

eGuidance in the Nordic countries

Examples from Denmark and Norway



Presenters

Ilse Jensen, The Danish Agency for IT and Learning

Ilse.jensen@stil.dk

Eirik Øvernes, Norwegian directorate for higher education and skills

Eirik.overnes@hkdir.no

Margrethe Haldorsen Nygaard, Norwegian directorate for higher education and skills

Margrethe.nygaard@hkdir.no

Facilitators

Karoline Tellum-Djarraya, Euroguidance Norway

Karoline.tellum-djarraya@hkdir.no

Birtha Theut, Euroguidance Denmark

BT@ufm.dk



Issues for Discussion

1. What conclusions, in relation to the development of guidance policy and/or practice can we make out of what we just heard?
2. Why is it important to offer "human" guidance in relation to digital self-help tools?
3. What is unique about eGuidance compared to physical guidance?
4. What competences do eGuidance practitioners need?

E-Guidance in Denmark

Ilse Jensen,
e-Guidance Counsellor



Why e-Guidance?

- 2010: New legislation of career guidance. All young people should be in education or activity, and only those who were not ready for that, should get guidance at the schools (20%). The e-Guidance was established to guide the rest (80%).
- At first it was a 3 year-project, and afterwards it became permanent.
- In 2014 the portal "Uddannelsesguiden" moved from a private firm to the Ministry of Education.
- In 2017 e-Guidance became the entrance for all adults and companies who want to improve their skills or the companies who want to lift their employers skills by education.

UddannelsesGuiden



UDDANNELSER TIL UNGE | VIDEREGÅENDE UDDANNELSER | VOKSEN- OG EFTERUDDANNELSER | JOB OG KARRIERE | VÆRKTØJER

- Uddannelser til unge**
10. klasse, erhvervsuddannelse, gymnasial uddannelse eller anden aktivitet.
- Videregående uddannelser**
Bachelor-, kandidat-, professionsbachelor-, erhvervsakademi-, kunstneriske eller maritime uddannelser.
- Voksen- og efteruddannelser**
Kurser, akademiuddannelser, diplomuddannelser, masteruddannelser og enkeltfag.
- Job og karriere**
Inspiration til valg af job og karriere via jobbeskrivelser og interview.



Erhvervsuddannelseskortet

Se, hvor du kan tage både grundforløb og hovedforløb.



Efter ansøgningen er sendt

Læs om optagelsesprocessen, når dit barn har søgt gymnasium eller erhvervsuddannelse.



Spørg en vejleder

eVejledning vejleder om uddannelsesvalg via chat, mail og telefon.

UddannelsesGuiden	Vejledning	Områder	Videnscenter	English
Kontakt	eVejledning	Arrangementskalender	Videnscenter for Vejledning	About ug.dk
Nyhedsbreve	Studievalg Danmark	Få inspiration		Programmes in English
Om ug.dk	Den kommunale ungeindsats	Job og arbejdsmarked		
Teknisk information		Uddannelser		
Persondatapolitik og cookies		Uddannelsessteder		
Tilgængelighedserklæring		Uddannelsessystemet		

Ophavsretten tilhører Undervisningsministeriet.

Guidance Counselling– 63 hours a Week

Monday – Thursday: 9 – 21

Friday: 9 – 16

Saturday – Sunday: 12 -16



MINISTRY OF CHILDREN
AND EDUCATION

Forside / eVejledning



Åbningstider

Mandag - torsdag: kl. 9- 21

Fredag: kl. 9 - 16

Lørdag og søndag: kl. 12 - 16

eVejledning



Chat med en
eVejleder



Ring 70 22 22 07



Send en mail



Book et video-
møde



Digitale oplæg



Sociale medier

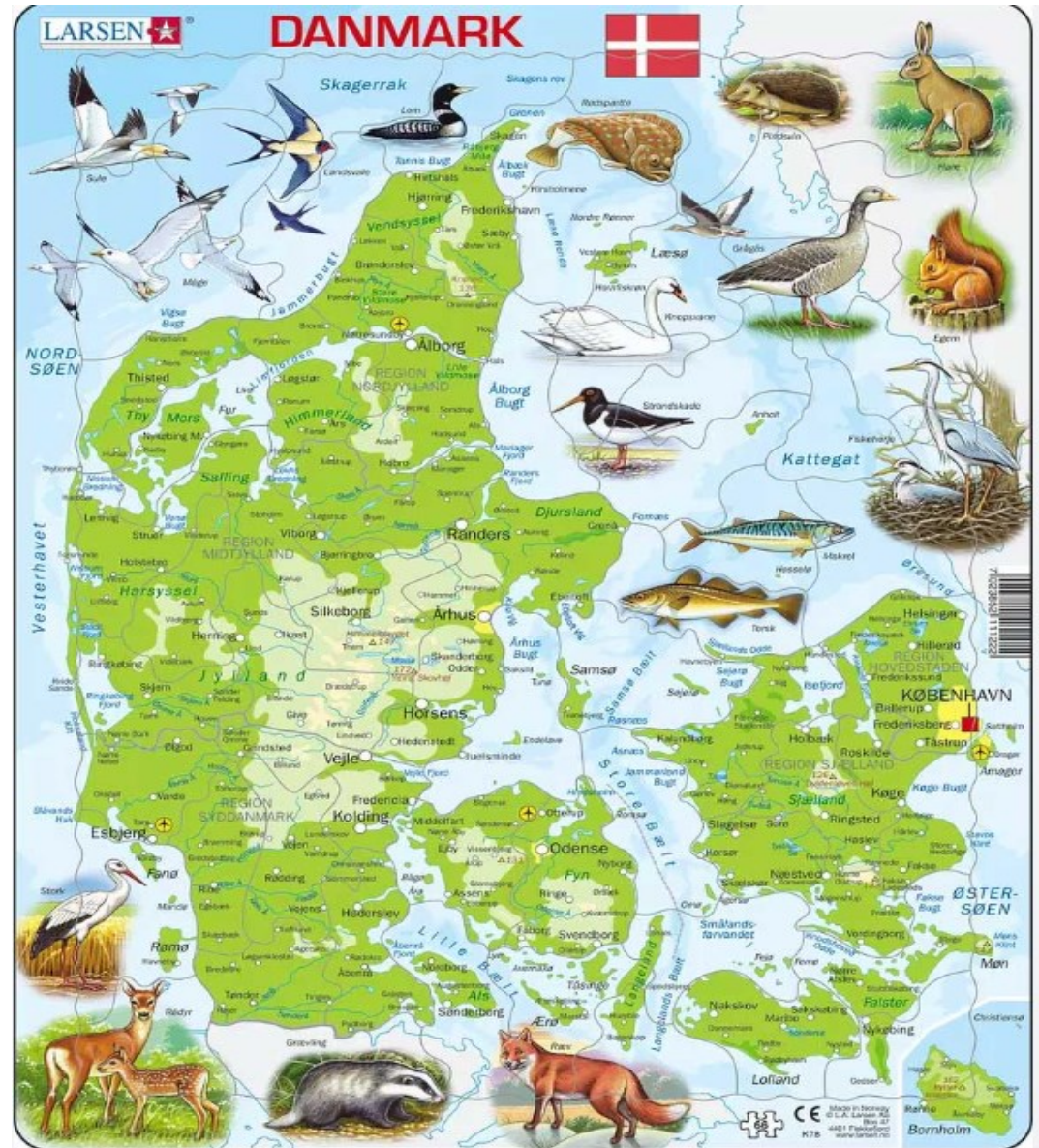
Who are we? 20 full-time guidance counsellors and 7 part time



MINISTRY OF CHILDREN
AND EDUCATION



Where are we situated?



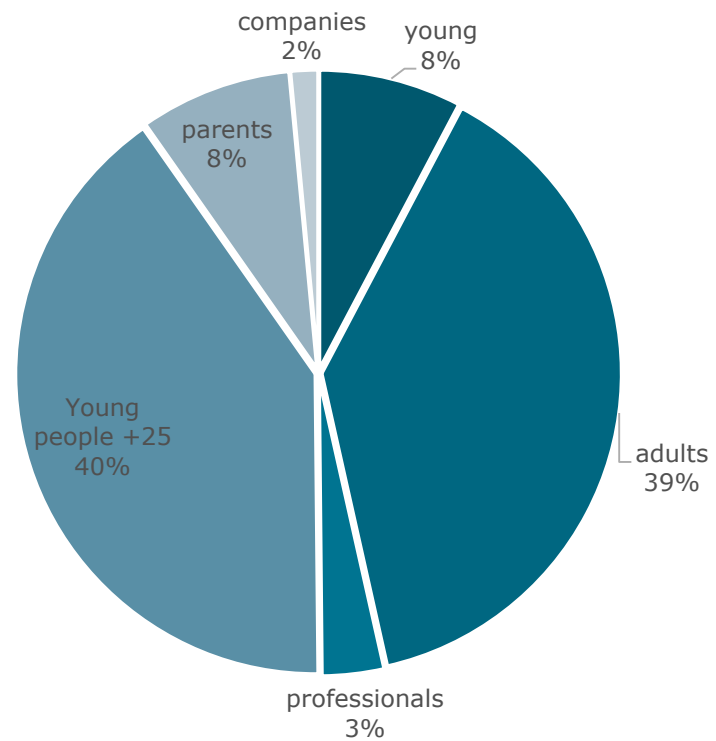
What are we and what do we do:

In e-Guidance we counsel everybody in all kinds of education over the whole education system.

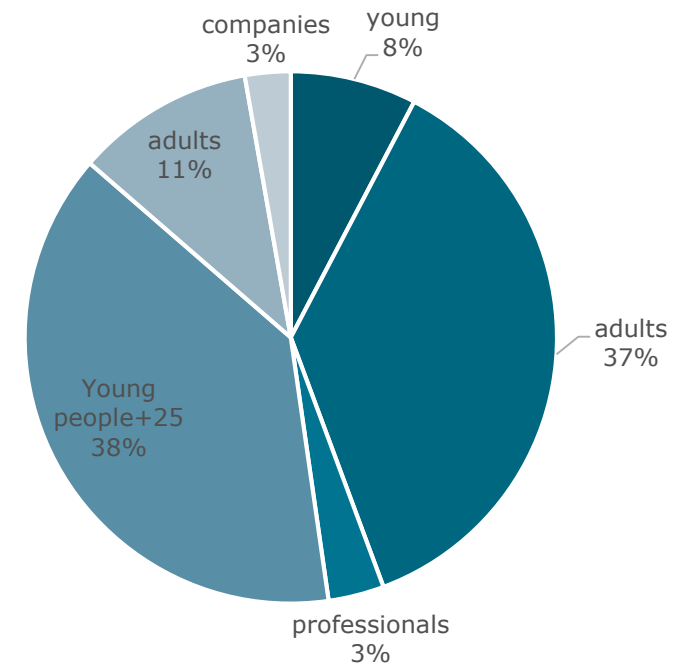
- Easy to access with extended opening hours.
- Addresses anonymously and only on digital media.
- We make counselling on digital media, we don't do digital counselling 😊
- During our working hours we communicate in an intern chat-function.
- 10 times a year we work in a group with supervision to ensure our quality
- We do not depend on a specific place, and work 50% from home
- We are not an authority and we don't make decisions

How the target groups destributes from 2021-2022

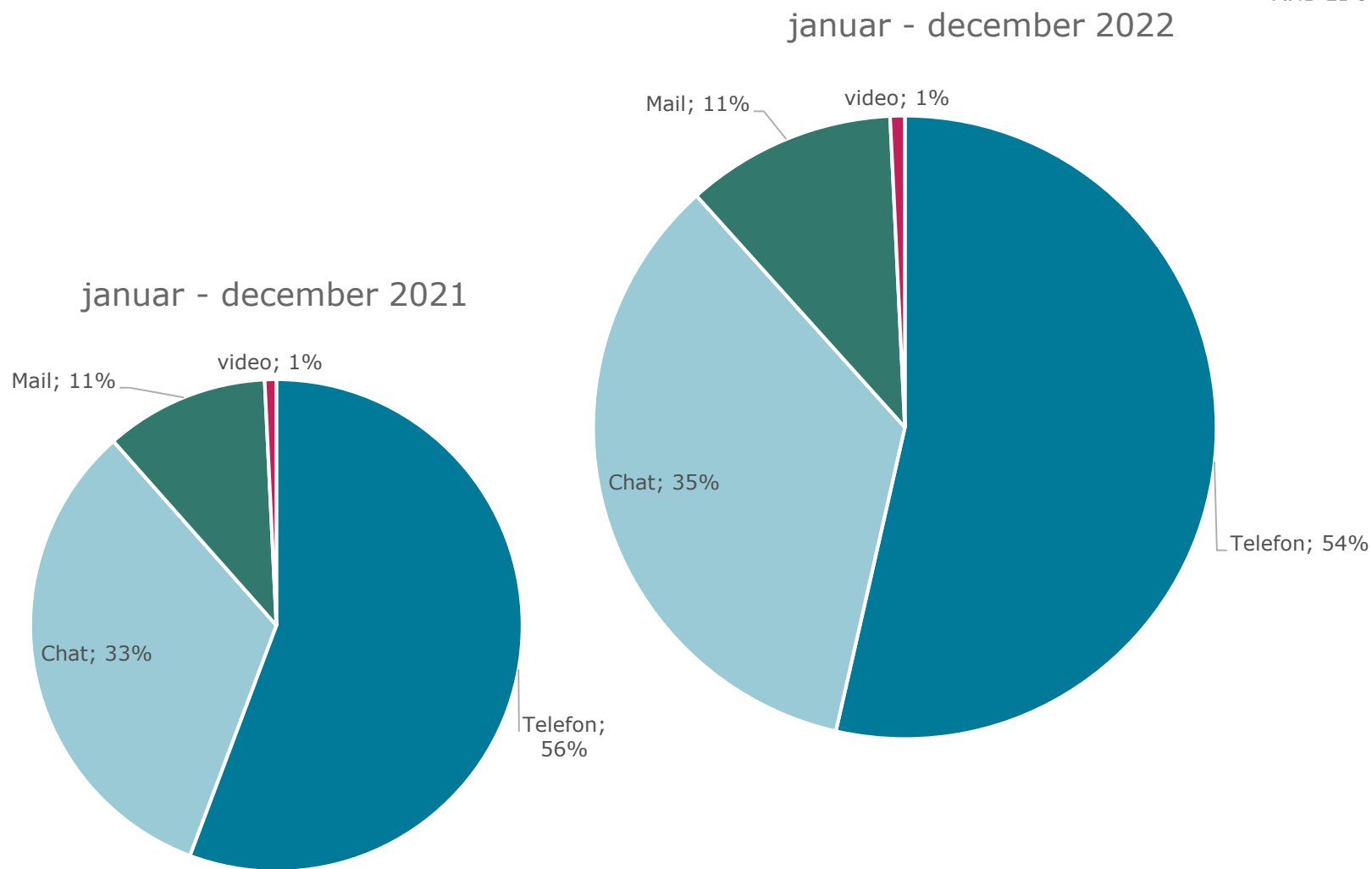
January - December 2021



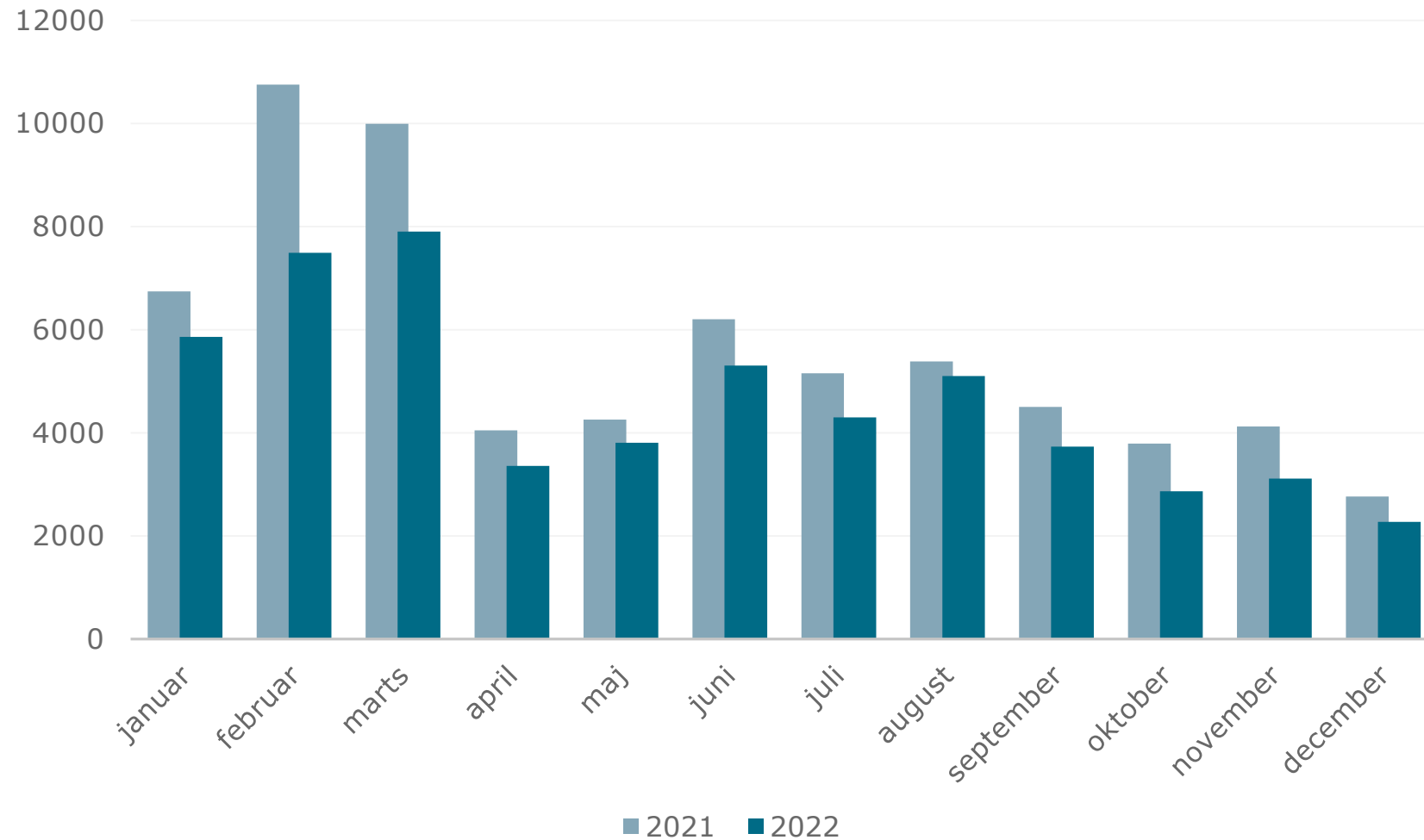
January - December 2022



Destribution on different medias



The number of inquiries to our service per month.



<https://www.ug.dk/evejledning/eguidance-denmark>

Forside / eVejledning / eGuidance in Denmark



eGuidance in Denmark

Read articles on eGuidance, find relevant links for more information in English and see examples of eGuidance chats.

Communication model:

https://www.ug.dk/sites/default/files/4k_model_uk_final_3.pdf

Contact

- Goal**
 - Building the relationship
 - Establishing the reason for contacting a counselor

Counselor's positions

- Showing sympathy
- Mirroring verbally
- Meeting at eye level
- Listening actively
- Giving room for reflections

Toolbox (Phone)

- Personalizing the conversation: "You speak with name", "Hello Per", "Per, let me re-collect", "Hello Per, sorry for the wait"
- Inquiring widely and deeply: "What grade are you in?", "What are you training?", "What makes you apply for the medicine programme?"; "Where in the country do you come from?"
- Listening signals: "Yes", "OK", "Hmm", "Aha", "Laugh", "Pause", "Your turn"

Toolbox (Chat)

- Personalizing the conversation: "Hello Per", " Per, let me re-collect", "Hello Per, sorry for the wait"
- Inquiring widely and deeply: "What grade are you in?", "What are you training?"; "Where in the country do you come from?"
- Listening signals: "Yes", "OK", "Hmm", "Aha", "Your turn"

Toolbox (Mail)

- Personalizing the conversation: "Hello Per / Dear Per," "Thank you for your email", "Your plans sound exciting", "It's good that you are persistent regarding education"
- When taking over and continuing email replies: "I will answer you now, since my colleague is busy right now"
- "Besides what my colleague has mentioned, you should know that ..."
- (Elaborate if misunderstandings have occurred or the counselee has been mis-informed)

Contract

(Can be renewed if the subject of the dialog changes)

Goal

- Establishing the mutual focus
- Clarifying the expectations of both participants

Counselor's positions

- Summarizing
- Considering if eGuidance is the agency for helping
- Structuring and delineating the problem
- Giving room for reflections

Toolbox (Phone)

- Find the core of the conversation and create structure: "Maybe it will be a good idea to take notes, while we talk? ", "What do you think of that?", "Is this what we should start out talking about? ", "What do you want from the conversation? ", "What do you wish you had answers to right now?"
- "I'm not sure, but to me it sounds like ... "I think that what you need is ... "In your own words, what would you like assistance with?"

Toolbox (Chat)

- Find the core of the conversation and create structure: "Maybe it will be a good idea to take notes, while we talk? ", "What do you think of that?", "Is this what we should start out talking about? ", "What do you want from the conversation? "

Toolbox (Mail)

- Find the core of the conversation and create structure: "First I will answer your questions about ... and ... then I will give you some suggestions for education, which I would recommend you to look at from the thoughts and wishes, you mention in your email "
- "I will first give you some suggestions for education, and then I will give you some good advice for you to continue with"

Conclusion

Goal

- Evaluating the contract
- Stimulating the counselee's readiness to act (call to action)

Counselor's positions

- Reflecting on the process
- Making conclusions operative for the counselee
- Giving room for reflections

Toolbox (Phone)

- Wrapping up: "Good luck", "Do you know what to proceed with?", "Do you have enough to go on with?", "You are really well on the way", "You are welcome to use eGuidance again", "Should we conclude on what we talked about?"; "Is there anything you are unsure about?"; "You're welcome to come back when you have looked at it."

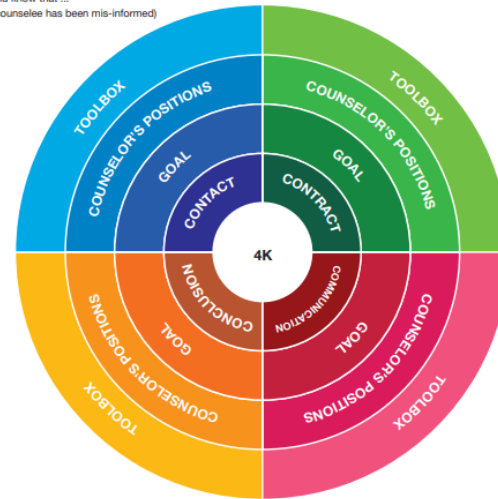
Toolbox (Chat)

- Wrapping up: "Good luck", "Do you know what to proceed with?", "Do you have enough to go on with?"; "You are really well on the way", "You are welcome to use eGuidance again"

Toolbox (Mail)

- Wrapping up: "I would recommend that you proceed to find more information about the courses I've mentioned, including on the schools' website", "With that information you may the choice easier", "You are welcome to contact us again if you need additional help during the course of your work, "I hope the above mentioned has given you some ideas for your further search", "You're welcome to come back to us with more questions" and "Good luck"

4K



Communication

Goal

- Counselor and counselee work with the question, that was established in the Contract phase by processing and perspetivating

Counselor's positions

- Investigating and challenging
- Setting information in context and thus creating knowledge for the counselee
- Testing conclusions during the session
- Meta communicating
- Giving room for reflections

Toolbox (Phone)

- Look for the counselee's experiences and resources: "What do you do in your spare time?", "What do your parents say to your plans? "; "Have you spoken to others about your plans?"; "Have you been in similar situations before, and how did you manage?"; "What are you good at?"
- Inquire into the future: "What if ...?"; "What are you doing in 10 years time?"; "Have you considered?"
- Give and ask for room for reflections: "I will think about it", "Do you have time to think about it?"; "Is it fine that I ask a colleague?"; "Can I call you later?"; "One moment, I will look into that"
- Giving tasks: "Try to make a positive and negative list", "Try these inspiration tools," Encourage the counselee to take notes

Toolbox (Chat)

- Deliberate use of links and inspiration tools: "I will send you a link, look at the bottom of page ...", "Can you handle one more link?"
- Evaluate during the session: "Is it understandable what we have been talking about?"; "What does it mean in relations to your choice?"; "How would you feel about ...?"
- Look for the counselee's experiences and resources: "What do you do in your spare time?"; "What do your parents say to your plans?"; "Have you spoken to others about your plans?"; "Have you been in similar situations before, and how did you manage? "; "What are you good at?"
- Inquire into the future: "What if ...?"; "What are you doing in 10 years time?"; "Have you considered?"
- Give and ask for room for reflections: "I will think about it", "Do you have time to think about it?"; "Is it fine that I ask a colleague?"; "Can I call you later?"; "One moment, I will look into that"
- Giving tasks: "Try to make a positive and negative list", "Try these inspiration tools," Encourage the counselee to take notes

Toolbox (Mail)

- Disposition of the text: message / conclusion first, then details
 - 1) Introduction / conclusion: Answer the who, what, where
 - 2) Background: answers to when, how. Provide information that explains and expands
 - 3) Perspectives in response to the why and the what if
 - 4) Bonus Information (Check the guidelines)
- Guiding in the use of the Internet: "The link here to ... you can use to ..."
- Look for the counselee's experiences and resources: "What do you do in your spare time?"; "What do your parents say to your plans?"; "Have you spoken to others about your plans?"; "Have you been in similar situations before, and how did you manage?"; "What are you good at?"
- Inquire into the future: "What if ...?"; "What are you doing in 10 years' time?"; "Have you considered...?"
- Give and ask for room for reflections: "I will think about it", "Do you have time to think about it?"; "Is it fine that I ask a colleague?"; "Can I call you later?"; "One moment, I will look into that"
- Giving tasks: "Try to make a positive and negative list", "Try these inspiration tools"



■ Contact

■ Goal

- Building the relationship
- Establishing the reason for contacting a counselor

■ Counselor's positions

- Showing sympathy
- Mirroring verbally
- Meeting at eye level
- Listening actively
- Giving room for reflections

■ Toolbox (Phone)

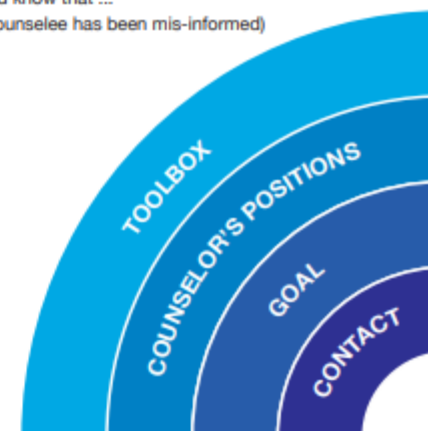
- Personalizing the conversation: "You speak with" name", "Hello Per", "Per, let me re-collect", "Hello Per, sorry for the wait"
- Inquiring widely and deeply: "What grade are you in?", "What are you training?", "What makes you apply for the medicine programme?","Where in the country do you come from?"
- Listening signals: "Yes", "OK", "Hmm" "Aha", "Laugh", "Pause", "Your turn"

■ Toolbox (Chat)

- Personalizing the conversation: "Hello Per", " Per, let me re-collect", "Hello Per, sorry for the wait"
- Inquiring widely and deeply: "What grade are you in?", "What are you training?", "What makes you apply for the medicine programme?"," Where in the country do you come from?"
- Listening signals: "Yes", "OK", "Hmm", "Aha,," "Your turn"

■ Toolbox (Mail)

- Personalizing the conversation: "Hello Per / Dear Per," "Thank you for your email", "Your plans sound exciting", "It's good that you are persistent regarding education"
- When taking over and continuing email replies: "I will answer you now, since my colleague is busy right now"
- "Besides what my colleague has mentioned, you should know that ..."
(Elaborate if misunderstandings have occurred or the counselee has been mis-informed)





■ Contract

(Can be renewed if the subject of the dialog changes)

■ Goal

- Establishing the mutual focus
- Clarifying the expectations of both participants

■ Counselor's positions

- Summarizing
- Considering if eGuidance is the agency for helping
- Structuring and delineating the problem
- Giving room for reflections

■ Toolbox (Phone)

- Find the core of the conversation and create structure: "Maybe it will be a good idea to take notes, while we talk? ", "What do you think of that?", "Is this what we should start out talking about? ", "What do you want from the conversation? ", "What do you wish you had answers to right now? " "I'm not sure, but to me it sounds like ..." "I think that what you need is ..." "In your own words, what would you like assistance with?"

■ Toolbox (Chat)

- Find the core of the conversation and create structure: "Maybe it will be a good idea to take notes, while we talk? ", "What do you think of that?", "Is this what we should start out talking about? ", "What do you want from the conversation? "

■ Toolbox (Mail)

- Find the core of the conversation and create structure: "First I will answer your questions about ... and ... then I will give you some suggestions for education, which I would recommend you to look at from the thoughts and wishes, you mention in your email " "I will first give you some suggestions for education, and then I will give you some good advice for you to continue with"



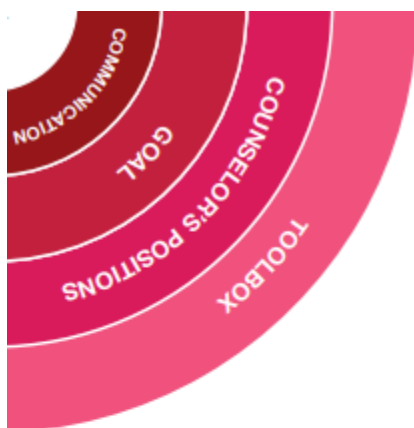


- **Conclusion**
- **Goal**
 - Evaluating the contract
 - Stimulating the counselee's readiness to act (call to action)
- **Counselor's positions**
 - Reflecting on the process
 - Making conclusions operative for the counselee
 - Giving room for reflections



- **Toolbox (Phone)**
 - Wrapping up: "Good luck," "Do you know what to proceed with?", "Do you have enough to go on with?", "You are really well on the way", "You are welcome to use eGuidance again", "Should we conclude on what we talked about?", "Is there anything you are unsure about?", "You're welcome to come back when you have looked at it."
- **Toolbox (Chat)**
 - Wrapping up: "Good luck", "Do you know what to proceed with?", "Do you have enough to go on with?", "You are really well on the way", "You are welcome to use eGuidance again"
- **Toolbox (Mail)**
 - Wrapping up: "I would recommend that you proceed to find more information about the courses I've mentioned, including on the schools' website", "With that information you may the choice easier", "You are welcome to contact us again if you need additional help during the course of your work, "" I hope the above mentioned has given you some ideas for your further search", "You're welcome to come back to us with more questions" and "Good luck"

eVejledning



■ Communication

■ Goal

- Counselor and counselee work with the question, that was established in the Contract phase by processing and perspectivating

■ Counselor's positions

- Investigating and challenging
- Setting information in context and thus creating knowledge for the counselee
- Testing conclusions during the session
- Meta communicating
- Giving room for reflections

■ Toolbox (Phone)

- Look for the counselee's experiences and resources: "What do you do in your spare time?", "What do your parents say to your plans? ", " Have you spoken to others about your plans?", "Have you been in similar situations before, and how did you manage?", "What are you good at?"
- Inquire into the future: "What if ...?", "What are you doing in 10 years time?", "Have you considered?"
- Give and ask for room for reflections: "I will think about it", "Do you have time to think about it?", "Is it fine that I ask a colleague?", "Can I call you later?", "One moment, I will look into that"
- Giving tasks: "Try to make a positive and negative list", "Try these inspiration tools," Encourage the counselee to take notes

■ Toolbox (Chat)

- Deliberate use of links and inspiration tools: "I will send you a link, look at the bottom of page ...", "Can you handle one more link?"
- Evaluate during the session: "Is it understandable what we have been talking about?", "What does it mean in relations to your choice?", "How would you feel about ...?"
- Look for the counselee's experiences and resources: "What do you do in your spare time?", "What do your parents say to your plans?," " Have you spoken to others about your plans?", "Have you been in similar situations before, and how did you manage? ", " What are you good at?"
- Inquire into the future: "What if ...?", "What are you doing in 10 years time?", "Have you considered?"
- Give and ask for room for reflections: "I will think about it", "Do you have time to think about It?", "Is it fine that I ask a colleague?," "Can I call you later?," "One moment, I will look into that"
- Giving tasks: "Try to make a positive and negative list", "Try these inspiration tools," Encourage the counselee to take notes

■ Toolbox (Mail)

- Disposition of the text: message / conclusion first, then details
 - 1) Introduction / conclusion: Answer the who, what, where
 - 2) Background: answers to when, how. Provide information that explains and expands)
 - 3) Perspectives in response to the why and the what if
 - 4) Bonus Information (Check the guidelines)
- Guiding in the use of the Internet: "The link here to ... you can use to ..."
- Look for the counselee's experiences and resources: "What do you do in your spare time?", "What do your parents say to your plans?", "Have you spoken to others about your plans?", "Have you been in similar situations before, and how did you manage?", "What are you good at?"
- Inquire into the future: "What if ...?", "What are you doing in 10 years' time?", "Have you considered...?"
- Give and ask for room for reflections: "I will think about it", "Do you have time to think about It?", " Is it fine that I ask a colleague?", "Can I call you later?", "One moment, I will look into that"
- Giving tasks: "Try to make a positive and negative list", "Try these inspiration tools"

New projects: meetings on video and "Check out your work life"



A process where we meet the person seeking counselling; an adult 25+, up to three times with the same counsellor. We then have the opportunity to follow up on their process. They choose which media they prefer; telephone or video



The decisive factor is the counsellor's attitude towards using digital media as a platform

Jaana Kettunen 2013



E-guidance skills



- Be open-minded and curious
- Be prepared for spontaneous reactions
- Be aware of the different media and how to use them
- Be able to switch between the different roles depending on the media and the situation:
- expert\informer, communicator
partner, counsellor\proces facilitator,
moderator\inspirator

Supervision og sharring knowledge



We are working in groups on specific themes from our practice, we use our communication model to give the opportunity for each counsellor to reflect on how to develop our practice and ensure the quality.

During the sharing part of our meeting, we discuss anything new. It might be new reforms or legislation in our field, new tools on our information portal, new research.

AI



Thank you for listening



Ilse.jensen@stil.dk

Karriereveiledning.no

Eirik Øvernes. Head of department of career services

Margrete Nygaard: Senior adviser/Career counsellor



KARRIEREVEILEDNING.NO
OFFENTLIG OG GRATIS

Chat med karriereveileder

Finns utdanning, yrke eller skole

Verktøy for deg som skal søke jobb eller ta utdanning

Hvilket av disse utsagnene kjenner du deg mest igjen i?

▼ Jeg vil jobbe

▼ Jeg vil ta utdanning



Snakk med en karriereveileder

● Vi er ikke pålogget

Se åpningstider

Hva er karriereveiledning?

Digitale
arrangements

Selfhelp tools

KARRIEREVEILEDNING.NO

OFFENTLIG OG GRATIS

Chat

Phone

Target group:
The Norwegian
population



- Launched in September 2020
- 19 career counsellors
- Financed by the Ministry of knowledge
- Monday – thursday 09:00 – 17:00
 - (→ 15.04, 09 – 20.00)





Completed guidance sessions: 37 772

80 % chat

Total enquiries: 44 132



Chatlog

What topics do the users want guidance on?

How do the career counsellors approach guidance sessions?

Which information sources are used?

How do the users react to the guidance they receive?





Does digital guidance provide the target groups with what they need?



I never thought I could get a feeling of
being seen through a chat ... but I was
wrong

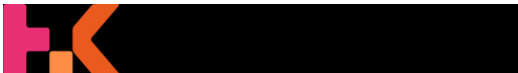


KARRIEREVEILEDNING.NO

OFFENTLIG OG GRATIS

- **The team**

- Pandemic and lock down
- Training and preparations
- Skill set
- Experiencing digital career guidance in practice



Working on ensuring quality

- Diversity and inclusion
- Focus on the individual
- Learning episodes
- Continuously working on providing high quality career guidance through
 - The quality framework: Competence standards, Career competence, ethics and quality assurance
 - Sharing knowledge and developing our skill set
 - **Peer support and shared reflection**
 - Self evaluation
 - **Chat logs**



Structure and support

4K



Our support guide

Veiviser for digital karriereveiledning

1. Planlegg

- Prøvd ut du selv: Hva som virker best for deg?**
 - Bruk prøvetid på ulike studier, og prøv deg frem med ulike kurs og fagområder (f.eks. Bachelor, Master, PhD, osv.) med utgangspunkt i hva som gir deg mest utbytte.
 - Bruk prøvetid på ulike studier, og prøv deg frem med ulike kurs og fagområder (f.eks. Bachelor, Master, PhD, osv.) med utgangspunkt i hva som gir deg mest utbytte.
- Se utvalgte til kontakt med viktig instans**
 - Kontakt relevante instanser som arbeidsgivere, mentorer, og andre som kan hjelpe deg med å finne ut hva som er best for deg.
- Personvern**
 - Bruk din egen e-postadresse når du kommuniserer med arbeidsgivere.

2. Utfør

- Bruk utvalgte instanser**
 - Kontakt relevante instanser som arbeidsgivere, mentorer, og andre som kan hjelpe deg med å finne ut hva som er best for deg.
- Sett lenker i en kontakt og forklar hvorfor**
 - Bruk lenker i en kontakt og forklar hvorfor du er interessert i å samarbeide med dem.
- Arbeid som tid**
 - Bruk din egen tid på å finne ut hva som er best for deg.
- Forbered**
 - Forbered deg på å møte med relevante instanser.
- Motakommunikasjon**
 - Motakommunikasjon er viktig for å finne ut hva som er best for deg.
- Regi av takt med samarbeidspartner**
 - Regi av takt med samarbeidspartner er viktig for å finne ut hva som er best for deg.

3. Refleksjon

- Ergebnis**
 - Refleksjon er viktig for å finne ut hva som er best for deg.
- Spjelling av utvalgte opplysninger**
 - Spjelling av utvalgte opplysninger er viktig for å finne ut hva som er best for deg.
- Hvordan gå videre**
 - Hvordan gå videre er viktig for å finne ut hva som er best for deg.
- Hvordan utvalgte**
 - Hvordan utvalgte er viktig for å finne ut hva som er best for deg.

4. Kommunikasjon

- Intern kommunikasjon**
 - Intern kommunikasjon er viktig for å finne ut hva som er best for deg.
- Kollapserte**
 - Kollapserte er viktig for å finne ut hva som er best for deg.
- Utenlands kommunikasjon**
 - Utenlands kommunikasjon er viktig for å finne ut hva som er best for deg.





Verktøy for å søke jobb og velge utdanning

Hva beskriver din situasjon?


∨ Jeg vil jobbe

∨ Jeg vil ta utdanning



Snakk med en
karriereveileder på chat
og telefon

Kontakt oss! >

The background features several black silhouettes of people standing. A woman in a red dress is walking towards the right. Above the silhouettes are several overlapping speech bubbles in various colors: purple, orange, green, red, yellow, and brown. Two large white speech bubbles with rounded corners contain text.

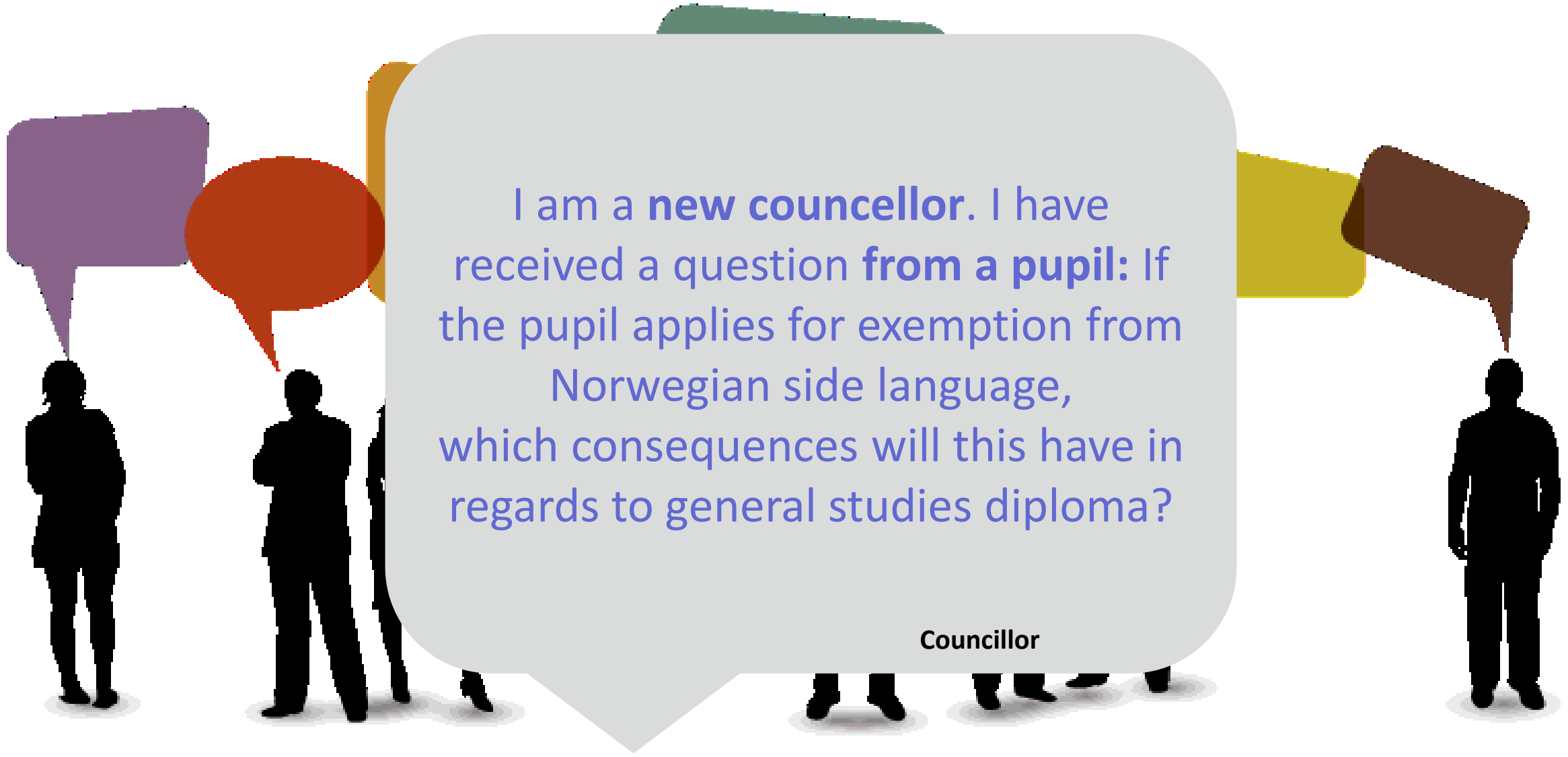
I want to become a
gamer, but my mom
says no

Male, under 18 years

I have applied to
many positions as an
architect in Oslo.
Unfortunately without
any luck...

Male, 20-29 years



The illustration features several black silhouettes of people standing on a white background. On the left, two silhouettes are positioned near a purple speech bubble and a red speech bubble. In the center, a large, light gray speech bubble contains the main text. To the right of this bubble, there are silhouettes of people's legs and feet. Further right, a yellow speech bubble and a brown speech bubble are shown above a single silhouette of a person.

I am a **new councillor**. I have received a question **from a pupil**: If the pupil applies for exemption from Norwegian side language, which consequences will this have in regards to general studies diploma?

Councillor



«Anonymous, drop in, via chat and phone»

Advantages

- **Reduces the power bias**
- **Available – drop in.** Repeat visits
- Free of charge
- **Anonymous – lowers the threshold**
- **Not dependent on sector or geographical location**
- Provides knowledge of what career guidance is – shows the way to other services
- Career learning

Challenges

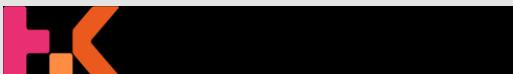
- **Limited insight in situation**
- **Lack of body language** (+ tone of voice in chat)
- No follow-up with same councillor
- Provided in Norwegian only
- **Cannot prepare before a session**



The best career guidance in the world! Helped me with several aspects (...)

Really **appreciated how validating** Marie was then it came to feelings. I had insecurities and fear related to career choices. Got good guidance and **felt heard and seen** at the same time

From karriereveiledning.no's chat log 07.02.2023





Initiatives and future plans

Initiatives and future plans

- Artificial Intelligence on our chat-logs
- Emphasizing development of personalising content
- Develop content for new target groups:
 - Adults seeking further education
 - Low educated men seeking/searching for vocational work or education for vocational work
 - Seniors
- How can the content we develop be shared and taken into use by other career counsellors, teachers, employees at the labour office.?
- Addressing green guidance and the UN sustainable development goals



KARRIEREVEILEDNING.NO

OFFENTLIG OG GRATIS

Questions or feedback?

Contact information

eirik.overnes@hkdir.no

margrete.nygaard@hkdir.no

Our website

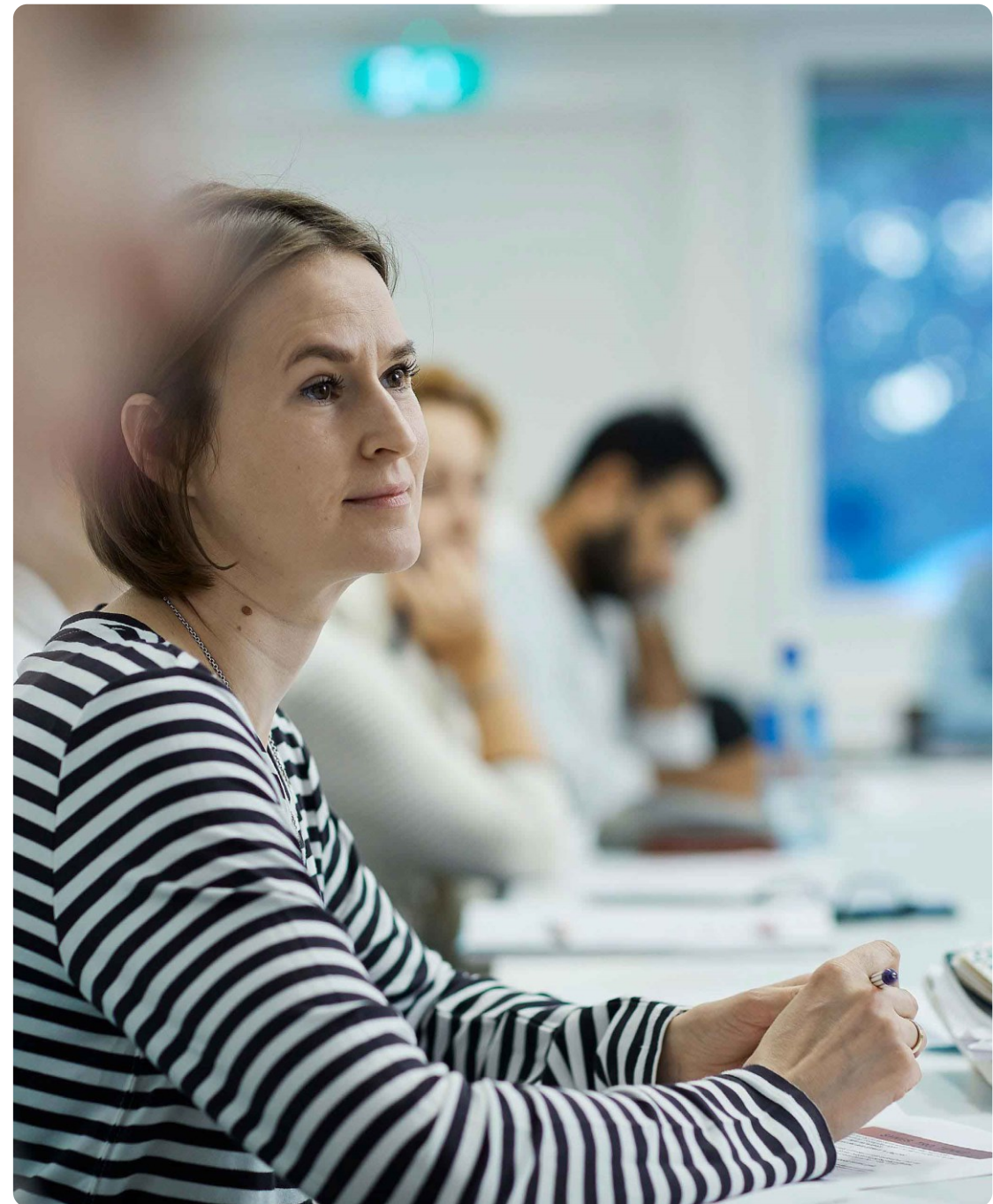
<https://karriereveiledning.no/>

YouTube

<https://www.youtube.com/@karriereveiledningno>

And on **facebook**: Karriereveiledning.no

Follow us ☺



Issues for Discussion

1. What conclusions, in relation to the development of guidance policy and/or practice can we make out of what we just heard?
2. Why is it important to offer "human" guidance in relation to digital self-help tools?
3. What is unique about eGuidance compared to physical guidance?
4. What competences do eGuidance practitioners need?