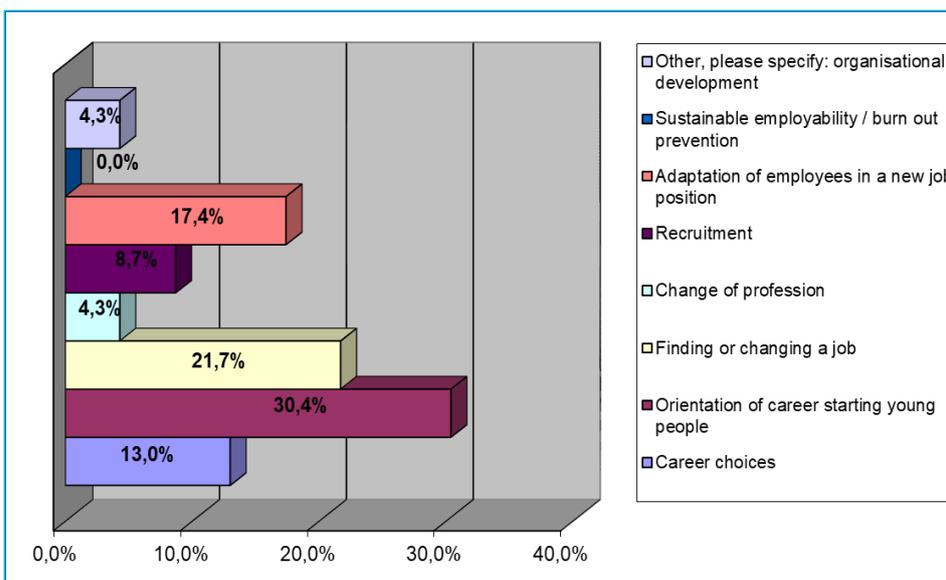
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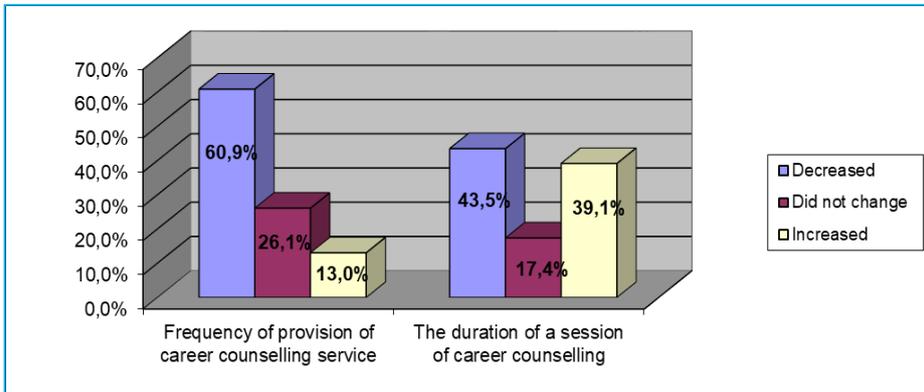


5. What are the fields of your career counselling activity?

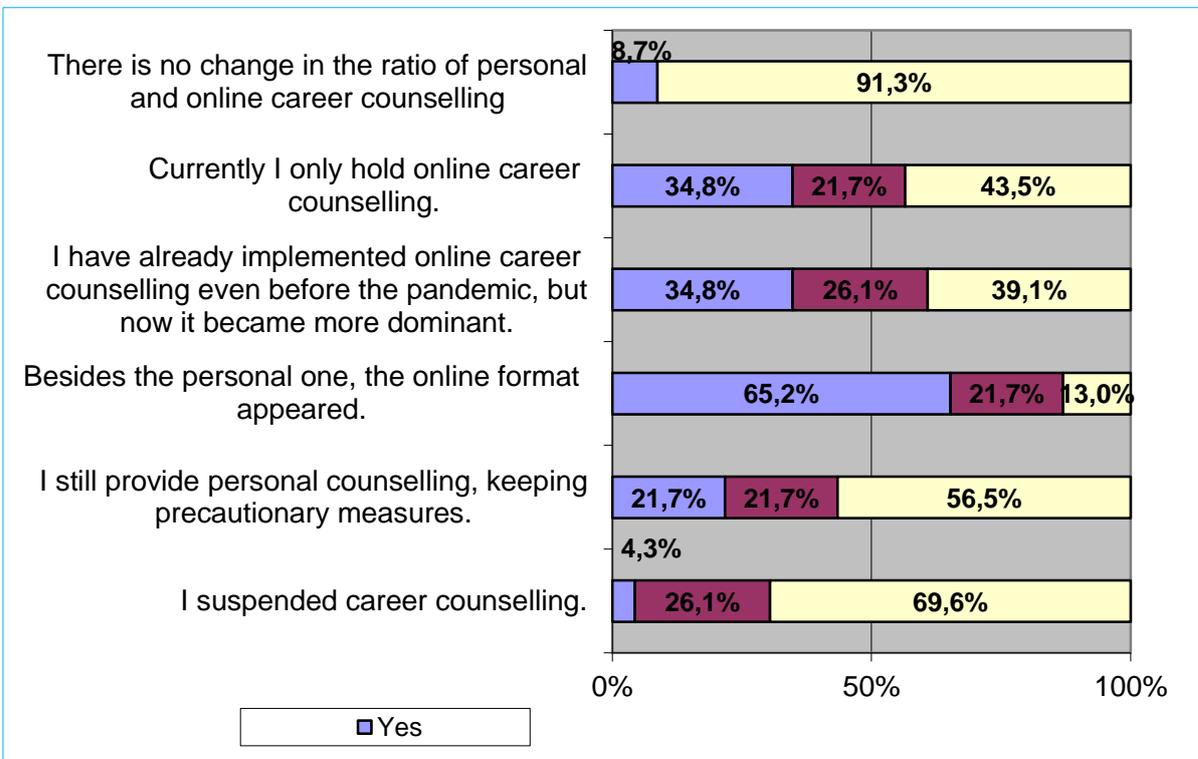




6. A) What kind of change has pandemic brought about in your career counselling activity?

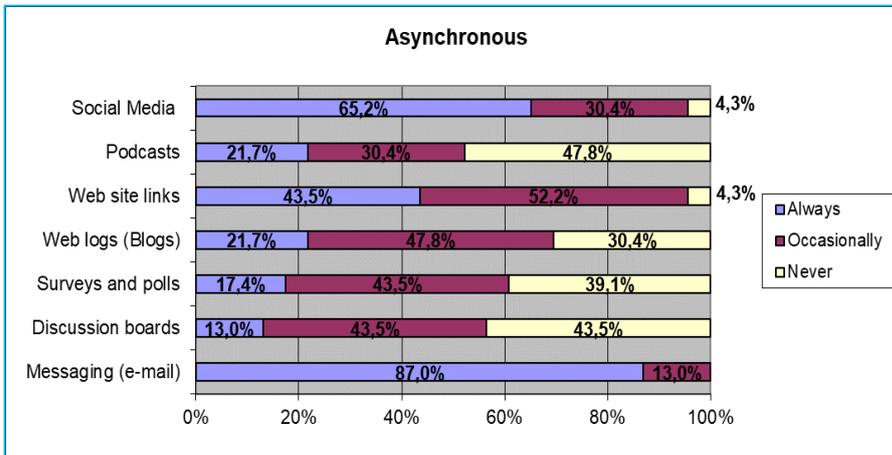


6. B) What kind of change has pandemic brought about in your career counselling activity?

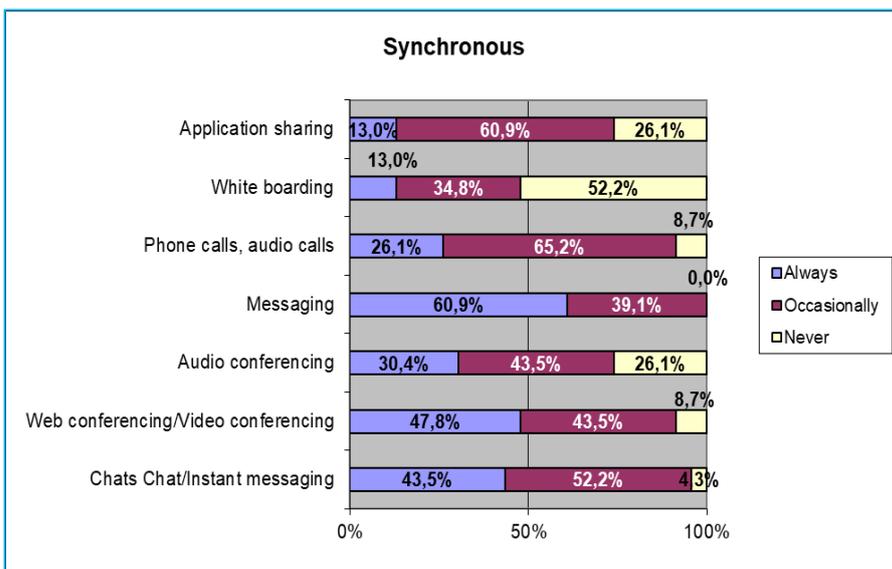




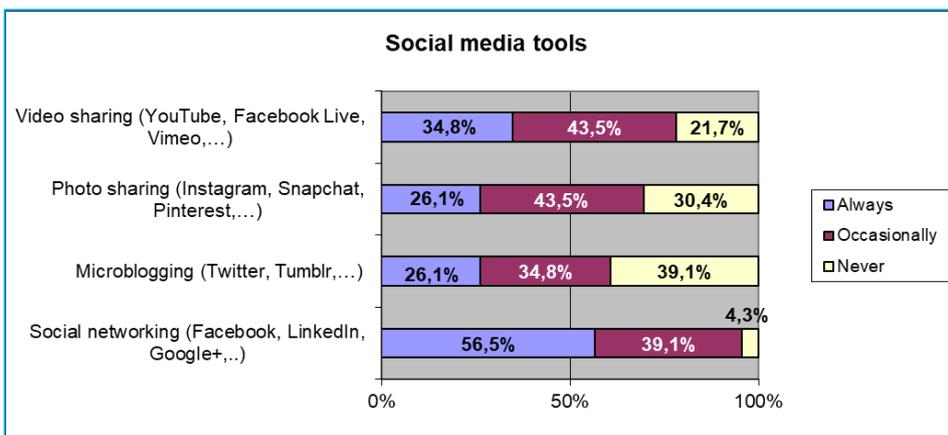
7. A) If using digital tools, what type of digital tools do you use? Depending on modes of interaction and communication - Asynchronous



7. A) If using digital tools, what type of digital tools do you use? Depending on modes of interaction and communication - Synchronous

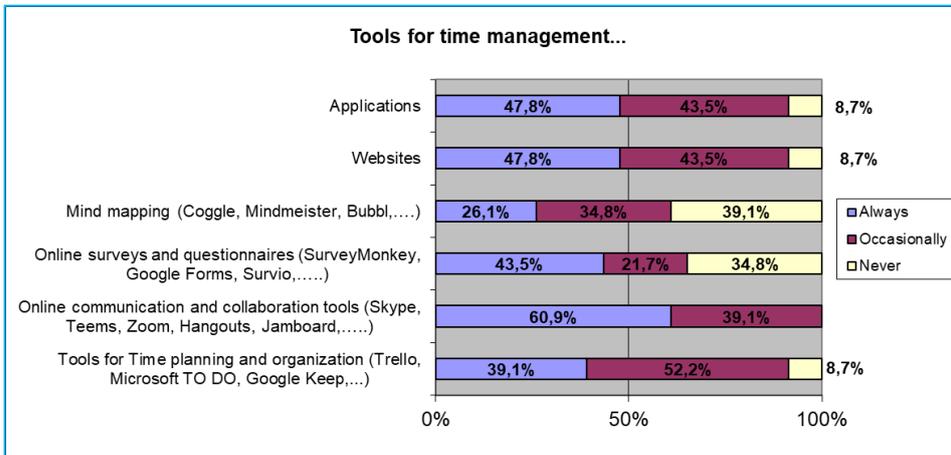


7. B) If using digital tools, what type of digital tools do you use? Depending on the type of tools - Social media tools

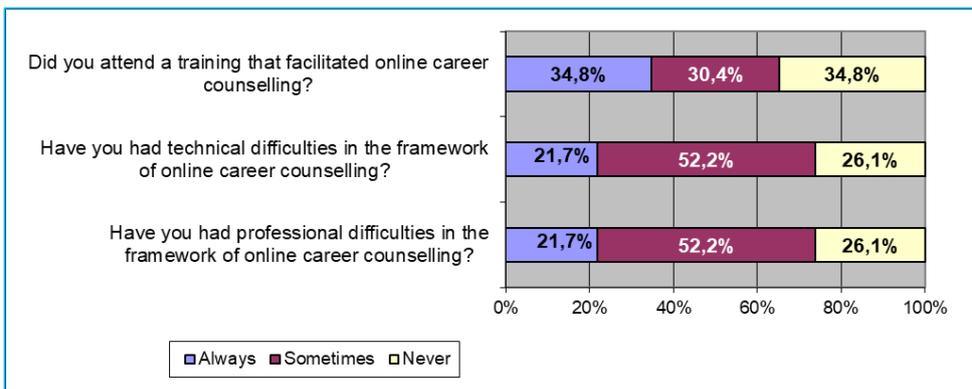




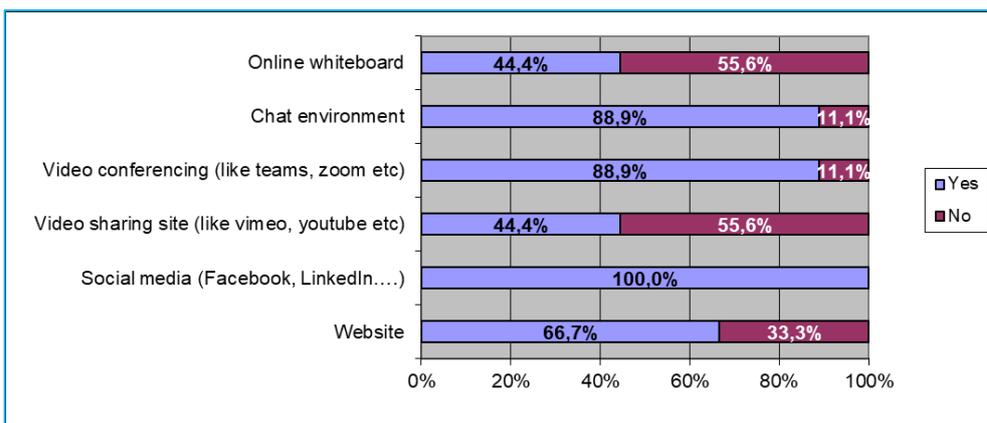
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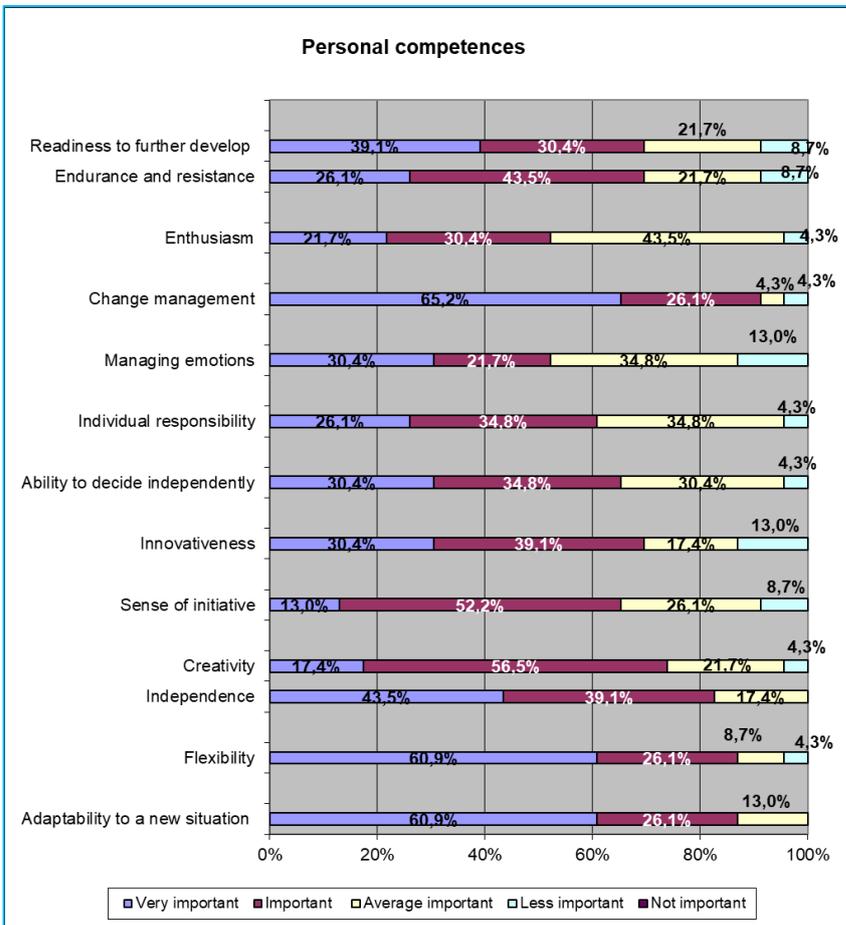


9. If you are self-employed, then do you have your own:

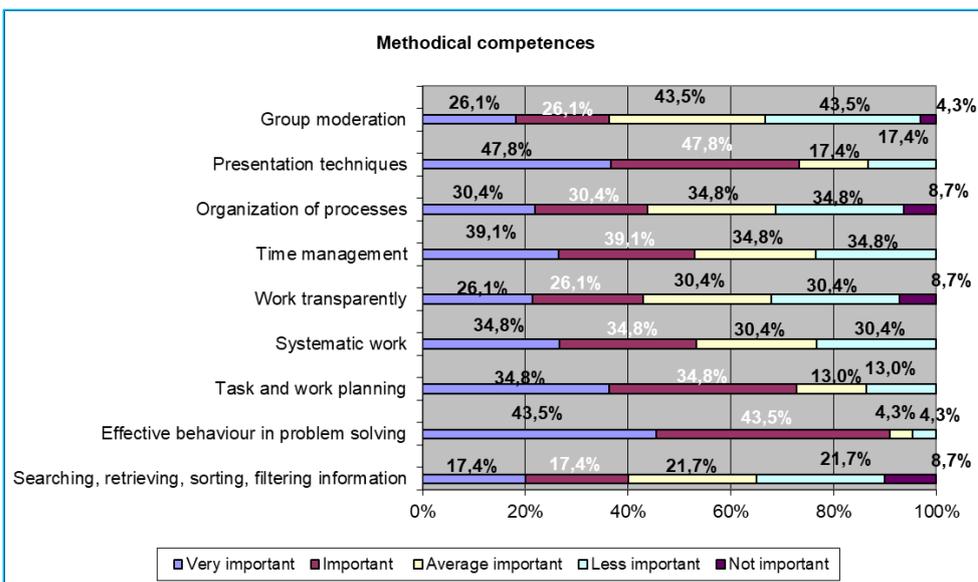




10. A) In your opinion, what are those personal competences that you should develop in the framework of a training for the successfulness of online career counselling?

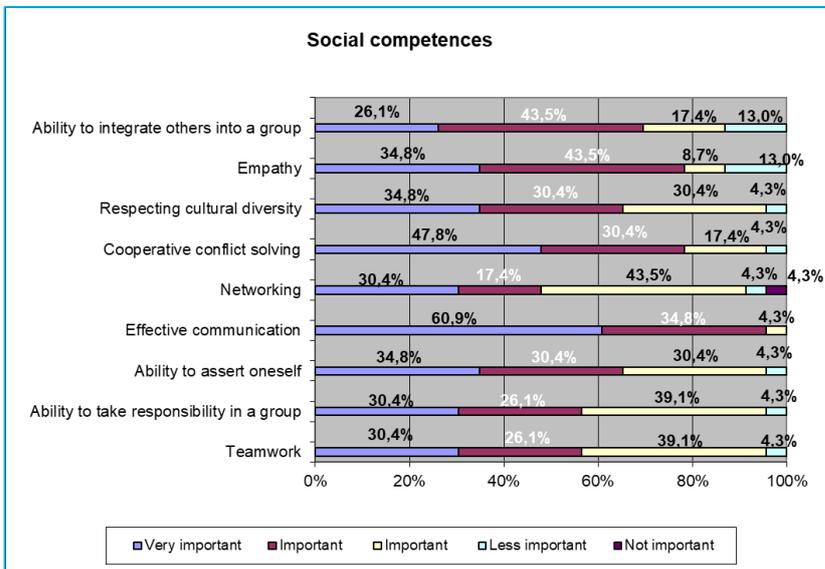


10. B) In your opinion, what are those methodological competences that you should develop in the framework of a training for the successfulness of online career counselling?

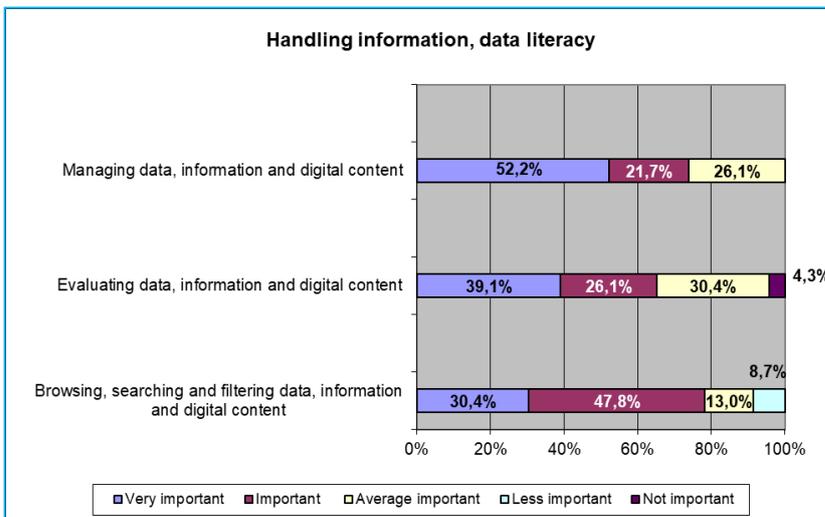




10. C) In your opinion, what are those social competences that you should develop in the framework of a training for the successfulness of online career counselling?

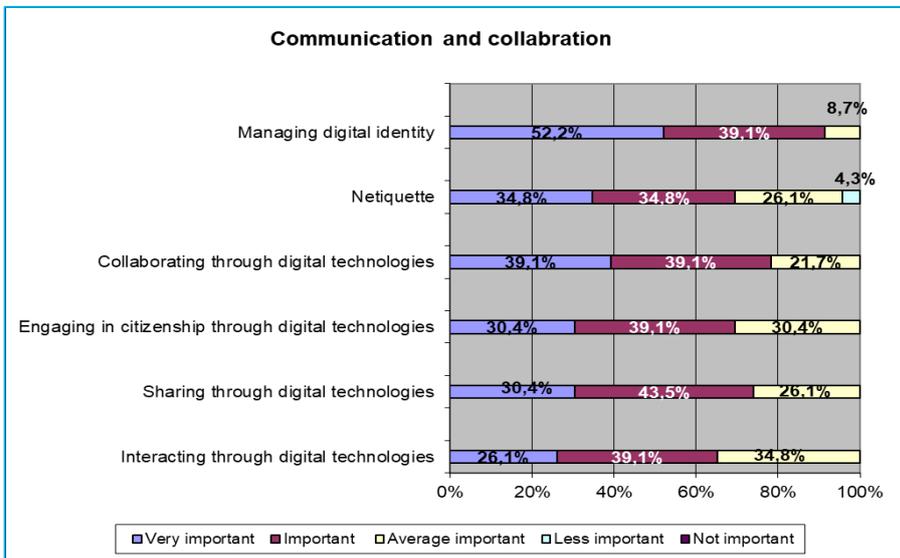


11. A) Which digital competencies do you consider most important for career counselling in the area of handling information, data literacy?

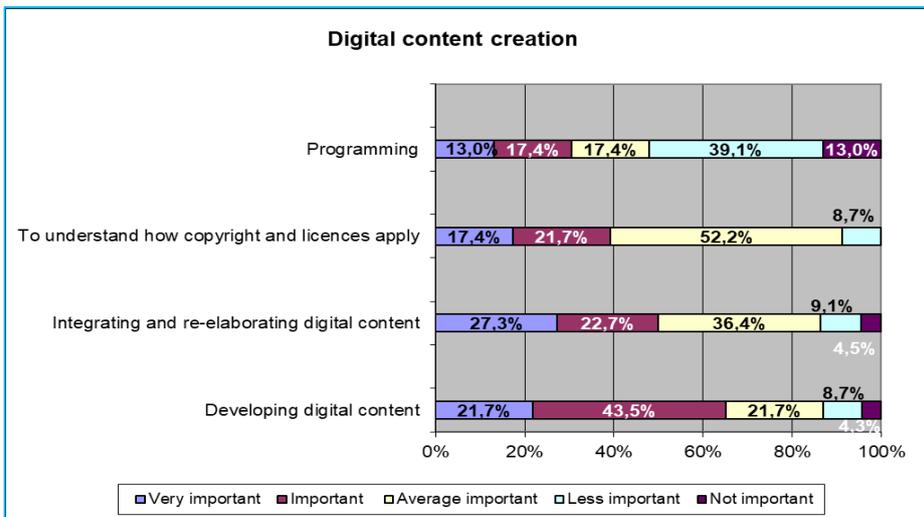




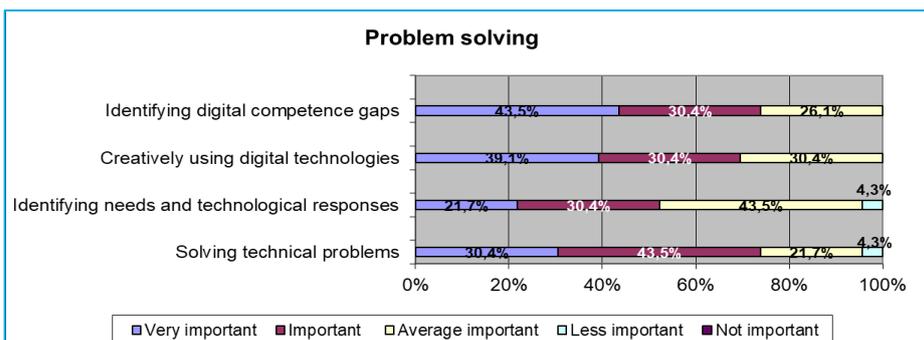
11. B) Which digital competencies do you consider most important for career counselling in the area of communication and collaboration?



11. C) Which digital competencies do you consider most important for career counselling in the area of digital content creation?



11. D) Which digital competencies do you consider most important for career counselling in the area of problem solving?





The following answers arrived to the open questions:

12. What advantages did online career counselling entail you?

- more favourable time management,
 - comfortable, flexible, not fixed
 - New digital skills Travelling and staying at the same place are not necessary in every case
 - better time management, higher personal security against the Covid virus
 - own schedule
 - flexible schedule, security, new knowledge, I can also find the platform with young people
 - personal security,
 - I gained more knowledge
 - It is more comfortable
 - it had no advantage
 - it had no advantage
 - More efficient time management
 - I make use of my own digital knowledge
 - I could also develop my own knowledge in the field of online career counselling
 - It is flexible, comfortable, it can be done from anywhere, live clients are also available in other countries
-
- What advantages did the online format of career counselling have for the client?
 - His digital skills developed.
 - comfortable, flexible, non-stationary
 - Maximal protection.
 - better time management, higher personal security against the Covid virus, comfort, development opportunity in the digital world
 - He learns to apply the necessary technique, he develops, it is secure
 - personal security
 - This is their world, almost all university students only use this one
 - it had no advantage
 - it had no advantage
 - Free choice of venue
 - Free choice of venue
 - online counselling prepares clients for the digital competences of future
 - The age group of elementary school students could develop their own interests according to their own age.
 - It is not fixed, it is flexible, secure



14. In your opinion, what are the major challenges and limitations in the provision of online counselling?

- IT skills are not enough, neither on behalf of the client, nor on behalf of the counsellor; the system crashes or does not operate; not every client has internet access; advantages of personal relationship are lost. (nonverbal signs, meta-communication), it is more difficult to establish the atmosphere that is necessary for counselling; there are many distracting circumstances that prevents work. (e.g. little children in the background)
- Difficulty of using the tools, the lack of integrity of tools, not using the camera, lagging of internet...
- Good handling of the digital space.
- better time management, higher personal security against the Covid virus, comfort, development opportunity in the digital world
- students were not cooperative within the online space, it was hard to motivate them, they "circumvented" the system, they did not appear
- comfort, some of the information is lost, it will not be visible
- it is harder to keep in touch, many clients do not have a proper technical background (laptop, smartphone, e-mail)
- The disadvantaged sections of populations do not have access to the service of career counselling any more.
- Young people even more withdraw to the online space, personal relationships are lost, they find it hard to establish new relationships
- It ceased due to the Covid, because the state system has not been prepared for it
- it is not as efficient as face to face
- Efficacy
- Holding the interest of young people.
- It is harder to observe nonverbal tools of communication.
- Spontaneity decreased by a great extent.
- digital analphabetism of the middle-aged and the elderly age-group
- children of disadvantaged families do not have access (laptop, smartphone, tablet, reliable internet connection)
- Maintaining of concentration



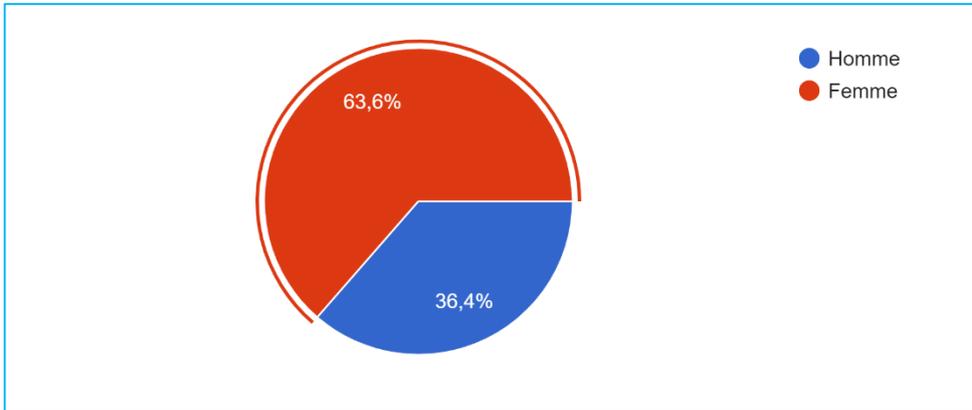
15. How do you deal with those challenges?

- I tried to be flexible and empathic
- with patience, tolerance and anticipation...
- By studying.
- I condemned them
- I meet the client more frequently within the online space, and I will also meet him personally, as soon as possible.
- I postponed it until it will be possible to meet in person
- I could not handle it.
- I held more personal meetings after the end of the pandemic
- not in any way
- not in any way, I hope next school year we can return to personal meetings
- Provision of hierarchy of advice sessions, application of feedback.
- Use of different interactive tools.
- I require continuous use of the camera, and refraining from using artificial backgrounds.
- I precisely planned everything.
- In the framework of counselling, I train the clients about using online applications
- I tried to get tools for them: by a tender, by individual supporters, by distributing the existing means of the school
- Holding shorter online sessions including more important information.

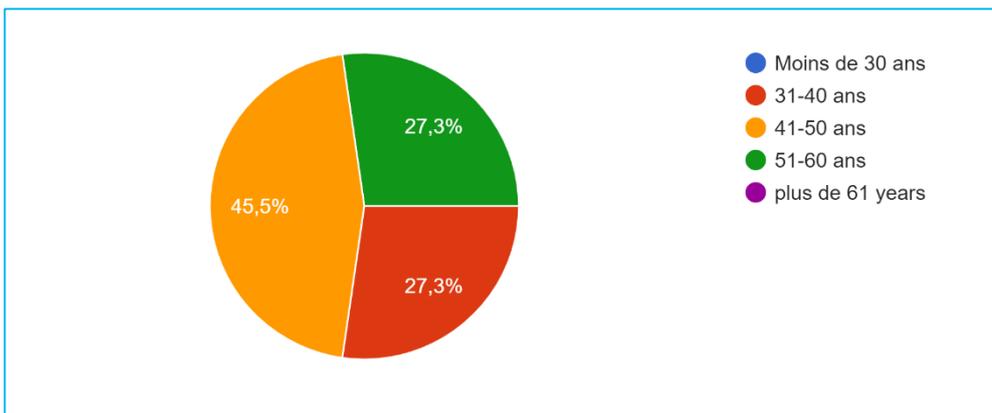


4.4. Results obtained from questionnaires: France

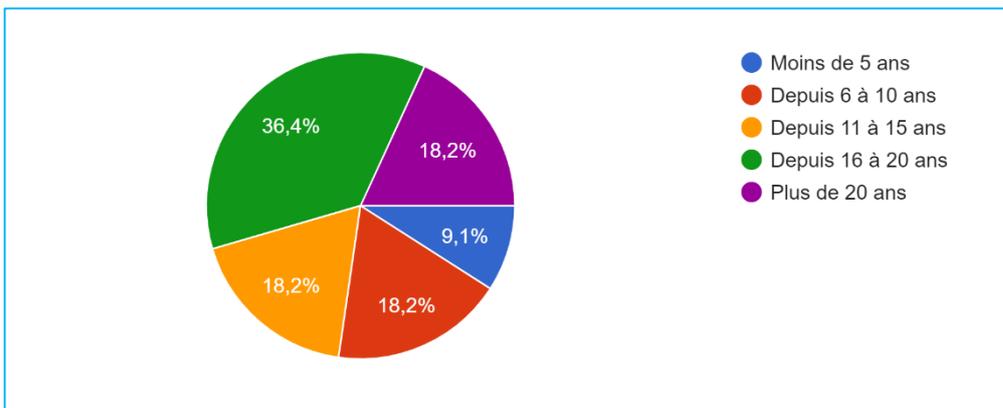
1. Your sex



2. Your age

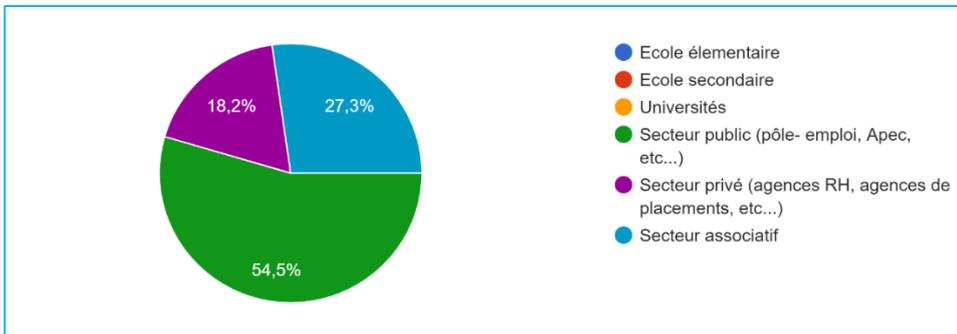


3. How long have you been dealing with career counselling?

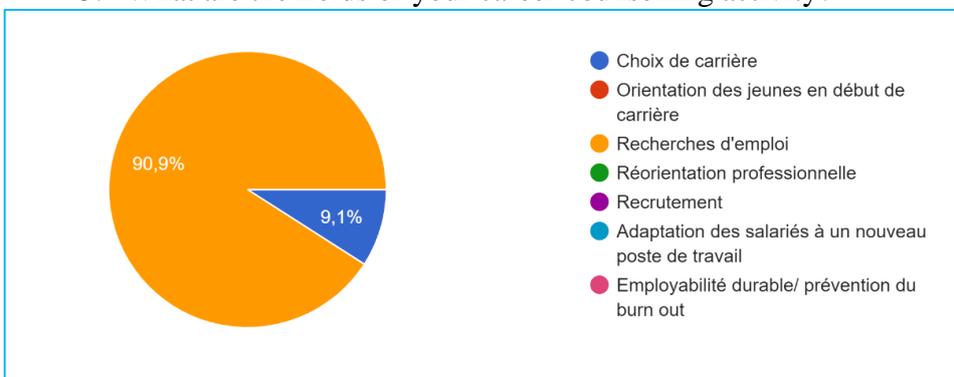




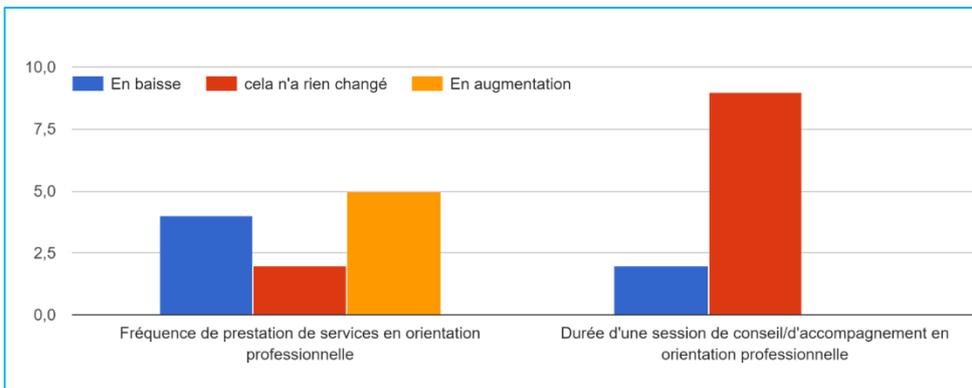
4. In which area (sector) do you work as a career counsellor?



5. What are the fields of your career counselling activity?

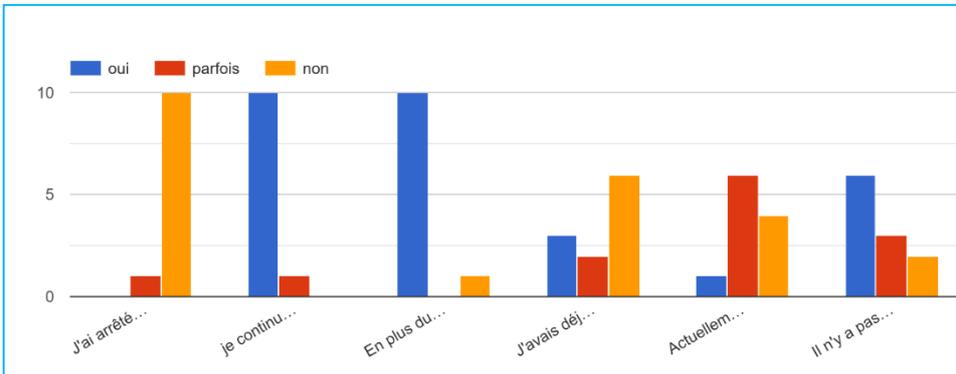


6. A) What kind of change has pandemic brought about in your career counselling activity?

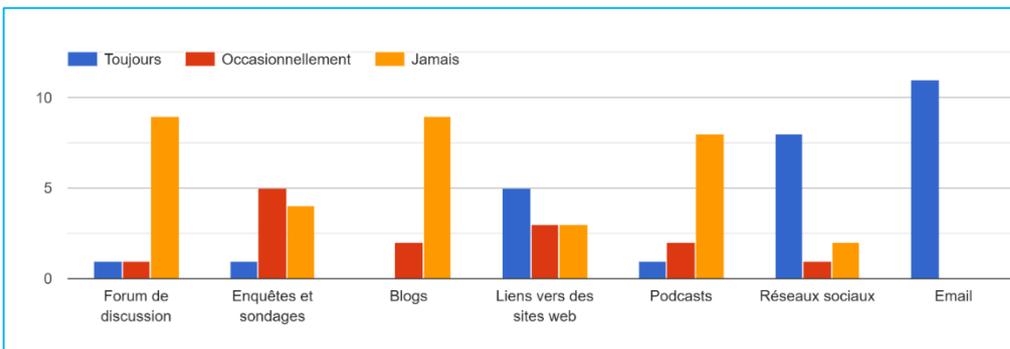




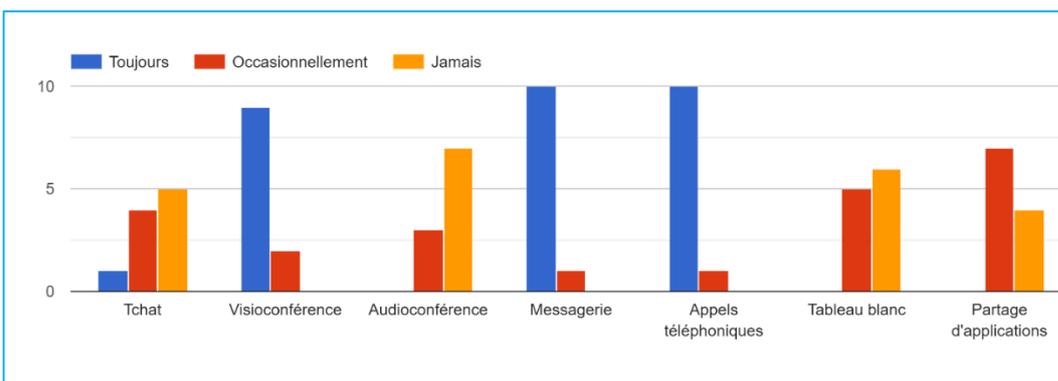
6. B) What kind of change has pandemic brought about in your career counselling activity?



7. A) If using digital tools, what type of digital tools do you use? Depending on modes of interaction and communication - Asynchronous

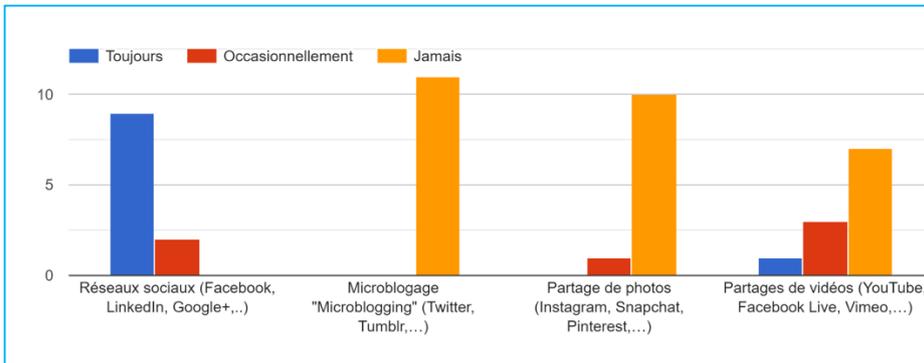


7. A) If using digital tools, what type of digital tools do you use? Depending on modes of interaction and communication - Synchronous

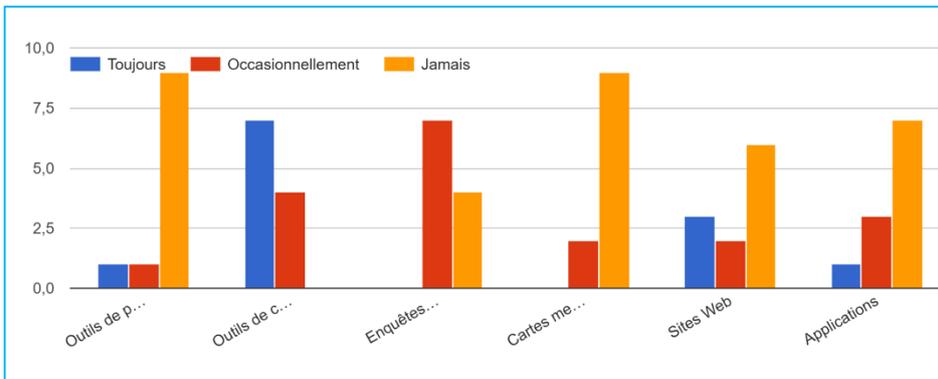




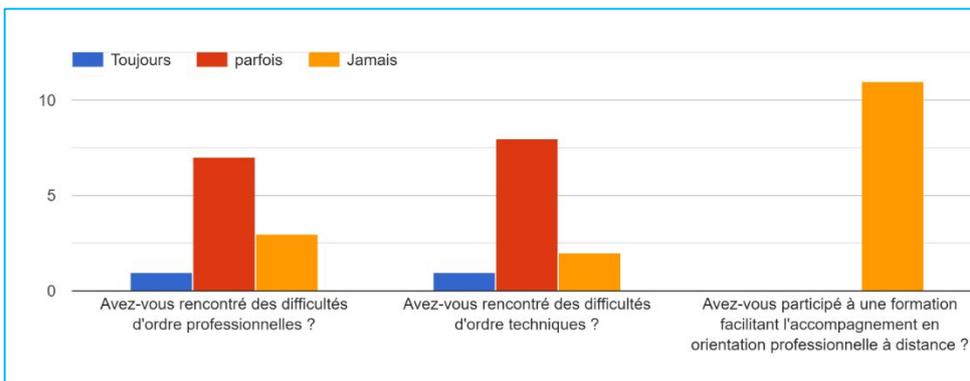
7. B) If using digital tools, what type of digital tools do you use? Depending on the type of tools - Social media tools



7. B) If using digital tools, what type of digital tools do you use? Depending on the type of tools - Tools for time management, planning, collaboration, communication and support

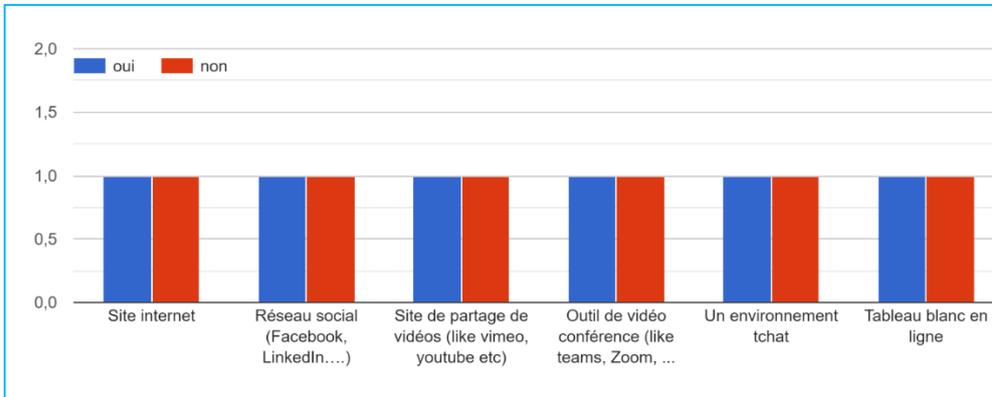


8. If you hold online career counselling:

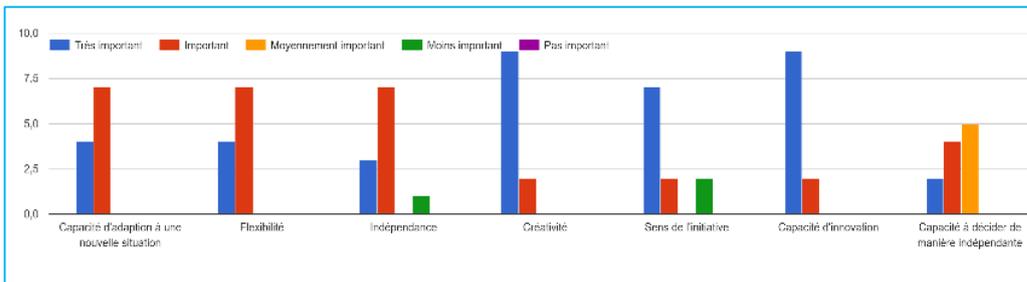




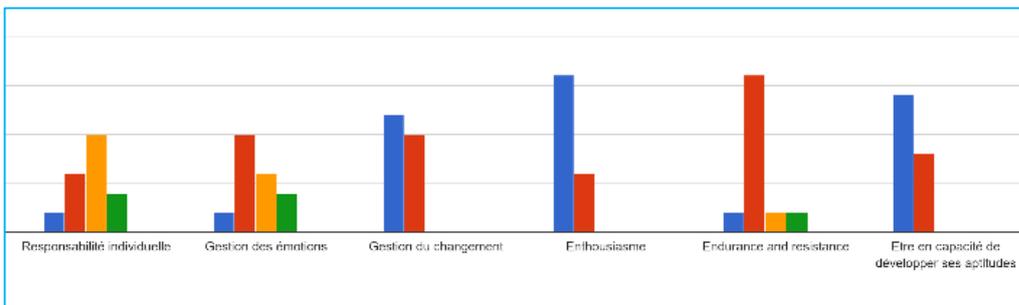
9. If you are self-employed, then do you have your own:



10. A) In your opinion, what are those personal competences that you should develop in the framework of a training for the successfulness of online career counselling?

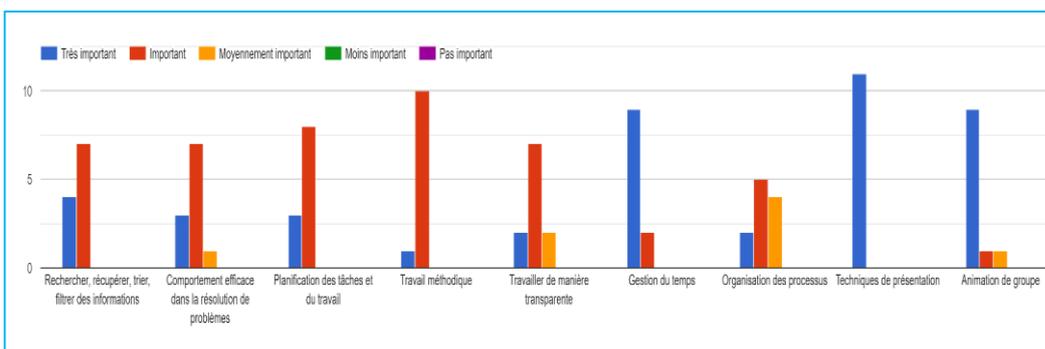


Part 1



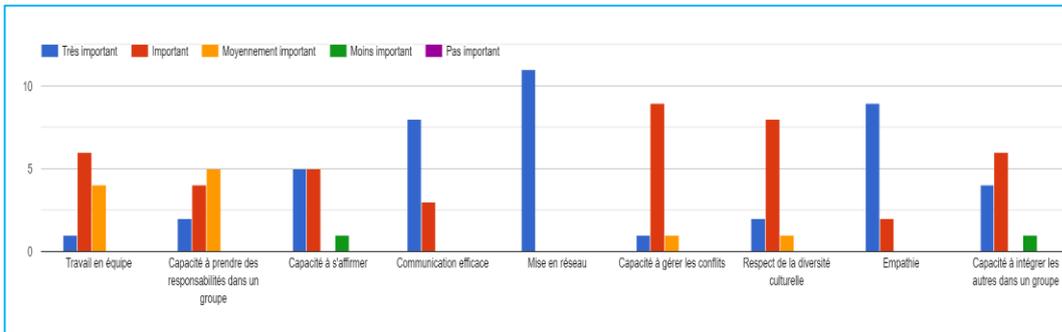
Part 2

10. B) In your opinion, what are those methodological competences that you should develop in the framework of a training for the successfulness of online career counselling?

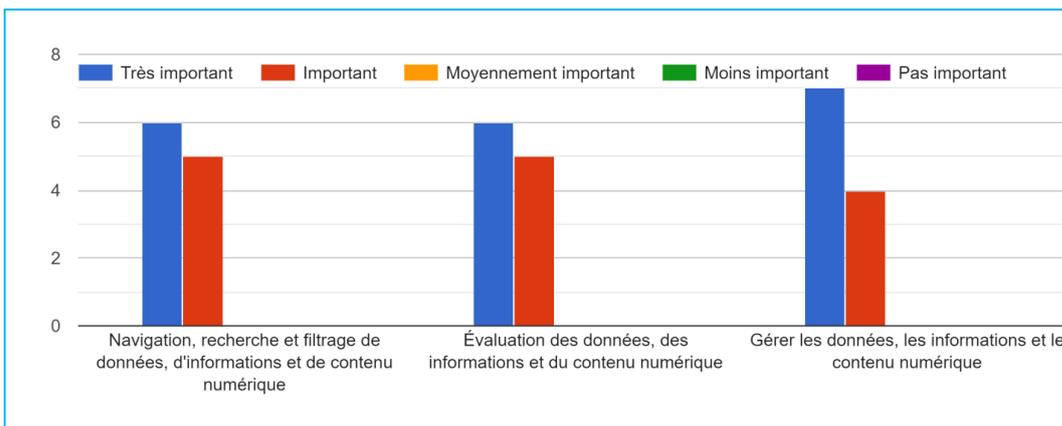




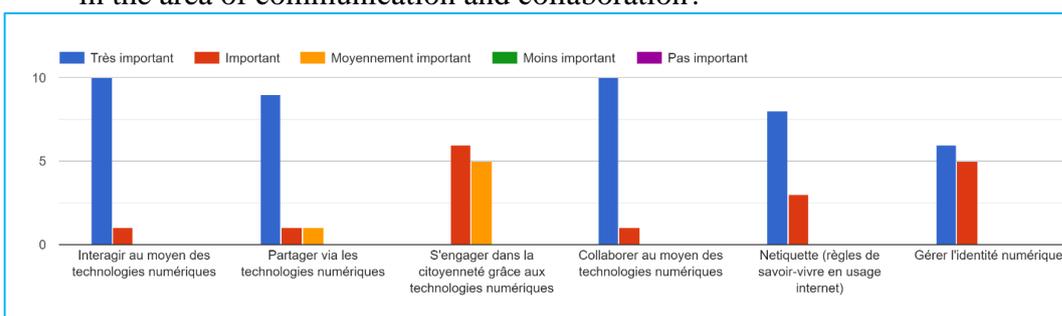
10. C) In your opinion, what are those social competences that you should develop in the framework of a training for the successfulness of online career counselling?



11. A) Which digital competencies do you consider most important for career counselling in the area of handling information, data literacy?

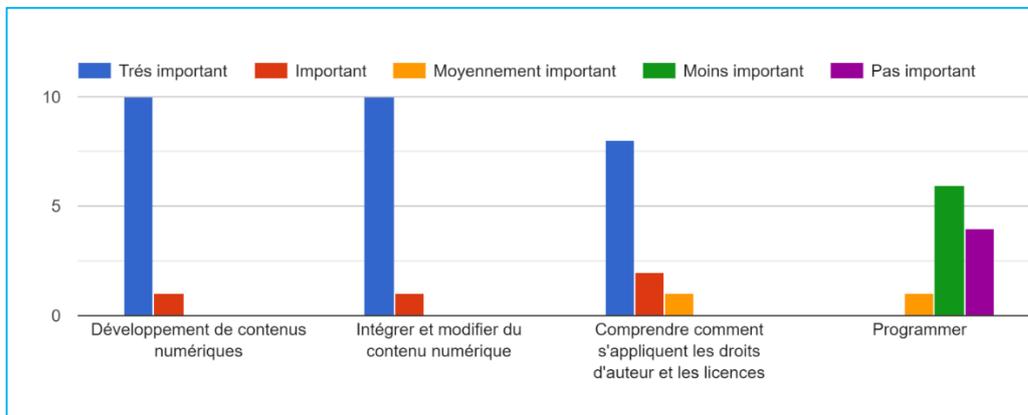


11. B) Which digital competencies do you consider most important for career counselling in the area of communication and collaboration?

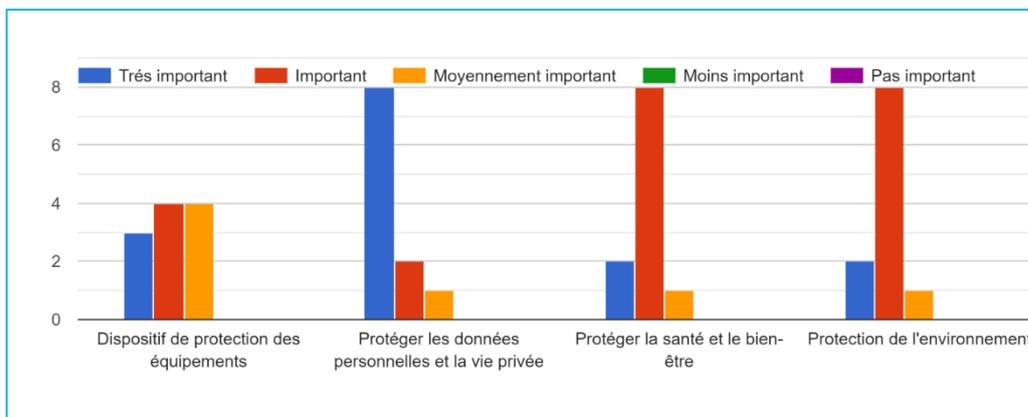




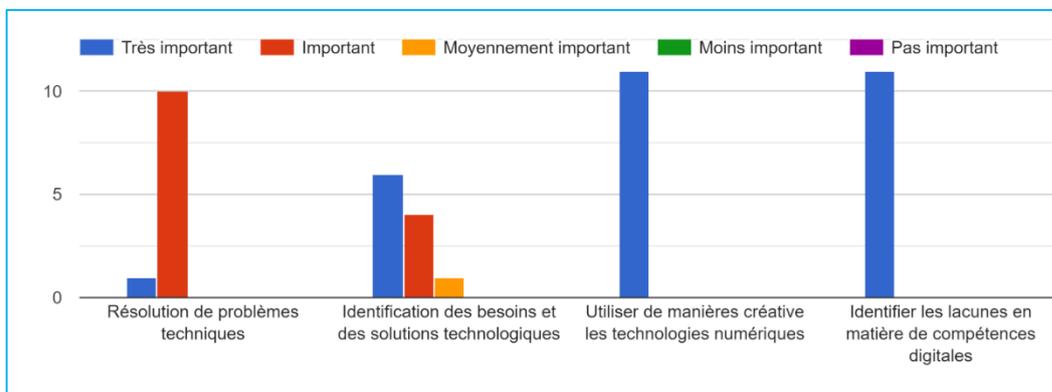
11. C) Which digital competencies do you consider most important for career counselling in the area of digital content creation?



11. D) Which digital competencies do you consider most important for career counselling in the area of being safe and legal online?



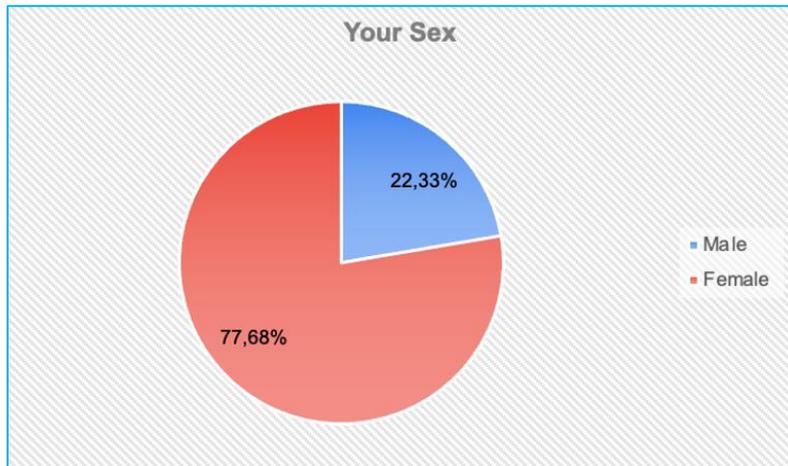
11. E) Which digital competencies do you consider most important for career counselling in the area of problem solving?



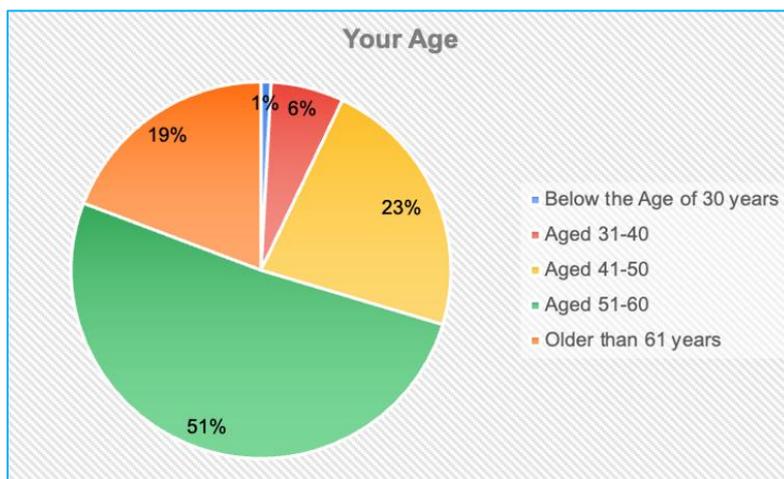


4.5. Results obtained from questionnaires: Netherlands

1. Your sex



2. Your age

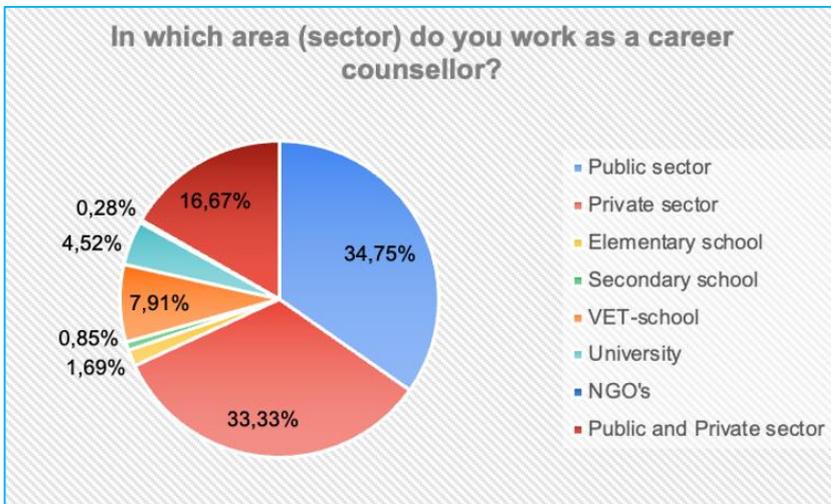


3. How long have you been dealing with career counselling?

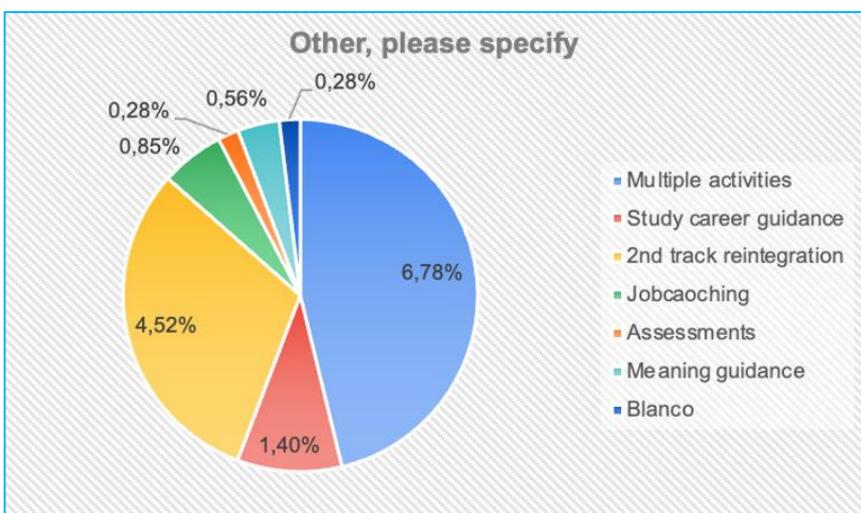
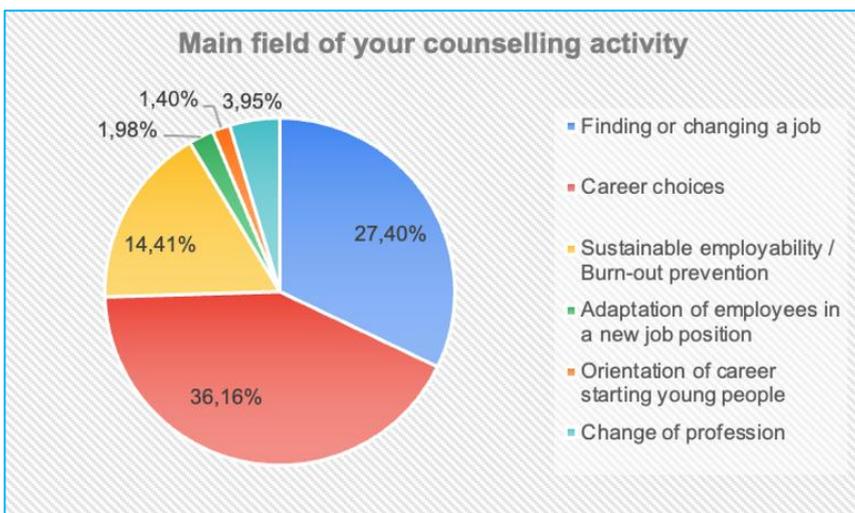




4. In which area (sector) do you work as a career counsellor?

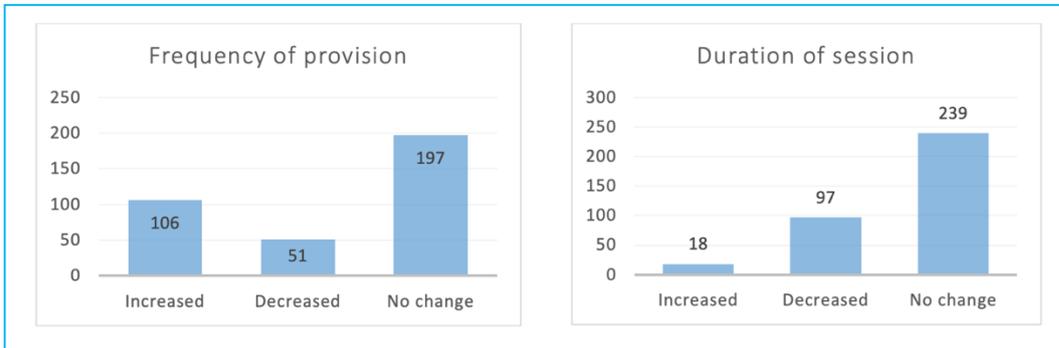


5. What are the fields of your career counselling activity?

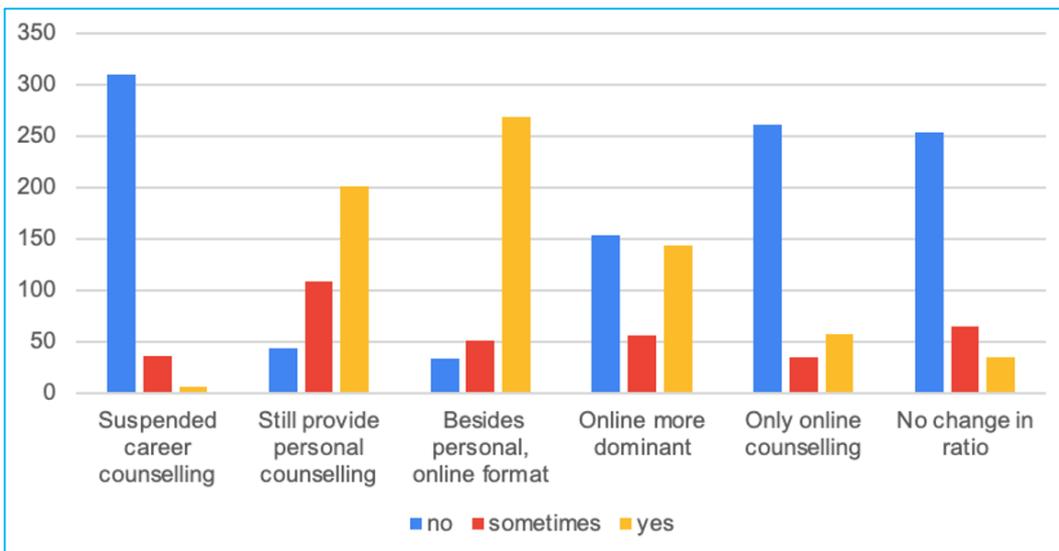




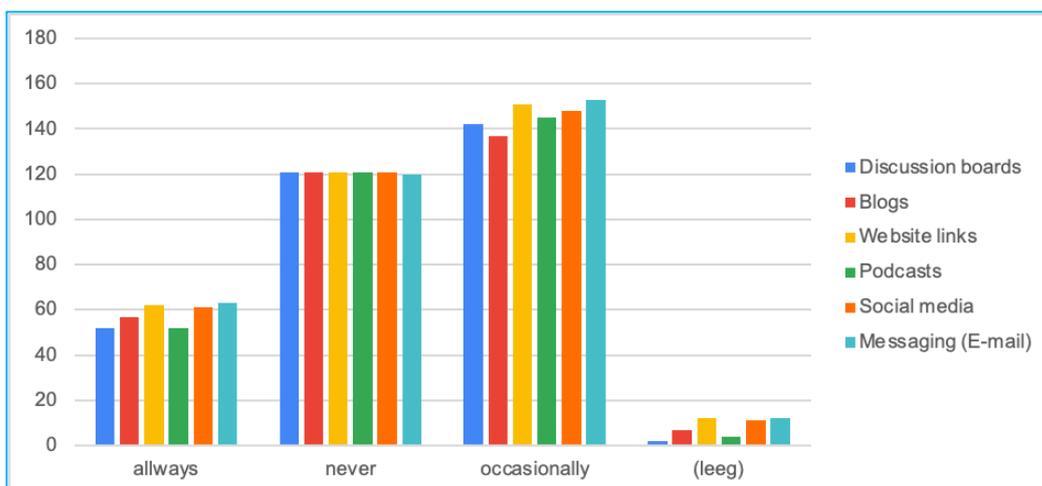
6. A) What kind of change has pandemic brought about in your career counselling activity?



6. B) What kind of change has pandemic brought about in your career counselling activity?

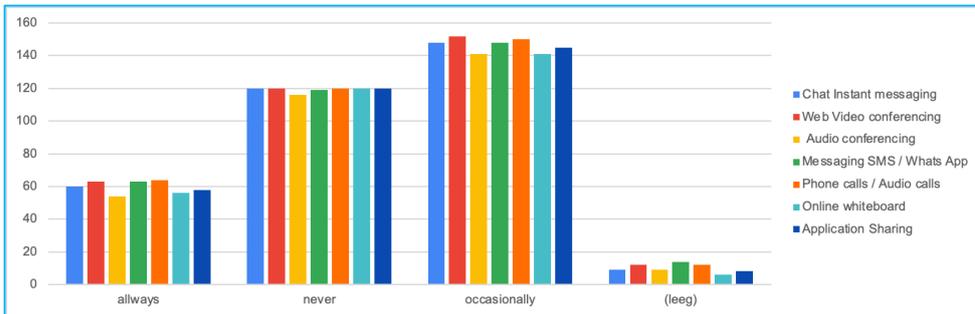


7. A) If using digital tools, what type of digital tools do you use? Depending on modes of interaction and communication - Asynchronous

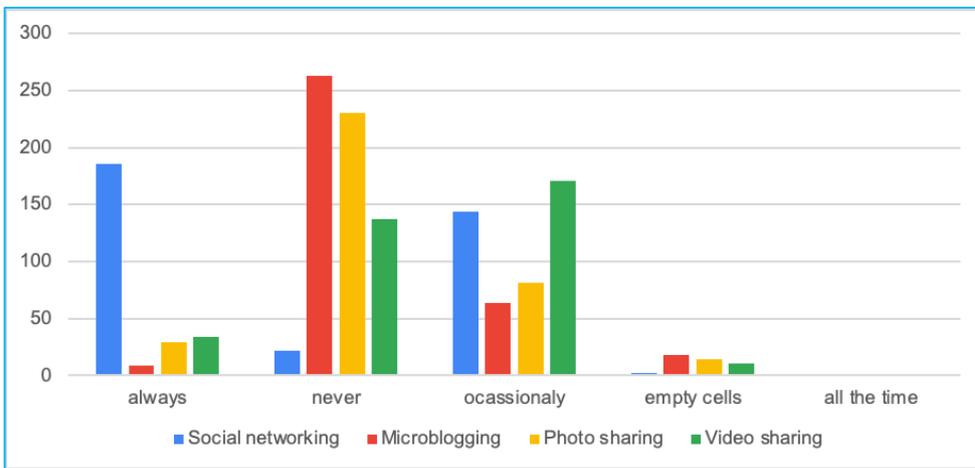




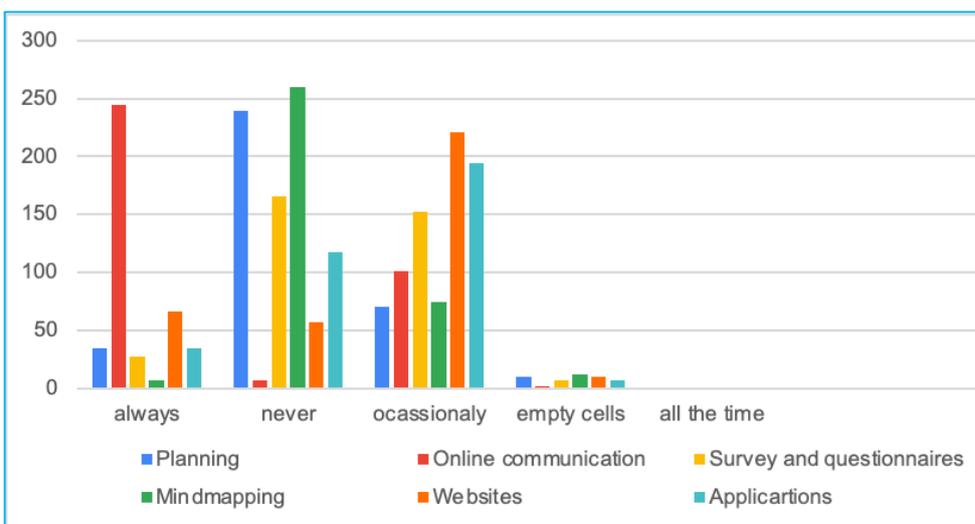
7. A) If using digital tools, what type of digital tools do you use? Depending on modes of interaction and communication - Synchronous



7. B) If using digital tools, what type of digital tools do you use? Depending on the type of tools - Social media tools

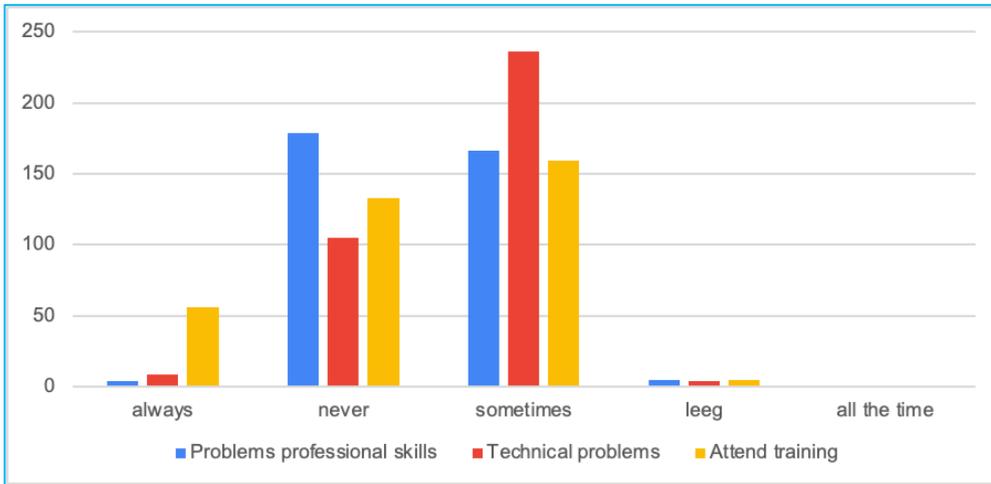


7. B) If using digital tools, what type of digital tools do you use? Depending on the type of tools - Tools for time management, planning, collaboration, communication and support

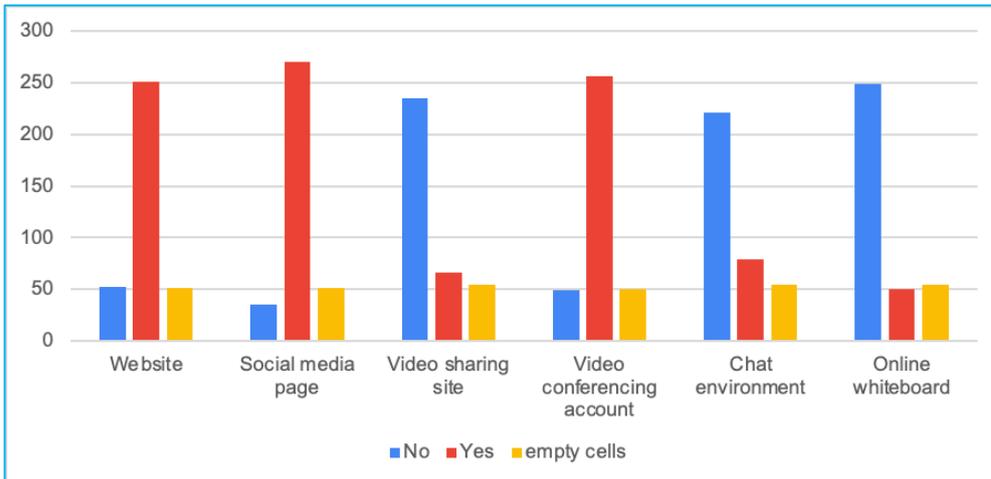




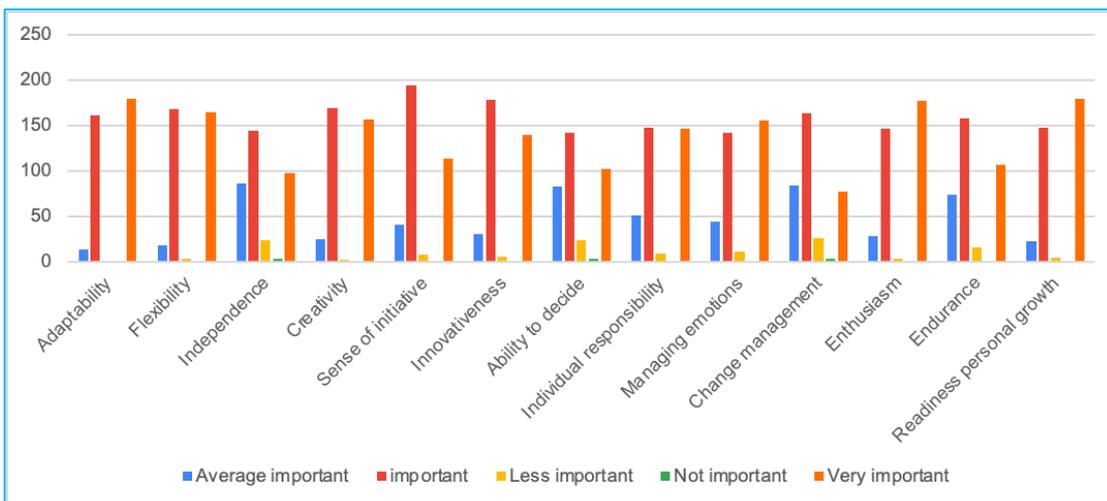
8. If you hold online career counselling:



9. If you are self-employed, then do you have your own:

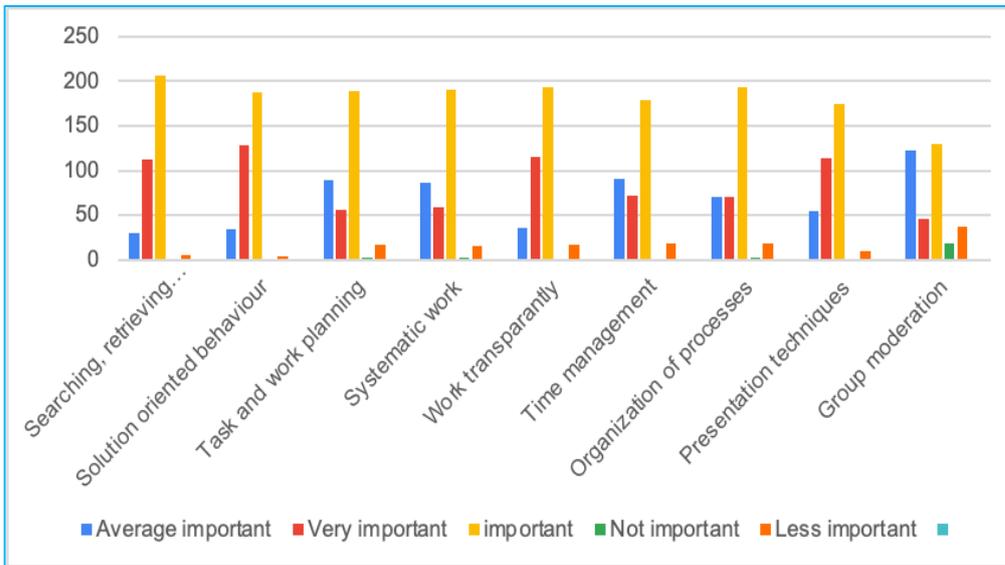


10. A) In your opinion, what are those personal competences that you should develop in the framework of a training for the successfulness of online career counselling?

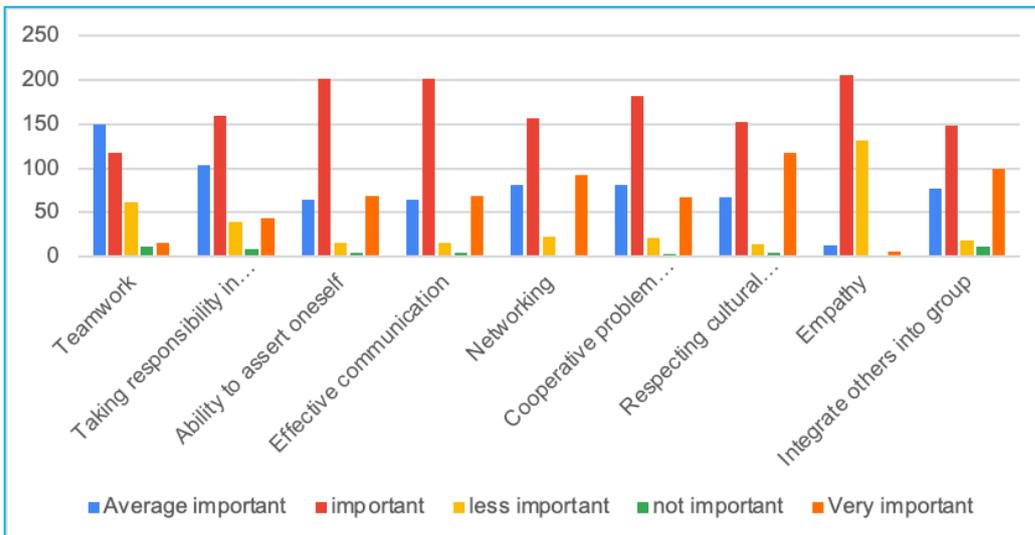




10. B) In your opinion, what are those methodological competences that you should develop in the framework of a training for the successfulness of online career counselling?

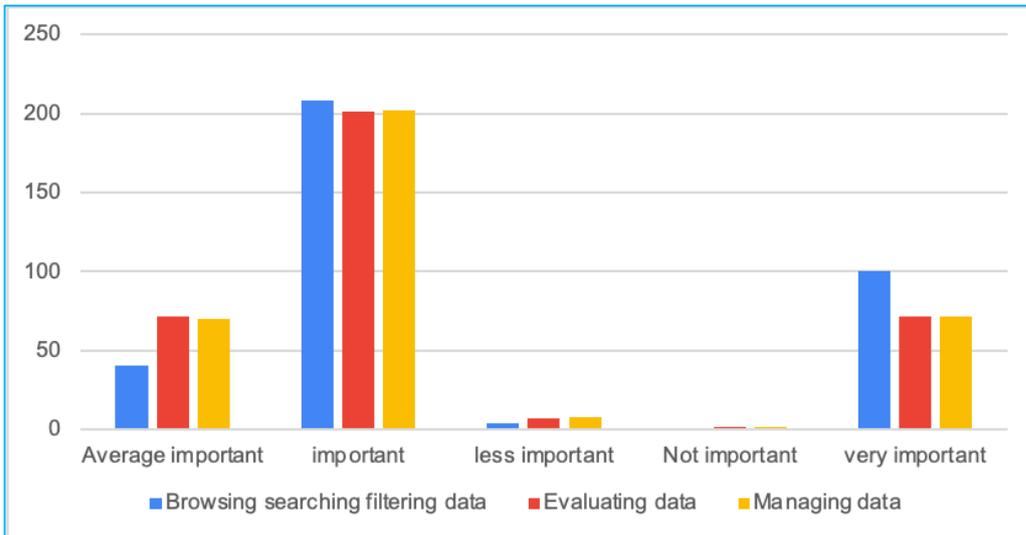


10. C) In your opinion, what are those social competences that you should develop in the framework of a training for the successfulness of online career counselling?

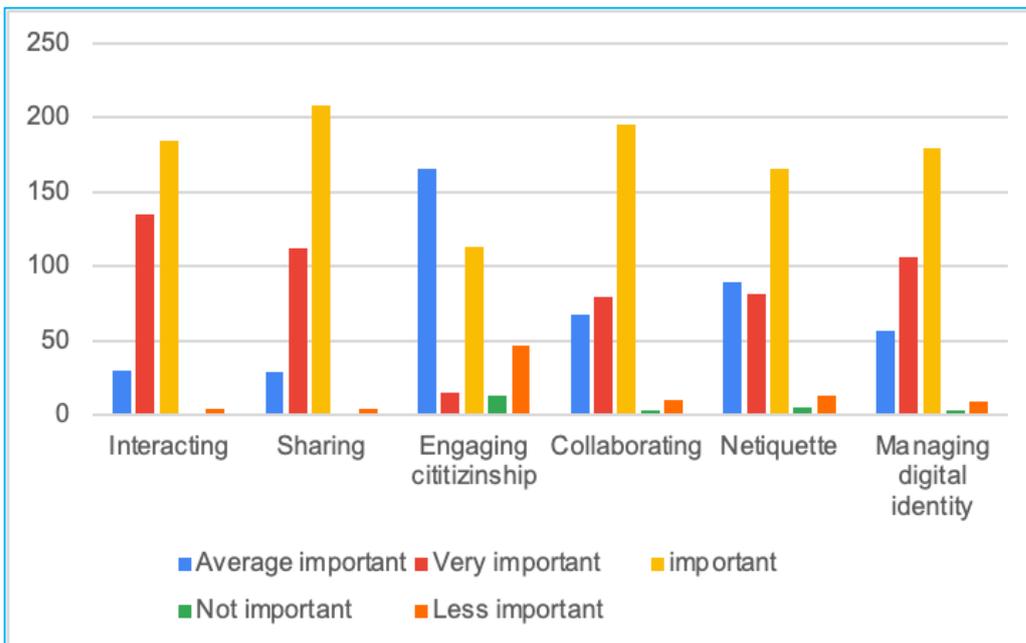




11. A) Which digital competencies do you consider most important for career counselling in the area of handling information, data literacy?

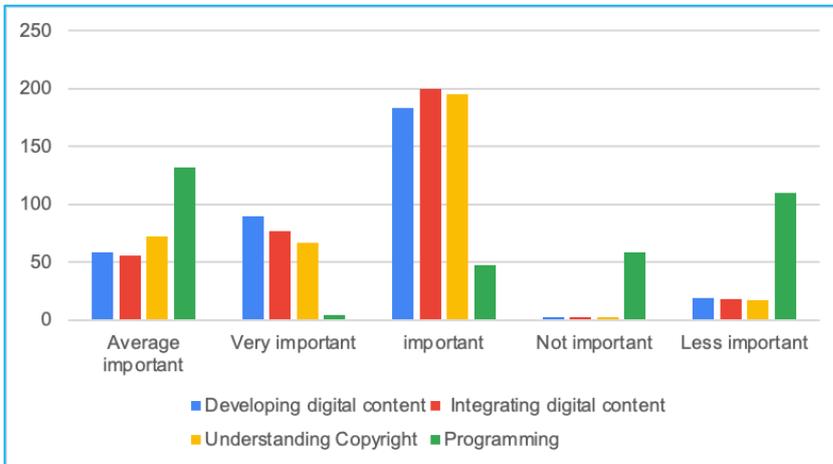


11. B) Which digital competencies do you consider most important for career counselling in the area of communication and collaboration?

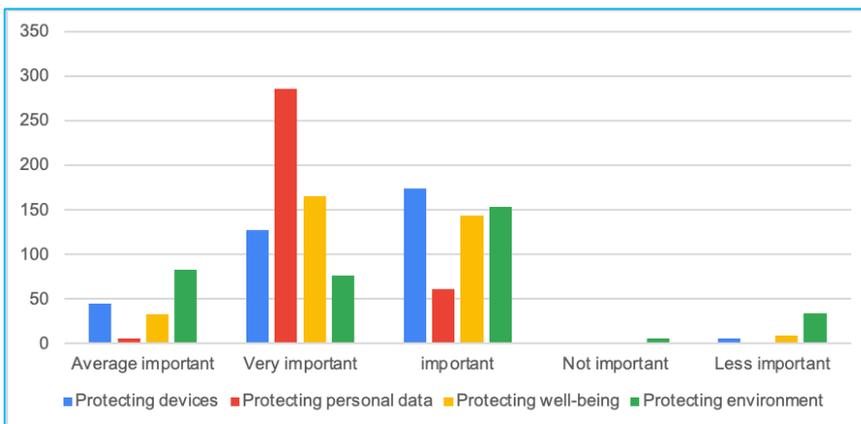




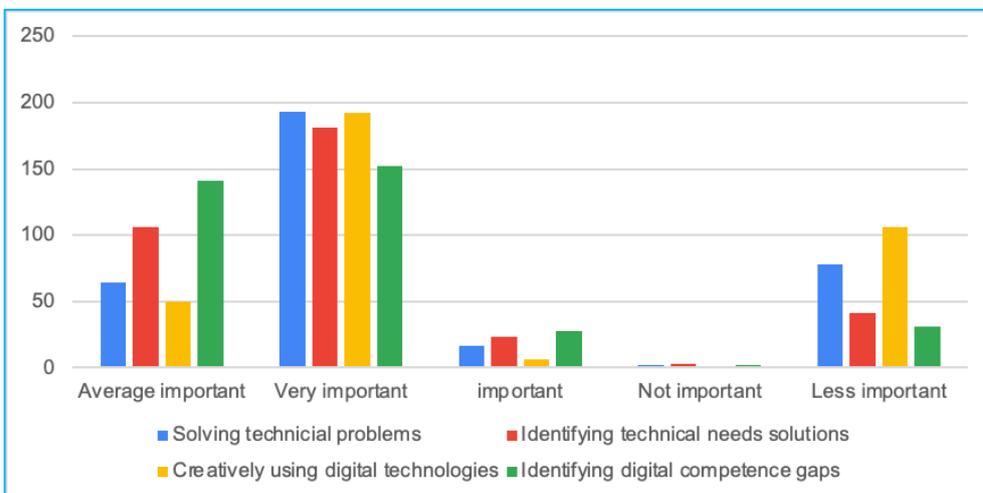
11. C) Which digital competencies do you consider most important for career counselling in the area of digital content creation?



11. D) Which digital competencies do you consider most important for career counselling in the area of being safe and legal online?



11. E) Which digital competencies do you consider most important for career counselling in the area of problem solving?

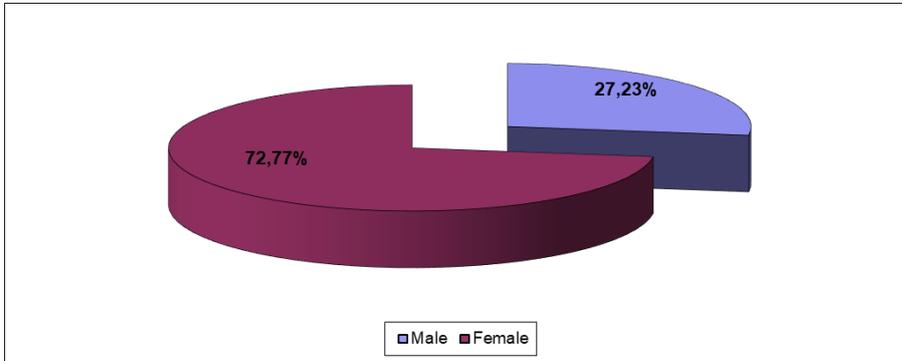




4.6. Results obtained from questionnaires of all partner countries

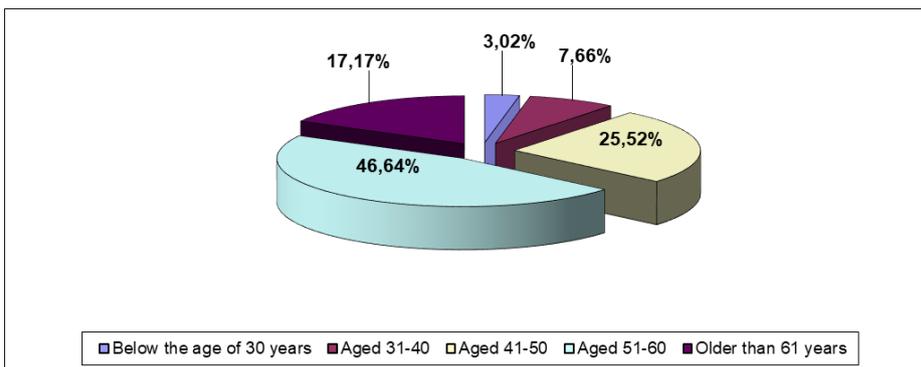
The questionnaire was completed by 426 career advisers and counsellors in Germany, the Netherlands, Slovakia, Hungary and France.

1. Your sex:



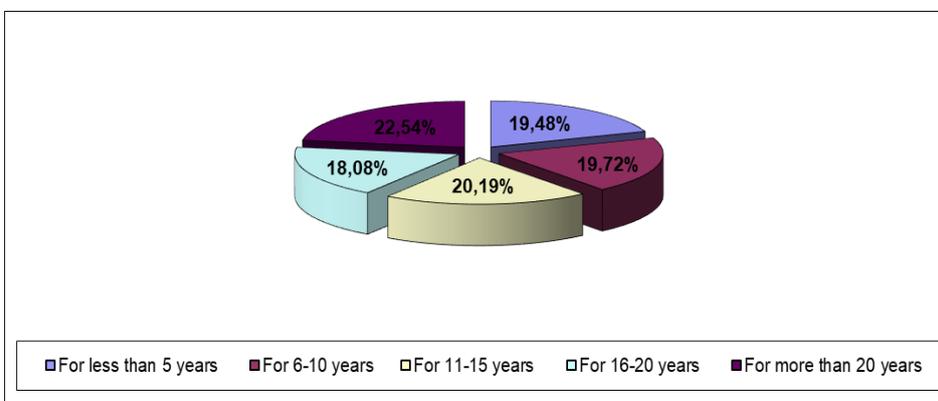
The vast majority of respondents are female.

2. Your age:



The vast majority of respondents are over the age of 40.

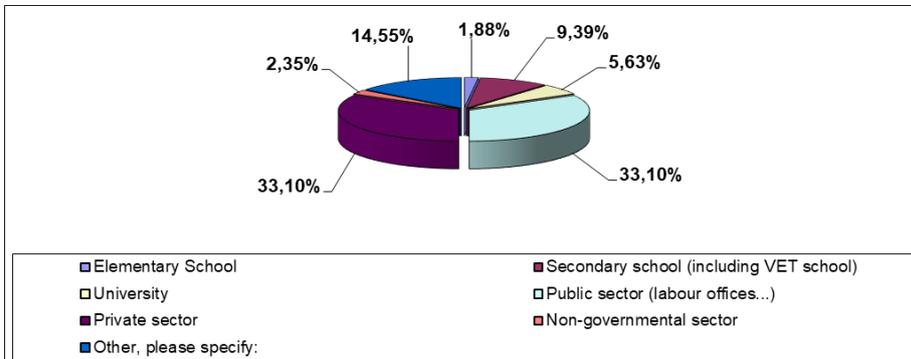
3. How long have you been dealing with career counselling?



Regarding the time span of dealing with career counselling, the distribution of the answers is proportional.

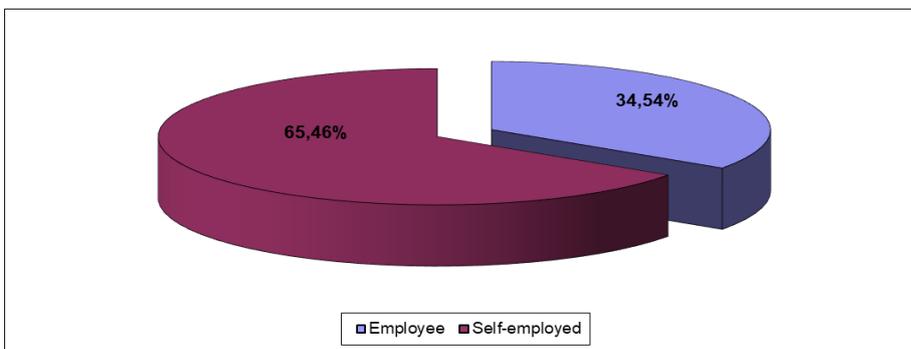


4. A) In which area (sector) do you work as a career counsellor?



Two third of the fillers are active in the private and the public sector.

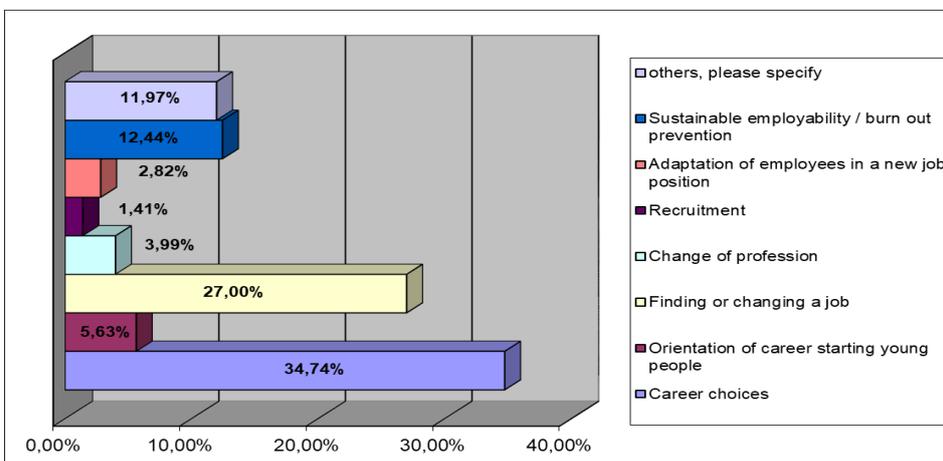
4. B) Your status on the labour market:



Only one third of the respondents are employees. While in the Netherlands, respondents primarily act as private entrepreneurs at this field – even in the public sector – in Germany, in Slovakia, in Hungary and in France, its opposite can be experienced.

5. What are the fields of your career counselling activity?

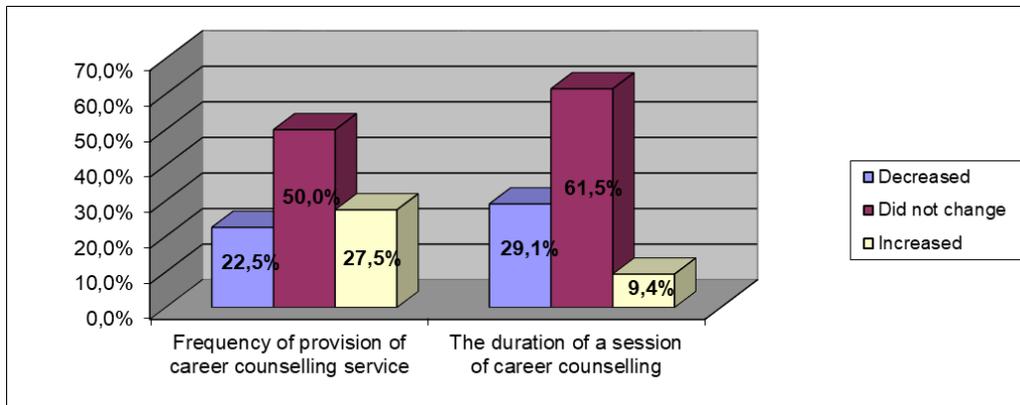
More than half of the fillers deal with career choice, or are looking for or are changing their jobs, primarily within the framework of counselling.





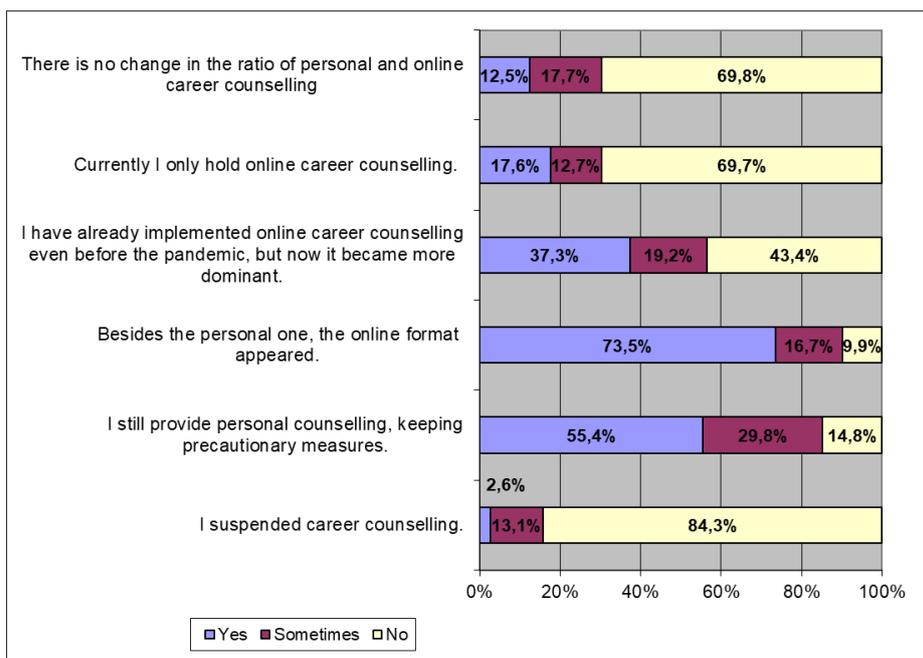
6. What kind of change has pandemic brought about in your career counselling activity?

On the whole, respondents admitted that they had not changed the frequency of counselling. However, the majority of those, who changed had to increase its frequency. The majority did not change the duration of the counselling, those, who did, however had rather reduced its length.



While the frequency of counselling decreased in Germany, in Slovakia and in Hungary, it increased in France, while in the Netherlands, it has not changed. Regarding the time span of counselling sessions, it has not changed in Germany, in Slovakia, in Hungary and in the Netherlands, those, who changed, rather decreased it, while in France, they clearly increased it.

Not the vast majority have not suspended their activity during the time of the pandemic. The strength of personal counselling has not changed in the rest of the partner countries, except for Hungary. During the pandemic, the online format was present in every country. In Germany, the number of those who applied this format has already outnumbered the number of those, who did not. The number of those, who only hold online counselling, is low in every country. In France, respondents usually agree with the statement that 'There is no change in the ratio of personal and online career counselling'.

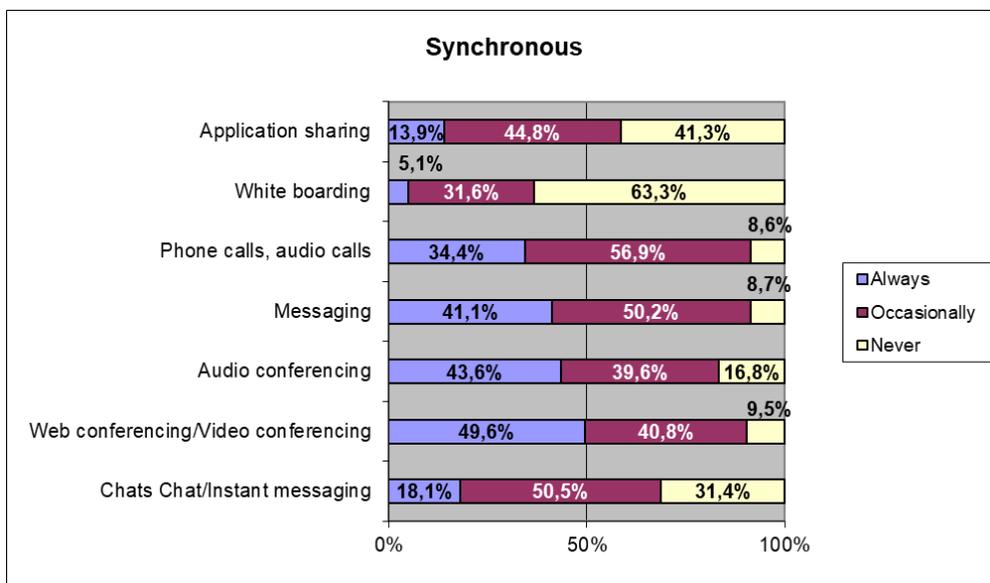
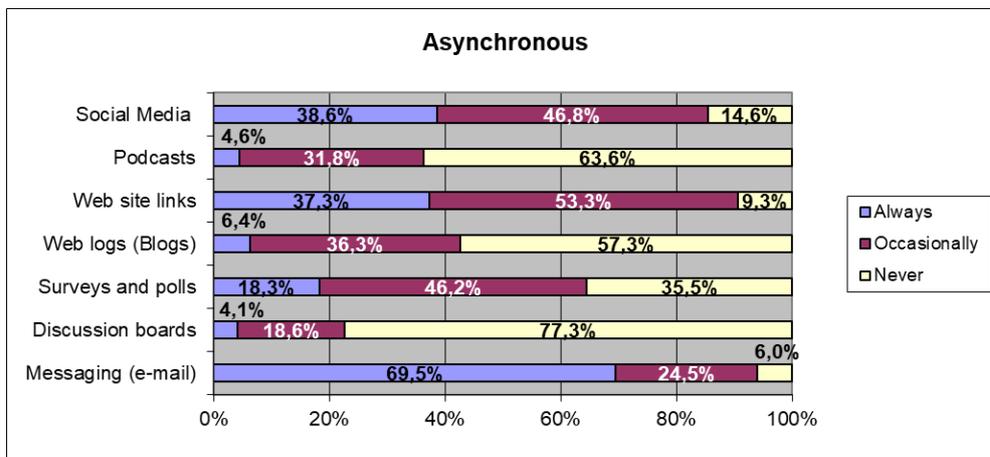


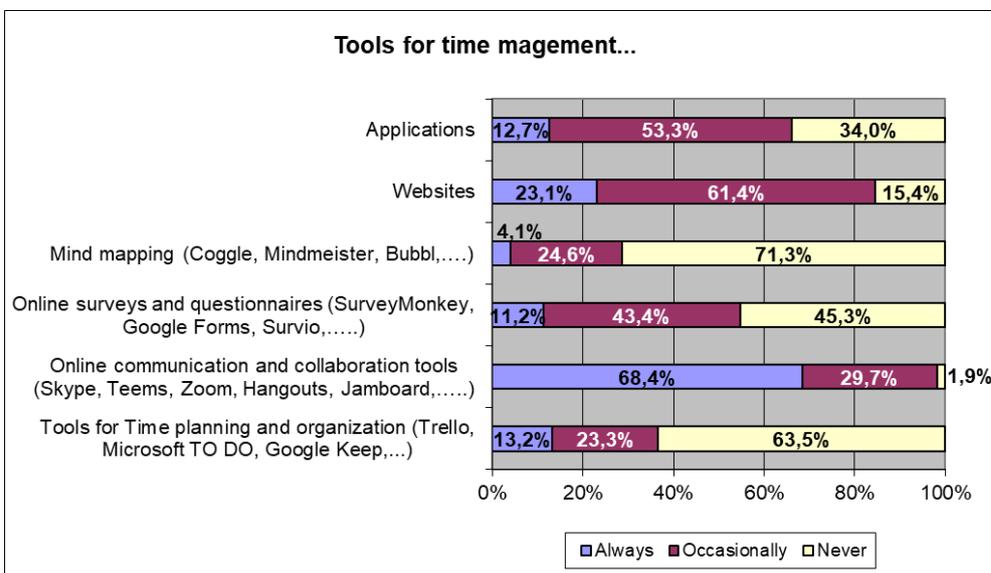
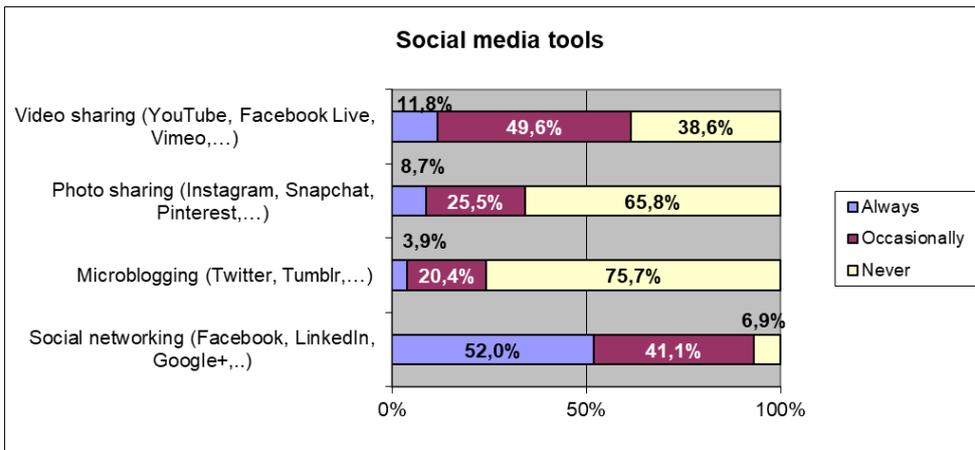


7. If using digital tools, what type of digital tools do you use?

On the whole, it can be observed that the tools applied most frequently in the framework of implementation of counselling are:

- Messaging (e-mail),
- Phone calls, audio calls,
- Social networking (Facebook, LinkedIn, Google+,...),
- Online communication and collaboration tools (Skype, Teams, Zoom, Hangouts, Jamboard,.....)





In Germany, the following forms are preferred in the framework of implementation of counselling:

- Messaging (e-mail),
- Web site links,
- Web conferencing/Video conferencing
- Phone calls, audio calls,
- Online communication and collaboration tools (Skype, Teems, Zoom, Hangouts, Jamboard,.....)

In Slovakia, the following forms are preferred in the framework of implementation of counselling:

- Messaging (e-mail), Chats Chat/Instant messaging
- Social networking (Facebook, LinkedIn, Google+,...)



- Social Media
- Online communication and collaboration tools (Skype, Teams, Zoom, Hangouts, Jamboard,.....)
- Websites

In Hungary, the following forms are preferred in the framework of implementation of counselling:

- Messaging (e-mail),
- Social Media
- Social networking (Facebook, LinkedIn, Google+,...)
- Online communication and collaboration tools (Skype, Teams, Zoom, Hangouts, Jamboard,.....)

In France, the following forms are preferred in the framework of implementation of counselling:

- Messaging (e-mail),
- Social Media
- Social networking (Facebook, LinkedIn, Google+,...)
- Web conferencing/Video conferencing
- Phone calls, audio calls
- Online communication and collaboration tools (Skype, Teams, Zoom, Hangouts, Jamboard,.....)

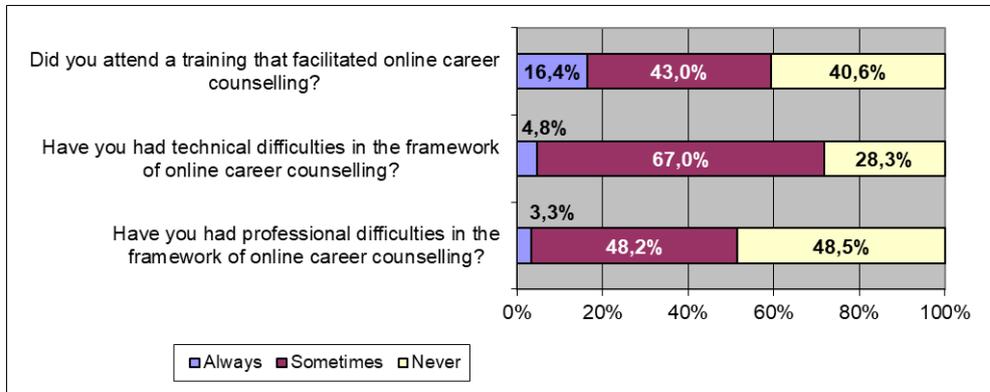
In the Netherlands, the following forms are preferred in the framework of implementation of counselling:

- Messaging (e-mail),
- Web conferencing/Video conferencing
- Audio conferencing
- Social networking (Facebook, LinkedIn, Google+,...)
- Online communication and collaboration tools (Skype, Teams, Zoom, Hangouts, Jamboard,.....)



8. If you hold online career counselling

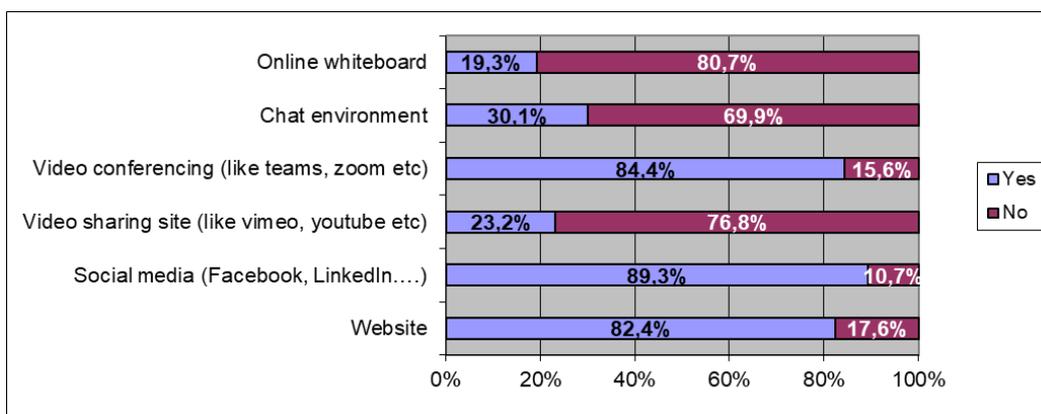
A higher rate of the fillers faced regularly with technical problems than with professional ones, and less than one fifth of them have regularly attended a training about the topic.



In Germany, 12,5% of the fillers struggled constantly with professional difficulties. In Hungary, one fifth of the respondents have regularly had professional difficulties. In Slovakia and in France, this ratio is less than 10 per cents. While in the Netherlands, it hardly exceeds 1 per cent. In Germany, the ratio of constant technical difficulties is 18,75 per cents, in Slovakia and in France, it is 10 per cents, in Hungary, it is 20 per cents, while in France, it does not even reach 3 per cents. The German of 12,5 per cents and about one fifth of the Dutch fillers regularly attends a training targeting the development of these skills, while the same goes for the one tenth of Slovakian respondents and one third of Hungarian respondents, but none of the French respondents.

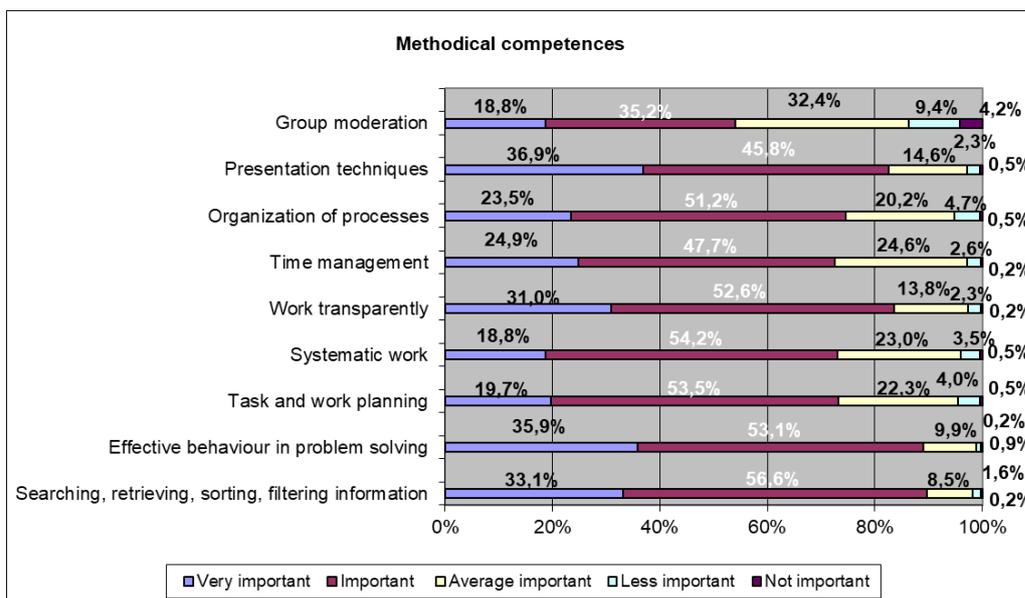
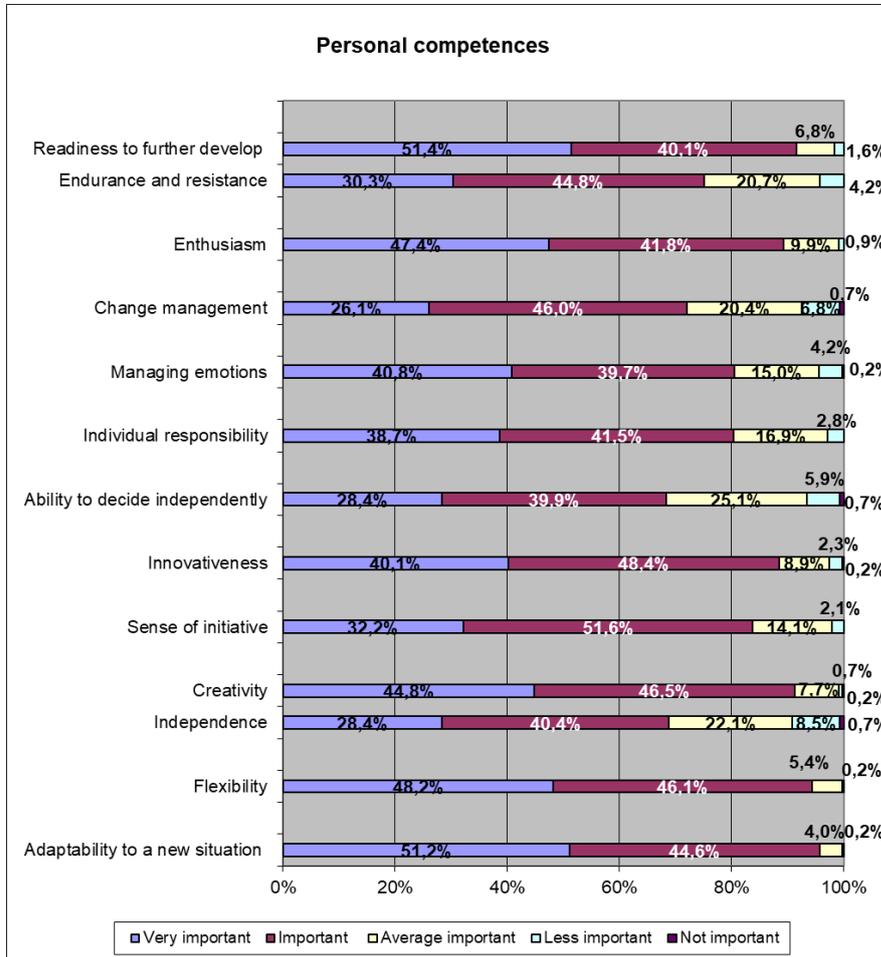
9. If you are self-employed, then do you have your own ...

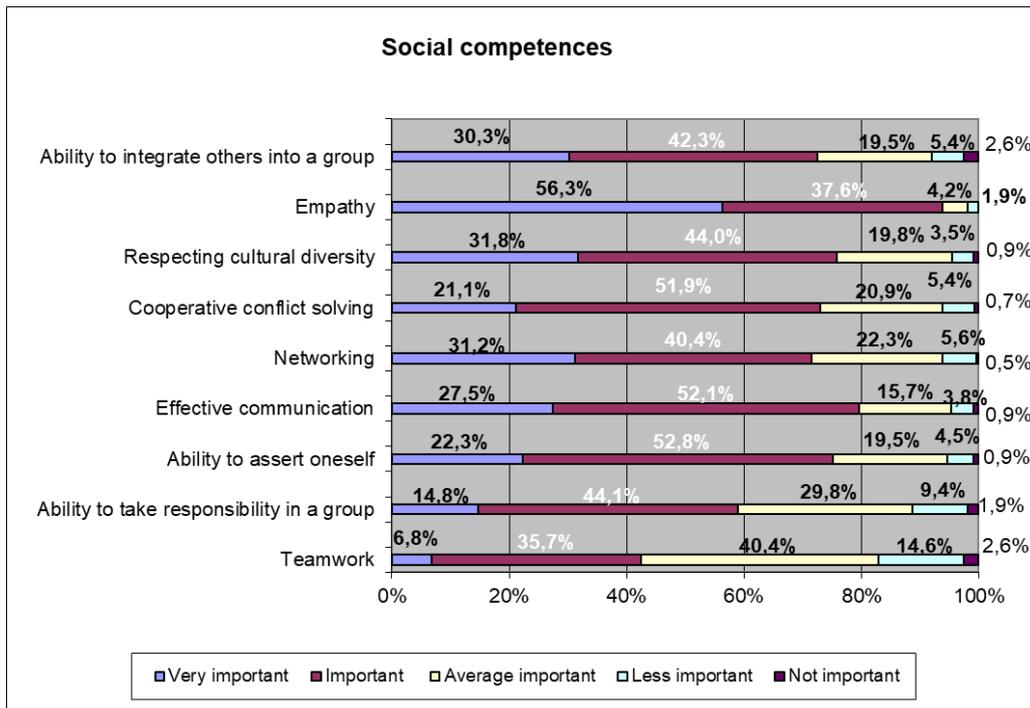
Among individual entrepreneurs, having a website, presence in the social media and video conferencing is typical in Germany and in the Netherlands. In Slovakia, this is completed by a chat platform. In Hungary, social media, the option of video conferencing and the establishment of a chat platform are the things that come up the most frequently.





10. In your opinion, what are those personal, methodological and social competences that you should develop in the framework of a training for the successfulness of online career counselling?





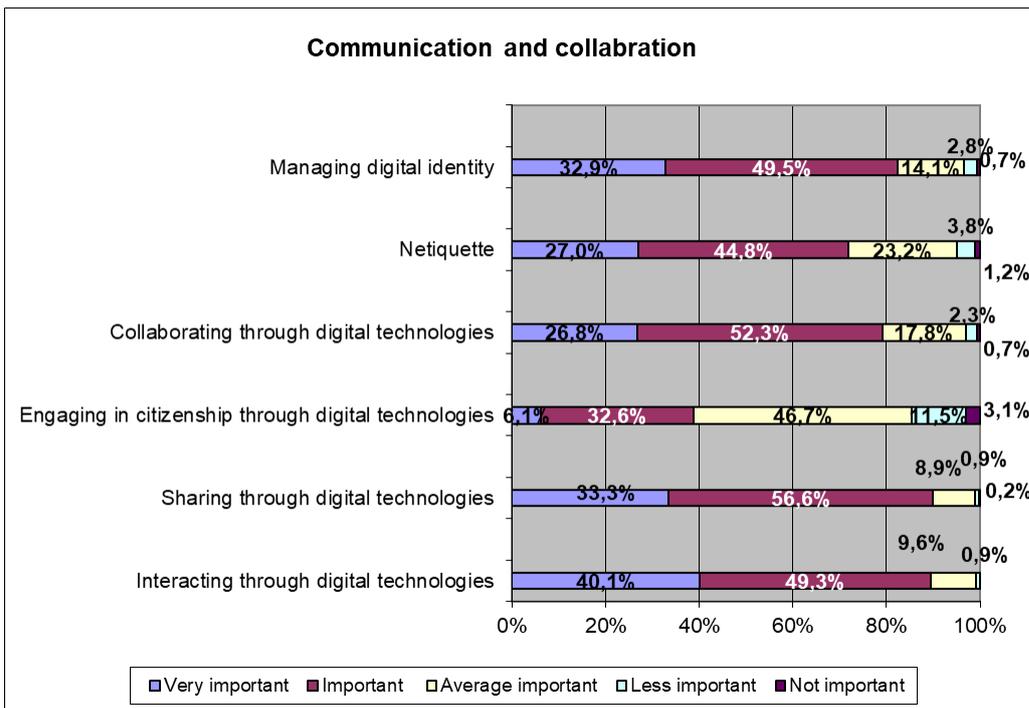
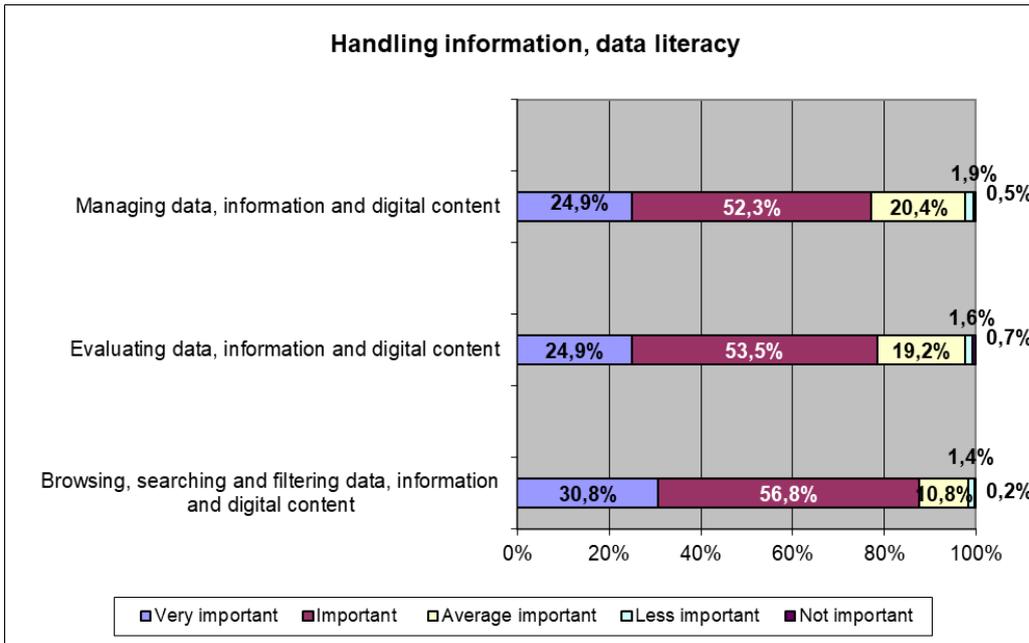
According to those, who filled, the development of the competences below is important from the point of successfulness of counselling:

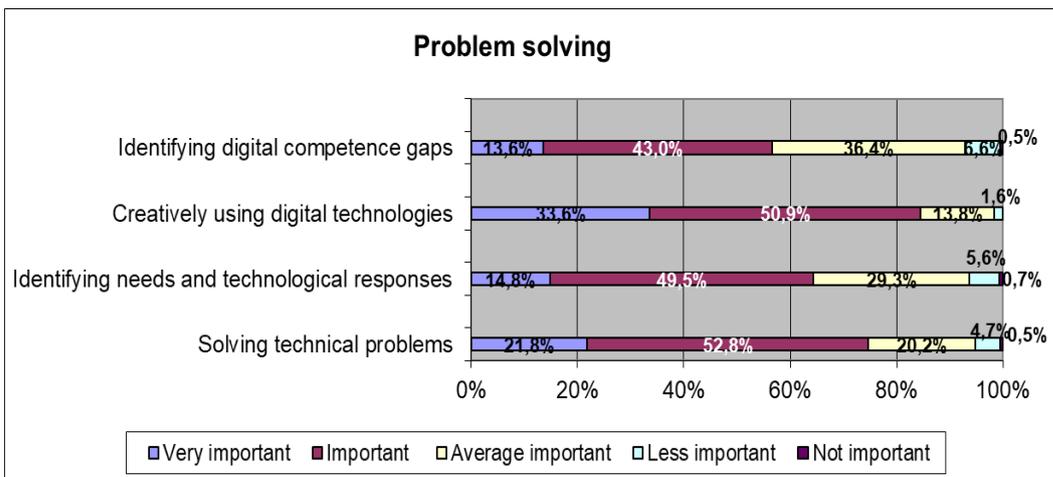
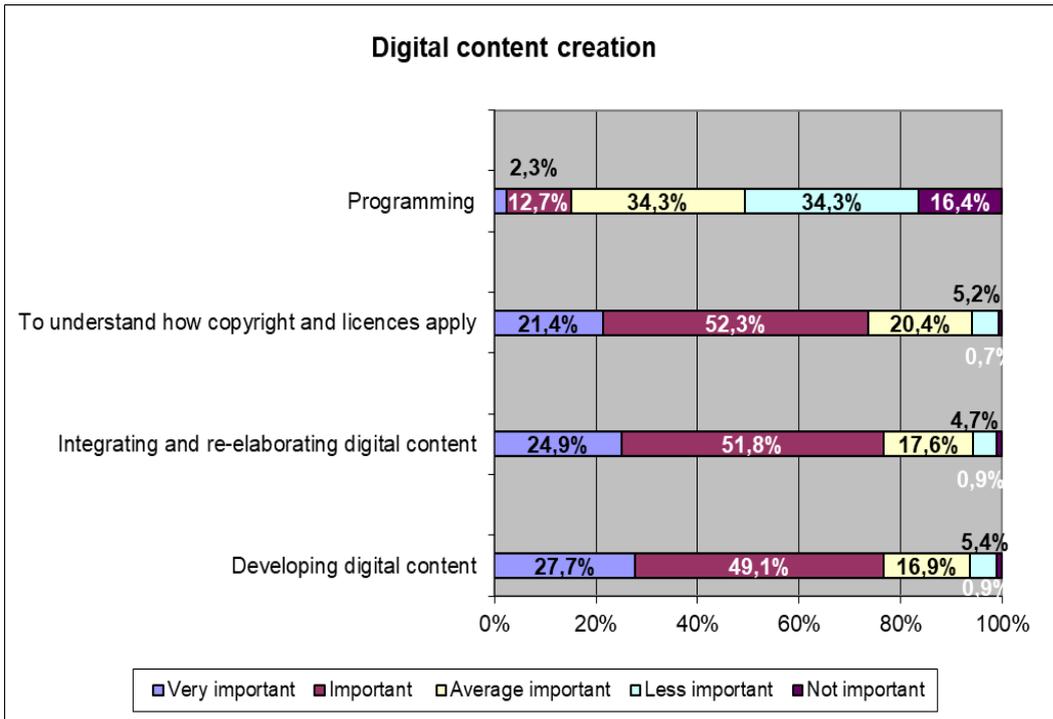
- Adaptability to a new situation
- Flexibility
- Creativity
- Enthusiasm
- Readiness to further develop
- Searching, retrieving, sorting, filtering information
- Empathy

11. Which digital competencies do you consider most important for career counselling?

According to those, who filled, the following digital competences are the most important from the point of successfulness of counselling:

- Browsing, searching and filtering data, information and digital content
- Interacting through digital technologies,
- Sharing through digital technologies
- Protecting personal data and privacy







Most frequently, the following answers arrived to the open questions:

12. What advantages did online career counselling entail you?

- We could work.
- Energising audiences and teams, increasing extrinsic motivation.
- Extension the network that came with it
- Reflection on the situation of online career counsellors
- Bridging geographical distances easily, Travelling and staying at the same place are not necessary in every case.
- Doing counselling at a flexible time slot fitting for the clients, more favourable time management, own schedule.
- It is more comfortable, more autonomy.
- I gained more knowledge. I make use of my own digital knowledge. New digital skills.
- Higher personal security against the Covid virus
- Environmental protection

13. What advantages did the online format of career counselling have for the client?

- Same as the previous. AND
- Multiple choice in appointments.
- More frequent contact.
- Fast switching.
- Focus, no distractions, no social awkwardness upon entering and leaving, more direct and clear.
- Online communication made more modern services available for clients, the possibility of inviting another person, the use of various technologies.

14. In your opinion, what are the major challenges and limitations in the provision of online counselling?

- The primary disadvantage of using the Internet for counselling consists of the loss of the non-verbal communication level.
- Estimating other person's emotions; media competences;
- Many clients have insufficient technical equipment and a lack of digital skills, and it is more difficult to build Rapport



- Lack of acceptance of using digital devices for disadvantaged target groups.
- Good handling of the digital space.
- Young people even more withdraw to the online space, personal relationships are lost, they find it hard to establish new relationships.
- Experience shows that people with HSP and autism regularly do not experience online guidance as pleasant.
- Comfort, some of the information is lost, it will not be visible.
- Spontaneity decreased by a great extent.
- More demanding preparation.
- Challenge: making contact and building a relationship
- Multi-channel perception, difficulty concentrating and feedback. Maintaining of concentration.
- There was no personal contact, sometimes work e.g. with screen sharing delays, cards cannot be seen at once, they need to be dosed, ...

15. How do you deal with those challenges?

- I precisely planned everything. Very concentrated work
- I sometimes ask if they can sit a little further away from the screen.
- By giving space, listening carefully and making contact and discussing expectations
- With enthusiasm. I tried to be flexible and empathic. With patience, tolerance and anticipation...
- Ask carefully. Stay focused.
- Openness to new things. Training for e-coaching, self-study
- Take extra time, Extra questions and check in. Provision of hierarchy of advice sessions, application of feedback.
- Holding shorter online sessions including more important information. Alternate with occasional live
- Let me know the most necessary things through colleagues. Help sought. Consultation with specialists
- Keeping space and making room for my own movement. Place even more emphasis on integrating what happens during the session. Go for behavioural change.
- By sometimes planning physical appointments in compliance with the corona rules. E.g. apply walking coaching.



- I inspired students to work independently, I acquainted them from what sources they can draw information. According to the target group and their literacy level.
- The key to success is a technically profound environment and trained staff. There are no staff that meet all the points on this questionnaire. Online lacks on empathy; fear of some clients to disturb the privacy of the counsellor; less possibilities to show material in print (books etc.)
- Employed video conferencing tools more effectively. Bit by bit and problem-oriented. I try to get in hybrid-solutions with my clients Using electronic sources if available. Inviting link at my official address & homepage.

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KA226 - Partnerships for Digital Education Readiness
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E-Career counsellor in the ever-changing world of the 21st century - innovative methods to support e-career counselling services COMPASS



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Success Factors in Modern Digital Career Counselling Practices

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Project partners aim to develop a global training program for the digital (e-)career orientation service providers, in order to offer them guidance according to the challenges of the 21st century, that can be applied in all partner countries, as well as in other countries of the EU.

Success Factors in Modern Digital Career Counselling Practices study aims to find out the needs of e-Career Counsellor, the knowledge requirements and qualifications necessary for the staff to be successfully employed or operate individually as freelancers in the ever-changing world of the 21st century.

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