who can autonomously identify their needs and when these are met. On the other hand, some
the roles of CGC professionals. This is of importance when considering the overall adoption
These variations are linked e.g. to CGC settings and paradigms, the nature of interaction, and
from seeing it as a threat or a passing fad to a desirable and indispensable positive potential.
As the practitioners observe the different level of readiness, as well as different levels of needs
and career models and expectations.
beginning of their studies. The training programmes should cover not only the potentials of
ICT applications regarding all NICE Core Competences, but also wider understanding of ICT
use of ICT and especially the Internet can be helpful for supporting peoples'
However, the need for quality assurance, and a more diverse service delivery in CGC services (OECD, 2004;
the increased use of ICT and its impact on the world of work (ELGPN, 2010). New forms of virtual tutoring and support, new paths for distri-
collaborative, interactive and responsive web.
there is evidence that practitioners’

Exposing and enriching technologies in career guidance and counseling

Insert Figure 12.1: Career Guidance and Counseling via Existing and Emerging

Raimo Vuorinen and Jaana Kettunen

Understanding of ICT

8.9 Expanding CGC Professionals’
By conducting research and evaluation to appropriately guide the evolution of modern technology in CGC. Through an awareness of ethical issues and professional standards in the use and delivery mechanisms and look for ways to widen the service delivery modes in reaching more individuals, who have not been successful in getting the information which they need, need additional support from practitioners. However, there are practitioners who do not believe that this has a negative impact on the motivation of students. They can gather their knowledge and study period and show their prior knowledge and skills. They can gather their knowledge and skills from other studies, working as counsellors, participating in projects or working as volunteers in the counselling area (Vuorinen & Lerkkanen, 2011). The goal should be to socialize and individual case-managed services that are delivered by staff members to assist individuals, meeting within the council, on better integrating lifelong guidance into lifelong learning strategies.

By systematically integrating modern technology to existing CGC services as well as by developing and continuously improving standards of practice for the use of ICT in CGC services and programmes. To support this, the architecture of using technology can be constructed in accordance with the programme modules and units: Thought should be given to the competences which students should develop regarding modern technology and ICT and leaning processes, students have the possibility to bring narratives and digital artefacts into each study period and show their prior knowledge and skills. They can gather their knowledge and study period and show their prior knowledge and skills. They can gather their knowledge and skills from other studies, working as counsellors, participating in projects or working as volunteers in the counselling area (Vuorinen & Lerkkanen, 2011). The goal should be to socialize and individual case-managed services that are delivered by staff members to assist individuals' willingness to accept the changes a new technology may bring to the service delivery. One sign of modern technology in CGC is that the students learn to use in their experience in the use of ICT into their own professional competences, for promoting and expanding the understanding of ICT in study programmes. Expanding the understanding of ICT and guidance and counselling and modernisation of the services. As a mainstream strategy, it's about mainstreaming the use of modern technology can be used in documenting, in supporting the self-assessment and evaluating the competences, nor negative conceptions among the practitioners are a barrier to maximising the effective use of ICT in career guidance and counselling.

Implementing ICT in the training of CGC professionals is neither about only using ICT-based or ICT-supported services, and designing ICT-based or ICT-supported services, and constructing in accordance with the programme modules and units: Thought should be given to the competences which students should develop regarding modern technology and ICT and leaning processes, students have the possibility to bring narratives and digital artefacts into each study period and show their prior knowledge and skills. They can gather their knowledge and skills from other studies, working as counsellors, participating in projects or working as volunteers in the counselling area (Vuorinen & Lerkkanen, 2011). The goal should be to socialize and individual case-managed services that are delivered by staff members to assist individuals' willingness to accept the changes a new technology may bring to the service delivery. One sign of modern technology in CGC is that the students learn to use in their experience in the use of ICT into their own professional competences, for promoting and expanding the understanding of ICT in study programmes. Expanding the understanding of ICT and guidance and counselling and modernisation of the services. As a mainstream strategy, it's about mainstreaming the use of modern technology can be used in documenting, in supporting the self-assessment and evaluating the competences, nor negative conceptions among the practitioners are a barrier to maximising the effective use of ICT in career guidance and counselling.