Guidance Toolkit

Digital tools and method developement

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Coordinator
Laila Berglund, Region Örebro County, Sweden

Authors
Ann Engelen, Stebo, Belgium

Anne Kärki, Satakunta University of Applied Sciences, Finland
Sanna Marjamäki, Satakunta University of Applied Sciences, Finland
Timo Heinonen, Satakunta University of Applied Sciences, Finland

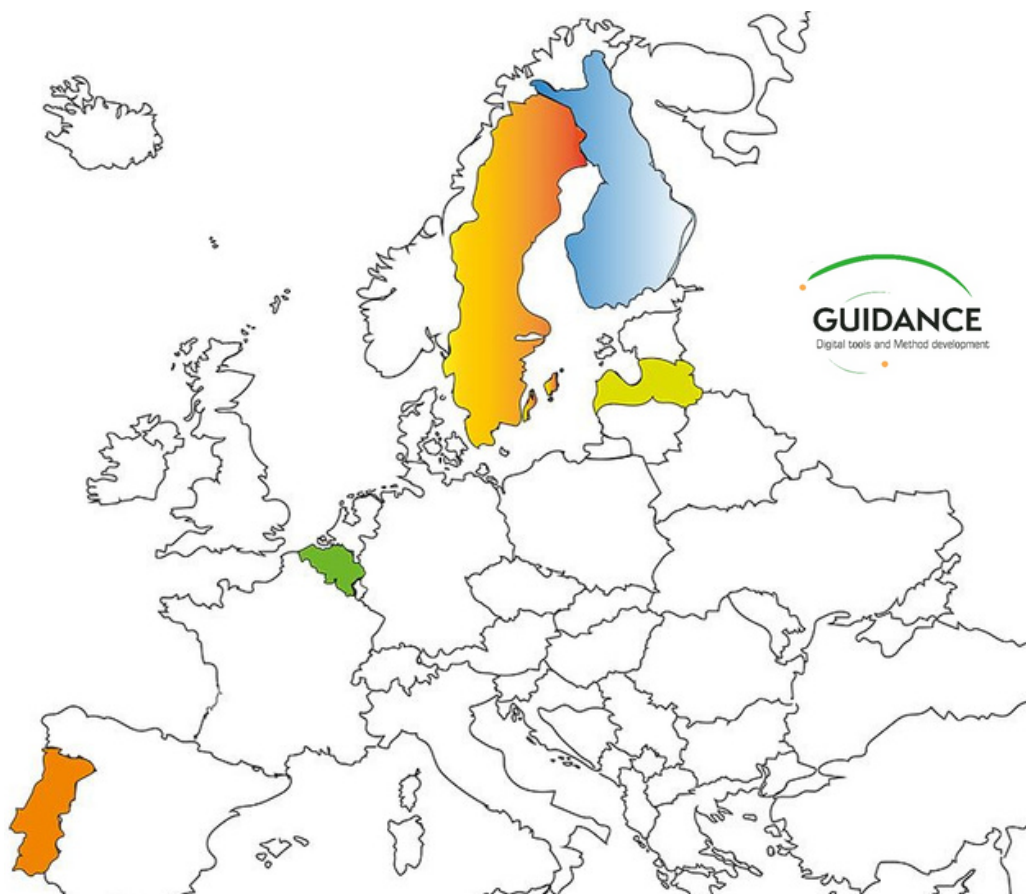**Sanita Āboliņa**, Ķekava High School, Latvia

Anna Welin, Municipality of Norrköping, Sweden
Kajsa Börjeson, Competence Sverige, Sweden
Lars Rubensson, Region Örebro County, Sweden

Joana Soares, Municipality of Lousada, Portugal

1 Introduction

The aim of this toolkit is to increase skills and competence on how to use and adapt digital tools and on the methods to make career guidance for youth and young adults more inclusive. The toolkit will be accessible and free to use for all, some links will be also provided from national sources and in different languages.

The toolkit is made within the Erasmus project #Guidance, a transnational project that focuses on digital awareness and understanding. By listening to people who practice career guidance in five different countries, the aim was to find out a selection of digital tools that can inspire you in your ways to carry out career guidance.

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1.1 Definition of concepts

The term *digital tools* for study and career guidance can be defined as:
A concept for different types of software and web-based services used to support and improve the study and career guidance process, to enable counsellors easily share information and resources with students/clients and help students/clients plan and organize their studies. Digital tools for guidance also include various forms of digital communication, such as dialogue via e-mail, chat, or video conferencing.

Inclusive digital environments **can be defined as:**
A user-friendly digital environment that is accessible to everyone. An inclusive digital environment considers different needs and abilities and enables everyone to access and use digital technology in a meaningful way, regardless of background or circumstances.

1.2 Needs and advantages of digital tools
In a Swedish report on digitised study and career guidance, author Börje Lindqvist claims that the knowledge and competence to handle videoconferencing systems, film and animation programs and other digital tools is directly crucial for the quality of study and career guidance. Digital methods and tools that participants can use before, during and after the guidance sessions are more likely to activate the participant between sessions and enrich the guidance process. For example, animations and videos can be used to prepare individuals for guidance sessions and/or to capture the attention of individuals who are unable to read longer texts, while digital, interactive mind maps can help the guidance counsellor to organise the participant's ideas and resources during a session and to illustrate connections and gain an overview. New digital information tools, guides and interest tests can also raise curiosity about guidance and counselling. [Börje Lindqvist, 2019].

In the Guidance-project in autumn 2021 an interview survey was carried out among counsellors or coaches (N=63), when the pandemic had pushed everyone to use online ways of working. The respondents represented different sectors, majority came from primary and secondary education, though there were representation from higher and professional education and from support organisation. In five countries we found differences between countries. In Finland and in Portugal one to bigger group - guidance was not commonly used while in Sweden and Latvia it was more common way to carry out career guidance. The respondents in Belgium, Finland and Sweden experienced that they had lost something when working online and on the contrary Latvia and Portugal had not. Most of the respondents in Belgium also stated that they had invented something new and none in Portugal felt that.

Based on the answers of the 63 participants we can state that the adjustment to the use of digital tools that started in 2020 because of the pandemic, has already happened when the interviews were carried out. It seems that many were planning to continue using digital tools in guidance while it is convenient for them. They also stated that it saves time and money, and gives the opportunity to meet more people, and even clients/students living far away. For some clients/students, it was also less threatening, approachable, and convenient. Some respondents said that they would not continue using digital tools because not used to them, too many technical issues and some clients do not want them.

The answers of respondents in the survey showed that there is a need for systematic information of the new methods, easier tools, and for support and education. Responses pointed out that sharing good and bad examples, discussing these issues and training how to use the digital tools were also needed. This Toolkit aims to assist counsellors finding support and new ways to use digital tools.

There are several webpages of educational institutions that support online teaching and guidance, and part of these instructions concerns also the selection of appropriate digital tools, like Practical instructions [Tampere University &TAMK, 2022] The need for digital tools is obvious, but the skills to select suitable ones and assess their digital accessibility are evolving. It would be good to keep in mind that the starting point is always to support students and the tools are not the starting point [Tampere University &TAMK, 2022].

1.3 Data protection - when choosing and using digital tools

When using a digital tool, it should be approved, and impact assessed for Data Protection Impact Assessment (DPIA). Be aware that companies get free access to personal information registered on their digital platform. Many companies make money selling the information. This is particularly common for free account tools, then it does not include a user agreement. It is important to keep this in mind, since in this toolkit we have chosen to highlight tools with free account options.

Always keep in mind that you:
- Anonymize. The information/presentation must not contain personal data or other sensitive data. Even a photo is personal data (unless it is already to be found on the internet).
- Discuss how the information/presentation should be used, how it is saved and whether it is not shared with anyone else (unless agreed otherwise by determining the accessibility End date).

2. The use of this toolkit

The #Guidance toolkit aims to be a 'living' toolkit developed to be used by staff in schools (teachers and other educational staff), career counsellors, professional coaches and other interested persons working within this field.

This toolkit intends mainly to assist them in the planning and implementation of digital inclusive guidance practices. With this toolkit, the #Guidance project partnership aspires to provide more diverse methods and tools for their everyday working process and promote inclusive digital environments. Our suggestion is not a one-size-fits-all set of tools, as every single teacher/practitioner has a unique context/situation and different student group they are trying to reach and support. Therefore, users of the toolkit will be able to find relevant information and appropriate tools to support their work.

Below you will find some tips to help you use this toolkit and with planning, preparation, and implementation of digital inclusive guidance practices:

1. List of digital tools and good practices, that provides an overview of currently used tools mentioned in the background study and/or used by partner organisations.
2. Guidance Matrix and General Recommendations on how to use the digital tools in career counselling.
3. Summary of relevant information.
4. Links for further exploration.

3. Digital Tools and Good Practises

In this section, you find an overview of tools highlighted by partner organizations and/or mentioned in the project´s interview survey. The project consortium reviewed 64 digital tools and webpages mentioned by respondents of the survey, and assessed them by criteria: multi-language, free version availability, web-based, mobile adaptation, free from advertising. To inspire future coaching and counselling, you can also find examples of good practices.

3.1 The most common tools

The tools that filled all the criteria are listed in Table 1. Tool selection often depends on the platform your organization uses, typically Microsoft or Google. Moodle is another environment used in some countries and partner organizations. Classification of rows in Table 1. is based on functionality user needs. Therefore, you find the tools linked to these functions. The hyperlinks and QR codes in Table 1 refer to YouTube channels including learning materials of each environment.

	Microsoft account	Google account	Moodle account
Where to organize materials?	MS Teams	Google Classroom	Moodle
Where to meet?	MS Teams Meet	Google Meet	Built-in ver. 4.0
Where to record information videos?	MS Teams MS PowerPoint	Google Meet (Workspace license)	
Where to show, illustrate and integrate?	MS PowerPoint MS Whiteboard	Google Jamboard	Built in whiteboard & interactive tools
Where to make a questionnaire?	MS Forms	Google Forms	Built-in tools

Table 1. Tools related to specific account (ecosystem)

An additional list of separate web-browser applications relevant for career guidance is presented in Table 2. Several of the separate web-browser applications can be used simply by signing in using Google or Microsoft account. QR codes of the links are listed in Appendix 1.

Table 2. Separate web browser-based applications

	Name of tool	English introduction videos
Where to meet?	Zoom Webex by Cisco	Zoom YouTube channel Webex youtube channel
Where to record information videos?	Powtoon Screencast-O-Matic	Powtoon YouTube channel Screencast-O-Matic YouTube channel
Where to show, illustrate and integrate?	Padlet Canva Whiteboard.fi Coggle Prezi Flinga	Padlet YouTube channel Canva YouTube channel Whiteboard.fi YouTube channel Coggle YouTube channel Prezi YouTube channel Introduction video
Where to make a questionnaire?	Menti Kahoot Slido Quizizz kardSort	Mentimeter YouTube channel Kahoot YouTube channel Slido YouTube channel Quizizz YouTube channel kardSort introduction Video

In the background survey 2021 other digital tools were also mentioned by the teachers and counselors/coaches (Table 3.) The QR codes for can be found in Appendix 2.

Table 3. Other digital tools mentioned in the background survey.

	Name of tool
Personality tests	16personalities test Mosaic of Professions test O*NET
Tool tailor made for guidance	FutureM@ker

3.2 Good practices in inclusive career counselling

To present good practices in inclusive career counselling the following areas of use have been selected:

- Video conference systems as a communication tool.
- Interactive platforms for career counselling.
- Digital response systems that allow you to ask questions, compete and add creativity in group counselling.

Within each area of use, good practices and deepened information is present in one digital tool. Based on the experience of the partnership comfortable, popular, and user-friendly tools that are used by teachers/coaches/career counsellors in partner countries are selected. The tools were selected based on their promising character but are only a small selection from the multitude of existing tools. For clarity, it's not claimed that these are the best or only tools you should use, but a selection which can inspire you.

The results of survey showed a need of customized digital tools and therefore also an existing tool tailored for study guidance and career guidance, FutureM@ker is presented. The tool was developed in Belgium, by Stebo vzw, Genk, Limburg, Flanders.

3.3 Interactivity of digital tools

The term interactivity often is used in the context of digital guidance services. An interactive website provides the opportunity to exchange content between the user and the website. As a user, you can chat or change content, but also take part in other users' content. You can share, upload, and download content.

There are several interactive online softwares to be used to visualize information, interact, and collaborate. Which tool you choose, just as mentioned above, often depends on your digital platform, skills, and target groups. For example, Jamboard is a tool that can easily be used when working in the Google environment, while MS Whiteboard is used in Microsoft environment.

Many of the tools have ready-made templates and/or activities that can be useful, when creating exercises, lessons, games, swot analysis or conversation bases. For example, you find templates in MS Whiteboard, Whiteboard.fi and Padlet.

You can benefit from interactive, digital tools both in Face-to-face and Group career coaching, but the best ways to use them will vary depending on you and your client´s

individual needs and goals. Of course, interactive digital tools and platforms can also be used in analogue and physical meetings, through projection on screen or canvas. However, below are summarized some tips on how to get the most out of the platforms.

In group career coaching and digital seminars, for example, you can use interactive digital tools to create

- Group work online, in real-time/ e.g., "Brainstorming". To increase students' participation, consider discussing answers and content published on the wall. However, this needs to be done cautiously because some might find it threatening when individual answers are discussed openly.
- Valuation exercises.
- Digitalized association cards (Original method or Dixit table-game cards).

In face-to face career coaching, for example, you can use interactive digital tools to create

- An agenda for the meeting (visualize, discuss, and prioritize together).
- A list of long-term and short-term goals and action steps.
- A study plan and to keep track of progress.
- A swot-analysis.
- A mind map of ideal careers.
- A "Time-line" of one's achievements, diplomas, and certificates.
- A virtual CV.

As a study and career counsellor, you can use interactive tools to improve communication and share information. For example

- A digital newsletter (between School-Students-Parents).
- A digital board, as a website replacement or a homework platform (place where to integrate QR code tasks, assignments, interactive games or orientation activities to advertise, promote the idea about the career path search).

Digital games and quizzes can be used for study and career coaching in several ways. For example, you can use it with clients/students with the aim of learning more about a particular subject, or to find out more about a potential career.

3.3.1 Video conference systems as a communication tool

Web-based video conferencing (or Online Meetings) played a significant role in education during the Covid-19 pandemic. Video conferencing refers to a live, visual connection between two or more remote parties over the internet that simulates a face-to-face meeting. Web-based video conferencing platforms offer tools for remote collaboration, communication, and presentations.

Typical features of this technology are (in addition to audio and video connection)
- Screen sharing, which makes it possible for participants to present content from an open application (e.g., presentation, text document, worksheet etc.).
- Chat, which allows participants to transmit messages in real time.
- Whiteboard, which can be shared to participants to use.
- A gateway to other apps prevents users from having to launch and toggle among multiple programs.
- Recording option (depending on license in some platforms).

According to Lindqvist, screen-sharing technology is one of the prerequisites for a functioning e-Career Guidance service. With screen sharing, we can, among other things, visualize guidance models and methods, share interactive collaboration spaces and work with digital mind maps.

For guidance practitioners, creating short explanatory videos are an important way of conveying information and can be a time-saving and effective investment in career guidance. E.g., videos can include application guides, admissions process, or short presentations of courses. Digital meeting platforms offer one of several possibilities for recording such information. Alternatives are presented in Table 1 and 2.

Create inclusiveness during a digital meeting

Online meeting tools often support various additional activities that can help to kick off a counselling session, with an activity other than having small talk. It is possible to transform almost all the conversation topics or real-life activities into online ones.

Ideas include

- Answering a question in the chat.
- Colouring on whiteboard.
- Showing emojis.
- Guessing the song.
- Raising hand if.

How to create inclusive meetings in MS Teams

The two video conferencing platforms most frequently mentioned in the project survey are Zoom and MS Teams. For illustrating good examples of how to create inclusive digital meetings we have chosen MS Teams. However, the free version of MS Teams has a limitation of functions. For example, to record and transcript meetings, you need to pay for a Microsoft 365 Business Basic or Business Standard account. Please also note that organizations may choose to limit the functionality of MS Teams depending on the GDPR (General Data Protection Regulation) assessment. A common example is recording and document sharing.

Before the meeting

- Set a clear agenda. Put an agenda in the calendar that allows you to prepare for the meeting.
- Add relevant information to the chat. In the chat, you can have the text read out and / or change text settings. In MS Teams there is also text translation of chat messages into more than 60 different languages.
- Update the chat information to late comers, while they will not see the earlier chat comments.

If you have the functionality, upload presentations in Teams before the meeting. This is the advantage of meeting participants who use screen readers, as the screen reader can read out the content on the PowerPoint if it is shared directly in Teams.

During the meeting

- Always use the camera.
- Blurring the background makes it easier for people to focus on the speaker during a meeting.
- Are there several people in the meeting? The virtual auditorium can relieve the brain and reduce meeting fatigue, as it is easier for our brain to process an image where we are all gathered instead of several small squares.
- Use noise reduction function.
- Activate subtitles. English subtitles are available in MS Teams. Subtitles in other languages are available in PowerPoint (then found under Slideshow). In Teams there is also the function to transcribe a meeting.
- Advantageously share presentations uploaded to Teams through PowerPoint Live. When you then share content, you as a presenter get access to your presenter notes and see the meeting participants. At the same time, meeting participants who use screen readers can have the PowerPoint read aloud.
- Create participation and commitment in a meeting by, for example, sharing a Whiteboard.
- If you have the functionality, record meetings that are allowed to be recorded. It gives the participants an opportunity to listen to the meeting afterwards.
- Encourage everyone to use virtual functions / reactions / raise your hand etc.

After the meeting

The meeting chat is a good collaboration area for follow-up work. The chat lives on even after the meeting. There you can post comments, tag people, share documents, goal formulations, etc. Any recordings end up in the meeting treasure. You can find information in the chat through the search function.

3.3.2 Padlet

An interactive tool, which is currently used by study and career counsellors in several countries is Padlet. It allows participants to collaborate online by posting text, images, videos, links, and documents simultaneously. Think of Padlet as a whiteboard that everyone can write on during synchronous class or group sessions, as well as a place to connect, do projects, and collaborate while doing asynchronous work. Like other interactive, digital tools, you also can use Padlet during digital face-to-face meetings, for example, to visualize the guidance process and/or set the agenda. You will find more examples in Appendix 4. and there you can also find figures that illustrate ways to use Padlet in coaching and career counselling.

You can sign in using Google, Microsoft, or Apple accounts. Padlet can be accessed using websites or via installed applications (several platforms are supported). You only get five active Padlets for free, but you can use an archive.

After creating a padlet, you can share the link with participants who can then add posts, documents, and videos. The students click on the link, and they can join the padlet. Collaboration takes place by sharing, liking, and commenting on ideas, materials, audio, or video. If homework or group work is assigned by the instructor, the students can continue to post in the padlet if the instructor does not change the link or delete the padlet.

The link to instruction videos is available in Table 10 in Appendix 3.

3.3.3 Kahoot as a quiz tool

Kahoot can be used with students, both in the classroom and during long-distance meetings. There are a lot of ready-made quizzes addressed to different target groups, for example with questions about studies, education, historical women, the labour market, and the work environment. You can also choose to create your own game.

A free account is good enough to get started. Click on Get my free account to create an account with Kahoot. You can sign up with your e-mail or with Google, Microsoft, Apple, or Clever accounts. The link to instruction videos presents in Table 10 in Appendix 4.

Start a game
- Once you have logged in to your Kahoot account go to Create and choose Kahoot. Here you can write your own questions, select time limit, and answer options. When the quiz is done you can choose between testing the quiz, playing it now or sharing it with others.
- Under Discover you will find ready-made Kahoot games.
- Connect your computer to a monitor in front of the group or share a computer screen in a digital meeting.
- The students go to the kahoot.it website via their own mobiles/tablets/computers, where they will enter the code displayed on your screen.
- When all students are visible on the screen in the classroom - click on "start".

Tips
- Choose create and then course. Here you can gather several Kahoot quizzes for a course.
- You can also make groups where you can share your quiz with, for example, other teachers.

If you have an upgraded account (not the free version) you can also create a survey or discussion, named poll, and true or false questions and slides, where you can add information between the questions. All options can be used in the same Kahoot. You create it in the same way as a quiz, as mentioned above.

3.3.4 FutureM@ker

FutureM@ker is built as an interactive, E-tool that is freely available as a web application on laptop, PC, smartphone, and tablet. It offers coach and coachee a virtual space to prepare, document and adapt the steps taken. A built-in chat function allows you to provide location-independent support. For using FutureM@ker the user must register and choose the role (Appendix 6).

FutureM@ker works with the metaphor of a space traveller. The space traveller (the coachee) makes a space discovery journey, to a planet, 'full of life': Planet Future. The journey consists of 4 missions to make the future: my fire, my dream, my plan, and my route. The coachee fulfils them with the help of others. The coach is one of his most loyal travel companions. During these 4 missions, there is the possibility to go through a total of 16 different FireWorks based challenges. The coach and coachee decide together which exercises are made. The coachee can archive the answers and always adapt these answers during the coaching process. In this way the coachee can see the progress in an overview. This overview is also functioning as a portfolio.

For each of the four missions, FutureM@ker provides tips for the coach on how to work with the proposed challenges in an appreciative and inquiring manner. These tips are also built into the E-tool. The manual is written as a collection of tips and advice for the coach in the supervision of the different missions

The tool is available in Dutch and English versions. Via a built-in Google Translate function, the user can also choose other languages, including Latvian, Portuguese, Finnish and Swedish.

3.4 Description of local tools/databases

Additional examples of national career guidance tools that are being used in each country are presented in following tables by countries (Table 4. – Table 8.).

Table 4. Local tools and databases in Belgium.

Tool/Database and Link	Short description
onderwijskiezer.be (NL)	Neutral information about the educational landscape in Belgium. Accessible for students, parents, teachers, and counsellors.
odyn.io (NL)	For talent owners looking for a job that suits their talent. A series of questions to gauge someone's intrinsic talents for the labour market. Compiles a profile and examines which jobs or training courses match it.
jobpersonality.com/beroepskeuzetest (NL)	Professional choice test to help everyone in an inspiring way with his or her career choice.
mytalentbuilder.com/ (NL, EN, FR, DE)	The tool gives a nice picture of everyone's individual talent profile and is the perfect first step for coaching and career conversations.
testyourselfie.eu (NL, EN, FR)	The tool that allows young people test themselves on recognizable situations that occur at different stages of the job search process.

Table 5. Local tools and databases in Finland.

Tool/Database and Link	Short description
Opintopolku (FI, SE, EN)	Study info is an official website maintained by the Finnish National Agency for Education. The service can be used to find different study options and apply for the studies online.
Duunitori (FI)	Career tests, one is based on RIASEC taxonomy of interests. Five tests available currently.
Ohjaan (FI, SE, EN)	Everyday tools for workplace tutoring, induction, and collaboration with working life. Materials and useful links to support learning and guidance at your workplace.
Opopassi (FI)	Study career guidance course for High school students.
Ohjaus tavoittaa! (FI)	Under construction (due date 31.10.2022). Funded by Finnish National Agency for Education. Target group: student counsellors. One of the aims is to develop digital tools for study guidance.

Table 6. Local tools and databases in Latvia

Tool/Database and Link	Short description
profesijupasaule.lv (LV)	Information on job sectors, list of jobs and professions per sector, additional resources: the possibilities of self-study of the profession, structured professionals' interview, videos, useful information on how to become an employer. Career counsellors' consultation available.
karjerasmateriali.lv (LV)	Interactive database for career counsellors or teachers. Career tests, worksheets, Infographics, Ideas for excursions, Methodological materials to support career planning, Job market research tool/ resource material, Cooperation with businesses and entrepreneurs, Law and strategies related to career development.
prakse.lv (LV/LT/ET/EN/RU)	A platform for students and young people. It contains information about Vacancies/ job search/ filter, offers Virtual internship, Filter on study opportunities in Latvia and Globally, List of professions, Events and Publications.
niid.lv (LV)	National Education Opportunities Database (NIID.LV) summarizes the educational opportunities offered by Latvian educational institutions. It offers filter on studies- from primary schools to universities and courses, Infographics, provides Career counsellors' consultations, latest news in the career field.
viaa.gov.lv (LV/EN)	Website of State Education Development Agency Republic of Latvia. In this website administrative and organizational information relating to career guidance can be found. VIAA supports EUROGUIDANCE- (EN)

Table 7. Local tools and databases in Portugal

Tool/Database and Link	Short description
Designthefuture.pt (PT)	Portal created to support career choices of students. Self-Knowledge Quiz; Masterclasses about career choices; videos with different testimonies on professions/professional activities; Employment success stories of people with disabilities; dedicated areas with relevant information for parents (videos, tips) and students.
Inspiring.future.pt (PT)	Portal with relevant information for students and practitioners and that also provides services to schools like information and support fairs on access to higher education, with higher education institutions (national and international) and companies, as well as workshops on personal, social, and professional development.
Careercamp.pt (PT)	Two weeks of training in soft skills and internships in companies to try out several professions and get to know different working environments to be better able to choose your future career. Inspiring Career Camp aims to help young people to make more informed decisions about their professional future and their life.

Table 8. Local tools and databases in Sweden

Tool/Database and Link	Short description
Dittyrke.se and yrkesinfo.se (SE)	A conversation based digital tool for students, career counselors and parents. The students will be matched with their driving forces towards professions and branches and receive red, yellow, or green light depending on the competition of the job, they can learn more about the labor market and discuss more about their future, their driving forces and the content of different jobs on the labor market.
Framtidskortet.se (SE)	The cards can contain information, questions, movies, pictures, and links. Digital card game has subjects like professions, competence, education. During the counseling, the cards will be prioritized and concretized and will show the factors that affect the student's choice and challenges. A complement to career guidance conversation.
Utbildningsguiden.se (partly multi language)	The Swedish National Agency for Education's educational guide for students, parents and study and career counselors. It is the most comprehensive information database about schools that will help you choose an educational institution in Sweden. On this web page, you can read and watch videos about different educations and use tools to compare them. There are also tools for calculating merit value before the high school election.

Tool/Database and Link	Short description
Arbetsformedlingen.se Yrken och framtid (SE) Hitta yrken (multi language) Praoappen – LoopMe (wordpress.com)	Swedish Public Employment Service's website for jobseekers and those that plans further studies. Support for career counselling. In the section about "Professions and the future" - Yrken och framtid you will find information about the labour market in Sweden, job descriptions different professions, wage statistics, education, and qualities good to have for different professions. A guide to support career choices. The tool "Find professions" - Hitta yrken - the tool for getting information and knowledge about different professions in the Swedish labour market. 350 professions in 20 different professional areas. Tool has an automatic translation function that supports hundreds of different languages. The Praoapp (Praoappen) is a free IT tool that helps the school to solve the planning, documentation, and communication of the prao work (mandatory internship for students in primary schools). The long-term aim is to support school development and systematically quality assuring the work with prao/internship in primary schools.

4. Recommendations on how to use the digital tools in career counselling

The information for career counsellors and coaches guiding children, young people and adults includes recommendations of what needs to be considered when using digital tools in guidance activities (Table 9.). The idea is to give some hints what needs to be considered before, during and after coaching/counselling.

Table 9. Recommendations for digital coaching/counselling.

Communication and interaction			
	Before	**During**	**Follow-up**
Digital Face-to-face career coaching/counselling	Is the coachee ready to start?	Is the coachee with you in the guiding?	What is the learning progress of the coachee?
Digital Group career coaching/counselling	Are the coachees ready to start?	Are the coachees with you in the guiding	What is the learning progress of the coaches?
Digital Seminars	Padlet example with worksheets (to do) prior to the seminar; Sli.do questionnaire/ word clouds; Wordpuzzle as an icebreaker (5 different templates for free)	Padlet example; Sli.do questionnaire; EdPuzzle for questioning, discussion; Only digital	Padlet example; Sli.do questionnaire/ word clouds; Follow-up quiz after the seminar;
Digital parental group coaching/counselling	Send out a questionnaire or application form if anyone is interested in a career session	Information on websites where to apply for lifelong learning courses; Individual career consultation. Only digital	Gather feedback (MS forms) and further interest in career counsellors' services
Hybrid couching/counselling	Are all participants able to connect to the hybrid session? Has the counsellor checked the audio and video connections between on-site and on-line participants?	How is online participation guaranteed throughout the session? Where are instructions offered, how to use tools when doing groupwork or individual tasks?	Feedback from the on-site and on-line – for the next session to be improved.

4.1 Digital FACE-to-FACE career coaching

In face-to-face career coaching you as a coach are focused on guiding the coachee towards a matching study or job. The working place is the online environment. In this environment you not only pay attention to the learning mindset preconditions as in real live coaching, but you also focus on the preconditions of technical and digital knowledge & competence.

Technical preconditions: Does the coachee have access to a smartphone, laptop, tablet, PC, or another device? Does the coachee have technical assistance at home?

Digital knowledge & competence preconditions: Does the coachee know how to use the device? Does the coachee know the functions in the application you are working on with them? Does he know how to use the tools you are working with during the career guidance?

Learning mindset preconditions: Does the coachee enjoy working online? Is there any resistance?

4.1.1 BEFORE: Is the coachee ready to start?

Technical preconditions

Be aware that not all youngsters do have access to a device. Think for example on children living in social-economic poverty. Are you able to provide a laptop or tablet during the career guidance for coachees that have no access to laptop, pc, tablet? Define how this rental process is done. If renting is not possible adapt the guidance so that the coachee can use the tool that he has. Mostly, this will be the smartphone. Be aware on the fact that the tools you can use during the career guidance on a smartphone are limited.

In all cases: try to give preference to open source tools (see for examples previous chapters in this toolbox).

Digital knowledge & competence preconditions

You as a coach prefer working with a kind of application, like for example Zoom or Teams or Google Meet. You also know the functionalities and you can use them. But, what about the coachee? Check if he is familiar with this application? If not, give him the information he needs or help him to get to know and use the functionalities.

Be aware that digital tools are 'coming and going'. There are a lot of tools, you may know and be able to use. But your coachee might not know these tools, neither how to use them. Make a shortlist of the tools you would like to use. Take time to check if he knows them. And point out that you are willing to help him in getting to know them better and learning how to use them in a proper way.

Learning mindset preconditions

To want, to know, to be able. Digital competences are important preconditions for digital career guidance. Be aware that there is another especially important and first precondition: the mindset. Is the coachee willing to work and learn online? Check if he has any resistance or other needs before starting.

Pay attention to coachees that look stressed, unsure, not motivated, tired. Take time for a good conversation about his 'not feeling good'. Try to focus on the emotional well-being [Kees van Overveld].

Ask the coachee what he is feeling precisely. By doing this you help him to understand what he is feeling: language gives grip to the emotions.

Ask him what can make him feel better/calm down. You also give insights on how he can manage this kind of feelings in a proper way (self-efficacy).

Taking time to discuss this kind of feelings is a very important precondition for having a successful career guidance. It improves an open learning mindset.

Ask for the environment preconditions: What is the environment the coachee is working in? Does the coachee have sufficient privacy? Can the coachee work quietly? Does the coachee have the necessary time? Is there any emotional support from parents, peers or other.

4.1.2 DURING: Is the coachee with you in the guiding?

Technical preconditions

Check if the coachee is present during the digital career guidance. What motivates him in using this device? What difficulties and challenges there are? Support and help him to deal with these difficulties and challenges. Check if there is any technical support available for him that he can rely on. If not, you also need to focus on technical problems and try to deal with them.

Digital knowledge & competence preconditions

Digital competences are one of the most important 21st century skills in the education and on the labour market. If you focus on career guidance finding the job that matches the coachee you need to be aware that you have the 'educational' task to improve the digital skills during the career guidance.

Digital Literacy skill: use ICT effectively, efficiently, and responsibly (Charles Fadel).
ICT skills: button knowledge, using hardware and software.

Media literacy: knowledge, skills and mindset needed to use media consciously, critically, and actively.

Information literacy: identify and analyse an information need; search for, select, process, and use relevant information based on this.

Computational thinking: (re)formulating problems in such a way that it becomes possible to solve the problem with the aid of computer technology.

Learning mindset preconditions
Keep on focussing on the emotional well-being of the coachee who seems not to feel fine. Keep on asking during each counselling what he is feeling and what can make him feel better or calm down. Ask for the improvements he is making; celebrate with him the successes he gained. Discuss how he can keep on improving. Keep on supporting this.

Be aware that you still have the biggest responsibility in having contact with your coachee during the coaching process. During the process you go with the coachee through several phases with different goals. In each phase you have an important active role to play (4K model).

- **phase 1** (contact): building the relationship and defining the career guidance question. Your role: having sympathy, listening actively, meeting on eye level.
- **phase 2** (contract): establishing the mutual focus and expectations in a contract. Your role: asking a go for working together (or not), defining how you will work together in a contract.
- **phase 3** (communication): working on the career guidance question by using conversation and (digital) tools; working solution focused, building an action plan. Your role: leading the conversation, bring in digital tools, discuss the results and put them in an action plan, and evaluate the tools.
- **phase 4** (conclusion): finalizing the action plan and considering next steps or assistance by other professionals.

Choosing the proper digital tools is a challenge in phase 3. The more experience you get, the more tools you will have. This toolkit gives you an overview of several tools you can use. You can also prefer to choose for a "one in all" tool, that have been developed already. As an example, such as FutureM@ker mentioned before. Be aware that each digital tool is only a 'mean' to reach a goal.

The most important is the co-operation between the coach and coachee. The implementation of technology & digital tools will be an ongoing process and all coachees will have to adapt to this in the future. And you? Do you as a coach have enough willingness to accept the changes, to adapt, to get to know them, and to use them in future guidance? (School Education Gateway.)

4.1.3 AFTER – FOLLOW-UP: What is the learning progress of the coachee?

Technical preconditions
The result of your coaching will mostly be an action plan, that the coachee is eager to fulfil. Or/and suggestions for other useful assistance for the coachee. But the result is not the only thing you have to evaluate. Also, the learning process is important to evaluate. So, ask the coachee how he experiences his improvement in working with the device he has used. Also ask the coachee how he evaluates the technical assistance when it was needed and used.

Digital knowledge & competence preconditions
Evaluate with the coachee the improvement of his digital knowledge and competences. How does he feel about this, knowing that these skills are one of the most important skills in the education and on the labour market? Is he eager to learn more?

Learning mindset preconditions
Evaluate with the coachee the improvement of his willingness to work online. What did he learn and what he likes/dislike about this way of working? In what circumstances would he prefer to work face-to-face?

4.2 Digital GROUP career coaching
The tips we have written in the Table 9 in the face-to-face coaching are useful in group coaching also. The three kinds of preconditions are relevant in group-coaching: technical preconditions, digital knowledge, and competence preconditions, and learning mindset conditions.

At the same time, working in a group is another coach-discipline than working face-to-face. As a coach, you also must take a role as teacher/ trainer in giving the coachees online tasks they can work on separately or in group, online or in face-to-face meetings. Group dynamic and peer learning are two powerful forces you can use in group coaching as added values.

You can benefit these forces on the three levels of coaching: before, during and after the group coaching.

4.2.1 BEFORE: Are the coachees ready to start?

In groups you also use the power of the group in dealing with the preconditions. It is your role to stimulate them to help each other on three levels:

- in getting access to a device and help each other when they experience technical problems in using the device (technical preconditions),
- in getting to know and to use the device the platform the tools you are going to use (digital knowledge & competence preconditions),
- in dealing with 'not feeling good' emotions and possible resistance towards working online (learning mindset preconditions).

It is also your role to support them in finding creative solutions about how they can do it. Be aware that in this stage the availability of a telephone helpdesk may be extremely helpful and even crucial.

It's also important you send out inviting, encouraging, and stimulating emails in a helpful and encouraging tone [Gilly Salmon].

4.2.2 DURING: Are the coachees with you in the guiding?

See the tips under face-2-face coaching. In groups you also use the power of the group in dealing with the preconditions. It's your role to stimulate them to help each other on three levels:
- in keeping access to the devices and help each other when they experience technical problems in using the device (= technical preconditions);
- in getting to know and to use the device, the application, the tools you are going to use and to improve their technical skills (= digital knowledge & competence preconditions);
- in dealing with 'not feeling good' emotions. And, in improving their insights about themselves in finding a matching job(focus) (= learning mindset preconditions).

It is also your role to support them in finding creative solutions about how they can do it. Be aware that you focus on an optimal learning progress. Therefore, as a coach you must be 'present' in the online group coaching environment. You do this in different ways and with different kind of tasks/learning activities. (Holly 2020.)

- Cognitive presence: activities for acquiring knowledge and processing learning content (including reflection and making meaning). For example: peer reviews for reviewing tasks and skills.

- Social presence: the ability for people to present themselves as "real people" through communication. The use of profiles plays an important role here. Also create interaction, co-operation, and feedback as much as possible.
- Teacher presence: designing, facilitating, and helping guide cognitive and social processes so that learning goals are achieved.

Be aware that you can break the ice in groups by organising a quiz, sharing hobbies, exchanging photos of your favourite object in your room at home.
Be alert to possible digital 'misbehaviour'. Draw up a light protocol with digital rules to handle this [Gilly Salmon].

4.2.3 AFTER - FOLLOW-UP: What is the learning progress of the coachees?

See the tips under face-2-face coaching. In groups you also use the power of the group in dealing with the preconditions. It's your role to stimulate them to evaluate their progress on tree levels and in an interactive way:
- how do they experience their improvement in working with the device they have used (technical preconditions);
- how do they evaluate the improvement of their digital knowledge and competences (digital knowledge & competence preconditions);
- how are they dealing together with 'not feeling good' emotions. Also, how do they evaluate the improvement of their insights about themselves in finding a matching job (focus). And how do they experience the improvement of their willingness to work online (learning mindset preconditions).

It's also your role to support them in finding creative solutions about how they can do it. Develop online activities that enable all kinds of self-reflection, evaluation, and criticism. Ask participants to show that they can work with content and defend their own judgment. Encourage them to examine their meta-cognitive awareness of the positions they hold - for example: how did you arrive at that point of view? Or what is better and why? Remember to explore feelings and emotions about learning, as an experience of the subjects [Gilly Salmon].

4.3 Digital parental group counselling

4.3.1 BEFORE
Digital parent counselling offers a great opportunity to reach out to parents. It makes it easier for parents fit career counselling into their busy everyday life. At the same time, it´s challenging as technical preconditions, competence preconditions (e.g., digital literacy) and the learning environment vary more greatly between parents than students. This calls for extra attention to the preparation phase and the developing of a flexible approach meeting the needs of the parents.

Parents are you with me? The coach pays attention to:

Technical preconditions:
Make sure that the parents get the appropriate information about technical preconditions prior to your session. Do all parents have access to the device needed to join the online meeting?

Competences preconditions:
The competence preconditions can be challenging to predict in prior to session. If there is uncertainty at try to gather information to assess the digital literacy.

Learning mindset/environment preconditions:
Pay extra attention to clarify the learning environment as parents might join the meeting from work. Design you communication approach according to the given preconditions. For settings less inviting to verbal interaction you could use applications to stimulate non-verbal interaction if the sufficient technological and competence preconditions are met.

4.3.2 DURING
Given the potentially different preconditions mentioned above the coach will likely benefit from a flexible approach. The number of participants will also influence the choice of tools used. In one-to-one or in smaller groups (2-5 persons) verbal interaction is often easy. When the group size increase verbal interaction during the session is often more restricted.

If verbal interaction is preferred and possible while digital competence is low the verbal way is perhaps most efficient. In this situation Padlet can be used for visualisation and documentation. If instead the possibilities to engage in a conversation is restricted and digital competence is high, interacting through digital tools using polls, quiz, and questions (Menti or Kahoot) or the chat is preferred.

Parents, are you there yet or do you need more time? The coach pays attention to:

Technical preconditions:
Give parents time to log in or get started with the tools (Menti/Kahoot/Padlet) needed in you session. Give technical support if needed.

Competences preconditions:
Make a quick assessment of the person/group and their digital competence by using questions or polls.

Learning mindset/environment preconditions:
As verbal interaction in the digital meeting might be constricted by the environmental and social setting. Use polls, type questions to make the participants involved. Key facts can be communicated through quiz questions while keeping the participants attention high. By commenting and speaking about data or answering questions an inclusive environment can be created even if verbal two-way interaction is minimal.

4.3.3 AFTER – FOLLOW-UP
In the follow-up stage a summary, a questionnaire or relevant information such as website links can be shared with the parents via chat or PDF from Padlet.

What now? The coach pays attention to:

Technical preconditions:
Make sure that the parents have access to the appropriate devices during the follow up stage.

Competences preconditions:
Adjust your tools according to the given competence level if needed or take time to guide the parent in the process.

Learning mindset/environment preconditions:
At this stage, the concern and ambition of the parents will be crucial the guiding process. Giving them a sign of interest, a nudge or follow-up questions can be useful to keep the career guiding going after your session.

4.4 Hybrid counselling

Planning must be approached carefully, and coaches need to be familiar with not just the strengths of online and face-to-face teaching, but also what benefits this type of counselling can offer [An Introduction to Hybrid Teaching]. Time – planning is important, and set-up is time-taking. Coach/counsellor needs to re-design the sessions that have been either fully on-line or on-site.

4.4.1 BEFORE
KIT for the sessions needs to be acquired and in use when sessions start (cameras, mics, digital tools). Share the session plan before for preparation.

Decide before how you will carry out the session, what type of session you will carry out:

The five models by John Spencer (John Spencer)
The Differentiated Model: students engage the same session synchronously. The students need to view the content in the same way.

The Multi-track Model: students participate the same session but are divided into cohorts that rarely interact. The on-site and on-line students never interact.

The Split A/B Model: Students select if they just want to be on-site or on-line during all coaching events/courses.

The Virtual Accommodation Model: A hand-full of on-line students form a group and interact as a group. One on-site based student can be acting as a liaison.

The Independent Project Model: The on-line students can have independent task if the on-site task would not fit them to work on-line. This would then be more individualised learning.

4.4.2 DURING HYBRID SESSION

A Good Student Experience requires next issues:
- Demands multi-tasking skills from the coach/counsellor.
- Coach/counsellor needs HELP to monitor the need of support of the on-line students and follow-up for the chat.
- KIT for the sessions needs in use when sessions start (cameras, mics, digital tools).
- Coach/counsellor needs to have confidence – while things will go wrong, and you have to have ability to resolve problems on the spot.

A Hybrid teaching and counselling is challenging, and it is good to have people on hand to help the starting the session especially and helping all students on-line to the platform that is used. During the hybrid-session one can involve students to follow-up the chat and acting as support during the session, this also increases the participation (Oxford University, Centre for Teaching and Learning).

How to carry out a hybrid session fluently:
1. Introductions – students introduce themselves
2. Encourage questions – and support commenting and speaking, you can also invite online students directly (OBS! It would be good to know the students before doing this)
3. Use polls – this increases engagement to the session topic. Also, students onsite can use the polls by their laptops or mobiles.
4. Divide students into small groups (breakout rooms for online students or for all).
5. Post links to support discussions and let the students get acquainted to the material for a while.
6. Share the session plan before for preparation.
7. Record the session – if needed but remember that long recordings are not good leaning sources, so keep it short and perhaps record the most important parts.

4.4.3 AFTER HYBRID SESSION
- Feedback of the session for developing next session.
- Take care of possible recordings, editing them and uploading to learning platform.
- Tasks to be done by participants are reminded in the learning platform.

5. Summary

This Toolkit defines several options of carrying out digital guidance introducing alternative ways of implementing guidance individually or in groups. The survey data collected in #Guidance –project in 2021 already showed that new digital era during pandemic time had altered the ways of guidance practices. In the thematic report by United Nations (2022) it is stated that, the digitalization of education should be moving towards a better implementation of the right to education for all.

This would also bring a significant added value to learners. In this Toolkit we also present products offered by companies and we need to keep in mind the comment of thematic report that, it is important to understand the profit-driven agenda of digital technology companies. Most of the digital tools that we have presented in this Toolkit are open for everyone. And it is also good to remember that the digitalization of education and guidance should not increase inequalities and benefit some. The use of digital tools should never lead to violations of other human rights within education and guidance in particular the right to privacy.

This Toolkit however presents the tools and practises that exists now and as Lindgvist (2019) stated it is important not only to discover the potential of existing ones but also to have courage to test new ones in more open-minded in developing e-Career Guidance.

Country-based information of this Toolkit will give a wider perspective to alternative ways of implementing career guidance and using of digital tools as well as digital platforms. In EU – level already vocational education network Cedefop (2021) has published papers focusing on professionalising the career guidance workforce and the competences fit for the digital and wider societal context. The international survey report by Cedefop (2022) pointed out that the provision and operation of career guidance services was transferred mainly online during the pandemic. Guidance services were for the most parts successfully adapted, but some provisions were more reduced – e.g., individual counselling.

The survey results showed that digital tools were widely used and lower-tech solutions, such as telephone support, seemed to be more relevant with vulnerable groups. This was also helping to overcome inequalities in access and in usage of equipment. Based on Guidance –project survey (2021) and Cedefop et al. (2020) survey career guidance provision was maintained in operation at some level, and practitioners' mostly positive attitude to the use of technology in career guidance was observed. Respondents of both surveys reported an increased demand for various kinds of support (e.g., training, peer-support, financial, material, online practice, IT-support, resources) for adaptation to new modes of guidance delivery.

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Charles Fadel (2008) 21st Century Skills: How can you prepare students for the new Global Economy?

21st Century learning & Life Skills: Framework

The Lifelong Learning Platform

Digital Competence Framework for the European Schools

4K model

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An Introduction to Hybrid Teaching

References and further links

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Appendicies
Appendix 1.
Separate web browser-based applications, links with QR codes.

	Name of tool	**English introduction videos**
Where to meet?	Zoom	Zoom YouTube channel
	Webex by Cisco	Webex YouTube channel
Where to record information videos?	Powtoon	Powtoon YouTube channel
	Screencast-O-Matic	Screencast-O-Matic YouTube channel
Where to show, illustrate and integrate?	Padlet	Padlet YouTube channel
	Canva	Canva youtube channel

Where to show, illustrate and integrate?

Whiteboard.fi

Whiteboard.fi YouTube channel

Coggle

Coggle youtube channel

Prezi

Prezi YouTube channel

Flinga

Introduction video

Where to make a questionnaire?

Menti

Mentimeter YouTube channel

Kahoot

Kahoot YouTube channel

Slido

Slido YouTube channel

Quizizz

Quizizz YouTube channel

kardSort

kardSort introducion Video

Appendix 2.

Other digital tools mentioned in the background survey, links with QR codes.

Name of tool

Personality tests

16personalities test   Mosaic of Professions test   O*NET

**Tool tailor maid
for guidance**

FutureM@ker

Appendix 3.
Table 10 Introduction videos for MS Teams, Padlet and Kahoot

Swedish	Finnish	Latvian	Belgian	Portuguese	English
Example 1	Example	Example	Example 1	Example 1	MS Teams YouTube channel
(Inclusive meetings in MS Teams)					
Example 2			Example 2	Example 2	
(MS Whiteboard)					

Swedish	Finnish	Latvian	Belgian	Portuguese	English
Example 1	Example	Example	Example 1	Example	Padlets YouTube channel
Example 2			Example 2		

Swedish	Finnish	Latvian	Belgian	Portuguese	English
Example 1	Example	Example	Example 1	Example	Kahoots YouTube channel
Example 2			Example 2		

Appendix 4.

Figure 1. Interface of Padlet. Content created using Padlet.

Padlet below is available here
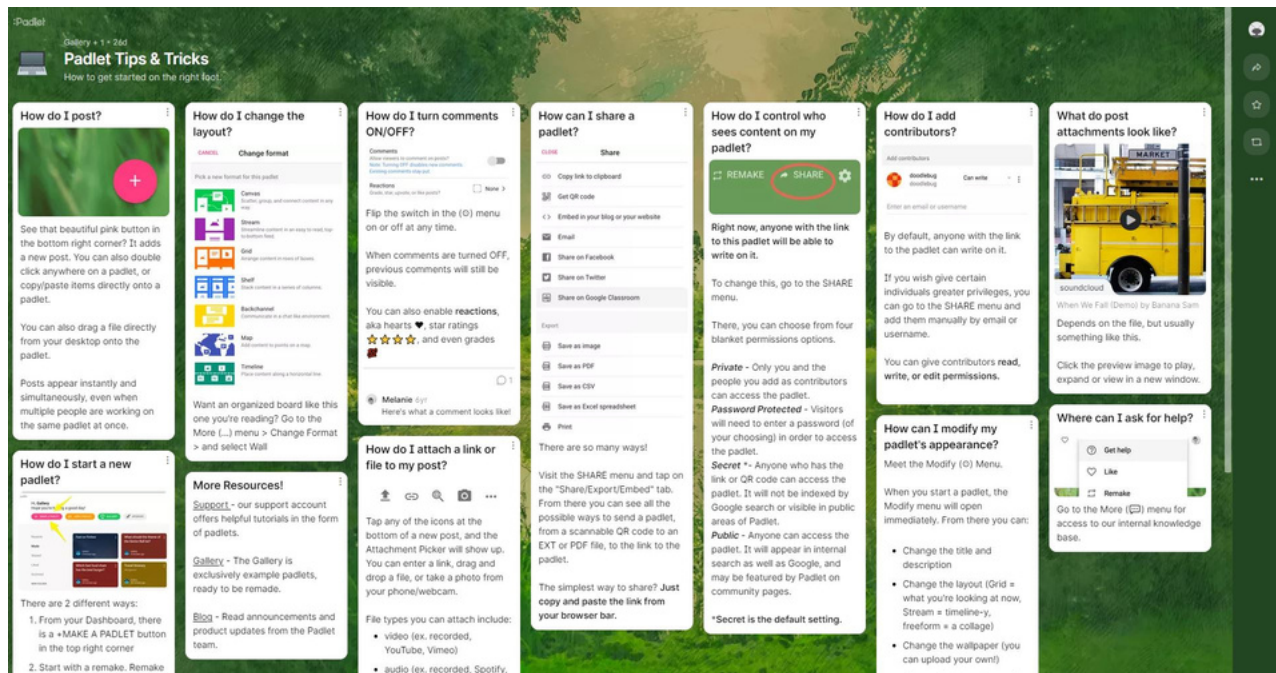
Figure 2. Long-term and short-term goals setting in Padlet.
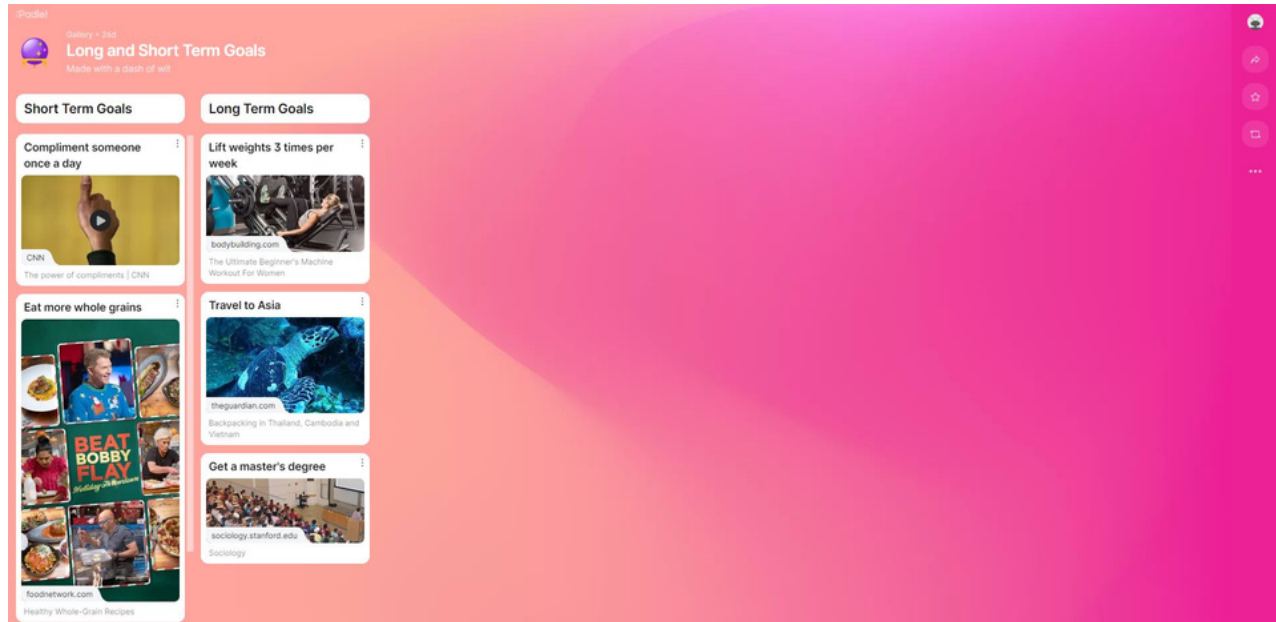
Padlet below is available here.

Figure 3. Creating a CV in Padlet.
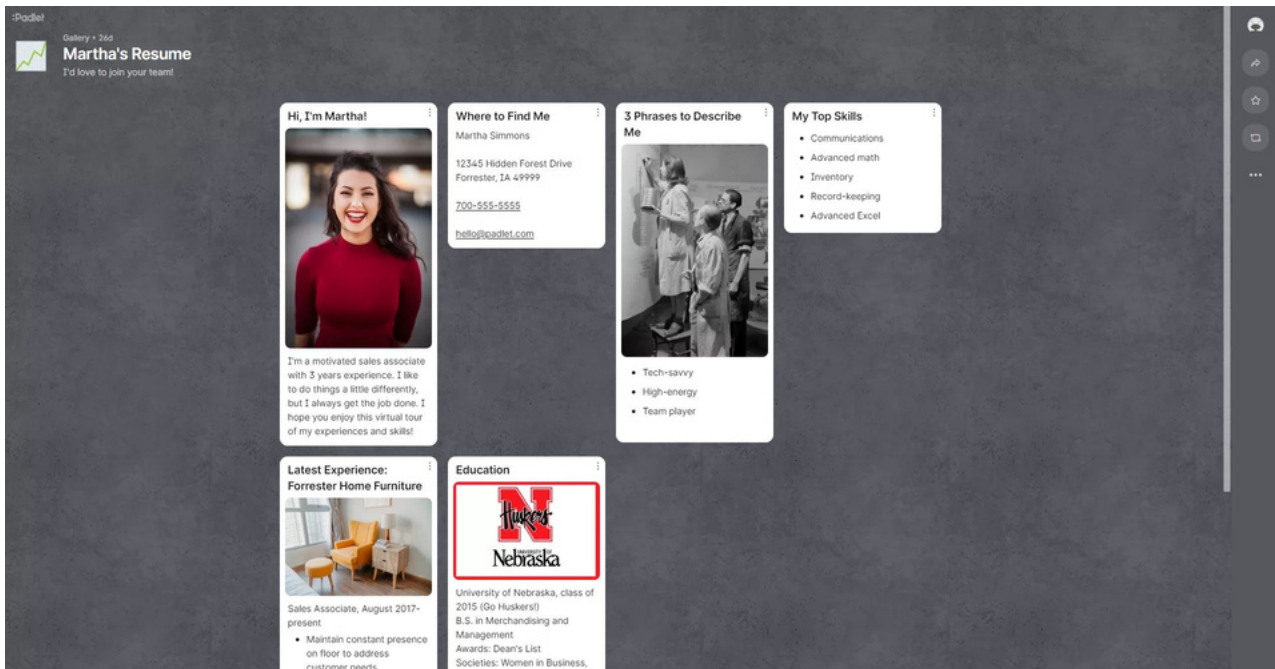
Padlet below is available here.

Figure 4. "Time-line" of one's achievements, diplomas, and certificates in Padlet.

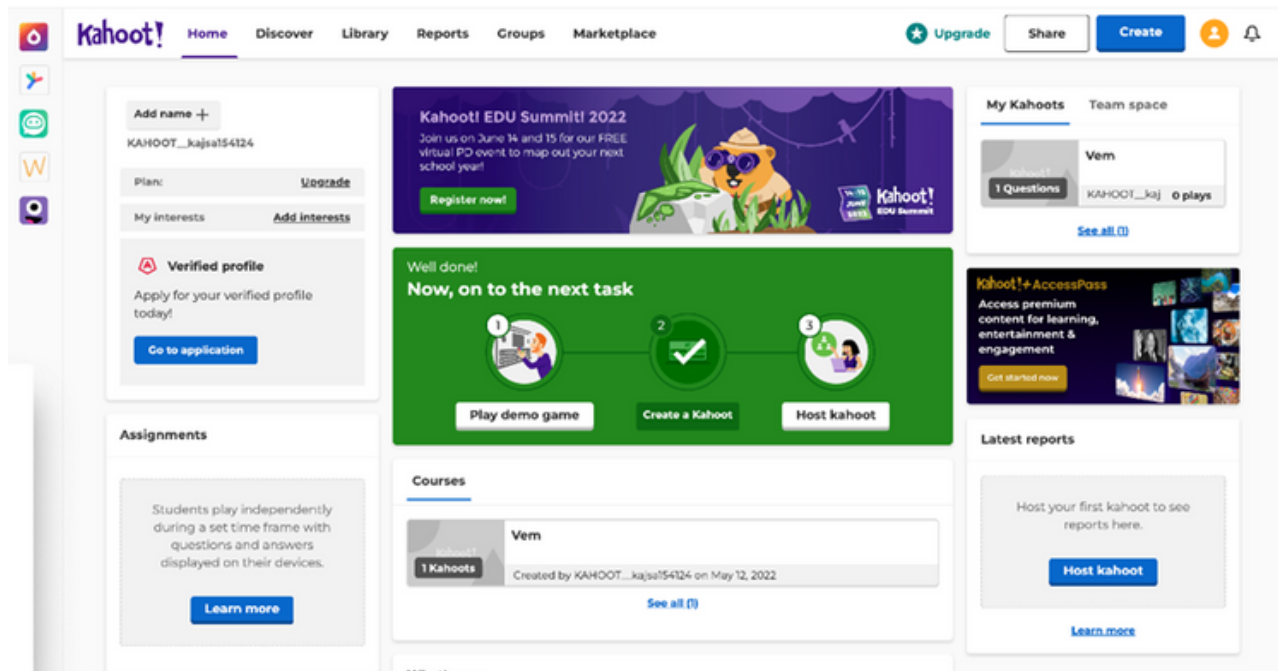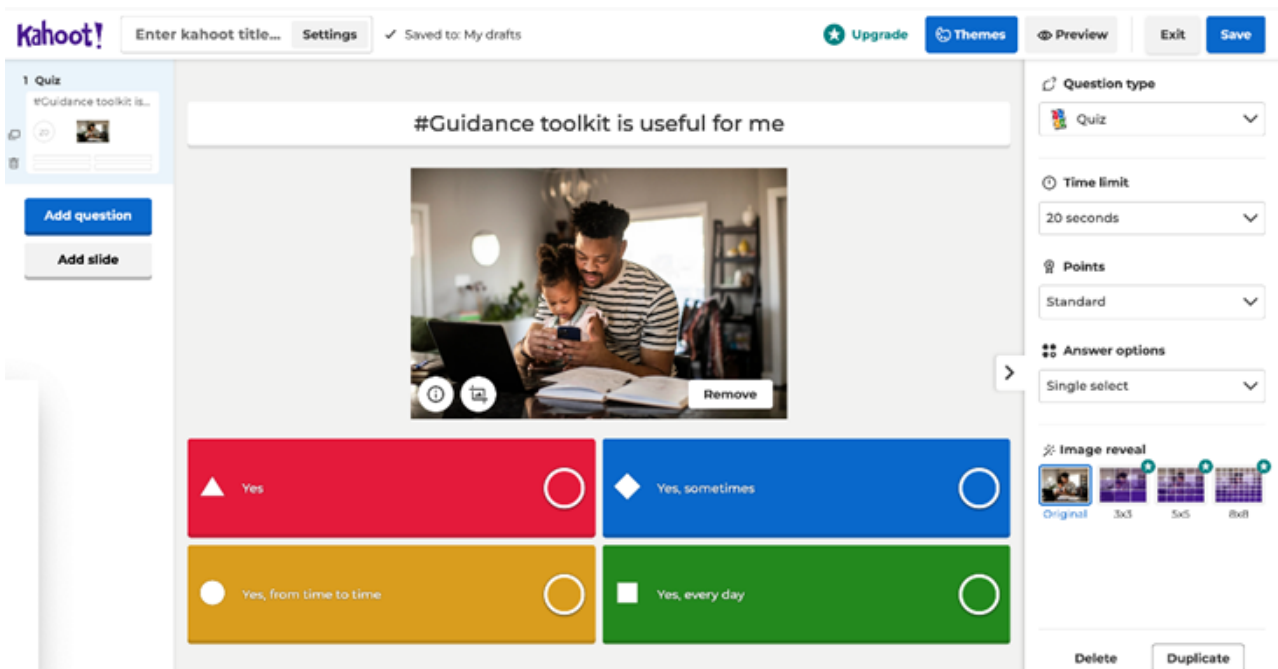Padlet below is available here.

Figure 5. Kahoot account

Figure 6. Kahoot as a quiz tool

Appendix 6.

Figure 7. FutureM@ker, the four missions
Pictures below is available in log-in-account here.

Four missions to make your future

MY FIRE

MY DREAM

MY PLAN

MY ROUTE

Guidance Toolkit

Digital tools and method developement