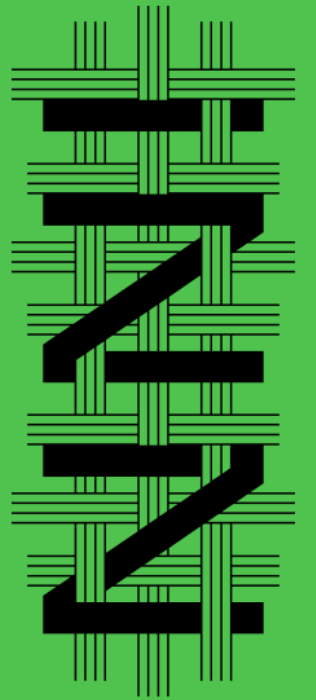


Dr. Erik Hagaseth Haug

*Integrated guidance – how to build comprehensive career guidance systems with the best of both digital and physical approaches*



Inland Norway  
University of  
Applied Sciences



<https://www.fda.org.uk/home/Newsandmedia/Features/The-future-world-of-work.aspx>

Working paper series

No 2 / November 2021

**DIGITAL TRANSITIONS  
IN LIFELONG GUIDANCE:  
RETHINKING CAREERS  
PRACTITIONER  
PROFESSIONALISM**  
A CareersNet  
expert collection

CHAPTER 9.

**A context-resonant quality framework for  
continuous career guidance  
professionalisation: the case of Norway**

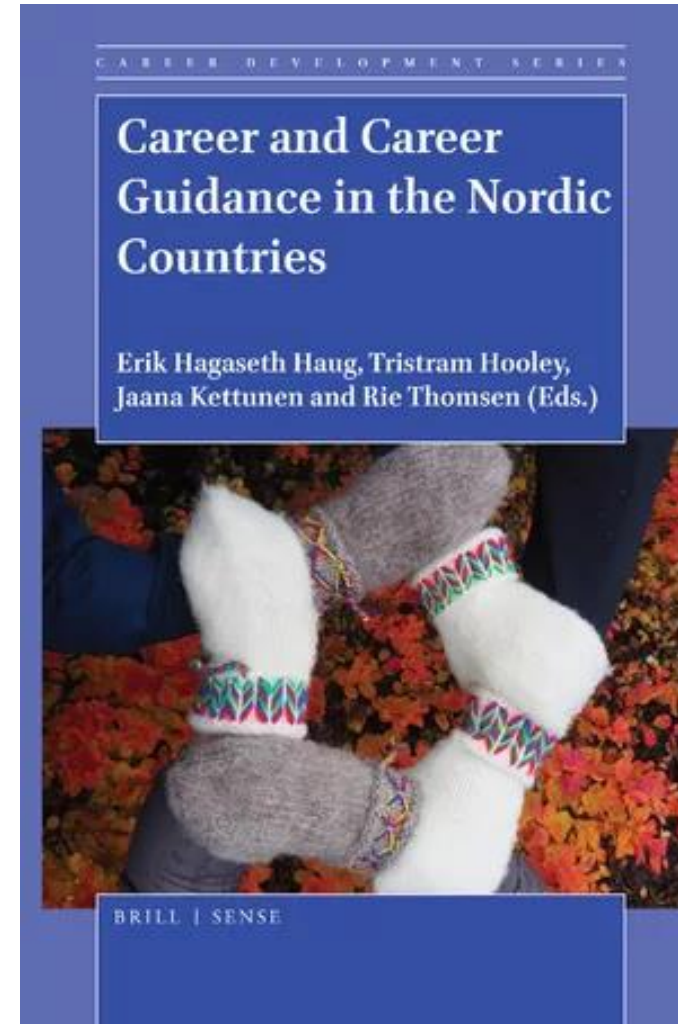
Erik Hagaseth Haug <sup>(48)</sup>, CareersNet, Norway

In this chapter, I use the establishment of the digital career guidance service as a case to exemplify the need for a so-called context-resonant quality framework in the achievement of high quality in career guidance. I will focus on how to utilise the context-resonant quality framework in the creation of a national digital career guidance service. I will describe the concept of integrated guidance and career learning through digital interaction as two examples of how the quality framework can increase the quality and consistency of the digital service. In the concluding section, I will focus on possibilities, challenging issues, and next stepping-stones in the development of professional career guidance in Norway.

# Overarching characterization of Nordic career guidance

The four COs:

- the acknowledgement of career and career guidance as embedded in *context*;
- community* as important resource for career guidance;
- co-construction* as the defining professional approach to career guidance; and
- collaboration* between policy, research and practice across the Nordic countries as the usual way in which career guidance is developed and managed.



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# Legislation Career Guidance in Schools

Section 22-3 of the Education Act's (2006) regulations states that students are entitled to:

Updated information on education paths in Norway and other countries; updated information on occupational areas and the local, national and international labour market; training to find and navigate through information sources, use of guidance tools and information on application deadlines, admission conditions and funding schemes.



# Integrated Career Guidance and Career Learning

- The development of integrated guidance requires careers professionals and service designers to explore questions of what technologies to use and how to use them.
- This includes considering how digital learning environments should be designed, considerations of what the role of educators and careers professionals are and critically, questions about how online provision can be symbiotic with the activities that take place face-to-face.

Moving from information provision to co-careering: Integrated guidance as a new approach to e-guidance in Norway

Ingrid Bårdsdatter Bakke

Erik Hagaseth Haug

Tristram Hooley

Neither Online, Nor Face-to-Face, But Integrated Career Guidance

Introducing New Ways of Engaging Undergraduate Students in Career Learning and Reflective Careering

*By Ingrid Bårdsdatter Bakke, Tristram Hooley*

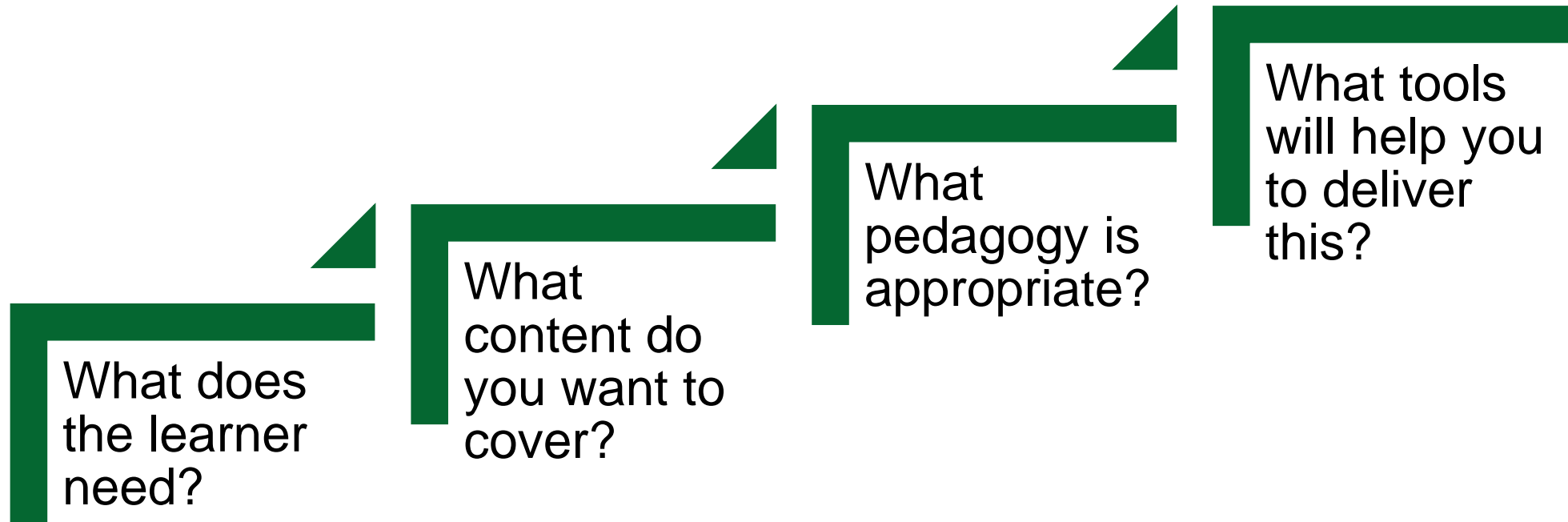
# Use instructional design



HikingArtist.com



# Start with the learner

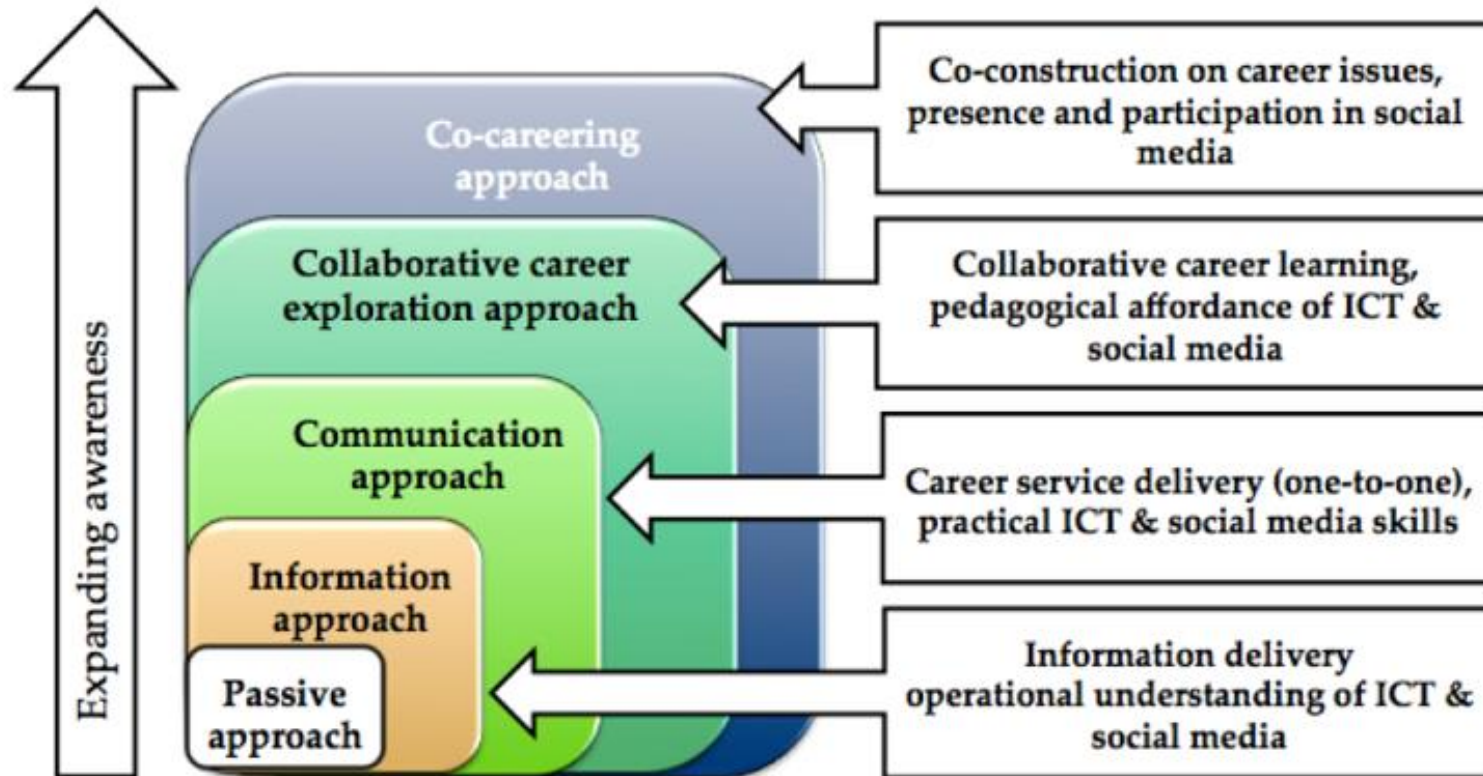




# Key questions

- Where are the learners?
- What are you trying to achieve with them?
- What limits are there on what you can do (time, space, skill)?
- What tools do you have to hand?
- What are you going to do with those tools?
- Did it work?

# Five general approaches to ICT in Guidance



Source: Based on J. Kettunen et al., 2017, p.48.

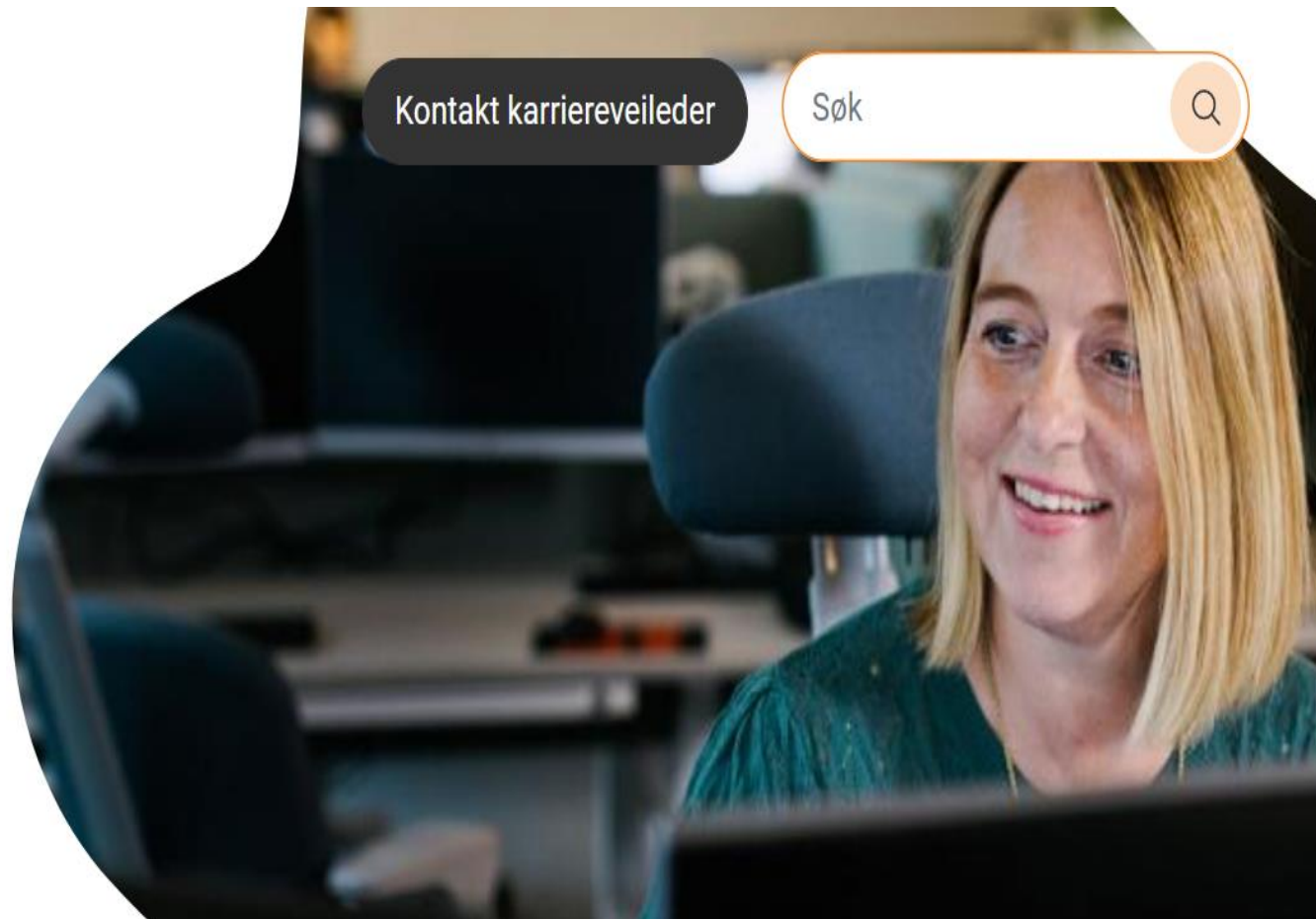
# Needs-based blend of support

- The concept of co-careering defines a professional role which is highly compatible with an instructional design approach. Careers professionals who seek to co-career with the learners that they work with are essentially viewing themselves as a resource, that is available for the community, but one which co-exists alongside other resources that may exist online or elsewhere. This approach offers the advantage of allowing diverse learners to access the blend of support that meets their needs rather than having to make choices between accessing the services that are offered through different modes.

**Moving from information provision to co-careering: Integrated guidance as a new approach to e-guidance in Norway**

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# Self service tools

## Verktøy for å søke jobb eller velge utdanning

Her har vi samlet noen verktøy som kan hjelpe deg med å velge utdanning eller søke jobb. Finn det temaet som best beskriver din situasjon i boksene under.

Hvordan kan jeg få en jobb? >

Jeg får ikke jobbene jeg søker på >

Jeg vil ha en jobb, men vet ikke hva >

Jeg vil jobbe med noe annet enn jeg gjør nå >

Jeg vil ta en utdanning som sikrer meg jobb >

Jeg aner ikke hva jeg vil studere >

Jeg kommer ikke inn på studiet jeg ønsker meg >

Jeg vil ta en utdanning som gir meg høy lønn >

# Parallell service: face to face

Adults (from 19 years old)

Student in upper and secondary school

**Agder:**

- [Karriere Agder](#)

**Innlandet:**

- [Karriere Innlandet](#)

**Møre og Romsdal:**

- [Karriere Møre og Romsdal](#)

**Nordland:**

- [Karriere Nordland](#)

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**Vestland:**

- [Karriere Vestland](#)

**Viken:**

- [Karriereveiledning i Viken](#)
- [Karriere Østfold](#)

**Vestfold og Telemark:**

- [Karrieresenter Vestfold og Telemark](#)

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# In summary

- Career matters to your learners. It provides the context for learning and is a learning activity in its own right.
- The internet shapes and reframes the way in which we develop our careers.
- We live in an increasingly blended environment.
- As educators we need to help our learners to increase their capacity to learn and manage their careers (online, offline and in blended environments).
- This requires us to engage with the online world in our teaching and to develop integrated career learning opportunities.

A spiral-bound notebook with a black and gold pen and a silver and gold pen resting on it. The notebook is open, showing lined pages. The spiral binding is on the left side. The pens are positioned diagonally across the top left of the page. The text "Thank You For Your Attention" is written in large, bold, black letters on the right side of the page.

**Thank You  
For Your  
Attention**

# About me

- Associate Professor and Head of Department of social work and guidance.
- About 15 years of experience as guidance practitioner in the sector of career education and career guidance. Worked on national, regional and municipal development projects.
- My main areas of expertise are the development of quality and innovation in career guidance services.

## Selected publications:

- Haug, E.H. (2021) The importance of a context resonant quality framework in continuous professionalization of career guidance: the case of Norway. In *Rethinking professionalism of career practitioners in the digital context*. Cedefop.
- Haug, E. H. (2016). *Kvalitet i norske skolars karriereveiledning* [Quality in Norwegian schools career guidance] (Doctoral thesis). Høgskolen i Innlandet
- Haug, E. (2016). Can you hear the people sing? Quality-development in career guidance in Norwegian Schools: A study on the importance of awareness of different voices. *Journal of the National Institute for Career Education and Counselling*, 37(1), 12-18.
- Haug, E., Hooley, T., Kettunen, J., & Thomsen, R. (Eds.). (2020). *Career and Career Guidance in the Nordic Countries*. Leiden, The Netherlands: Brill | Sense. doi: <https://doi.org/10.1163/9789004428096>.