


Final Report on Events

CGC - Roundabouts for Digital Transformation (CGC–DigiTrans) - Professional
Guidance & Counselling (CGC) in Multi-Actor-Networks

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1 The work package 3

The WP3 links the development of the Roundabout method for CGC to support the digital transformation and tush, especially overcoming the digital divide for disadvantaged workers while aiding the digital transformation of the economy. The process of translating the experience into HE teaching and learning both in terms of content and methodology was discussed at the international partner meeting and a high-profile international academic-practitioner exchange event. This effort ensures that there is a strong connection between the project and the field community.

This report summarised the work done in the different meetings events: the partner meeting hosted in Padova (2), the NICE Academy in Deventer (3.1), the IAEVG International Conference in Jyväskylä (3.2), The DVB conference in Mannheim (3.3). General conclusion and reflections for the future are also provided.

2 The partner meeting and work package 3

The meeting took place in Padova. After a brief introduction to the Agenda and the activities planned, we start going through the Work Packages.

- **Work Package 2**

The definitive version of the handbook is ready. The idea of a book with ISBN to make our results clearer and value our work.

Activity 4 - Preparatory course. Partners summarize the experiences with the course.

Germany. Providing materials is a helpful strategy. Practical activities and group work are highly valued. Participants suggested to consider low language competences in some participants. Videos: general satisfaction with some notes on the subtitles. Barriers could be the time needed, the resources, having active involvement of companies and data protection issues (to solve with ownership or informed consent). Clarify the number of meetings the CGC should go through. Further development of the course: participants seem interested in having more time and more sessions on a longer period. Overall assessment: particularly appreciated the small groups they encourage.

Italy The material was rich, so there was the need to choose the section to focus on to let them go in deep in the topics addressed. Barriers also emerged in breaking the “rules, the usual procedures to propose the roundabout.

Netherland Low skilled may find difficult to involve, so networking needs to be bigger, awareness on limited learning skills in many clients. Attention is needed to meso and macro level in the field and on how to work with organizations. For some partners, this last point might be an issue.

Austria. The action was online, with two meetings x90 minutes. Due to the modality, the action focused on the methodology. Difficult to motivate the participants. The counselling context is effective in evaluating the method: meeting several times the person seems to work well. Some are already used to work with

stakeholders, it is their rule if they work in specific contexts and projects (labour market measures projects), for those who work on placement. The advantages: having different perspectives, applied relevance, reminding the counselling model is useful to make counsellor reflect on their goals. The big effort required in coordinating the participants in the network, in keeping the time free to meet.

- **Work Package 3**

The Italian team describes the main point of WP3 as the application propose. The graphs that summarise the WP 3 activities are shown to have a general picture of the work should be done. Emphasis on the need of changing the timeline.

Activity 1. The details proposed in the power point are discussed. Four partners will work for the piloting, Meetings with different partners and the CGC are encouraged. Ten pilot cases are important for wp4 and well as case studies activity 2.

Activity 2. The steps are recalled. More emphasis is on length of evaluation report (30-50 page), 5 cases to be translated will be selected with podcast production for two of them; Implementation guidance 10 pages and 5 minutes webinar. Co-authorship of CGCs is discussed for the case studies.

The materials, the resources to use are:

A leaflet to personalize the motivational part, the benefits underlining the monitoring (for example in a “community of learning.” A specific space will be given to underline the reason for participating in the piloting; Annemarie will verify how practitioners participating in the pilot can apply for funding to move and participate in international actions promoted by the network.

A Navigating Tool The tool is proposed for monitoring the process, reflective action, the case descriptions, for exercising in wp4. We all agreed on the relevance of adding a meeting where they can discuss and using it as case management tool. We will personally address the person who is piloting in the introduction. At the beginning of next phase, we will add something on what was specific for the phase (if it takes place), choose the modality for addressing them (phone call, in person.). Add more information on how the employer participates in it and using a modality (still to identify) so that they extract the information and summarize them.

An Informed Consent Form for the clients that partners may adapt to the local rules.

The case study selection

Criteria at start are commitment and the possibility of envisaging a network cooperating in the process and criteria in the selection of cases.

1. the client condition (employed or not)
2. type of clients (individual and organization), the employer (type of organization)
3. personal variables: under or above 50, level of qualifications, vulnerabilities (intraindividual vulnerabilities or contextual vulnerabilities)

4. availability of a network
5. complete case studies and cases starting from diverse points
6. results: for the clients and for the network

In case of failure in success, it is important to consider that we are offering strategies on how to work, how to deal with challenges related to DigiTrans. This is a crucial element to consider when looking to the case description collected.

- **Piloting**

Altogether we went through the points and the main elements we should focus on piloting from motivating clients to identify professionals. The actions decided for all: engagement flyer revised in a few days; during April, the tool will be provided. From April 15 to April 30, we will involve people in meeting. May and June for planning. New templates are proposed for the case studies descriptions and the evaluation report.

- **Work Package 4**

Academic practitioners engagement event Possible national and international are identified. Engagement even could be national with integration in a large one. NICE Academy is an option.

Curriculum development. A method for the development of the curriculum will be proposed. The basic goal is to keep the choices in the project. Participants will continue working having in mind the applications of the roundabout in context. A possibility emerged of using the “community of learning”.

Attracting CGC is one of our next goals and keep them motivated to use methodology, learning, networking in a community and European community.

The basic aspects of the curriculum are: 3 modules, 1 reflection on the literature then address digital literacy and networking, the CGC competencies needs; 3 reality-based exercises. Piloting may consist of 3-5 ECTS, namely at least 75 learning hours.

Academy into praxis workshop: in person event, 35 persons participating. The basic format will be problem-based learning techniques. A structure with learning goals, learning materials and evaluation will be developed. Day of next meeting in Austria: October 17 and 18. The curriculum will be ready in February 2025. End of July is the deadline considered for the international conference.

- **Work package 5**

Dissemination. The dissemination actions expected for each of three years, and the ones undertaken until now are summarised. For the next year we need to update the dates, based on the time plan of the implementation of the curriculum. The blog posts will be on the roundabout from the pioneers’ perspective, the career counsellors’ perspective participating in the pilot and the students. Italy will provide blog post on the international workshop. The Lithuanian team will provide the social media material about this meeting.

Videos. The issues related to downloading the videos from Animaker were addressed and so how to keep all active for 5 years. The process underlying the development of the videos, the strengths, the challenges, and their use are shared with partners.

Podcasts. Partners will provide scripts for the podcasts. Details: 1 or more people talking, it is possible to use AI in voiceover, 10 minutes long. It could be pioneers' interviews addressing specific questions. The podcasts will be recorded in national languages and then translated with transcripts.

3 The academic practitioners' events

In 2024, the CGC-DigiTrans project had the opportunity to be showcased at two significant international events, garnering considerable interest and constructive feedback from the professional community. Also, one national event offered to German-speaking countries was considered.

3.1 The NICE Academy in Deventer

On September 20, 2024, the project team participated in the NICE Academy in Deventer, Netherlands. This annual event, organized by the NICE Foundation, brings together career counselors and experts from across Europe to share knowledge and practices, as well as develop professional networks. Jan Woldendorp from Saxion University, along with Lea Ferrari and Teresa Maria Sgaramella from the University of Padova, conducted a two-hour workshop that attracted 9 participants, 6 professionals and 3 academics from various countries, including Italy, Malta, Albania, Austria, the Netherlands, and Spain.

During the workshop, the presenters outlined the project's objectives, the progress made thus far, and the digital skills model developed. The models were quite new for them, and curiosity was raised about the definition of competencies and specific literature references. They also demonstrated the project website and introduced the Roundabout methodology. Participants had the opportunity to work on specific case studies, such as those of Julia and Mr T, applying the Roundabout methodology. This hands-on experience allowed them to appreciate the value of the work done within the project and the practical potential of the proposed methodology.

The ensuing discussions highlighted the importance of adequately preparing counselors to address digital transformation, not only in terms of knowledge but also by offering them opportunities to share doubts and receive support from the professional community. An invitation to meet at the next academy next year was expressed to remain updated and start building a network. This feedback was particularly valuable for the project, underscoring the importance of networking in implementing the Roundabout methodology.

3.2 the IAEVG International Conference in Jyväskylä

Subsequently, from November 12-14, 2024, the CGC-DigiTrans project was presented at the IAEVG international conference in Jyväskylä, Finland. This event, attended by over five hundred professionals, provided another excellent opportunity to discuss the project and the Roundabout methodology with an international audience.

Jenny Schulz and Jan Woldendorp conducted a workshop titled "Digital competences and new counselling approaches for CGC professionals riding the wave of change." Lea Ferrari and Teresa Maria Sgaramella were also present. The fifteen participants, 4 academics and 11 practitioners from Türkiye, Estonia, Greece, Japan, Uganda, Finland, Latvia, Portugal, Switzerland, Iceland, Astralia, Denmark and The Netherlands explored the digital competences model developed in the project's first phase. Audience showed interest in the taxonomies presented and appreciated the work done by the project to summarise them in a specific model. In a subsequent moment, the Julia's case using the Roundabout methodology was analysed. Participants had the opportunity to discuss roundabout steps and appreciate the effort done to develop exemplary case studies.

Also, the roundabout methodology handbook was mentioned. Participants showed particular interest in the assessment tools and the integration of theory into practical methodology. The multi-actor counseling approach was considered innovative and aligned with the project's aim of fostering digital skills in clients. However, concerns were also raised about the use of chatbots and virtual tools in counseling, both in terms of threats to the profession and client safety. Fostering digital skills of counselors and professionals emerged as a need to be considered in the future.

The project team, aware of the time constraints of the workshops, encouraged participants to further explore the CGC-DigiTrans website and attend the online course to deepen their understanding of the project and methodology.

3.3 The DVB conference in Mannheim

The CGC-DigiTrans project team had the privilege of conducting a workshop on our CGC-Roundabout for Digital Transformation counseling method at the annual DVB conference in Mannheim. This event brought together twelve participants from Germany and Switzerland, representing various sectors including public employment services, local governments, and other counseling providers and decision-makers involved in the strategic implementation of guidance services.

The workshop aimed to gather feedback on our methodology and the core competency framework for digital skills, as well as to disseminate the current status of the project. At this stage, we were in the final phase of piloting the method.

The session began with a presentation of the CGC Roundabout method and the underlying CGC-DigiTrans competency framework, which encompasses four key competence areas and crucial transversal skills. A structured discussion followed on the classification and relevance of digital competencies in counseling work. Participants engaged in group discussions, addressing the integration of the CGC-DigiTrans framework into current discourse on digital competencies. They highlighted the need for more in-depth examination of digital skills in practice and considered the framework a useful tool. The potential adaptation of the framework to include core competencies for managing artificial intelligence (AI) was also explored, with participants noting

the increasing importance of critical thinking, ethical reflection, and digital communication skills in AI interactions.

The workshop also included an analysis of a fictional case study, which provided insights into the practical application of the multi-actor counseling approach. Participants offered valuable feedback on the idealistic nature of the presented case, the challenges of online counseling, and the importance of counselors' familiarity with digital tools and eServices.

The workshop yielded valuable insights into the practical applicability of the CGC Roundabout methodology and the Digital Competency Framework. While participants valued the method as useful, they emphasized the need for adaptation to real-world counseling conditions. The discussions underscored the growing importance of digital competencies in counseling practice and the need for targeted examination of these topics.

4 Conclusion and future directions

The presentations at these three conferences - NICE Academy, IAEVG International Conference, and the German Association for School and Career Guidance (DVB) Annual Conference - have yielded valuable insights and positive feedback from the international professional community. These experiences confirmed the value and relevance of the CGC-DigiTrans project in the international landscape of career counseling, opening new perspectives for its future implementation and development. The positive reception from colleagues and experts in the field was particularly encouraging, validating the team's work, and motivating them to move forward with the project and engage with new audiences.

Key outcomes from these events include:

1. Recognition of the CGC-DigiTrans project's significance in the evolving field of career guidance.
2. Acknowledgment of the Roundabout methodology's potential for fostering digital skills in clients.
3. Identification of the need for adapting our methods to real-world counseling conditions.
4. Highlighting the growing importance of digital competencies in counseling practice.
5. Valuable feedback on the practical applicability of our Digital Competency Framework.
6. Insights into the challenges of online counseling and the importance of counselors' digital literacy.

Moving forward, we are committed to:

- Refining our approaches based on the feedback received.
- Addressing practical implementation more comprehensively in our training materials.
- Developing strategies to support counselors in adapting to digital transformation.
- Continuing to engage with the professional community for ongoing improvement and relevance.

We acknowledge the time constraints of our workshop formats and encourage interested parties to explore the CGC-DigiTrans website and participate in our online course for a more comprehensive understanding of the project and its methodologies.

The CGC-DigiTrans team extends our gratitude to all participants for their engagement and valuable input. We look forward to continued collaboration and knowledge exchange with professionals and institutions across the global career guidance community. As we move into the next phase of our project, we remain dedicated to advancing digital competences in career guidance and counseling, ensuring our work remains at the forefront of this rapidly evolving field.