

PAPERS part 2

A NEED



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Conference Theme I:

A need for change in delivery and/or access to career guidance and counselling

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Career Services for International Students: Perspectives after Graduation

Abstract: One of the main reasons that students pursue international education is to increase their employability. Many students study in other countries to improve their prospects for employment upon returning to their home countries. However, many students pursue international studies with the intention of staying in the destination country, or decide to do so while enrolled in higher education. Although some countries have increased efforts to recruit international students as preferred immigrants, policy initiatives need to be informed by the actual experiences of international students. In this research study, international students discussed their goals of staying in Canada to pursue employment and permanent immigration. The focus of this presentation will be placed on students who have graduated from a university in Canada and their experiences between 1-2 years post-graduation, as this time period is critical for getting established in the local labour market. Twenty-five international student graduates were interviewed to collect critical incidents, or meaningful examples, about their employment experiences. The interviews were analyzed according to what international students found helpful in securing employment and what barriers they faced. Additionally, the research study gave voice to international students' opinions for informing career services. The emerging categories related to employment integration included labour market conditions, personal factors, transferability of academic knowledge, work experience, building social capital, work adjustment, and employer receptivity. Recommendations for career services varied between the actual support received and what international student graduates realized would have been useful. Implications will be discussed in light of what needs to change for preparing international students and for improving access to career services.

Key words: International students, employability, career services

Introduction

Many students and their families seek education in other countries as a way to gain valuable intercultural experiences. However, the main reason that students pursue international education is to increase their employability and future opportunities in the labour market (Arthur & Nunes, 2014; She & Wotherspoon, 2013; Wintre, Kandasamy, Chavoshi, & Wright, 2015). Changing immigration policies in some countries, such as Australia and Canada, have shifted the view of international

students as temporary sojourners to a valuable source of human capital and preferred immigrants to fill labour market shortages amidst declining birthrates (Arthur, 2013; Ziguras & Law, 2006).

International students are highly educated, they bring expertise from their home countries, and they have experience living and learning in the destination country where they pursue higher education. Consequently, countries with liberal immigration policies extend work visas while students are studying and encourage students to gain work experience post-graduation. The combination of education and work experience in the destination theoretically provides a positive advantage for pursuing permanent immigration. However, available research has suggested that there continue to be many barriers for the employment integration of international students.

Objectives

The purpose of this research study was to document the experiences of international student who were pursuing employment and permanent immigration in the Canadian context. The study was designed with the following objectives:

1. To give voice to international students and their experiences of transitioning from university to employment;
2. To document the influences that international student graduates perceived as helpful and/or barriers for integrating into employment;
3. To inform career services for international students.

Approach and Methodology

International student mobility is bounded by policies related to education, employment, and immigration. This research study was intended to bridge gaps between policy and practice, through investigating the actual experiences of international students. As the main focus of the study was to critically examine the transition from international education to employment, a methodology was selected that would account for contextual influences and the transition experiences of international student graduates.

Critical incidents are vivid examples that individuals consider to be meaningful in their experience. Originally developed as a quantitative approach (Flanagan, 1954), the critical incident method has been adapted for qualitative research (Butterfield, 2005). In this study, 25 international students were recruited who had graduated from university within the previous 12-24 months. This post-graduation period was selected as the first two years are considered to be a critical time frame for graduates to connect to the labour market. Using a structured interview protocol, incidents were collected that former international students considered as meaningful in relation to their employability and

experience of integrating into the labour market. These incidents offered ‘snapshots’ of their experiences in three domains: what international student graduates found to be helpful, what they found to be difficult or barriers, and based on their experiences, what advice they would give for career services. The design of the study allowed international student voices to be foregrounded, in contrast to an abundance of literature on policy and service directives that tend to be ‘about’ international students rather than research ‘with’ them.

Results

The preliminary results of the study were organized into key categories that are reflective of the critical incidents detailed by international students. In the first category, *labour market conditions*, graduates talked about whether or not there were many jobs available in their selected field and the overall impact of the economy on job availability. In the second category, *personal factors*, graduates emphasized their personal qualities, efforts, and agency in securing and maintaining employment. In turn, their reported difficulties focused on gaps in personal confidence and competence in the workplace. In the third category, critical incidents detailed the *transferability of academic knowledge* and how their course work and assignments gave them additional insights or advantages for securing employment. Related, in the fourth category, the availability of *work experience* during their academic program was seen as an advantage and lack of work experience, and particularly Canadian work experience, was named as a barrier. Fifth, while in university and after graduation, graduates’ capabilities in building networks, finding a mentor, and instrumental support from friends and academic staff such as their supervisors were named as forms of *social capital* for accessing employment opportunities. Sixth, once employed, participants detailed influences that helped them to make a positive *work adjustment*, such as the nature of work assignments, navigating new work norms, and employer expectations. Seventh, the *receptivity of employers* was a category that included attitudes towards hiring international students, potential biases such as discrimination, and the support that employers were able to offer to help new employees.

Recommendations for career services were framed according to whether or not former international students actually utilized available services. Positive critical incidents related to working with career services personnel who were familiar with the specific needs of international students, including help to understand the local expectations for job search. However, several of the participants in the study noted that they were not familiar with career services; others wished that they had accessed such services while they were students as, in retrospect, they recognized gaps in their own skills and knowledge for which they could have used support.

Conclusions

Previous research on international students has primarily focused on their initial stage of transition to studying in a new country and culture and less attention has been paid to their career development. The results of this study suggest that the preparation of international students for transitioning into the labour market needs to occur while international students are in the school context and continue through the early years post-graduation. One of the key debates in higher education is the extent to which student support services need to be customized for international learners versus offering them general services in the campus environment. The results from this study suggest that more attention needs to be paid to the specific needs of international students who may need help to navigate the local cultural norms of job search. However, successful integration from education to employment requires more than job search skills. The role of building social capital, including networks, contacts, and mentorship, appears to be critical for helping international students successfully transition to the employment (Arthur, 2017; Popadiuk & Arthur, 2014). It is also prudent to remember that international students represent diverse countries and cultures, and their experiences and practices may vary across contexts.

Comprehensive services for international students at universities go beyond recruitment, to offer a seamless suite of support services from the initial intake of students through to graduation. Such services need to take into account connections to the labour market through gaining work experience while studying and through preparation for job search and employment integration needs post-graduation. Unfortunately, campus support services typically are based on individual international students without considering the needs of their accompanying partners, who are also valuable sources of human capital, and who may also require assistance with employment integration (Arthur & Domene, 2018; Domene, 2018). Additionally, policies for support services between educational institutions and immigration agencies in the community are often disconnected in terms of funding and service delivery. This leads to gaps in the accessibility of services while international students are leaving educational institutions, as they may lack knowledge about available services in the larger community. The results of this study suggest that for international students who are pursuing employment, access to career services during their education and post-graduation are critical for helping them navigate the pathways to permanent immigration.

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Reevaluation of Career Education Practices in the United States in the 1970s: Focusing on the School-Based Comprehensive Career Education Model

Abstract

Competency-based educational reform is underway globally. The role of career education in this reform is becoming more important. In particular, it has been pointed out that "transfer of learning", in the aspect of utilizing what one has learned in actual society and actual life is important. On the other hand, "School-Based Comprehensive Career Education Model (CCEM hear in after)" that was practiced in the United States in the 1970s also focused on promoting transfer of learning. However, these practices were seriously criticized for causing academic achievement deterioration and declined rapidly since the late 1970s. To verify the validity of today's career education, it is necessary to reconsider the significance and the negative evaluation of CCEM that share the same theoretical foundation with current career education. However, there is no study analyzing CCEM from today's point of view. Therefore, this paper analyzed CCEM based on the concept of transfer of learning and revalued the practices in career education movement in the 1970s.

The author looks historical transition of transfer studies and classify various views of transfer into two types; "transfer by sharing common elements between learnings" and "transfer as knowledge reconstruction". Focusing on this difference, the author analyzes nine CCEM practices that Office of Education selected as the best cases from around the country. As the result, the existence of career education practices that have not received proper criticism and the appreciation was discovered. Furthermore, the author concludes that the view of transfer as the foundation of these practices was in parallel to those necessary in the competency-based education today. Therefore, it can be said that CCEM was the sprout of the contemporary competency-based educational reform. The largest achievement of this paper is pointing out that the rising tide of criticism towards CCEM has hidden and overlooked its true value.

• Keyword: transfer of learning, Career education movement, School-Based Comprehensive Career Education Model

Introduction

The 21st century is perceived as the age of knowledge-based society. Recently, knowledge is progressing acceleratively and social change beyond human expectations is occurring one after another. In the modern world also called "the age of VUCA", competency-based educational reforms are underway all over the world. The role of career education in this reform is becoming more and more important. In particular, it has been pointed out that "transfer of learning", in the aspect of utilizing what one has learned in actual society and actual life is important. It is a typical example that new course of study (national curriculum guidelines) in Japan has emphasized education that exhibits a greater awareness of the links between learning and society.

On the other hand, "School-Based Comprehensive Career Education Model (CCEM hear in after) " that was practiced in the United States in the 1970s also focused on promoting transfer of learning. Career education practices through subjects were developed all over the country. However, these practices were greatly criticized for causing academic achievement deterioration and declined rapidly since the late 1970s. To verify the validity of today's career education, it is necessary to reconsider the significance and the negative evaluation of CCEM that share the same theoretical foundation with current career education.

There are many previous studies on career education movement in the United States in the 1970s written not only in English and also in Japanese. However, most studies that grasped career education critically have only pointed out what had been criticized and why it was criticized. There is no study has been made in analyzing the practices of CCEM until today with its fundamental theoretical framework of transfer of learning. Consequently, there is a possibility that the preceding studies have not adequately valued CCEM from today's point of view.

Objectives

The goal of this paper is to analyze CCEM based on the concept of transfer of learning and revalue the practices in career education movement in the 1970s. The research tasks are (1) to clarify how CCEM promoted transfer of learning and (2) to verify the validity of criticism.

Approaches and methodology

For the analysis, this paper set the framework of the concept of transfer. The author looks historical transition of transfer studies and classified various views of transfer into two types. One is "transfer by sharing common elements between learnings" that was presented in the field of behavioristic psychology and J.S.Bruner called as specific transfer. This is the view of transfer that people directly apply past learning into learning task. Another is "transfer as knowledge reconstruction" that Bruner

presented as nonspecific transfer and was revealed in the field of cognitive psychology and situated learning. This is the view of transfer that people reconstruct past learning in unknown situation. The analysis in this paper was undertaken based on these two viewpoints. In addition, this paper revealed the commonality between today's competency theory and transfer as knowledge reconstruction.

This paper tried to find knowledges to obtain suggestions for today's career education from the United States in the 1970s. At that time, United States Office of Education (USOE hear in after) presented four models to promote career education. This paper focused on one of them, CCEM. Because it has obvious similarity to today's career education and can be a suggestion for how career education promote transfer of learning. It is a main feature of CCEM that the career education practices were infused in the existing curriculum. Because this was a unique practice in American school history, this significantly changed the teaching methodology of school subjects. In other words, CCEM asked for all subjects to clarify how learning was connected to personal career. This "infusion" is the measure to integrate subject education and career education and promote transfer of learning. This paper analyzed how "infusion" was realized in practical cases.

This paper reanalyzed the practices published in Office of Career Education (1979). USOE investigated career education projects all over the country and selected nine best projects and presented them as model cases of CCEM. At that time, USOE developed Career Education Incentive Act and was devoted to support nationwide progress of career education. Thus, it is said that these collection and introduction of excellent cases was consistent with the intent of USOE. Office of Career Education (1979) reported contents, process of planning, cost and effect etc. of these nine projects. There have been no researches to reanalyze the nine projects published in the book, though it has plenty of information. Therefore, this paper analyzed "infusion" in that practical cases based on two views of transfer.

Results

There was diversity about such as its objective, target grade stage, educational resources and learning form in nine practical cases. Six out of nine cases aimed for supporting career development systematically. Two cases aimed for reducing gender stereotyping in career choice. One case focused on hands-on career exploration at the junior high school level. Six out of nine cases practiced "infusion". After analyzing these six cases, this paper revealed that three cases were based on "transfer by sharing common elements between learnings", two cases were based on "transfer as knowledge reconstruction", one cases was based on both view on transfer. These result is summarized in the Table

The practices based on "transfer by sharing common elements between learnings" showed directly applying subjects learning into world of work after conventional subjects learning. These practices adopted the approach to add elements of career education to subject education. It can be inferred that it was easy for the teachers to practice based on this approach because the systematics of subjects does not collapse. The transfer of learning, from subjects learning to occupational situation, is certainly occurring in these practices. However, students were taught what and how they use and only performed mechanical work of directly applying subjects learning into other situations. On the other hands, the practices based on "transfer as knowledge reconstruction" promoted reconstructing their knowledge and experience through learning about world of work and gender stereotyping. Students noticed the necessity to acquire further knowledge while reflecting on their own thoughts and gained the new perspectives and ideas while involved with others. Students deepened understanding knowledge of subjects and knowledge of world of work at the same time. Accordingly, the practices based on "transfer by sharing common elements between learnings" were the one-way practices from subjects to world of work and the practices based on "transfer as knowledge reconstruction" were the interactive practices between them. In other words, it can be also said that the former was the learning for world of work and the latter was learning through world of work.

Conclusions

As clear from previous researches, the largest criticism towards CCEM was "anti-academic". As society's interest in basic academic skills increased, it became serious problem to cut the time of learning subjects and make the recognition that subjects learning not related to occupation wanted to be was not necessary. However, at the time of these analyses, the peak of career education movement had been already passed and the critical evaluation for career education was just beginning to spread. Based on that historical background, it can be inferred that previous researches recognized the career education practices as objects to criticize before analysis. Because of this preconception, these practices didn't receive adequate and fair analysis.

As the result of analysis, this paper revealed that the criticized practices of CCEM was the practices based on "transfer by sharing common elements between learnings". The criticized practical measure to add career education to subject education and emphasis the one to one relationship between occupation and learning was general approach in CCEM. It can be said that almost all practices had the above described problems. On the other hands, this paper also discovered the practices based on "transfer as knowledge reconstruction". These practices have not received proper criticism and the appreciation. In addition, based on that this view of transfer was in parallel to those necessary in the competency-based education today, it can be said that CCEM was the sprout of the contemporary competency-based educational reform. The largest achievement of this paper is pointing out that the rising tide of criticism towards CCEM has hidden and overlooked its true value.

Table 1 Nine Practical Cases of CCEM

Project name	Objective	Infusion	The view on transfer
Akron	systematic support of career development	Yes	transfer as knowledge reconstruction
Pima	systematic support of career development	Yes	transfer by sharing common elements between learnings
Project CERES	systematic support of career development	Yes	transfer by sharing common elements between learnings
Project MATCH	systematic support of career development	Yes	transfer by sharing common elements between learnings/ transfer as knowledge reconstruction
Project CAP	systematic support of career development	Yes	transfer by sharing common elements between learnings
Project CDCC	systematic support of career development	No	
Project Equality	reducing gender stereotyping	Yes	transfer as knowledge reconstruction
Project HEAR	reducing gender stereotyping	No	
Project Discovery	hands-on career exploration	No	

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Proposal for Workshop

Technology is Changing the Way We Work. Online Counselling - New skills - Resilience

Abstract

In recent years, attention has been on the use of online counselling and social media for practitioners within guidance and counselling. Many therapists and counsellors still rely almost exclusively on traditional face-to-face interview techniques. Changing this way of working in counselling and therapy requires that practitioners examine new methods, training and technical solutions. The spectrum ranges “from the simple preparation of information for the website to the interactive forms of online counselling and therapy such as e-mail, chat, forums or even SMS.” (Eichenberg & Kühne, 2014)

Resilience has become one of the core elements in number of fields including those within school, adult education and health care. According to Bengt Lindström (2012), resilience is defined as the ability to exercise constructive life skills to meet the challenges of life. The Personal Profile interview scheme is based on a theoretical framework using theories in career counselling, group counselling and psychotherapy (Birgisdóttir & Sigurðardóttir, 2014). The method focuses on enhancing resilience within the individual when facing challenges. A study was conducted about the Personal Profile to gain insight into the experience of career counsellors’ usage of the method. Resilience seems to have increased and manifested in diverse ways among counselees, and the career counsellors were generally satisfied with the structure of the interviews (Fenger, 2017). The authors conclude that the Personal Profile can be adapted and used in online counselling because it is both structured and informative and could assist counsellors taking their first steps into online counselling.

Introduction

The focus is on introducing practical methods to guide counsellors and other specialists when assisting individuals seeking counselling or therapy. These methods were developed and tested in various countries throughout Europe. Online counselling is becoming increasingly essential for practitioners to reach digital natives and others who prefer using the internet for interaction. In this workshop, the emphasis will be on online counselling and introducing the interview scheme Personal Profile that has

proven to enhance resilience amongst individuals. The workshop is linked mainly to three themes of the conference:

- I) A need for change in delivery and/or access to career guidance and counselling
- II) A need for change in the training of career guidance professionals
- IV) The role of ICT and social media in career guidance and counselling

The keywords in the workshop are online counselling, new skills and resilience. The workshop will be in English and consists of presentations and practical group work for participants. The authors have extensive experience of working in the field of counselling and of training professionals.

Development and results

Online Counselling

The integration of Information and Communication Technologies (ICT) in counselling and therapy is yet an incomplete process, specifically when it comes to online services. Many counsellors and therapists still rely almost exclusively on traditional face-to-face interview techniques. One of the main differences between face-to-face and online counselling is the lack of non-verbal communication and physical interaction between client and counsellor (Barak, Klein & Proudfoot, 2009). The main goals of the EU project *Therapy2.0* is to raise awareness among counsellors, psychologists and other specialists and give an overview of best practices models and methods that have been useful in e-counselling. Many issues of online counselling are addressed in the project and will be introduced, such as the legal, ethical, psychological and financial aspects. The main outcomes of the project will be introduced:

- **Guidelines** that enables practitioners to transfer their face-to-face skills to the online environment and to deliver counselling or therapy services via digital technology.
- **Toolbox** that offers a variety of awareness raising, training and demonstration material.

Changing the way of working in counselling and therapy requires the practitioners to examine new methods, training and technical solutions. The spectrum ranges “from the simple preparation of information for the website to the interactive forms of online counselling and therapy such as e-mail, chat, forums or even SMS” (Eichenberg & Kühne, 2014).

Resilience – The Personal Profile Interview Scheme

Resilience has become one of the core elements in number of fields including school, adult education, and health care. The EU project “Resilience – a key skill for education and work” focused on developing

ways to enhance resilience. According to Bengt Lindström (2012), resilience is defined as the ability to exercise constructive life skills to meet the challenges of life. Two main outcomes of the project will be introduced:

- **The Personal Profile**, a structured interview scheme for counsellors and other specialists to use when working with individuals to enhance their resilience. The Personal Profile is based on a theoretical framework using accepted theories in career counselling, group counselling and psychotherapy.
- **A Selection Box** that contains exercises, methods and/or didactic approaches for developing resilience amongst individuals.

Conclusions

In the recent years, attention has been on the use of online counselling and social media for practitioners within guidance and counselling. It is important to raise awareness and knowledge among counsellors and other specialists to ease their access into this new way of working. Practitioners need to learn new methods and be effectively trained in the provision of online counselling. Counselling skills and techniques are critical foundational components of therapy and counsellors face the challenge of transferring learned skills into an online environment. The authors conclude that the Personal Profile can be adapted and used in online counselling because it is both structured and informative and could assist counsellors taking their first steps into online counselling.

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The community career counselor – leaving the office and entering the community to make career guidance more accessible in the community of the municipality Angered in Gothenburg, Sweden.

Abstract

The paper describes the practices of a method it's author has experimented with herself, and is named *community career counselling*. The method is about leaving the office and engaging with the community; both the people living in the community, but also NGOs and other professionals engaged in the neighbourhood. The paper discusses the advantages of this method in relation to people's access to career counselling, but also the effects the method possibly has on democracy and public health because of the method's possible effect on social capital.

Keywords: community, social capital, trust, career counselling practices, cooperation.

Introduction

In 2016, the Swedish government issued a program named *Vägar framåt* (eng. Roads forward) that set strategies for young adults, 20-24 years, who were neither in employment, education or training (NEET). Strategy no. 9, named *Matchningsinsatser i folkbildningen* (eng. Matching in the folk education), focused on the organisations in Sweden that are involved with *folkbildning* (eng. folk education) (Utbildningsdepartementet 2015, p. 28). These are folk high schools and study associations. Accordingly, means were issued, applied for and granted to some of these organisations. One of them was *Folkhögskolan i Angered* (eng. Folk high school in Angered). During 2,5 years, starting in mid 2016, the Folk high school has developed a method for reaching young adults and supporting them into studies. The method will be presented briefly through this paper.

Development

Since 2015, the folk high school had participated in a program financed by European union's social fund named *Lärandet torg* (Eng. The learning plaza). The cooperating organisations in this program were *Gothenburg university*, *Chalmers university of technology*, *Folkets hus Hammarkullen*, *The Swedish employment office*, *the local municipality of Angered* and the Folk high school in Angered. What united these organisations was that they were all engaged in the neighbourhood Hammarkullen in Göteborg, and they were all situated around the main square in Hammarkullen. Thus, the name *Lärandets torg* was

born. The program's aim was to cooperate in better ways as a mean of improving the situation for the people living in Hammarkullen.

After being granted means from Matchingsinsatser i folkbildningen, a career counselor was employed by the Folk high school. That person is also the writer of this paper. The career counselor docked in to the network of people cooperating in Lärandets torg. The method used was professionals leaving their offices and cooperating on new arenas. As they were leaving their offices, they filled voids that existed between the people living in Hammarkullen and the organisations. By listening in on what people in Hammarkullen needed, they cooperated in various ways to try to meet these needs.

The career counselor started by reaching out to the citizen office in Hammarkullen, and created a drop-in operation in their venues where people could come unannounced with questions concerning studies. Also, the career counselor started visiting youth recreation centers. There she bonded with the teens, helping them with CV and applying for jobs, but also with other issues that arised. These issues could i.e. be a teenager thinking about dropping out from high school, and trying to help this person by contacting the school or other career counselors.

The career counselor also met with local non-governmental organisations (NGOs) and engaged in cooperation with the social services of the municipality. She also started networking with career counselors in the city, both in the university, in the high schools and in komvux (local adult education). Also, working at the folk high school provided her with a network to reach the friends of the adults studying at the school.

As a result from the cooperation, The Swedish employment agency started drop-in workshops at the Folk high school, open for anyone in the community to join. At the folk high school, people were being helped with CV and job applications. Clearly, this is one of the authority's core activities, therefore one may wonder what new values this activity brought just by changing venue. To address this topic, some background is needed. The authority has the lowest rating in trust among swedes when authorities in Sweden are ranked (Kantar Sifo, 2017).

According to Rothstein (2003) the trust between people is generated by the trust a community's citizens hold for it's authorities. And according to numerous research, trust generates a more functioning democracy and better public health (Hyppää 2007, Rostila 2008, Denk 2001, Eriksson 2003, Putnam 1996 and 2001). By leaving their office, the professionals at the Swedish employment office met people looking for jobs in a, for many people, safe venue. The professionals could meet people in a, not equal, but more horizontal relationship, which according to Denk (2001, p. 117) is beneficial for expanding one's social capital and gaining trust. Bourdieu (1986, p. 248) defines social capital as a membership in a group that gives each member the possibility to use the group's collectively owned capital. How large an individual's social capital is depends on the size of the individual's network, and how much capital each member in the network possesses.

Other activities included in the program were that students from Gothenburg University's Social work undergraduate program visited and engaged in mutual learning with both the students in the Folk

high school, the local high school *Angeredsgymnasiet* and the primary school in Angered, *Nytorpsskolan*. The aim was to create a broadened understanding of one another which hopefully would lead to better social workers and more pupils and students believing university is within reach.

Results

During the first year, 2016, the career counselor had at least one individual career counselling session with 63 individuals who were not studying at the folk high school. During the second year, 2017, 117 individuals that were not studying at the folk high school met with the career counselor for at least one individual session.

At the end of 2017, a survey was issued to people who had engaged in individual career counselling during the year. 19 people responded. The survey's focus was on the people's perception on the quality of the career counselling they had received. Although the data is too low to draw any reliable conclusions, the results show that the most common opinion on what's important with career counselling is distance from the home, and also the counsellor's knowledge on alternatives.

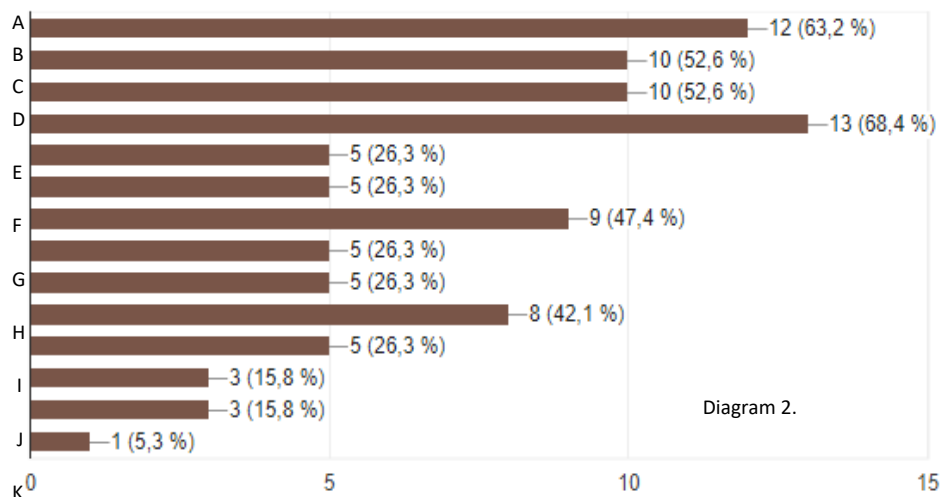
Statistics

In the following diagram, some of the results from year 2017 are presented. The numbers specify the difference between activity the individual had at the first career counselling session and at the end of the year. Many individuals couldn't be reached, thus the big increase in the activity "other". But evidently many people started studying during the year.

Age	Work	Studies	Unemployed	Parental leave / sick benefit	Other
18-25 years	-2	+26	-50	0	+24
26+ years	-8	+14	-14	-2	+10

Diagram 1.

In the following diagram (Diagram 2), the answers from an anonymous survey are displayed. The question asked was: "What do you want the government to know about career counselling? Please choose 3 things".



- L
- M A. It is important that it is easy to meet a career counsellor close to where I live
- N B. It is important that the career counsellor is good at listening and respecting people
- C. It is important that the career counsellor works in the area where I live and knows people who live in the area
- D. It is important that the career counsellor knows about different ways to study
- E. It is important that the career counsellor is out in the community, not only on the office
- F. It is important that the career counsellor knows about CSN and similar things for me to be able to decide if I want to study or not
- G. It is important that the career counsellor cooperates with the social services, the Swedish employment agency, the youth recreational center or other authorities
- H. It is important that the career counsellor has time to see me when I need it
- I. It is important that the career counsellor has competence to meet people with different backgrounds
- J. It is important that the career counsellor motivates me and believes that I will be able to reach my goals
- K. It is important that the career counsellor can give me information that I understand
- L. It is important that the career counsellor can speak different languages
- M. It is important that the career counsellor do not work at any authority, i.e. social services
- N. Other:

Conclusions

Apart from the results stated above, there might be other results that are invisible to the eye and almost impossible to contract reliable data from. That is the social capital and trust gained from this method. If cooperation and social capital between professionals is increased, will it also make the individual's path to the future easier? If social capital is increased within the population in Angered, if the trust towards authorities like The Swedish employment agency or institutions like the universities is increased, does it affect democracy? Does it improve public health? These are questions that cannot be answered, at least not in this paper. But if so, there are many advantages from this method that doesn't

only correspond with the individual's perception of the individual counselling session. Through community career counselling, there are endless possibilities of achieving greater results.

Leaving the office and entering the community is, which is easily understood, making career counselling more accessible to people. The outcome, that people will begin studying and feel more confident in their choice, is neither surprising nor difficult to grasp. This is a result which most authorities, and also the public opinion, values. One must therefore ask: why is this method not more widely used? What obstacles within the public systems exist? These are questions that should be debated more.

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"Together, We Can Change Things": Community-based Actions Supporting the Development of Empowerment Among Individuals and Communities and the Renewal of Career Guidance and Counselling Practices

Abstract

Nel Noddings (2013) has suggested that, while the 20th century was marked by an emphasis on autonomy, the 21st century will be characterized by a rediscovery of the need for human interdependence. This is due, in particular, to the challenges posed by the combined effects of arguments associated with neoliberalism, globalization, labour market changes and obstacles hindering the satisfactory and sustainable socio-professional integration of many individuals. The proposed paper will examine the renewal of career guidance and counselling practices, with the aim of reaching individuals who do not always have access to these services, while ensuring that such practices help to fulfil their aspirations, taking into account the personal and contextual dimensions that influence their trajectories. First, the research problem will be briefly presented to identify the challenges faced by many recent migrant women in industrialized countries. Second, a psychosociological perspective will be used to determine how the development of empowerment among individuals and communities represents a potential alternative in terms of emerging career guidance and counselling practices that take people's aspirations into account while considering the conditions that may represent an obstacle to their fulfillment. This alternative will be illustrated concretely based on the results of an exploratory and qualitative study of multiple cases of career guidance and counselling practices carried out in community organizations frequented by migrant women in three different countries. The results bring out new or rediscovered types of knowledge held by these migrant women and the implications of this knowledge in terms of developing empowerment among the individuals and communities within these organizations, giving rise to theoretical approaches to renewing such practices.

Keywords: migrant women, community-based practice, guidance

Introduction

In recent decades, the influence of arguments associated with neoliberalism, fierce competition among firms, and developments in technology and communications have led to many changes in the labour market (Merriam & Bierema, 2014). One of the consequences associated with these changes is the growing uncertainty among a segment of the population (young people, recent migrants, etc.) regarding the opportunities to integrate socio-professionally in a satisfactory way (Nota & Rossier, 2015). Far from being linked to economic aspects only, this uncertainty affects people's feeling of control over the possibilities for self-realization and recognition. For example, in several industrialized countries, migrant women face higher unemployment rates and substantial wage gaps, especially in the first few years following their settlement (Beaudoin, 2012; Goguikian Ratcliff et al., 2014). Some experience occupational deskilling, to varying degrees (Chicha, 2012; Guo, 2013), in addition to having to deal with the challenges involved in reconciling work, studies and family, taking concrete steps to become established while also ensuring the establishment of their family, and developing a new network. Although they possess and develop different types of knowledge during the transition period following immigration, this knowledge is nevertheless not always recognized. This gives rise to questions

regarding the practices to be implemented to recognize these women's knowledge while also supporting their efforts, especially since the changes occurring in recent decades have also had an impact on the contexts of career guidance and counselling practices, where gaps have continued to exist between the support desired by people receiving such services and the support given by the different institutions providing them (Berger, 2004; Côté & al., 2002; Le Goff, McAll & Montgomery, 2005; Lendaro & Goyette, 2012; Nieuwbower & van't Rood, 2016). These gaps give rise to questions regarding how to develop best practices to support people during this period of transition (Éliasoph, 2011; Gonin, Grenier & Lapierre, 2012; Namian & Binet, 2016), in particular career guidance and counselling practices. Which practices would prevent people from adapting to detrimental conditions and help them transform these conditions into meaningful learning opportunities within a vision of fairer societies (Nussbaum, 2012)?

Approaches

This question led us to favour a psychosociological and constructivist perspective in which the study of transitions takes into account the interactions between contextual elements and the actions taken by individuals (Busacca & Rehfuss, 2017). In recent decades, the development of empowerment among individuals and communities (DE) (Le Bossé, 2003, 2012), an expression that reflects and conceptually clarifies the English term "empowerment" (Rappaport, 1987; Tengland, 2008), has been identified as a promising theoretical approach. This approach refers to both a process that helps develop control over aspects that are important for individuals and the community with which they identify (Rappaport, 1981, 2000), and practices that stand out based on the simultaneous personal and social changes to which they give rise (Breton, 2004; Le Bossé, 2003, 2012; Tengland, 2008). Alongside the work of other authors in education (Dewey, Lindeman, Freire), Rappaport's studies in community psychology led us to focus particularly on the importance of the experience of individuals who strive to cope daily with seemingly difficult conditions, because of the knowledge they ultimately develop, which can help bring about changes in these conditions. It is thus partly in this regard that the development of empowerment constitutes a promising approach when it comes to the renewal of career guidance and counselling practices that are likely to fulfill the aspirations of the individuals that such practices can reach.

Studies focusing more specifically on the development of empowerment among individuals and communities involving recent migrant women have brought out, not only the importance they attach to their families, but also the importance of their participation in the mediating spaces or structures they frequent, such as community organizations, where they have the opportunity to hold new roles or participate in actions to assert their rights (Breton, 1999; Hung, 2012; Zentgraf, 2002). This involvement allows them to rediscover and develop skills and to realize that their actions, often undertaken with others, can have an impact (Breton, 1999; Chandler & Jones, 2002), leading them to view their situation in a different light and see opportunities to change it. This is consistent with other studies reporting that community organizations can be important places for transformation, leading to innovation (Duval & al., 2005; Jetté, 2008). Thus, it is relevant to examine the alternative represented by the development of empowerment among individuals and communities for career guidance and counselling, based on concrete practices and their outcomes for the individuals participating in them. In fact, although the idea of adopting practices centred on the development of empowerment among individuals and communities has often been referred to (Breton, 2012; Eliasoph, 2011, 2016), the currently available scientific knowledge on the conditions for their implementation and results remain very patchy. What are the particular characteristics of these practices and what are the outcomes that attest to the potential attributed to them? In what way do the practices associated with the development of empowerment among individuals and communities contribute to renewing career guidance and counselling practices?

Methodology

To examine these questions, an exploratory and qualitative study, based on a multiple case study involving the community organizations frequented by migrant women, was conducted in three cities: Montreal, Brussels and Grenoble, in order to diversify the study contexts. *Case selection:* A list of community organizations frequented by migrant women was drawn up using directories of regional organizations in Montreal (Canada). The available information on these community organizations was analyzed using an analytical framework composed of six criteria, constructed from the ideal-type of community organizations put forward by René (2005), as well as Rifkin (2003) and McWhirter's (1998) models. This step served to classify the community organizations on the list according to their potential to illustrate practices conducive to developing empowerment among individuals and communities. To diversify the study contexts, three other community organizations in two other countries (Brussels, Belgium and Grenoble, France), referred to by key informants and meeting the analytical framework criteria, were added to the initial corpus. *Data collection:* In total, 13 female counselors were interviewed using individual semi-structured interviews lasting from 50 to 90 minutes, while 27 migrant women participated in a group interview (i.e., a group interview involving 3 to 8 women was conducted in each community organization). All study participants received a consent form explaining the study goals, expected participation, precautions regarding confidentiality and the possibility to withdraw from the study at any time. All the interviews were recorded and transcribed verbatim, and the data were made anonymous. *Data analysis:* The data were analyzed using grounded theory (Charmaz, 2014). The analysis of manifest content involved several steps (successive readings, line-by-line coding, etc.) and provided answers to the initial questions. A table was drawn up in which each category was transcribed, allowing for a comparison between the sites.

Results

Despite the diverse contexts, in all of these associations, four common principles emerged from the practices of the counselors working therein. These associations were places of meeting and learning based on what the migrant women frequenting them saw as important and as having priority. The numerous initiatives implemented, in groups, within these associations helped bring out the value of the knowledge held by the migrant women. As places of action and reflection, these associations also brought together other actors who collaborated continuously or on a case-by-case basis in various projects, which, in some cases, had the effect of mobilizing the population in the neighbourhoods in which they were located. The migrant women who participated in them identified several outcomes attesting to changes that had taken place at different levels, in their personal lives as well as in the neighbourhoods in which they lived. These results give rise to theoretical approaches to renewing career guidance and counselling practices.

Conclusion

These practices carried out in community organizations and their outcomes as identified by the migrant women frequenting them, give rise to several theoretical approaches to renewing career guidance and counselling practices that will be addressed in this paper, with the ultimate aim of reaching a segment of the population that currently does not often use these services, while implementing practices that are conducive to supporting the fulfillment of these individuals' aspirations.

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Exploring the ‘Universal Design’ approach in the context of Career Guidance and Counselling for individuals with dyslexia

Abstract

Drawing on the findings of an Irish PhD study into the guidance counselling needs of adults with dyslexia (Elftorp, 2017), this paper proposes that there is a need to further examine the issue of accessible and meaningful guidance for individuals with dyslexia, throughout the life course. This issue is discussed from a disability rights perspective and within the context of the onus on state parties to develop a ‘Universal Design’ approach, as set out in the United Nations (UN) Convention on the Rights of Persons with Disabilities (2006). The PhD study employed a mixed methods research design and a number of complex and multi-layered barriers and enablers to education and career progression for adults with dyslexia were identified in the findings. Furthermore, the study yielded some very important insights into both the types of support the adults with dyslexia had received in the past, and what types of support they would like to receive, in an ideal world. Their voices are the most important in this debate and this paper is an attempt to bring their voices to the fore in a discussion about the delivery of, and access to, an increasingly inclusive career guidance and counselling provision. The objectives of the higher level analysis which is currently being undertaken are to (i) further examine the accessibility of lifelong guidance for adults with dyslexia, and (ii) to analyse and discuss the applicability of the ‘universal design’ approach in relation to the evidence base of lifelong guidance counselling needs of clients with dyslexia and other disabilities.

Keywords: *dyslexia; disability rights, universal design*

Introduction & Context

In Ireland, research and statistics suggest that lifelong learning is increasingly being accessed by previously underrepresented groups, including adults with dyslexia and other disabilities (AHEAD, 2018; Fleming, Finnegan & Loxley, 2017). Internationally, an increased diversity has also been noted in relation to career guidance and counselling and has led to some theory developments in the field (McMahon, 2014; Reid, 2016). However, these developments have primarily concerned diversity in terms of gender, culture and socio-economic class, and less so in relation to disability. Dyslexia, for example, is extensively researched within the medical and educational intervention fields, but there is limited research focusing on dyslexia within the context of career guidance and counselling. There are, nonetheless, some notable exceptions of studies which have explored the impact dyslexia has on individuals and their education and career choices and progression (e.g. Bell, 2010; Elftorp, 2017; McNulty, 2003; Nag, 2014; Nalavany, Carawan, & Rennick, 2011). However, more research is needed in order to develop an evidence-base for best practice in relation to lifelong guidance as dyslexia is a lifelong condition and a high-incidence disability (approximately 1 in 10 is estimated to have some degree of dyslexia) (Miles, Wheeler, & Haslum, 2003).

Furthermore, dyslexia has been linked to disadvantage and poor educational retention and attainment, despite international and national anti-discrimination policy and legislation (Duggan & Byrne 2013; McGuckin, Shevlin, Bell & Devecchi, 2013; Pino & Mortari, 2014). The UN Convention on the rights

of persons with disabilities (2006) states that employers and providers of lifelong learning are obliged to provide “necessary and appropriate modification and adjustments”, or reasonable accommodations, to prevent anyone from experiencing a disadvantage as a result of their disability (Article 2). Furthermore, the Convention (2006) refers to ‘Universal Design’ and the obligation for state parties to undertake measures to develop a universal design which makes products, environments and services accessible to persons with disabilities, without the need for individual adaptation (Article 4, General obligations). Whilst Universal Design would decrease the need for some individualised modifications and adjustments, the Convention (2006) also holds that reasonable accommodations should be provided to specific groups, when needed.

In relation to education, the ‘Universal Design for Learning’ (UDL) concept was coined nearly two decades ago and is now a well-established concept (Meyer & Rose, 2000). UDL is a comprehensive approach which incorporates the design of curricula, teaching and assessment methods, support services and the environment, with a diverse student population in mind (). Therefore, it requires a shift in thinking and a culture of inclusion at an institutional level, and the degree to which educational institutions currently adhere to the principles of UDL vary significantly and is a work in progress in many institutions (McCarthy, Quirke & Treanor, 2018).

A whole institution approach is at the centre of UDL and, through collaborations, career guidance and counselling services also have a responsibility to consider how they can contribute to UDL within their wider workplace (UDLL Partnership 2017). In this paper, I am proposing that we need to look closer at what ‘universal design’ may entail within career guidance and counselling. This paper proposes to do so through a critical review of relevant literature and evidence, and also a further analysis of the findings of a PhD study into the guidance counselling needs of adults with dyslexia.

Objectives and Methodology

The wider PhD study, which this paper draws on, involved a mixed methods research design, underpinned by critical pragmatism and a recognitive social justice perspective (Elftorp 2017). The study was conducted in two phases, including a quantitative online survey to guidance counsellors in the further education sector, and qualitative semi-structured interviews with 14 adults with dyslexia. The findings from the two phases complemented each other and provided a more comprehensive picture of the issues at hand than a mono-method research design could have (Morgan, 2014; Small, 2011).

The overall findings of the study were subject to Thematic Analysis where themes relating to recognitive social justice and barriers and enablers to education and career progression for adults with dyslexia were identified (Braun & Clarke, 2013). The Bio-Psycho-Social (BPS) model (World Health Organization, 2011) provided a holistic and interactionist model for understanding and interpreting the findings. According to this model, disability should be understood on three interlinked levels: biological, psychological and social. The findings suggested that there is a need to broaden and strengthen our understanding of dyslexia and a Framework for Practice was put forward which was based on the BPS model and thereby helps to draw attention to the complex and multi-layered guidance counselling needs of adults with dyslexia (Elftorp 2017).

However, this paper proposes that specific aspects of the findings require further and a higher level analysis with the objectives to (i) examine the accessibility of *lifelong* guidance for adults with dyslexia, and (ii) to analyse and discuss the applicability of the ‘universal design’ approach in relation to the evidence base of lifelong guidance counselling needs of clients with dyslexia and other disabilities. This higher level analysis of the findings is currently being undertaken and the results of this analysis will be addressed in this paper, should it be accepted. It is anticipated that the analysis

will include themes such as provision of information, modes and methods of communication used in guidance services and collaborations with aligning services and agencies.

Conclusion

The participants in the original study provided very important insights into both the types of support they had received in the past, and the types of support they *wished* they had received, in an ideal world. Their voices are the most important in this debate and this paper is an attempt to bring their voices to the fore in a discussion about the delivery of, and access to, career guidance and counselling. In terms of accessibility of career guidance and counselling, the forthcoming analysis will consider what the challenges and facilitating factors are for adults with dyslexia. Furthermore, the evidence base for the ‘universal design’ approach will be critically examined and the applicability of the approach will be discussed in relation to guidance for individuals with disabilities, such as dyslexia.

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Career and career guidance in the Nordic countries

Workshop

Abstract

This workshop will offer conference participants an opportunity to come together and discuss the nature of career guidance in the Nordic countries. It is open to both Nordic and international delegates and seeks to explore some of the key issues and elements that define Nordic career guidance. It builds on a growing tradition of work which looks at the way in which career guidance fits into different national and local contexts. The workshop will ask participants to discuss policy, theory and practices, to highlight the key features and reflect on how many of these are particular to the country, how many are cross-cutting Nordic themes and how many could be found anywhere in the world. The workshop links to a new book project which is aiming to produce a book on Nordic career guidance in 2019.

Keywords: Nordic, career guidance, context

Further details

Career guidance is sometimes characterised as a ‘globally travelling idea’ (Czarniawska & Sevón, 2006). It exists in some form in most developed countries and many developing countries (Watts, 2014). However, very little attention has been given to how context shapes the concept of career guidance as it travels across the globe. Sultana’s (2017) book on *Career Guidance and Livelihood Planning Across the Mediterranean* provided a fascinating insight into the way in which geography and culture shapes the practice of career guidance. We are keen to build on and extend the discussion that was begun in Sultana’s book, whilst turning our sights to the north to focus on the Nordic countries.

The Nordic countries have a range of strong cultural, political and geographical similarities that make it useful for them to be considered together. Despite the cultural and political similarities of the Nordic countries they are less homogenous than outsiders often assume. Superficial similarities mask substantial differences which manifest in different aspects of culture, education and employment. This workshop will explore these Nordic countries and ask whether a ‘Nordic model of career guidance’ has emerged within this context.

The workshop will herald and inform a planned new volume discussing career guidance in the Nordic countries. The workshop and the subsequent volume will be in English as one of its principle aims will be to focus international attention and scholarly debate on the unique contributions to career guidance made by the countries in the region. The workshop will consider the way in which different traditions, cultures, politics and practices for Denmark, Finland, Iceland, Norway, Sweden and other Nordic

territories have framed the development of career guidance across the region. The workshop will also consider what implications for international policy and practice are offered by a consideration of the Nordic region.

The workshop will take the form of an interactive discussion. Participants will be asked to work in groups, first from their own country and then from other countries, to identify key issues and challenges in career guidance. We will then synthesise these together into a series of themes and focus the second half of the workshop around the discussion of themes.

Throughout participants will be asked to reflect on what the distinctively Nordic elements of the discussion are.

The outcomes of the workshop will be used to inform the forthcoming book *Career and Career Guidance in the Nordic Countries*.

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A strategic partnership to connect guidance services to key performance and impact indicators: Keyway Erasmus + project

Abstract:

Career Guidance and Counselling (CGC) in a changing world focuses on individuals concerning how they face changes in today's society. Currently Guidance wants to be seen as an important tool in the lives of people, especially in a society where the job market is radically changing, making it harder to design one's career. Career competences help to lead our personal development, education and careers, and can also support with our adaptation to such changes.

Guidance Services encourage the development and mobilization of both personal and professional potential of clients and they should be accessible to all citizens of any age in our society. It is common to offer these services to clients in transition periods but CGC claim to be beneficial as a lifelong service. In turn, services are more often called or interested to measure, analyze and publish information about their results and effectiveness – not least to maintain the legitimation and the public support for it.

Accordingly, this research reflects on relevant key performance indicators for careers and on the need for evidence-based practice in times of social and political change. The result of this is the creation of a system of indicators. This might support guidance services to measure the performance and impact of their services, developing a methodology to gain evidence based on indicators related to the impact of guidance services.

The measurement of impact will allow to valorize or improve the quality of guidance services and organizations as well as to support guidance practitioners in their effort to collect and provide evidence about their work having influence on decision makers and guidance policies.

Keywords: Evaluation, quality, evidence, CGC Services, Lifelong Guidance

Introduction

The Keyway EU+ project has been developed in order to connect guidance services and guidance organizations to key performance and impact indicators. The project's objective is to support the evaluation and evidence-based update or design of guidance policies and services by creating a practical system of indicators for guidance organizations to measure the results and impact of their guidance services. This activity is linked to prior actions like the European Lifelong Guidance Policy Network

(ELGPN) and others where the need and the possibility of a stronger evidence-based practice was formulated as a relevant goal for policy and practice.

The partnership is composed of five organizations from different European countries (Spain, Italy, Germany and Greece). The project partner organizations (private and public) provide research, training, and services in the field of education, guidance and the labour market. The partners have been chosen based upon their expertise in the field of academic and career guidance as well as their experience with research projects related to quality, evidence and competences.

Approaches

Keyway is built on the results of the European Lifelong Guidance Policy Network (ELGPN) and other academic analysis and initial studies of evidence-based methodologies related to academic and career guidance. The ELGPN has developed the Quality-Assurance and Evidence-Base Framework. This system identifies key elements for national systems to support quality guidance services. Developing an understanding of the evidence is essential to ensuring the delivery of high-quality lifelong guidance services (ELGPN, 2014). The project focus on two level. First indicators have been identified and discussed with a larger number of experts in the different countries. The results have been developed to a systematic model which was evaluated again by experts. On the second level the project developed a practical guide to help organizations to implement the evaluation of key performance indicators into practice.

Objectives

In accordance with the general aim, the following specific objectives have been designed:

1. To identify and analyze the diverse areas of impact that guidance actions have in the lives of citizens, thus to develop a framework with the main dimensions to assess.
2. To define Key Indicators of Performance and Impact (KPIs) based on consensus methodologies so that guidance services have the needed measures to evaluate and valorize the services they provide.
3. To support the valorization and optimization of guidance services by developing a methodological guide on how to implement KPIs.

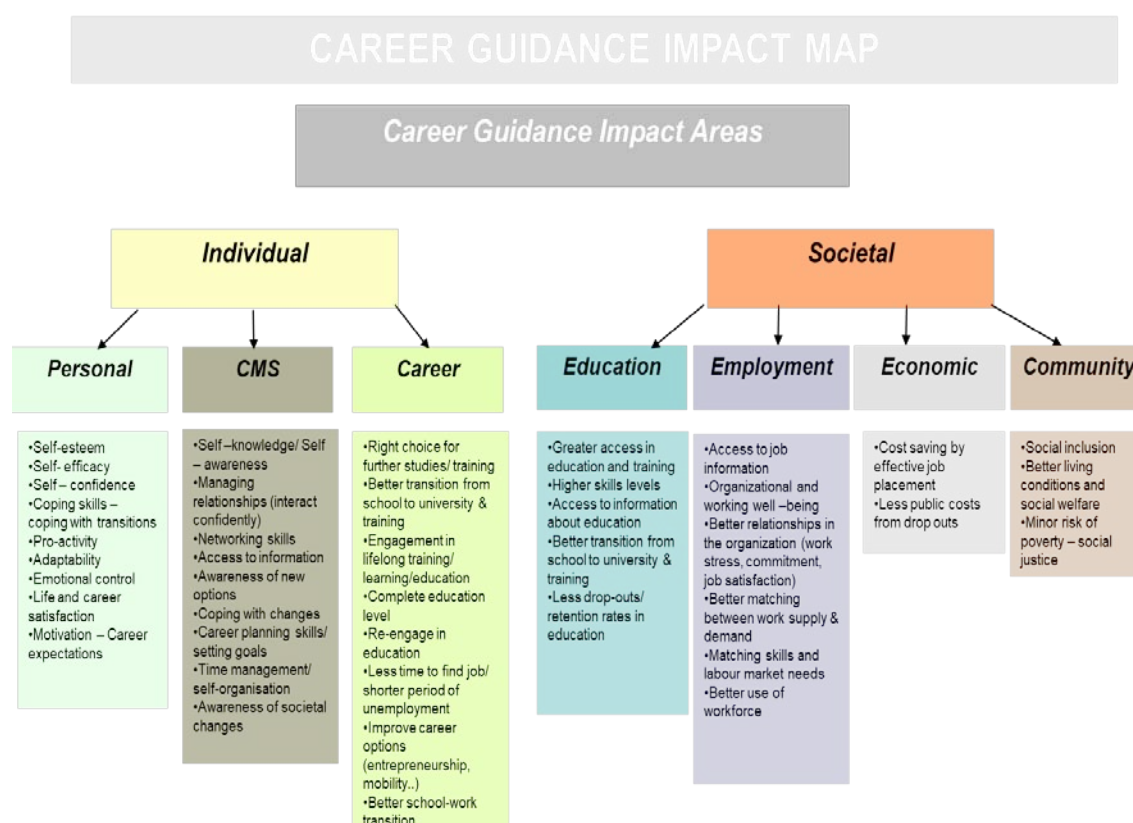
Methodology and results

In order to answer the research objectives, the project provides practical evaluation tools for systematically and practically collecting evidence indicators related to the impact of guidance services with guidelines and how-to information for individual guidance services and professionals:

1. *Keyway conceptual impact map of impacts of academic and career guidance*

The result of this first output is a map of the impacts of guidance services on the individual throughout his/her life (see Figure 1). It is a diagram where, referring to the individual, guidance interventions have an impact (personal, societal or economic). This is framework with the main dimensions to assess where the focus is on the impact of the three main elements of guidance services: career information, career education and career counselling.

Figure 1. Keyway conceptual map of impacts of academic and career guidance



2. Key Performance and Impact Indicators (KPIs) database

The second output define the Key Performance and Impact Indicators based on the Map of Impacts developed. The outcomes from O1 and O2 (KIPs and Database) are the main sources for all kind of measurement and evaluation of effectiveness of services. The product is this “database” that can be used within evaluation- and effectiveness measurements in CGC organizations.

The electronic database includes: indicator name, definition, areas of impact (as defined in the map), examples of questions for data collection, etc.

3. Keyway Methodological Guide to implement Key Performance and Impact Indicators (KPIs) for guidance services

The final product consists in the elaboration of a methodological guide for implementing the KPIs. A practical, how-to guide for guidance services so that they can implement the Keyway methodology, namely the Keyway database and begin to evaluate their own results and impact.

This guide can be seen as a practical, step by step introduction, giving orientation and concrete help. The following contents are addressed:

In the *first chapter* the guide will support the user with his/her goal setting within evaluation and impact measurement procedures. Clear goals that are linked to the organizational needs are important steps before indicators can be chosen and an evaluation design can be developed. To give orientation in the process of the goal setting, is provided a systematic logic of the evaluation of guidance impact. The user can navigate between the different levels of evaluation and can choose which are of relevance for to reach his/her evaluation goals.

The *second chapter* introduces into the question of the measurement of effects in guidance and counselling. A wide range of literature has discussed “how to measure” effects. In recent years different literature-based reviews developed relevant structures for the measurement of guidance (Schiersmann & Weber, 2013). The chapter allows the user to navigate within the different levels of the measurement of impacts.

A crucial step in evaluating impacts is the decision for a proper evaluation design. On the one hand users might strive to find the easiest way to measure the impact they are focusing on. On the other, there are methodological arguments that point out the need of a certain design if the results shall be of relevance and high quality. This *chapter three* can help to decide which steps has to be taken in the evaluation process. In addition, it offers the possibility to use online tools to gather the data from the clients and process them as well as examples of evaluation instruments developed within the project. This might help the user to understand how his or her instrument can look like and to smooth the process of adjusting and developing own data collection instruments. Last not least is provided links to online manuals and tools helpful in processing the data, giving ideas how to make use of evaluation results. Different forms of publication are addressed and some ideas are developed how results can be distributed and used for different purpose.

Conclusions

Career Guidance and Counselling (CGC) is a developing professional field where many different actors, providers, customers, managers etc., have an interest of good quality and the best possible service. At the same time practitioners and managers know about the dilemma between maintain the day to day work with the clients – that should be in the focus of their practice – and the growing number of administrative tasks, need for networking and – not at least – quality measures. Evaluating the own service is for many CGC policies, services or projects a difficult task. One of the reasons is the

complexity of the different steps and decisions an organization has to take, if they want to realize evaluations that lead to informative, meaningful and justified results.

Consequently, Keyway project through its results achieved will try to support responsible policy makers, managers or practitioners who want to start with the evaluation and measurement of the impacts of their services. The project tools might help in designing and realizing such an evaluation in order to ensure the delivery and/or accessibility of high-quality Guidance Services making the Lifelong Guidance a reality for everyone.

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Policy discourse on youth transition: An analysis of Ontario K-12 policy documents

Abstract:

The Ontario Ministry of Education launched two policy documents aimed at supporting students in the public education system with transitions through school and into initial post-secondary destinations, including work. The first policy, *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools* (hereafter referred to as *CPS*), promotes “opportunities and support for all students to plan their individual pathways through school and for each to make a successful transition to his or her initial postsecondary destination” (Ministry of Education, 2013). The second policy (which is currently under consultation), *Community Connected Experiential Learning: A Policy Framework for Ontario Schools, Kindergarten to Grade 12* (hereafter referred to as *CCEL*), introduces “policy, procedures, and mechanisms for deepening and broadening the role of experiential learning for students from Kindergarten to Grade 12” (Ministry of Education, 2016). Both policies emphasize the value of experiential and/or work-based learning to effectively prepare students for successful transition into the workplace. Through my analysis, I denote alignments between policy statements, mandates, and programs with the four characteristics of supportive STW transition models as based on previous research (DeLuca et al., 2015). Specifically, these two policies articulate various strategies that attend to: (a) agency and self-advocacy within contexts of school, family and peers; (b) tracking of student progress and enable differentiated pathways into school and work; (c) ‘built in’ partnerships between school and work (e.g., cooperative education placements); and (d) purposefully built to provide students with meaningful skills/knowledge intended for meaningful work. In this paper, I review these policies in an effort to identify common messages and underlying assumptions that shape the policy discourse on youth transition in Ontario. Accordingly, this analysis serves to articulate the current discourse aimed at addressing youth disengagement from work, and the efforts to promote greater workforce attachment.

Keywords: Career Guidance Delivery, K-12 Schools, Transitions, Workforce Attachment, Policy Discourse

Introduction and objective of this paper

The Ontario Ministry of Education launched two policy documents (1) *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools* (hereafter referred to as *CPS*),

and, (2) (which is currently under consultation), *Community Connected Experiential Learning: A Policy Framework for Ontario Schools, Kindergarten to Grade 12* (hereafter referred to as *CCEL*). Both policies emphasize the value of experiential and/or work-based learning to effectively prepare students for successful transition into the workplace. In this paper, I review these policies in an effort to identify common messages and underlying assumptions that shape the policy discourse on youth transition in Ontario.

Analyzing Policy Documents

My analytic approach to these policies was informed by Miller and Alvarado's (2005) content analytic approach to document analysis. Miller and Alvarado identified three distinct approaches to the analysis of documents: (a) content (content analytic); (b) commentary (context analytic); and, (c) documents as actors (context analytic). In this paper, I use Miller and Alvarado's content analytic approach. Data analysis for this study involved examining the content of the two selected policy documents to identify key themes. In this approach, documents were seen to be "conduits of communication" (Prior, 2008), that contained meaningful messages.

Analysis of Ontario Policies

In earlier work (DeLuca et al., 2015) my colleagues and I reported on characteristics of effective transition systems that create resilient contexts for at-risk youth. These characteristics were used as an analysis framework to map the document content analysis findings. Subsequently, the findings are presented in the five overarching themes of (1) agency and self-advocacy within contexts of school, family, and peers; (2) tracking of student progress to enable differentiated pathways; (3) evaluation of the tracking of student progress process; (4) partnerships between school and work; and, (5) opportunities for learning and purposeful skills building.

Agency and Self-Advocacy Within Contexts of School, Family, and Peers

Agency. *CPS* defines the importance of positive "beliefs about student success" (p. 9) early in the document, highlighting that all students can be successful, that success came in many forms, and there were many pathways to success. Social equity, when mentioned in *CPS*, is linked with ensuring all students were supported with transitions, and with equal opportunities to successfully transition from Grade 8 to Grade 9, and from Grade 12 to their post-secondary destination. The *CCEL* document cites the Canadian Council on Learning (2009) view that experiential learning has "psycho-social benefits for students, including increased self-esteem and engagement in the workplace or school, improved motivation, and improved social and leadership skills" (p. 6).

Self-Advocacy. In *CPS*, there is an often repeated emphasis on students being expected to develop knowledge of themselves and their decision making processes in order to determine education and life planning goals. The *CCEL* document asserts that "innovative technologies allow for more equitable

access to experiential learning opportunities by removing barriers to participation that may have stood in the way for some students, including those living in remote areas and those with special educational needs” (p. 18)

Tracking of Student Progress to Enable Differentiated Pathways

Student Progress. Educators are expected to utilize a variety of methods of learning to provide students with numerous and varied opportunities to successfully engage in, undertake, reflect upon, and document their learning in the education and career life planning program.

Differentiated Pathways. Instructional strategies consisted of classroom instruction, program related activities, teaching and learning activities, Universal Design for Learning (UDL), and diverse and engaging learning opportunities. Within these strategies, educators are provided with clear examples of how they might transpire into practice within schools and classrooms, and expected learning outcomes are explicit and aligned to the learning experiences and opportunities. Students will develop their capacities for deeper learning, including learning for transfer, and helping them to acquire important 21st century competencies (such as critical thinking and problem solving, communication, and collaboration) so that they have the talent and skills they need to succeed and lead in the global community.

Evaluation of the Tracking Student Progress Process. An overarching goal of *CPS* program evaluation is to assess “how well the program is succeeding in helping students develop the knowledge and skills they need for effective education and career/life planning” (MOE, p. 39). Policy actors included teachers, guidance counsellors, principals, district school boards, parents, students, and community partners. Limited information is provided towards how such a wide-ranging contribution from so many parties could be effectively and meaningfully coordinated and collated, and I suspect schools will rely heavily on existing structures for such evaluation.

Partnerships Between School and Work

Partnerships with Employers. *CPS* clearly places value on students participating in vocational and work-related programs, highlighting a variety of intentional vocational education and training (VET) programming available in Ontario public schools. Particular mention was made of experiential learning, cooperative education, dual credit, specialist high skills majors, and the Ontario Youth Apprenticeship. All of these programs were highlighted as being able to provide students with “learning opportunities that allow them to apply their knowledge and skills to real-life work-related situations” (p. 28).

Work-Related learning. A range of education and career/life exploration activities and experiential learning are delivered in connection with the Ontario secondary school curriculum, and they may also be provided on a school-wide basis as part of a career education program. Students received mentorship from a workplace supervisor and cooperative education teacher whilst they were completing their cooperative education credit. The *CCEL* policy utilizes three components to ensure that the ELAR

process “duly addresses student learning, student demonstration and application of learning, and requirements governing recognition of learning” (p. 36).

Opportunities for Learning and Purposeful Skills Building

Knowledge of Skills. Though not extensively detailed within *CPS*, there is a requirement to provide opportunities for students to develop skills and knowledge of the labour market, gain exposure to and/or explore the labour market, and form habits of mind to help them prepare for future career/life planning including entering the labour market. Where skills are mentioned, they include job search, employment retention, and essential skills, and knowledge includes gathering information about different occupations and technical skills related to specific work sectors. In addition, students are expected to have opportunities to develop their knowledge about future work and occupations.

Purposeful Skills Building. Assessing students’ knowledge, skills, and expertise as they relate to the labour market, or of matters connected to the labour market are seen as important in the *CPS*. For example, students are required to develop knowledge of “a variety of fields of work, occupations, and careers, and develop an awareness of local and global trends (e.g., demographic, technological, economic, social) on the opportunities connected to them” (p. 15). There is an emphasis within *CCEL* for students to develop deeper levels of skills building that are linked with “21st century competencies” (p. 8), and the specific “knowledge and skills related to education and career/life planning” (p.34).

Discussion

Within *CPS*, much of the focus toward agency and self-advocacy seems to be linked with the need for students to be prepared for transitions. For example, students are to be encouraged to take increasing responsibility for compiling IPP’s that contain evidence of their qualities, skills and aptitudes. Ultimately, knowing the “value the process will have for them in their post-secondary planning” (p. 19) is described as being essential for a successful transition. Within *CCEL*, undertaking an experiential learning experience is seen as facilitating students to see connections between course content, its application to other contexts, and its ability to support ongoing transitions. Both policies rely heavily upon students’ possessing agency and self-advocacy in order to undertake the IPP process and create appropriately evidenced IPP portfolios. We also know that explicit teaching and targeted support targeted at learning how to advocate for needs are effective (e.g. Hatch, Shelton, & Monk, 2009; Howard & Solberg, 2006). However, lower achieving students and minority youth were reported by Demereth, Lynch, and Davidson (2008) as not being comfortable and effective in advocating for themselves when compared to their higher achieving and majority peers. Subsequently, lower achieving, youth with SEN, and at-risk youth may well be significantly disadvantaged within the outlined IPP and ELAR processes contained in *CPS* and *CCEL*.

Little detail is provided in *CPS* regarding the provision of purposeful and productive matches in their career/life planning and work experiences, combined with rigorous and systematic monitoring processes focused at supporting at-risk learners' individual transition needs that are necessary to adequately support lower achieving students, students with SEN, and at-risk youth. Both the *CPS* and *CCEL* policies assign significant attention to the value of developing partnerships to support students in career and post-secondary planning. In the *CPS*, these are described as the broader school community, and in *CCEL*, there is a greater focus on the relationships schools can form with workplaces. The *CCEL* does recognize the need for establishing and sustaining strong partnerships, and expounds the necessity for district school boards to work with partnerships to ensure mutual goals and benefits of experiential learning are established, and that partners and their contributions are supported and valued. This is important, as where educators and workplace supervisors have productive relationships, it is more likely they will work together to support students as they experience work placements. Both policies promote an intention for students to develop increased awareness of how they can connect their learning, skills, and aptitudes with clear post-secondary planning. However, as research conducted by Hutchinson et al. (2011) has demonstrated, schools play a critical role in helping at-risk youth understand and navigate the varied layers of labour market conditions driven by societal political and economic forces. I therefore suggest that though the matching process is important for all students undertaking *CPS* and *CCEL* programs, it is crucial for at-risk youth that need purposefully crafted work placements in order to maximize their chances of experiencing a meaningful work-related experience.

Conclusion

These two policies articulate various strategies that attend to: (a) agency and self-advocacy within contexts of school, family and peers; (b) tracking of student progress and enable differentiated pathways into school and work; (c) 'built in' partnerships between school and work (e.g., cooperative education placements); and (d) purposefully built to provide students with meaningful skills/knowledge intended for meaningful work. Based on my former work and the research of others (Cardoso & Moreira 2009; Ziguras 2006), we know that these characteristics facilitate resilient contexts for youth in transition and support mobility towards positive labour market attachment. Discourses, mandates, and programs articulated through policies provide the backbone for enabling productive transitions for our youth. The two K–12 "across the grade and subject area" policies examined in this paper reflect a growing policy trend in Canada where implementing youth transition policy and programming moves beyond that of the traditional guidance counsellor to include a broader range of educators and community partners working in many different roles and contexts. This brings about challenges in enabling effective contexts for youth transition due to the multiple stakeholders involved in interpreting the requirements of the policy. Accordingly, school administration needs to be confident that *CPS* and *CCEL* are being interpreted and implemented to best meet the needs of *all* students within the school. As Ball, Maguire, Braun, and Hoskins (2011) remind us, we need to understand how individuals and their organizational roles are

combining to make such policies happen. Consequently, I suggest a number of considerations are important. First, the availability of an engaged educator coordinator who is able to facilitate appropriately matched work placement and experiential learning opportunities that are aligned to individual student needs and interests is crucial. Second, careful consideration needs to be made of the evidence gathering processes undertaken by students as they create their IPP or undertake the ELAR process. In particular, the ELAR process is highly metacognitive and academic in its approach. Subsequently it is not theoretically well placed to meet the needs of lower achieving youth. Third, research has shown (e.g., Hutchinson et al., 2011), that matching vocational education programming (e.g., cooperative education and career education) with individual student needs is crucial to effectively support *all* students, including those students who are at-risk or have disabilities. I conclude that aligned and coherent interpretation of both *CPS* and *CCEL* policies is essential to (a) initiate effective working practices with multiple stakeholders, and (b) explicitly signpost programming that matches student needs. I deem both as vital in facilitating appropriate support for effective student post-secondary transitions through the implementation of *CPS* and *CCEL* policies.

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Achieving Successful Learning and Employment Outcomes for Adult Education Learners: Why a Culture of Care Matters

Abstract:

Displaced workers, adults seeking new jobs or career paths, newcomers in Canada trying to navigate new school systems, youths seeking to complete high school credentialing, and young people attending alternative education, represent the diversity of learners participating in Adult Education (AE) programs. AE is typically thought of as providing a *second chance* for individuals to complete high school, develop new or existing skills, and pursue different post-secondary destinations or career pathways. Undeniably, these are worthy goals for any educational system, but effective AE differs from mainstream public education in how it meets the diverse needs of all adult learners. In fact, the *second chance* perspective of AE is a narrow perspective, as AE provides adult learners with an opportunity to achieve formerly unobtainable learning and employment goals. In this paper, we report on a recent qualitative study of AE from eight different district school boards in Ontario, Canada and reveal how providing a culture of care enables adult learners to achieve previously unrealized educational and career goals (Youmans, Godden, & Hummell, 2017). 63 adult learners were interviewed, and they shared numerous examples of educational and employment related successes achieved through what they attributed to guidance counsellors' commitment to their holistic well-being. The role of the caring adult—the caring guidance counsellor in providing a culture of care is critical. 7 guidance counsellors contributed to this study and their reinforced their crucial role in helping ensure that AE provides appropriate and ongoing educational, lifelong learning, and career development opportunities for Ontarian adults.

Keywords: Guidance, Adult Education, Culture of Care, achieving career goals

Introduction and Objective of This Paper

Displaced workers, adults seeking new jobs or career paths, newcomers in Canada trying to navigate new school systems, youths seeking to complete high school credentialing, and young people attending alternative education, represent the diversity of learners participating in Adult Education (AE) programs. AE is typically thought of as providing a *second chance* for individuals to complete high school, develop new or existing skills, and pursue different post-secondary destinations or career pathways. Undeniably, these are worthy goals for any educational system, but effective AE differs from mainstream public education in how it meets the diverse needs of all adult learners. In fact, the *second chance* perspective

of AE is a narrow perspective, as AE provides adult learners with an opportunity to achieve formerly unobtainable learning and employment goals. In this paper, we report on a recent study of AE from eight different district school boards in Ontario, Canada and reveal how providing a culture of care enables adult learners to achieve previously unrealized educational and career goals (Youmans, Godden, & Hummell, 2017).

Context of Adult and Continuing Education in Ontario

The Ontario Association of Adult and Continuing Education School Board Administrators (CESBA) defines AE as, “flexible” programs that “include different support for adult learners.” CESBA emphasises that “the supports enable adult learners to achieve their learning and or employment goals” (“FAQ,” 2016). AE typically serves adult learners in credit and non-credit programs, and adolescents in alternative programs. Our study found that learners in adult programs were; displaced workers, seekers of career advancement or change, newcomers, early school leavers, and those in alternative education programs (Youmans, Godden, & Hummell, 2017). Our study confirmed that the AE that is being delivered through our sample of Ontario school boards includes all or some of the following;

- credit courses leading to a high school diploma,
- academic upgrading to transition to post-secondary institutions,
- language support programs such as ESL/FSL (English as Second Language/French as a Second Language), LINC/CLIC (Language Instruction for Newcomers to Canada/Cours de Langue pour les Immigrants au Canada),
- literacy classes to help people transition to credit programs, employment, and or independence, and
- vocational training, for example Personal Support Worker (PSW) programs.

These examples highlight the differentiated range of programs available in AE, which are vital if AE is to meet the diverse range of individual learning and employment needs.

Method

This study followed a qualitative methodology and undertook interviews with 7 guidance counsellors and 63 adult learners in the eastern Ontario region. Interviews were approximately 60 minutes in length, and were audio recorded and transcribed verbatim. Ethical clearance was granted by the affiliated University of the two researchers. Data from the guidance counsellors were inductively analysed and reflected the following themes: (a) knowledge of AE programing, (b) role of guidance counsellor in AE, (c) how learners are supported with educational and career planning, and (d) perceptions of successes and challenges. Data from the adult learners were inductively analysed and revealed adult learners perceptions of (a) their challenges in returning to school, (b) what forms of support were most effective,

(c) past school experiences, (d) relevance of career guidance to future career goals, and (e) relevance of AE programming to future career goals.

Career Guidance in Adult and Continuing Education

Distinguishing what AE is and does in comparison to mainstream educational programming is important if we are to understand the nuances of how AE can offer learners more than just a “*second chance*” and the role of guidance counselling within AE (Youmans, Godden, & Hummell, 2017). When an adult learner comes to AE, one of the first encounters is with a guidance counsellor who plays a crucial two-fold role. First, the guidance counsellor needs to clearly establish individual goals and provide appropriate and accurate information and guidance toward responding pathways. Second, the guidance counsellor can often be the first contact point for the adult learner. Subsequently, for the adult learner whose previous experiences of school have been as a context of adversity, the empathy and sensitivity of the guidance counsellor becomes paramount. In spite of some of these challenges in delivering AE that were identified by Youmans et al (2017), AE programs and experiences do have the potential to transform adult learners lives through providing both programs for credentialing and the supports from guidance counsellors to improve employment chances and lives. In our study, one AE learner reported “it’s opened up doors now that I’ve graduated because now there’s jobs I can apply for that I actually qualify for.” In terms of how AE works, the practices employed for improvement (e.g., adult-centered curriculum, career counselling, authentic work experiences) are most effective when rooted in providing programming that serves the diverse needs of adult learners. As an AE learner highlighted “without AE, I wouldn’t be where I am today, I wouldn’t be working, and for that I am pretty grateful.”

The Particular Needs of Adult and Continuing Education Students

Adult learners often lead complicated and challenging lives, yet their “learning success” has been cited as “integral to the health of our communities and our economy” (Wynne, 2005, p. 1). Therefore, there is a lot riding on this “learning success,” for individual learners, AE providers, and for the broader community. Thus, it is imperative to position AE to cultivate learning success for all adult learners. Research has shown that socio-personal, economic, and health factors contribute to adverse contexts that put learners at risk, leading to distress and negative developmental outcomes in many life situations including learning and work (Gerard and Buehler 2004). However, recent studies suggest that, for some individuals, the structure and nature of learning (e.g., a negative experience in high school) also constitute a context of adversity (DeLuca et al. 2010; Hutchinson et al. 2010). Alternatively learning environments may provide an educational context of resilience (Versnel, DeLuca, de Lugt, et al. 2011; Versnel, DeLuca, Hill, et al. 2011). In our study, we found that providing guidance, advice, and information within a culture of care was critical because it promoted the holistic well-being of adult learners and provided a positive educational experience leading to learning success and improved employment outcomes.

What is a Culture of Care?

In education, a “culture of care” is an environment in which school administrators and teachers are concerned with students’ holistic well-being (e.g., academic, emotional, and social development) and, as a result, are committed to developing caring relationships with students (Noddings, 1992, 2002). According to Noddings (1992, 2002), there are two foundational elements to caring: (1) understanding the other person’s reality, and (2) demonstrating caring action on the other’s behalf. Providing a culture of care creates a supportive and authentic environment that allows AE learners to learn about employment skills and obtain necessary educational credits or course completions, under the supportive guidance from qualified and empathetic adults as they transition into the labour market or post-secondary destination. For teachers to establish a caring relationship with their students, they must take the time to understand the individual life circumstances of their students and exhibit caring behaviours. In fact, teachers’ caring actions must be interpreted and received positively by students to be viewed as authentic, otherwise they fall short of meeting students’ actual needs (Noddings 1984, 1992). While a culture of care is important for all students, it may be particularly important in facilitating resilience for AE learners who have had negative schooling experiences and who lack support networks (Cassidy & Bates, 2005; Hansen, 2001; Rauner, 2000). There is a restorative aspect to a culture of care that offers AE learners the opportunity of a more positive educational experience with staff committed to ensuring their success on multiple levels.

Why Does a Culture of Care Matter?

Our research has supported that AE does indeed provide a “second chance” (Ansief, Brown, Robson, & Newton, 2013; McGregor, Mills, te Riele, & Hayes, 2015; Ontario Ministry of Education, 2005; Pinsent-Johnson, Howell, & King, 2013). In addition, the provision of a culture of care in AE also offers adult learners a positive and caring space to achieve successful learning and employment outcomes. Career guidance and counselling, when positioned within an authentic culture of care that recognizes adult learners prior experience, existing knowledge and skills, and current challenges, facilitates both the personal and the academic development of adult learners. This in turn opens new possibilities that often results in adult learners’ lives and employment chances being transformed.

Conclusion and Implications

This paper highlights that providing guidance counselling to adult learners within a culture of care in adult education leads to positive education and employment outcomes for adult learners. Our study found that a culture of care promotes the holistic well-being of adult learners and provides a positive context for the educational and work-related learning experience. Providing a culture of care for adult learners involves:

- Modeling a caring attitude
- Engaging in meaningful and targeted dialogue with students

- Confirming, celebrating and applauding learning, and
- Providing opportunities to practice care

To create an effective culture of care, the role of passionate and well equipped AE staff in supporting adult learners' needs is critical. Our study found that when guidance counselling is provided within a culture of care, AE becomes a vehicle to provide appropriate and ongoing educational, lifelong learning, and career development opportunities for Ontarian adults.

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Guidance in Flux: A consideration of the delivery of an integrated adult Guidance and Information Service to learners in the Irish Further Education and Training (FET) sector.

Funding: National Institute of Studies in Education (NISE) Bursary

Abstract:

This paper will present the findings from a current Irish research study that is examining the impending systemic and structural changes in the provision of adult guidance in the Irish Further and Education Training (FET) sector. It is anticipated that the findings will highlight the unique circumstances and experiences of guidance counsellors working at the interface of significant policy and practice changes in a rapidly changing FET system. Currently, the provision of adult guidance is primarily the remit of the national Adult Educational Guidance Service (AEGS) which was established in 2000 (DES, 2000; Elftorp, 2017). However, there are also pockets of guidance provision within the FET sector where qualified guidance counsellors are working with a diverse range of adult learners, but are not employed in the AEGS. There are also varying levels of less formal guidance provision in adjacent sectors such as the employment and income support services (Intreo) and Local Employment Services (NCGE 2017). This overall situation is described in the *FET Strategy 2014-2019* as dispersed and poorly connected and thus has implications for the quality of guidance to adult learners (Solas, 2014). As there continues to be a dearth of research on adult guidance in the Irish FET sector (Elftorp & Hearne, 2014; Elftorp, 2017), the current study set out to establish the nature of guidance counselling delivery and the implications for professional practice arising out of the propositions for an integrated *Adult Guidance and Information Service* to adult learners (Solas, 2014). The conference paper will present the findings from the online survey administered to guidance counsellors during Spring 2018.

Key Words: *adult guidance, adult learners, integrated model, further education and training, policy*

Introduction and Research Design

The focus of this paper proposal is to provide the contextual background and methodology for the current research study. A national online survey was administered to guidance counsellors in Spring 2018 and the analysis of the data is about to commence and will be presented at the conference.

The overall aim of this research study is to explore the perspectives of qualified adult guidance counsellors on the provision of guidance counselling to adults in the context of the proposed integrated FET Adult Guidance and Information Service (SOLAS 2014).

Literature Context

The Irish FET sector is strongly influenced and informed by international lifelong learning policies where both further education and adult guidance counselling are frequently described as essential tools to help individuals overcome barriers to the labour market (Council of the European Union 2008, 2011; DES 2016; Fleming, Finnegan & Loxley 2017; Russell 2017; SOLAS 2014). There is substantial empirical evidence that adult learning not only leads to increased employment and financial rewards, but also has a positive impact on the health and wellbeing of individuals (Tuckett 2017). However, the social and personal benefits are being somewhat side-lined with a gradual shift from locally developed and learner-led provision of further education to a Government and labour market-led type of provision (Tuckett 2017). Externally, the OECD (2014) views recent Irish policy developments as positive due to the increased emphasis on aligning further education and skills development with labour market and employers' needs.

Central to this current study are the major structural and systemic changes that have been taking place in the Irish FET sector since 2012 which have consequences for professional guidance counselling with adult learners. A key issue is the lack of cohesion of adult guidance provision across FET programmes and education and training centres (SOLAS 2014). Formal adult guidance counselling is provided in a number of different formats including: (i) guidance counsellors in the Adult Educational Guidance Services (AEGS), (ii) contracted 'hourly' guidance staff within the 16 Education and Training Boards (ETBs), and (iii) school guidance counsellors in Post Leaving Certificate (PLC) colleges (DES 2014; NCGE 2017). To address this dispersed type of delivery an integrated *Adult Guidance and Information Service* under the umbrella of the Adult Educational Guidance Services model is being proposed. This will involve the development of national referral protocols between relevant agencies, a widening of the remit of the AEGS, a focus on quality assurance, support and CPD for staff, and collaboration between all guidance providers in the FET sector (SOLAS 2014). The AEGS offers guidance counselling to adult learners in 39 services which are located within the 16 Education and Training Boards (ETBs) (NCGE 2017). In 2016, the AEGS had a total of 52,297 beneficiaries (NCGE 2017). Generally, Irish guidance counsellors are trained in the humanistic approach, and in the AEGS they provide the integrated model of personal and social, educational and career guidance counselling (Hearne, King, Kenny & Geary 2016; Elftorp 2017). However, there is a level of contradiction in providing client-centred humanistic guidance counselling within the context of the current policy discourse where the individual's career generally is positioned as 'subordinate' to the needs of the labour market (Bergmo-Prvulovic 2012). For example, public policy discourse suggests that guidance counsellors should focus on helping the unemployed to re-skill, whereas interventions to address mental health issues which are prevalent amongst long-term unemployed adults may need to take precedence in an integrated model of guidance counselling (Blustein, Medvide & Wan 2012).

Nonetheless, the needs of Irish adult learners has changed; from guidance related to accessing higher education during the Irish recession, to guidance interventions which facilitate secure employment in times of economic growth (NCGE 2017). In response, although the focus of guidance in the AEGS is primarily educational guidance, some practitioners are including interventions to increase job seeking skills, creating links with local employers and advocating for more labour market-oriented FET courses (NCGE 2017). This shows some employment-led policy and practice alignment (ELGPN 2015; SOLAS 2014). Conversely, the number of clients presenting with mental health issues and specific learning difficulties has increased in many AEGS's which places different competency demands on guidance counsellors (Elftorp 2017; Hearne 2012; NCGE 2017).

Finally, a key aspect of good guidance policy and practice concerns the training and professionalisation of guidance practice. Although Continuing Professional Development (CPD) may not be clearly defined amongst guidance practitioners, it is often narrowly perceived to constitute formal training which leads to the development of professional practice, intellectual stimulation, and preferably formal qualifications (Neary 2016). This issue is now being addressed through the *FET Strategy for Professional Development* (SOLAS 2016b) where professional development of all FET staff should be 'cyclical' and 'evidence-based'. Seven priority areas for CPD have been identified: working with and supporting FET learners; vocational upskilling and reskilling; employer engagement; quality assurance; technology enhanced learning; information and communications technology; management and leadership.

Methodology

The research questions of this study are:

1. How is guidance counselling being provided to adult learners in the Irish FET sector?
2. What are the prevalent needs of adult learners engaging with adult guidance services in the FET sector?
3. What are the perceptions of guidance counsellors on the proposed FET Adult Guidance and Information Service?
4. What types of CPD do guidance counsellors require to support their professional development in the FET sector?

The methodology has involved the distribution of an online survey (SurveyMonkey) to adult guidance counsellors working in the FET sector from January to April 2018. SurveyMonkey software was used as it offered a high level of anonymity with reduced bias from participants and researchers (Symonds 2011). The survey addressed four areas: professional background of practitioners, current practice issues, organisational change issues and CPD needs. The 16 survey questions included different levels of measurement from nominal to ratio, as well as some open-ended questions (Babbie 2013). Likert-type scales were used to measure levels of agreement/disagreement amongst respondents for a series of statements (Bell 2005). Open ended questions were also used where answers could not be anticipated

by the researchers, or where more depth was sought. Respondents also provided qualitative information in some questions.

The sampling method for the online survey was non-probability purposive sampling as all guidance counsellors in the FET sector were included in the sample frame (De Vaus 2013). This sample included guidance counsellors working in the 39 AEGS, PLC guidance counsellors, and guidance practitioners working in other adult education services. The survey was piloted with three guidance counsellors from an AEGS, a PLC college and a Youthreach programme (Bell 2005). The data collection began in late January 2018 and closed in late March. Access to participants was facilitated by two stakeholders; the Institute of Guidance Counsellors (IGC) and the Adult Educational Guidance Association of Ireland (AEGAI). By the close of the survey, following a number of disseminations, *n*131 participants had responded and the total number of valid responses was *n*111. The data analysis using SPSS is now underway and will be completed over the next two months.

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Qualitative Approaches to Career Counselling - Themes and Methods

Abstract:

Anthony Giddens (1991) has described how our changing societies call for a need for individuals to become more reflexive, self-reliant and able to organize and plan their life. He describes life-plans as a *substantial content of the reflexively organized trajectory of the self* and argue that *individuals construct their lives as a part of the project of creating their identity* (ibid p. 85). During the recent decades the Life Design Paradigm (Savickas et al, 2009) has gained increased attention in the field of career counselling accompanied by an enhanced focus of the individuals Career Management Skills (NVL, 2014). These two different approaches resonate well with Giddens and the assumption that learning a specific set of skills can enable individuals to manage or govern their life and career. But, in accordance with Manuel Castells (1996) reflexive life planning is only an option for *'the elite inhabiting the timeless space of flows of global networks and their ancillary locales* (ibid p. 17) and he cautions about the risk of individualizing structural problems.

This workshop invites participants to discuss what Donald Super (Super et al, 1996) describes as the *content involved in career choices* and how both individual and contextual factors potentially could influence *choice processes* (ibid p. 135). The different career theories consist of various numbers of key components, which reflect specific assumptions about factors influencing individuals career development and choices. Based on several of the major career theories these different key components will be presented in the form of overarching themes which can be relevant to include in career counselling. The participants will have the opportunity to discuss and try-out a selection of qualitative approaches to career counselling which are sensitive to both individual needs and contextual factors (Højdal, 2018).

Key words: Context, Needs, Qualitative, Opportunity-Structures

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Self-governance as an objective of Career Counselling. Challenges, Risks and Discussions

Abstract

During the recent decades Career Management and Self-governance has gained increased attention in the field of career research. The constructs mirror the objectives of career counselling described in the two currently dominating paradigms, represented by the Career Management Skills/CMS-approach and in the Life Design Paradigm. But does these two, apparently different paradigms just represent opposite sides of the same coin? This paper analyses and discuss how contemporary approaches to understanding careers are at risk of contributing to the individualization and de-contextualization of career related problems.

The handbook on Life Design (Nota et al, 2015) presents a model *that concentrate on individuals themselves, considered as governors of their own career paths* (ibid p. 11). It is assumed that each life is still influenced by environmental factors but *to a large extent constructed by individuals* (Savickas et al., 2009 p. 244). Accordingly, the authors suggest, that counsellors facilitate *flexible adaptation to or re-construction of one's own eco-system* (ibid p. 243). Understanding life and careers as the result of individual linguistic constructions have been contested by many researchers, for example Barbara Held (1995). Held argues that many postmodern theories represent a form 'antirealism', that tends to ignore the existence of an objective reality, that does not necessarily change because a person constructs a new narrative about it.

Likewise, the objective 'to produce self-governed individuals' could be viewed as an integrated part of the CMS approach. In accordance with the Handbook for Policymakers (OECD/EU, 2004) *the foundations of career self-management skills are laid at an early age* (ibid p. 12) and thus it's suggested that guidance systems focus on people's ability *to manage their own careers* (ibid p 64). This, in spite the fact that many researchers argue that this may only be an option for a small privileged elite (see: Castells,1996; Standing, 2014).

Keywords: Individualization, De-contextualization, Self-governance, Self-management

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Cultural influence on the performance character of ‘perantau’ minangkabau ethnic

Abstract:

Performance character can be defined as the tendency of individual choice behavior as a manifestation of aspects of knowledge, attitudes and skills that give effect to the quality of the work. Performance character development is necessary for an individual's can overcome the various problems faced in carrying out its responsibility job. One approach that can be used to develop the performance character is through the cultural approach. This study aims to reveal the wisdom of Minangkabau culture of the performance character of Minangkabau people. This study uses a qualitative method with etnopedagogik approach. The results showed that the wisdom of Minangkabau culture positive influence on the performance character of *perantau* Minangkabau in achieving career success.

Keywords: Minangkabau Ethnic, Performance Character, Career Success

Special Word :

- “*Merantau*” : “*Merantau*” is not the same as nomads, migration or diaspora. *Merantau* is based on an individual rather than a collective motive as a nomad, migration or diaspora activity. In the article said *Merantau* and *perantau* use the original term of the Minangkabau ethnic vocabulary.
- “*Perantau*” : is a person doing *merantau* activities
- “*Rantau*” : new areas where *perantau* settled to make a living

A. Introduction

Performance character is theoretically called in some terms. Other terms of the performance character include “character trait employment” (James Arthur, 2003), “live skill” (Trilling and Fadel 2009), “performance character” (Davidson, Miller and Beedy). Performance Character became the term used in this article. Performance character is a good choice and a positive attitude in carrying out the work which influenced the quality of goal achievement, personal success and social success. There are three important elements in terms of the character of this performance are: 1) a good choice (involving thought and knowledge), 2) a positive attitude (moral) and 3) skills. Performance character building is very important in the education process at school and college. A good performance character needs to be possessed by learners in order to run life with *baagia* and can achieve career success.

B. Objectives

The purpose of this research is to discover new patterns of character development through cultural approaches. Culture in the life of an individual is one of the important aspects that influence the mindset and behavior patterns. Because it explores cultural wisdom can be an alternative in compiling a new model in the development of performance characters

C. Approaches

One example of cultural influence in shaping the performance character of individual, can be seen in the pattern of performance character development *perantau* Minangkabau ethnic. Minangkabau Ethnic are natives who inhabited the territory of Sumatra Barat (West Sumatra) Indonesia. *Merantau* is

"activity left the homelands of their own accord for a long period of time or not in the long term, with the goal of earning a living, studying or looking for an experience, to go back home" (Naim, 2013). *Merantau* the above understanding in the concept of territory means "leaving his native birth place to the other areas either another village, another county, another city, another province or another country" to settle and make a living, knowledge and experience. Going away or left their homes, separated from their parents and families, not an easy activity to do. *Merantau* fraught with difficulties and challenges, because it perantau of Minangkabau ethnic becomes personal resilient in the face of challenges and difficulties of life. It applies a strong personality in the performance character to achieve success.

this research uses cultural approach to migrate ethnic Minangkabau to be a model in career guidance, especially to develop performance character. Two phenomenal Research about *Merantau* conducted by Tsuyoshi Kato and Mukhtar Naim. Tsuyoshi Kato is a Japanese researchers in 1972 and his book entitled "Matriliny and Migration" and was first published in 2005. A second study by Mochtar Naim in 1973 and resulted in a book entitled "*Merantau Pola Migrasi Suku Minangkabau*" (Migration, Migration Patterns The Minangkabau Ethnic) which was first published in 2005.

D. Methods

This research used ethnographic methods with realist ethnographic approach. Realist ethnographic approach is used to explore the wisdom of *merantau* culture through the cultural figures Minangkabau ethnic. The design of Ethnography is a qualitative research procedure to describe, analyze, and interpret patterns of behavior, beliefs and the same language in the same cultural group (culture-sharing group). Keyword research is the Minangkabau culture. Realist ethnographic approach is objective explanation of the situation is usually written by a third person view. Ethnographic studies in order to explore the wisdom of *merantau* cultural interviews with cultural figures and study the literature through books and journals related to wisdom of *merantau* culture .

E. Result

1. Incentives *Merantau* Ethnic Minangkabau

First; life conflicts and economic need of Minangkabau Men

Merantau of Minangkabau ethnic generally done by men. Motivation *Merantau* of Minangkabau men affected by matrilineal culture known as the unique culture in Indonesia. Matrilineal system in Minangkabau provides inheritance rights of inheritance to women, while the men only have the right to use. Customary provision is problematic in Minangkabau Men. In religious and customary conditions, Minangkabau men has two responsibilities in live, *first*; providing for their immediate family (wife and children), *second*; responsibility as *mamak* (uncle) of his nephew. Dual responsibilities of Minangkabau men is contained in the maxim "*anak dipangku kamanakan dibimbing*" (children carried by nephew guided). In order to carry out both roles Minangkabau men need good financial availability which is characterized by a regular job as an economic resource

Matrilineal culture of Minangkabau ethnic also affect the pattern of men's lives after marriage. Minangkabau men after married would stay at home parents of his wife, before he was able to build his own house for his wife and children. Living with in-laws, brother in law of women or men, "*Ipar Bisan*" (law of other men), often lead to conflict and psychological distress for men. Character differences, differences in economic status and social status, often lead to conflict within the house hold life. On the other hand, Minangkabau men also do not have land inheritance to be treated as an economic resource. These conditions trigger the desire to *merantau* in Minangkabau men

Kato (1982, p.241) in his book *Matriliny and Migration; Evolving Traditions Minangkabau* in Indonesia concluded : "Theremarkable resilience of Minangkabau matriliney has been great facilitated the society's custom of migration. The matrilineal system itself probably encouraged Minangkabau men's tendency to migrate",

Second; The desire to raise the dignity Family

Pepatah "*mambangik batang tarandam*" meaningful advice to Minangkabau men to be "*urang sabana urang*" (real people). Meaning "*urang sabana urang*" is an independent person in

mentally and financially as well as to raise the dignity of the family. One effort to "*urang sabana urang*" on Minangkabau ethnic done *merantau*. This is in accordance with pepatah "*baniah kalau nio gadang, pindahan ka lungguak buruak*" (rice seedlings are sowing after half time period of growth, should be moved to grass to grow properly. This proverb teaches people Minangkabau that to achieve success or independence can be *merantau* (leaves home to face a difficult life. "Lungguak buruak" (area of shoreline) like as a difficult and challenging, but if it is able through which individuals will be successful in life .

People who are successful both financially and mentally in the area of shoreline will be the talk of the village community and become the pride of the family. The success of a family member (our child or our nephew) will raise **the** dignity of the family. Success will also be accompanied by the hope of the return of *merantau* to their hometown to bring benefit both morally (experience) and material (money) for the construction of their hometown. If these expectations have been met nomads, then it can be called *ihave become "urang sabana urang"*.

Third; Education Factor.

Good educational factors while ago and today, including the dominant factor affecting male Minangkabau desire to *merantau*. In the 1950s, the best educational institutions such as schools, boarding schools and colleges are difficult to obtain in West Sumatra. Educational factors become literate appeal Minangkabau people go to overseas to study. Minangkabau community famous for knowledge oriented people. They will to toil in the overseas people to have the knowledge. Economic difficulties do not dampen the spirit of *perantau* to study. Because since the young man had taught Minangkabau live in the *surau* (little mosque), then when in the overseas they would also seek *surau*, mosque or broken as a place to stay free and pay for it by working in the mosque as a *Garin* (office boy) at Mosque.

Fourth; Factor Technology Development & Transportation information.

The world is getting smaller due to the development of information technology and transportation. Ease to reach the shoreline area strengthens the motivation of men and women Minangkabau to *merantau*. Going away is no longer something extraordinary activity, worry and to do so no longer requires preparation that is too heavy as it did in the past. In the past, the family took off to go *merantau* like a family member will lose forever, so his passing was mourned, his departure is released with a heavy heart and his return to something anticipated. With advances in technology and information at this time, remove the family members no longer wander away into something very sacred. *Perantau* can return at any time either in a successful or failed. The existence in shoreline. relatives can be monitored easily and communication is very smooth relationship with their hometown.

3. Characteristic Merantau of Minangkabau Ethnic.

What is interesting from the activity *merantau* to the Minangkabau ethnic ?. Why are only ethnic Minangkabau culture are well known to *merantau*?, Learning about the activities of all ethnic in *merantau* and explore the Minangkabau ethnic in *merantau* activity, the authors conclude that *merantau of* Minangkabau ethnic has its own characteristics:

First, merantau has become a cultural of Minangkabau ethnic who inherited. *Merantau* recommended to be carried out mainly by Minangkabau men. Suggested *merantau of* Minangkabau ethnic delivered in verse, "*Karakatau Madang di hulu, babuah babungo balun, marantau bujang dahulu, home paguno balun*" (krakatau growing upstream, not yet fruitful and flowering, *merantau* the boys first, at home is not useful). This poem contains Minangkabau advice to this men away from home to become a useful person. Minangkabau men asked to return home when they are able to provide benefits for families and communities. *Perantau* who are already in the shoreline will also invite the other broter to join compatriot to *merantau* and find a way for his efforts. That is why *merantau* into the hereditary the Minangkabau ethnic.

Second, in advertently created a kind of **Hidden Curriculum** which teaches values and ways *merantau* contained in books ranging from pre *merantau*, Procces *merantau* and post

merantau. lots of other poem about taught the procedure of *merantau*, ethics of *merantau* and call back to the hometown after the success. All poetry and proverb affects the performance character *perantau* of Minangkabau men. Some rhyme and proverbial *merantau* among others: "*jikok anak pai ka pasa, hiu bali balanak bali, ikan padang bali dahulu, jikok anak pai marantau, ibu cari dunsanak cari, induak samang cari dahulu*" ((if youth going to market, buy shark buy mullet, fish pasture buy first, if youth going to Rantau, search mother search brother, but employer must search first)). This poem teaches *perantau* to seek employment (business) Arriving overseas, has income, not lingering stays in the broter house with relatives. "*Induak Samang*" in this poem is the boss who had a business where *perantau* work temporarily, until it can open their own business. Another proverb that teaches persistence in trying to include: "*mangauik sahabih gauang, maawai sahabih Raso, bapikia sahabih aka, bausaho sahabih tulang*" ((dredging deep, reaching unthinkingly, thinking to the limit, working hard). This poem teaches *perantau* are not easily discouraged in trying to achieve the desired objectives.

Thirdly, the *merantau* activity of Minangkabau ethnic to be the attention of the national and international community. *Merantau* of Minangkabau ethnic known unique and become the object of scientific study of many researchers. *Merantau* of Minangkabau ethnic written in quite a lot of books, researched by many scientists, poured in lyric singing and poetry, even made into a movie. This is what distinguishes between Minangkabau ethnic to *merantau* of other ethnic in Indonesia.

4. Merantau Core Value of Minangkabau ethnic

Through literature study, there are four *merantau* core values in Minangkabau ethnic as the basis for career guidance strategy :

First philosophy: " Mambangkik Batang Tarandam "
(Lifting a large tree that is submerged in water)

This proverb is a philosophy of life which means the Minangkabau society suggestion / compulsion to youth Minangkabau to achieve success in life. *Mambangkik Batang Tarandam* an image of the work is difficult and requires an uphill battle. People who successfully *mambangkik batang tarandam* generally are *perantau* who have strong character performance, characterized by reliability in ingenious aspect scholars, wise and deft aspects of the work.

Second Philosophy: " Alam Takambang Jadi Guru "
(Nature is Stranded as a Teacher)

Philosophy of "*alam takambang jadi guru*" ((Nature is Stranded as a Teacher) contains advice so diligently studying the Minangkabau people of knowledge not only of formal education but also through the study of natural phenomena. The philosophy of "*alam takambang jadi guru*" has the meaning "**intelligent**". Minangkabau people inteligent have critical criteria, argumentative and anticipatory. Some saying that illustrates these indicators include the proverbial "*alun takilek alah takalam*" (no flash is looming dark) and "*tahu rantiang ka malantiang, tahu duri kamancucuak, tahu dahan kamaimpok, tahu dibatu ka manaruang*" (know twigs will bounce, know thorns will pierce, know the branches will override, know the stone will be sailing). All adage that describes the character of Minangkabau people who are good at seeing what is implied from those expressed or understand the signs of nature so always be careful and anticipatory both in word and deed (*MadjoIndo* 1999, hlm.36).

Third philosophy: "dima bumi dipijak disitu langik dijunjuang
(where the earth is trampled, where the sky is upheld)

Philosophy "*dima bumi dipijak disitu langik dijunjuang* (where the earth is trampled, where the sky is upheld), teaches that wherever the Minangkabau people are being "wise". Minangkabau people criteria are wise are wise individual, social and spiritual. This taught the meaning of wisdom Minangkabau able to adapt to the environment and local culture. Minangkabau people

are taught to have a positive attitude to him/her self, others and the natural environment. Attitude wise adage is supported by many including "*Bakato paliharo lidah, bajalan paliharo i*" (say keeping the tongue, walk keeping the feet). This poem teaches that Minangkabau cautious in speaking and behaving in shoreline. Do not let the words and actions conflict with the local people which will result in the Minangkabau people have obstacles in achieving success. Minangkabaus people in rantau area taught to reproduce both with compatriot especially with the locals.

Fourth philosophy: "tabang Basitumpu, Inggok Mancakam"
(fly the push, perched firmly grasping)

Philosophy "*tabang basitumpu inggok mancakam*" (fly the push, perched firmly grasping) significantly deft / skilled work. This proverb teaches that the Minangkabau people go abroad should have adequate skills in the work. "*Tabang basitumpu*" like birds push on a hard object when they wanted to start flying, so the pressure on the feet lead to thrust his body to a flying start. *Inggok mancangkam* like birds that perch with a strong grip in place she would perch. *Inggokmancakam* is the motivation and the force so successful *perantau* (not failed) in the area of shoreline and accepted by society seacoast. To achieve success in the work of the rantau area must have many skills that can support the achievement of success in life.

C. Conclusion

Wisdom Merantau cultural of Minangkabau ethnic can be used as material to construct a new model in the development of the performance character of students in school and college. Guidance and career counseling can take a role in formulating strategies based career guidance to develop the performance characters. Culture-based career guidance can be developed through the same studies to explore other cultures of ethnic cultural wisdom to seek new patterns of career guidance services based on local wisdom.

Wisdom of *merantau* affecting character Minangkabau performance as the table above shows the important role of culture in developing the character of the performance. The core value of merantau contains advice and compulsion to become a successful person, smart scholar, wise and wise in working. These four core values influence the performance character of Perantau Minangkabau ethnic. There are several performance characters reviewed to support the success careers of Minangkabau ethnic and are described in the table below.

Performance Character Perantau of Minangkabau Ethnic, Cultural Wisdom and The Meaning

Karakter Kinerja	Kearifan Budaya Minangkabau	In English	Meaning
Critical	Alam takambang jadi guru	Nature is Stranded as a Teacher	intelligent
	Alun takilek alah takalam, Pandai mangaji baso basi Tahu sirek di nan tasurek Tahu di bayang kato sampai	no flash is looming dark Good at understanding meaning of talking Know another meaning from the written Tahu know the direction of unfinished words	Sensitive
	Tahu di angin nan ka bakisa Tahu di ombak nan ka basabuang Tahu di duri nan mancucuak Tahu di dahan nan ka maimpok	Know the storm will hit Know the big waves will hit Know the thorns will pierce Know the twigs will override	Intuitif and antisipatif
	Tahimpik nak diateh Takuruang nak dilua	Topped wanted above Locked up wanting outside	Creative
	Sakali maranguah dayuang, Duo tigo pulau talampaui	Once rowed two three islands exceeded	Effektive
	Capek tangan indak malukoi Capek kaki indak mamacah	Quick hands do not hurt Quick legs do not break	Quick but precise
Responsible	Barani bataruah barani mambayia, barani babuek barani bertanggungjawab	Dare to bet dare to pay, dare to do, dare to be responsible	Dare to risk the choice of behavior
	Salah cotok malantiangkan Salah ambiak mangumbalikan Salah ka manusia minta maaf Salah ka tuhan minta tobat Sasek suruik talangkah kumbali	Wrong eating spit False take back Wrong to man apologize Wrong to god for mercy Wrong retreat stepping back	Responsibility
Hard Work	Mangauik sahabih gauang Maawai sahabih raso Bapikia sahabih aka Bausaho sahabih tulang	Dredge it out Reach out to taste Thinking to the point Trying to get bone out	Hard Work
	Habih dayo badan talatak Habih paham aka baranti	Over power lying Out of sense understanding stopped	Try hard then resign to the provisions of fate

	Kato putuih sandirinyo Manyarah kito pado tuhan	Final decision To surrender to God	
persistent	Mambangkik Batang Tarandam	Lifting a large tree that is submerged in water	Successful people will lift the dignity of self and family
	Indak Janjang Kayu di Kapiang	No wooden ladder cleft	Not easily discouraged
	Andak kayo kuek mencari Andak ilmu kuek baraja	Want rich then work hard Want science then study hard	Something you want will be obtained if you want to try
	Barakik-rakik ka hulu Baranang-ranang katapian Basakik-sakik dahulu Basanang-sanang kamudian	Raft upstream Swim to the shore Let my body aches first As long as happy later	Difficult at the beginning and happy in the end because it works
Honest	Rago sapancuang lihia putuih Rago lidah ka diguntiang Nan bana disabuik juo	Although the neck will break Although the tongue will be cut The truth must be said	Commitment to honesty
	Berani dek bana, takuik dek salah	Brave for being right Fear of being wrong	Brave because right
	Janji binaso mungkia Titian binaso lapuak,	The appointment is ruined by default Titian was ruined	Fulfill a promise
Good Heart	Ameh bukan dunsanak bukan Budi sabuah rang hargoi	Not gold and not a brother well behaved behavior	Good behavior
	Tau raso jo pareso Raso dibao naiak, pareso dibao turun	Know taste and check Pain brought up, check brought down	Empati
	Baraia sawah diateh Lambok sawah dibawah	Wet rice fields above Damp paddy below	Useful for others
outgoing	Bakato paliharo lidah Bajalan paliharo kaki Lidah tataruang ameh padanannyo Kaki tataruang inai padanannya Mangango mangko mangecek Malangkah mangko bajalan	Said keeping the tongue Walking on foot Tongue wrong gold instead Feet wrong mistress Gaping then spoke Stepping up then to the night	Maintain behavior towards others
	Dima bumi dipijak disitu langik di junjuang, dima rantiang di patah disitu aia disauak	Where the earth is stepped on There the sky is upheld Where twigs are rationed There was water drawn	Appreciate local culture while living in the territory of others

	Jikok pandai bakain kapan Labiah dari bakain saruang Jikok pandai ba induak samang Labiah dari ba induak kanguang	If you are clever when to wear cloth More than a sarong If clever mingle with superiors More than a biological mother	Building a fraternity with the workplace environment
Cooperative	Kabukik samo mandaki Kalurah samo manurun	The hills are climbing together To the valley are both declining	Cooperate
	Nan buto pahambuih lasuang, nan pakak palapeh badia Nan rancak pananti tamu Nan buruak pangubak pisang	The blind blow the mortar Deaf people remove the rifle Beautiful people receive guests Bad people peeling bananas	The right men on the right place
	Duduak surang basampik-sampik Duduak basamo balapang-lapang Bulek aia dek pambuluah Bulek kato dek mufakat	Sitting alone feels cramped Sitting together feels roomy Round water in reeds Spherical word for agreeing	The importance of cooperation and deliberation
Problem Solving	Ndak ado kusuik nan indak salasai	No tangles that can not be solved	Good at solving problems

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Digital career guidance and counselling for all age groups

Workshop

2011 was a landmark in Danish counselling history. As part of the Danish strategy for lifelong learning, the Danish Ministry of Education expanded the counselling spectrum available to citizens with the National Digital Counselling Centre eVejledning (eGuidance), placed in the Ministry's National Agency for IT and Learning

eGuidance offers:

- personal and individual career guidance and counselling via telephone, chat and e-mail
- collective career guidance and counselling via webinars and live-chat
- personal and collective career guidance and counselling via Facebook

In the workshop we will present our eight years of experience in digitally mediated career guidance and counselling for all age groups, and sketch the outline of eGuidance 2.0 in a discussion of how the newest technology can be used to continue the development of the career guidance and counselling services.

We will include the following:

- establishment and practical organisation of the digital counselling centre
- the counselling theory approach and the counselling potential of the various media
- demand and the counselees' choice of media
- practical experience from digitally based counselling
- potential advances in career guidance and counselling services utilizing new technologies

It will be possible for participants to share experiences and ideas, and to work in small groups.

Key words: ICT in Career Guidance; Lifelong Guidance; Distance Career Counselling

Report on practical experiences from eGuidance Denmark.

Introduction

The political background for the foundation of the National Digital Career Guidance and Counselling Centre

2004: The Danish Parliament passed the 'Guidance Law' and established the website UG.dk and two new non-digital guidance services. The webpage UG.dk was at that time operated by a private company.

2007: The Danish Government drew up a Strategy for Lifelong Learning including an objective to improve opportunities for career guidance and counselling for all age groups.

2010: The Danish Parliament decided that at least 95 % of all young people should have an education at the level of lower secondary school, along with the overall goal that everyone should engage in lifelong learning. To expand the counselling spectrum eGuidance was founded as a digitally based career guidance centre integrated in the webpage UG.dk regarding all educations in Denmark for everyone to use. eGuidance opened 2011.

2014 The portal UG.dk and eGuidance was organized as a close cooperation under the Ministry of Education in The National Agency for It and Learning.

The purpose of eGuidance is:

- To release resources in other guidance services to concentrate on young people with a specific need for counselling
- To help young people and their parents to make a qualified choice of youth education
- To contribute to achieving the target of 95% having an education after basic school
- To offer information and ICT based career guidance to all citizens - from 2016 with specific focus on the development of Career Management Skills

eGuidance is a part of the Ministry of Education with 28 skilled and educated counsellors, of whom one half are part time employed alongside jobs in other guidance centres spread around the country. The eCounsellors and the eight editors of UG.dk work in close cooperation.

eGuidance provides career guidance and counselling via telephone, chat, e-mail, webinars and social media and has extended its opening hours from 9 am to 9 pm on weekdays and from 12 am to 6 pm in weekends ensuring ready accessibility.

Development

When eGuidance was formed in the beginning of 2011, a national laboratory for intensive testing of the use of electronic media for guidance for educational and work-related purposes was also set up. eGuidance offers:

- personal and individual career guidance and counselling via the synchrone media telephone and chat and the asynchrone medium e-mail
- collective career guidance and counselling via the synchrone media webinars and live-chat
- personal and collective career guidance and counselling via the synchrone-asynchrone medium Facebook

Especially the synchrone media have a counselling potential allowing the counsellee and the career counsellor to build an online relationship with a possible reflexive dialogue as a basis for the career counselling process.

The planning of all guidance services, tools and sessions is based on the career learning thinking and our concept consists of a combination of two different models:

- The 4C model, our own model developed to structure the counselling session with the four steps Contact, Contract, Communication and Conclusion, which has a tool box with inspirational suggestions and examples of relevant questions or formulations. This model is based on the career counselling theories of C. Rogers, G. Egan and G. Lindh
- The career learning model: a structure for gathering, analysing, synthesising and organising personal, educational and occupational information. This approach is based on the career-learning model of Bill Law

Further advantages of integrating technology in the career guidance and counselling are the opportunities not only to enhance the services, but also to transform the career guidance and counselling services by combining and integrating different digital tools and functions. Based on the positive feedback on our services in general we are now planning to modify or redefine our services and self-help tools for adults by using the technology of machine learning in order to create an overall seamless experience for the counsellees on UG.dk including eGuidance.

Results

As active internet users the Danes have welcomed eGuidance. Approximately 100.000 counsellees contact eGuidance every year, mostly via chat. 45% receive information and 55% career guidance and counselling. 24% are young people up to 16 years; 33% are young people 17+ years; 5% are parents (seeking information on behalf of their children) and 34% are adults. 60% are female and 38% are male counsellees. On Facebook we have 17.000 followers and our Facebook Page for parents has 10.000 followers. On the page walls we receive 4000 comments and 500 private and public messages each year.

From our user surveys we know that the popularity of eGuidance stems from, amongst other factors, the immediate accessibility of career guidance and counselling through a wide range of digital media, mostly well known to the users, along with the extended opening hours.

Also important for the counselees is the opportunity to get personal counselling despite geographical separation. Particularly our chat services for personal as well as collective career guidance and counselling are very popular, also because the written word supports reflection and the possibility to print the whole session for later use. The participants in the collective counselling find a community with a common focus on learning how to choose an education enabled through our webinars and live-chats.

Being a national career guidance and counselling centre with large staff of counsellors and a great demand for counselling from a broad cross-section of Danish citizens makes eGuidance well-suited as a site for developing counselling that utilizes the new technologies.

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Improving adolescent's emotional literacy as the 21st century's life and career skills

Abstract

This paper discusses issues related to the 21st-century life and career skills. Developments in ICT require that educational systems equip young people with new skills and competencies--often referred to as 21st-century skills and competencies which allow them to benefit from the emerging new forms of socialization and to contribute actively to economic development. The 21st-century skills and competencies is a set of skills to collaborate, communicate, and solve problems. These skills often developed through social and emotional learning. This skills embodied in the concept of emotional literacy, which is the concept based on values that combine not only the knowledge and skills of individuals but also the processes and practices within a community that show and develop relational values, such as respect, inclusion, compassion, and justice. These values were developed in educational practices, primarily through guidance and counseling services. The finding of this study describes that emotional literacy referred to the individual adaptive condition as a part of 21st-century life and career skills. This is an individual's ability to recognize, understand, giving labels, express and regulating his/her emotions appropriately (RULER).

Keywords: emotional literacy, the 21st-century life skills, the 21st-century career skills

Introduction

The development of ICT bring impact on various forms of social change, also work demands in the 21st century must be equipped with a set of skills to communicate, collaborate and solve the problems. That is often developed through social and emotional learning and the school became the only place where the competencies and skills that can be learned.

Educational framework changed form conventional to comprehensive approach, 21st century skills identifies six key elements for fostering 21st century learning: 1) emphasize core subjects, 2) emphasize learning skills, 3) use 21st century tools to develop learning skills, 4) teach and learn in a 21st century context, 5) teach and learn 21st century content, and 6) use 21st century assessments that measure 21st century skills (Organisation for Economic Co-operation and Development [OECD], 2009, 2012, 2017; Pacific Policy Research Center, 2010).

21st-century learning not only focuses on making individual ready to school but how to make the school ready for individuals, to develop hard skills and soft skills. Developments in soft skills mean provide learning opportunities to improve social-emotional experiences. Steiner (Hughes, 2009) said this aspect as emotional literacy ability. Emotional literacy is a concept-based value that combines knowledge and skills as well as processes and practices within a society to develop the relational values (respect, inclusion, compassion, and justice). This is an individual's skills to recognize, understand, giving labels, express and regulating his/her emotions appropriately (RULER) (Hughes, 2009).

This study describes new standards for what students should be able to do are replacing the basic skill competencies and knowledge expectations of the past. To meet this challenge, schools must be transformed in ways that will enable students to acquire the creative thinking, flexible problem solving, collaboration and innovative skills they will need to be successful in work and life. Emotional literacy as an individual adaptive condition as basic of social-emotional ability for support 21st-century life and career skills.

Literature Review

Emotional Literacy

Emotional development as culture manifestation drawing an information how parents and families as the first environment for individuals (Eisenberg & Fabes, 1992; Saarni, 1999dalam; Miller, 2006); people multi-level product as determinant complexity (Kenneth, 1998);), the interaction of the individual with others (*within-interaction*), and interaction between individual and community groups (*within group factors*) (Denham, et al., 2003; Wang, 2006). Knowledge of emotions that belong to children's social competence will contribute to the long-term, be the attribute on the development of cognitive, linguistic, and social mechanisms. This is an emotional literacy concept.

Emotional literacy based on the intrapersonal intelligence concept, there is the individual knowledge about internal aspect to access their own feelings, emotional range, and capacity to know the influence of differences range of emotions, then the individual can be given labels, interpret the emotions that will influence in behavior (Gardner, 1993). The next, this concept was known as emotional intelligence by Golleman (1995).

According to Lindon (2003), emotional literacy is the ability to (a) knowing the own feelings; (b) having a heartfelt sense of empathy; (c) manage the own emotions; (d) repairing emotional damage; and (e) putting it all together/emotional interactivity (Steiner, 2003). Ripley and Simpson (2008) defined emotional literacy as an ability to recognize, understand, cope with, and expressing exactly the own emotions and others; understand emotions, and communicate appropriately (Pearson & Wilson, 2008), and social emotional competencies to (a) recognize (identify and interpret experience emotions from nonverbal signs-- expressions, posture, voice, body movement, touch, and psychological changes), (2) understand (able to know cause the emotion); (3) labels (giving label with a word or a term about perceived and emotions occur); (4) express (express emotions appropriately); and (5) regulate their emotions (Bracket & Rivers, 2008; Hughes, 2009).

The 21st Century Life and Career Skills

The 21st century life and career skills focus on the ability of individuals to work effectively with diverse teams, be open-minded to varying ideas and values, set and meet goals, manage projects effectively,

being accountable for results, demonstrate ethical practices, and be responsible to both one's self and the larger community (Pacific Policy Research Center, 2010).

People, contains a paradox, as personal beings and as well as social creatures—which at the same time he must serve not just for alone, but also in the world of reality. Humans need to socialize with others based on the principles of kindness (Jones, 2004). According to him, people always had to struggle to attain the degree of humanity. This means that individuals need to do a self-adaptation.

Learning is a fundamentally social activity, whether in schools, workplaces, or other environments. The communication and collaboration skills refer to the ability of individuals to communicate clearly, using oral, written, and non-verbal languages, and collaborate effectively and responsibly with diverse populations.

Methodology

Profile of adolescent's emotional literacy gaining by emotional literacy instrument that measures individual ability in understanding the own feeling and others, which are intended as the basis for establishing social relationships. These skills indicated by *recognizing, understanding, labeling, expressing, and regulating emotions*.

The research was conducted in Jakarta with 240 people from a group of teenage respondents, aged 15 to 16 years. Study of quantitative descriptive of this being the initial description of 21st-century life and career skills represented by emotional literacy. Emotional literacy as a basis of social-emotional skills, having interrelation with communication and collaboration in the educational paradigm of the 21st century.

Results

Adolescents' emotional literacy profile from 240 students at Jakarta, shows, the majority (62%) of adolescents' emotional literacy has developed, while 22%, is at a low, and 16% respondents' were well developed. But the analysis by aspect, the ability to express and regulate his emotions appropriately, still less developed than recognizing, understanding, and labeling their own emotions that more emphasis on inside process. The two aspects were still low (expressing, and regulating emotions appropriately), that contributes to the social transactions directly. This skill helps the individual to be in harmony with its environment. The ability to express emotions, as well as react appropriately, indicating a balance of the individual and social environment.

Being able to adaptation, adolescents need sets of social skills that developed by a democratic educational process. Learning atmosphere created based on justice, discrimination, fairness, lifelong learning, as a role model, improving motivation, and develop student's creativity.

The approach can be used to drive how to express his emotions appropriately and respond appropriately emotional reactions of others called with emotion coaching *emotion coaching*: (1) to be more careful about the emotions of adolescents; (2) recognize the expression of the teens against his feelings; (3) listen with empathy and do affirmations against feelings of adolescents; (4) help teens looking for the right words to name the emotion on being perceived; and (5) provide a limitation when exploring strategies to overcome the problems associated with teenage emotions at any given time. This effort may develop a variety of capabilities for (1) build a new friendship and consolidate with other people; (2) create a sense of mutual trust between one another; (3) feel that they are part of the group; (4) developing self-esteem and self-confidence; (5) develop social skills in future, including in the areas of speaking and listening; (6) develop a positive attitude and motivation to succeed; (7) develop the ability of self-resiliensi; (8) the empathy and understanding towards others; (9) developing positive behaviour; and (10) become more asertif. In these approaches, the facilitator creates a climate of democracy as central to the process. This program is designed to provide a fun positive experience with the awarding of reward, so children are helped to develop a sense of comfort and trust that they can deal with the changes in his life.

Conclusion

The development of emotional literacy as the foundation of social skills is the development of 21st-century life skills. The development of emotional literacy should be a policy of the school that is contained in the management's vision and leadership, where the school community should build an atmosphere of emotional school literate, so that each component can develop caring community through the effective ways of expressing his feelings, show empathy, communicate effectively, and maintain social relationships. The development of emotional literacy as part of design education requires a learning environment which has an impact on the climate of the classroom and builds awareness of mutual-connectedness. Therefore, the expected positive impact on the child formed a planning framework requires a program that involves the entire element in school (the whole-school approach), good ethos, curriculum, and involves all the components of the school. These programs need to provide learning experiences which: (1) encourages the exploration of emotional experience, both in the past, this time, as well as fantasy and dream; (b) encourage reflection, though, and feeling; and (c) encourage the expression of emotions.

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Guide my W@y – A European Career Guidance Concept for International Mobility

Abstract

The goal of international career guidance is to help young people to make a proper career choice and to support them as they progress in their planning of moving abroad. EURES and other international, national, regional and local guidance counsellors seek to promote career mobility, equal access to vocational or professional education and labour markets in Europe for all those wishing to cross borders. The Guidance Concept Guide my W@y provides a practice orientated training for EURES guidance counsellors and other guidance experts working in the field of international mobility. The practice-oriented eGuidance Concept focuses on a systematic elaboration of European career guidance methods based on the target's group needs. It has been realized by the active involvement of the target group of EURES and other counsellors. Moreover, the Guidance Concept is adapted to the essentials of the area knowledge in the field of international (circular) mobility of young people who a) emigrate from their home country abroad and b) remigrate back to the country of origin, bringing along specific skills and intercultural competences. In my presentation I will focus on the special needs of refugees and migrants coming from countries outside the EU.

Keywords: Counselling Training, Guidance Concept, International Mobility

Report

Introduction

In my paper I will present two central aspects of the Guidance Concept: first, I will introduce the general structure and specific features of the Guidance Concept. Second, I will reflect the possibility to extend the European Career Guidance Concept to the specific needs and situation of refugees and migrants coming from outside the EU.

Methodology

The guidance concept is based on the problem solving approach (Arbinger, 1997; Dörner, 1976; Dunker, 1966). A central aim of this concept is to provide a clear structure and logical understanding of the interrelationship of the following four dimensions of a guidance dialogue:

- 1) Methodology of counselling techniques
- 2) Content of specific area knowledges
- 3) Functions of the counselling dialogue
- 4) Phases of the counselling dialogue.

Methodology of counselling techniques

The Methodology of counselling techniques refers to the methods of guidance counselling in the field of circular, transnational mobility of young people and young professionals on the one hand and refugees and migrants coming from outside the European Union on the other hand. The methods of guidance counselling include the basic interrogational steps of practice-orientated guidance counselling. These question types can differ between open and closed questions, scaling questions, research methodology, and many more. All of these counselling techniques are generally used in all five phases and concern the various contents of an international career guidance dialogue.

Content of specific area knowledge

The Guidance Concept consists of six content Modules (see scheme attached).

The first module, called **Career Choice and Orientation**, will enable international career guidance counsellors to help young people to make their own career choice. This topic helps a counsellor to determine if the client wants to have a vocational education, study or work abroad and the reasons behind his/her decision, to ascertain that the client has a clear career choice and orientation (reasons or motives and choice of country the client would like to go), to identify the preferences, interests and competencies of the client, to enable the client to put these options in a priority order and formulate SMART Targets and support the decision making process to be able to finally help the client to implement these targets and inform him/her about appropriate information research and networking techniques

The second module, called **Profiling**, refers to the elaboration of the client's profile. Target is both clarifying the qualifications, strengths and resources of the client which is necessary for the study or work abroad as well as to identify a possible individual need for action and support. This content module helps a counsellor to know the professional qualification and competencies of the client (educational, vocational, labour experiences), to assess the level of flexibility and mobility of the client relative to the country of destination and to identify the main personal characteristics of the client (independence, self-reflection, adaptability, responsibility, decision making and assess potential strengths and weaknesses of the client to learn, study or work in another country.

The third module, called **Recognition of Certificates**, refers to the transfer of the qualifications and competencies of a client to be able to study/work in another European country. Therefore it is necessary to go through the national procedures to recognise the degree or academic diploma of a client in another EU country if he/she wants to start with the vocational education/studies/work there. This content module is important for a counsellor to be able to explain the meaning of the issue and its basic assumptions and rules and provide basic information about the phenomenon of recognition of certificates in the European Union, to explain the stages of procedure which are required for the client and to point out documents and application forms which are used in order to recognise a diploma in another member state. Aspects of this module will be extended to the counselling of refugees and migrants coming from outside the European Union.

The fourth module, called **Legal Issues**, refers to the aspect of helping the client to get familiar with the different regulations regarding the residence status, the social security and health insurance topics of the host country. The client has to know the different requirements in Europe and the counsellor can help him/her to provide the necessary information. This content module helps a counsellor to explain the meaning of legal issues and the basic assumptions and rules to the client, provide basic information about the legal requirements in Europe and the host country regarding the legal status, the social security and the health care aspect and explain the stages of procedure and which documents are required for the client. This module will be special importance and has to be extended considerably for the target group of refugees and migrants coming from outside the European Union.

The fifth module, called **Intercultural Issues**, is to help the client to get familiar with the different cultural conditions abroad such as the ability to communicate in the language of the host country, know the living expenses there as well as the issues related to social integration. This content module is important for a counsellor to be able to explain the importance of intercultural issues to the client and to provide basic information about the intercultural requirements in Europe on: where the client can find information on the cost of living, the accommodation and the leisure opportunities. Aspects of this module will be extended to the counselling of refugees and migrants coming from outside the European Union.

The sixth module called **Matching**, is to achieve a vocational, academic or occupational placement abroad for the client. The counsellor is therefore responsible for taking into account the wishes and orientation of the client, his/her competencies, the important requirements in the field of recognition, legal aspects and intercultural issues.

Results

Modules 3 to 7 are the core of the guidance concept, each of them representing a central content of the guidance process. The first of the six content orientated Modules shows how a counsellor, can help the client to establish a clear career choice and orientation where to go internationally.

The second Module will enable a counsellor to engage the client in a profiling in order to find out both: a) if the career choice of the client is realistic and b) what he has to do to make his intention to move abroad a success. In the following Modules central aspects of international career choice, which have been already touched in the profiling, are treated more comprehensively and in greater depth.

Whereas establishing a clear career choice concerning the international mobility as well as finding out in a profiling if the established international career choice is realistic and what has to be done are two mandatory, necessary steps of the guidance process, the more comprehensive treatment and deepening of the above mentioned aspects of international career mobility depends very much on the needs of the client and is rather optional. However, Legal Issues, Intercultural Issues and Recognition of Certificates will be much more important and complicated counselling refugees and migrants coming from outside the European Union; therefore the counselling methodology and guidance process has to adapt and cope with these challenges.

The final task of international career counselling is to support the client in his search for a vocational training, place of study or work abroad.

Functions and phases of the counselling dialogue

The Guidance concept enables a counsellor to structure the guidance process properly. Therefore, the Guidance concept structures the counselling dialogue in five phases, two framing phases and three core phases.

- 1) The two framing phases are the Opening and the Conclusion of the dialogue. The opening phase at the beginning of a guidance dialogue with a client works as an introduction into the counselling process. The last phase takes place at the ending of a dialogue, summarizes it and gives also an outlook on the further steps of the client.
- 2) The three core phases of the career guidance dialogue follow a certain path from the Situation Analysis, to the Target Definition and finalised by the Implementation. In most counselling situations, these three phases intertwine with each other. However, it is very important to separate these three phases analytically in the Guidance concept, because each of them has to fulfil a different core function of the guidance dialogue.

Conclusion

My presentation will end with an adaptation of the European Career Guidance Concept: Guide my W@y for the counselling of refugees and migrants coming from outside the European Union.

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Guide My W@y Project Website:

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Paradigm Shift for Career Education towards Across the Lifespan in Korea

Abstract

Career education, guidance, and counseling are having a positive impact on individuals and the economic development very quickly in Korea since 2011 when the Ministry of Education established career education policy division at the national level. The evaluation of the value of career education and its achievements differs from policy makers, career practitioners, and researchers in Korea. Researchers agree that career education can assist with education, labor market, and social inclusion goals. However, policymakers are skeptical due to the lack of evidence-based results. In Korea, career education, career guidance, and counseling have traditionally provided for young people transitioning from school to school within the school curriculum only. More recently, however, given the rapidly changing world of work, high level of unemployment rates, and the potential need for individuals to transition between learning and work several times in a lifetime, there is big recognition that career education, career guidance & counseling should be provided across the lifespan from all stakeholders. Despite this expanded role for career education, guidance & counseling, and its potential contribution, in most national, regional, and locals have been a largely only focused on the traditional way. There is little focus on individual supporting the across the lifespan. The career development competency, employment, training, and professional standards of practitioners, a situation highlighted almost two decades ago by the OECD and World Bank reviews of career guidance across many countries were ignored. For reforming career education, guidance & counseling in education and labor, well-functioning career development systems in life-long learning must be made through practice, research and policy development (Lee & Vuorinen, 2017). This paper session presents the history of policy development of career education in Korea and then suggests how to paradigm must shift towards lifelong perspective to cope with the rapidly changing world of work and made well-structured career development system in Korea. This presentation will stimulate debate among policymakers, practitioners, and researchers on how to make lifelong guidance a reality.

Keywords: Policy Development in Career education, Career guidance & counseling in Korea, the paradigm shift towards across the lifespan in delivery and access, lifelong guidance

Introduction

In 1997 when the financial crisis struck Korea, the unemployment rate reached a high record, and many companies went through restructuring and causing mass layoffs. Therefore, the role of public policies to support the unemployed in finding new jobs through career education, career guidance & counseling activities became even more essential. At the same time, Korea reaffirmed the importance of career education, career guidance & counseling: elementary, middle and high school curriculums started to focus more on career education which would enable students to address and prevent future career crisis.

Moreover, the importance of career education has been given renewed emphasis whenever Korean society experienced and faced the problems: the prevalence of overeducated workers, the mismatch between workers' major, aptitude, and career choices, labor shortages in small- and mid-sized companies, and adolescents' blind preference for several particular career paths. Also, the violence in school is one of the biggest problems in modern Korea society. Against this backdrop, career education, career guidance & counseling has served as a long-term and preventive method to address a broad range of educational, social and welfare-related issues in direct and indirect ways in Korea (Lee, 2009, 2010).

The career education policies in Korea have gone through rapid development since 2011. Even though Korea's career education policies have a short history, unlike other countries, the career education system is highly valued in Korea as an integral part of education because of the role it plays in facilitating life-long learning among the population and active labor policies (CEDEFOP, 2004; OECD, 2004). Furthermore, career policy would bring up positive influence for socially vulnerable people to make them participate and treated fairly in labor market, and make them can socially integration (Watts & Sultana, 2003). However, more reformative paradigm shift approach is needed to assist with education, labor market, and social inclusion goals. This presentation explains the career educational policies that are implementing in Korea to find out the right direction of the paradigm shift for career education, guidance & counseling towards across lifespan.

History of the Career Education Policies in Korea

1) The National curriculum vitalized the career education in 2009

The national curriculum in Korea (The Ministry of Education, 2009) envisions producing people who "develop personality and build a career while growing into a whole person." Philosophies and values pursued by career education form the basis of the national curriculum, and the role of career education is gaining more importance in school education.

2) The Ministry of Education established the Career Education Policy Dep in 2011

The Ministry of Education established the Career Education Policy Department to put in place an administrative system to ensure the implementation of career education at the national level. In the

past, there was no department within the central government was solely responsible for career education. Rather, career education was only a part of the work scope of other departments responsible for vocational training or lifelong education. Such a vague boundary of responsibility has undermined the development of career education in schools by causing administrative confusion among the central government, municipal school offices and schools as well as lowering the accountability of policymakers. Therefore, the central government decided to establish a department dedicated to implementing national career educational system within the Ministry of Education in 2011 to address these issues and reinforce public responsibility for helping students pursue careers according to their talents and aptitude.

3) The Specialized Career Teachers allocated every school for quality control in 2011

The career counselors specialized career teachers were dispatched to schools for the first time starting at the end of 2011 with an aim to improve the quality of career education, career guidance & counseling. In 2011, the Career Education Policy Department at the Ministry of Education introduced a policy to assign career teachers to schools so that students could receive more professional counseling or guidance for choosing future career paths as well as entering upper-level schools. As a result, the decision to assign career counselors to schools paved the way for students to choose a desired career or school based on their talents and aptitude, which marked a break from the previous practice of only moving on to upper-level schools according to test scores. At the same time, career counselor's teachers with expertise were not only able to provide high-quality career education but also exercise leadership across school education.

4) The Career Education Act formed the legal foundation of career education in 2015

The Career Education Act enacted in 2015 with an aim to lay the legal foundation for ensuring the right of students to receive career education, career guidance & counseling as well as outlining the responsibilities of the central and local governments for supporting career education in schools. The Career Education Act recognizes that all students in elementary and secondary schools, including the underprivileged (disabled youth, North Korean defectors, out-of-school youth, students from low-income families, etc.) have the right to receive career education by the objectives and achievement criteria of the national career education system. The act also holds the central and local governments responsible for providing proper career education to students. It lays out fundamental directions for career education, including 'what students should learn' and 'what schools should teach' to students at the elementary and secondary school levels, thereby representing an innovative way forward to improve the overall education system in Korea that had only focused on advancing students to upper-level schools before. Moreover, the Act serves as the legal foundation of career teachers, thus innovate the overall education in Korea with upgrade career and guidance services. The Career Education Act brought some changes with career education status and an environment in Korea.

The paradigm shift towards life-long context

With the establishment of enactment of the Career Education Act, career education, career guidance & counseling became more important than ever before with some promising changes. There is a big recognition that career education, career guidance & counseling should provide across the lifespan to all citizens. At the same time, the world of work changes so fast. This changes impact the way of individual's lifestyle and career development. Providing career education, guidance & counseling not

only students but also life-long learners without anyone isolated became more important issues in Korea. In this regarding, career education, career guidance & counseling that enables citizens at any age and any point in their lives to identify their capacities, competencies, and interests, to make educational, training and occupational decisions and to manage their life paths in learning, work, and other settings must be stressed. Thus the paradigm for career education, career guidance and counseling must shift towards covering all range of individual and collective activities relating to information-giving, counseling, competency assessment, support, and the teaching of decision-making and career management skills. How to move towards lifelong and life-wide learning perspective is key challenge and issues both in policy cooperation and in the field of career education, guidance & counseling in Korea. At this presentation, public policy, provider and beneficiaries, delivery & access, etc. will be discussed in the lifelong and life-wide learning perspective for the paradigm shift. At the same time the more active co-operation between education and employment, strengthening career guidance facilitator's professionalism, setting career development competencies within new technology and globalizations, and strengthening career development support system for all in life stage will be discussed as the vital policy issues in career education, career guidance & counseling in Korea

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Decent Jobs for Youth: Winning Strategies from Canada, USA, Pakistan and Azerbaijan

Abstract:

The fourth industrial revolution has changed the labor market, widening the gap between the wealthy and the poor. Decent jobs are increasingly beyond the reach for large segments of the population. How can youth be helped to enter and move up in the workforce? Career professionals from 3 countries will each share ways of facilitating this process so that more youth can find a ladder to success.

Canada has focused on competency frameworks to facilitate effective school-to-work (and lifelong) transitions. The frameworks include competencies related to technological fluency, global citizenship, and social emotional learning. Pakistan has focused on entrepreneurship, rapid growth of business incubation, and awareness of cultural intelligence for recent graduates to thrive in a multi-cultural world. The USA has focused on employer-community initiatives, helping schools, government agencies, and NGOs prepare youth for local workforce needs, with special focus on low-income or minority youth and those with disabilities. Azerbaijan is working closely with corporations to be sure graduates are job-ready.

Keywords: School-to-work transitions; youth career development; global competencies

Introduction

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world. The USA has focused on employer-community initiatives, helping schools, government agencies, and NGOs prepare youth for local workforce needs, with special focus on low-income or minority youth and those with disabilities.

Development

In today's era of changing workforce demographics, increasing diversity, emerging technologies, and shifting ways of working, Boyd and Spurgeon (2014) described the fluid nature of careers which are responsive to rapid change, flatter organizational structures, and global markets. Youth with excellent technical skills can find good jobs, but the rest find repetitive, low-wage jobs with little opportunity to move up or no jobs at all. Modern youth often have little idea of what it takes to obtain and hold a job.

Several Canadian entities have invested in the development of competencies for supporting youth as they transition from school to work. The Council of Ministers of Education, Canada's (CMEC, n.d) Pan-Canadian Global Competencies include critical thinking and problem solving; innovation, creativity, and entrepreneurship; learning to learn / self-awareness and self-direction; collaboration; communication; and global citizenship and sustainability. Council of Atlantic Ministers of Education and Training (CAMET, n.d.) is extending this framework, originally developed to support educators, and incorporating Collaborative for Academic, Social, and Emotional Learning's (CASEL, 2018) Socio Emotional Learning competencies in their soon-to-be released career development competency framework with guides for employers, educators, and families.

Pakistan, with its current population of 201 million people, places itself as the 6th Largest Population in the world. However, 63% of its population is under 30 years old which makes Pakistan the 2nd largest youth market (source: American Pakistan Foundation, <http://americanpakistan.org/>). Career Education is a growing need for Pakistan's talented youth that have limited career direction. Investing in career education leads to regional peace and harmony, reduces school and college drop-outs, promotes higher enrollment in higher education, engages futuristic youth work-force, promote regional entrepreneurship and most importantly, career education contributes to fulfilling United Nations Sustainable Development Goals (SDG): Goals: 4 and 16.

In the USA, some community initiatives have worked to **strengthening the public workforce system, such as** Kentucky Manufacturing Career Center, The New York Alliance for Careers in Healthcare (NYACH), and The Southwest Alabama Workforce Development Council (SAWDC). Others have identified practices that help employers strengthen their training and education investments, such as Partners for a Competitive Workforce. And still others have worked to improve public policy, such as SkillWork in Massachusetts (Soricone, 2015).

Results

The Council of Ministers of Education, Canada (CMEC) has endorsed six “global” competencies, relevant across various Canadian contexts: critical thinking and problem solving; innovation, creativity, and entrepreneurship; learning to learn/self-awareness and self-direction; collaboration; communication; and global citizenship and sustainability. Mastering these competencies is anticipated to prepare students to navigate and thrive within the rapidly changing global workplace.

Entrepreneurship is emerging in Pakistan and various initiatives are currently being implemented in the public and private sector. Pathway Global Career Institute has developed an Entrepreneurship Boot-camp for students between the ages of 18-24. The boot-camp helps university students generate sustainable ideas, develop and brand an idea. The boot-camp are facilitated in a simulation-oriented workshop format and sharing case studies which involve experimental and active learning. Training Feedback: “I found my passion and now earning” Imran-Student and “It is great feeling to work as an entrepreneur” Ali-Student.

In the USA, The National Fund for Workforce Solutions (2017) published Connecting Young Adults to Skills and Jobs in which “lessons learned” are explained that are applicable to all community-based employment programs.

Conclusions

Each of these countries has found useful solutions that are worth sharing. While we all have focused on different solutions to these complex issues, the lessons we have to share are useful to all countries.

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Students Engagement and High School Flexibility: Preventing High School Dropouts

(Abstract)

In the context of global competitiveness, issues of youth unemployment and underemployment are getting serious around the world. Those issues are created by the lack of skills required in the world of work. In this aspect, high school education plays an important role for youth's transition from school to work. However the issue of the high school dropout still remains in high school. Sometimes it is considered as an behavioural or motivation problem of youth but it is the matter of social justice. Once youth leave school, it would be difficult to contact them to provide effective support or intervention. And they may lose their access to the lifelong guidance. The purpose of this presentation is to discuss 1) what educational programs or career initiatives encourage youth to be engaged in school and learning and 2) how can career practitioners play more active roles in schools to support youth. These questions will be explored through a case study of schools in Calgary and a brief comparison with the situation of Japanese high schools. Data of this research was collected by interviewing to 12 high school students in an alternative style high schools in Calgary. One of the findings of this research is that the students' engagement to the high school and personalization of the curriculum is the key factors to help youth to keep studying in school until receiving diploma or certificate. And key factors of these initiatives are the flexibility of high school system and community involvement in high school education.

Keywords:Career Guidance, High School Education, Social Inclusion, Career Development, At Risk Youth

(Report)

High School education or upper-secondary education plays an important role to provide career guidance and counselling to the youth, since it is an initial stage for their transition from school to work or post-secondary educational opportunity. However the issue of high school dropout is becoming serious in the world. It has been discussed as a complex issue but mainly focused on socio-economic reasons and mental health and behavioural issues. Youth who are at-risk of dropping out of high school have a higher risk of being excluded from the mainstream of the society; these factors are subsequently linked to short-term and long-term risks for unemployment and underemployment (Berliner, 2009; Rumberger, 2011; Tanner, Krahn, & Hartnagel, 1995). Several researchers and

practitioners have also reported difficulty identifying youth who need support once they left school (Hokkaido University, 2011). Once youth choose to leave school before successful completion, they may lose their access to the lifelong guidance and it will be difficult for them to come back to the main stream.

The purposes of this presentation are 1) what educational programs or career initiatives encourage youth to be engaged in school and learning, 2) how can career practitioners play more active roles in schools to support youth. These questions will be explored through a case study of schools in Calgary and a brief comparison with the situation of Japanese high schools. Data of this research was collected by interviewing 12 high school students in an alternative style high schools in Calgary.

According to the data available on the website of Alberta Education, the high school completion rate in Alberta is 76.5% for three years after starting Grade 10 and 82.1% for five years (Alberta Education, 2017). This data is telling that approximately a fourth of the students cannot finish high school within three years. In the case of students who have indigenous roots (i.e., First Nations, Metis, Inuit [FMNI])(53.6%), immigrants whose first language is not English(73.7%), and students who have a learning disability(72.7%) and emotional/behavioral disability (EBD)(52.3), the completion rate is lower than other students. Within these four groups, FNMI and EBD students show a far lower rate of high school completion. And it suggests that the high school dropout issue is not the matter of youth's moral or motivation but the matter of social justice.

This problem has long been discussed in the Government of Alberta and several reports were issued by Alberta Education. In 2009, Alberta Education launched the High School Flexibility Enhancement Pilot Project (HSFEPP). The HSFEPP was aimed to make the high school systems more flexible to meet the needs of various types of students. One of the main ideas involved the removal of the Carnegie Unit, which was originally introduced to standardize time of learning and the amount of credit granted to the learners. This is the shift from time-based to competency-based assessment, which intended for students to find the practical meaning of their learning in high schools and have a possibility to create flexibility of high school curriculum and students' time tables.

The benefit of this system change is that the new direction taken enabled a focus on the students' learning styles and enforced students' engagement to high school education (Alberta Education, 2013). Many of the participating high schools conducted project-based learning and granted the students multiple credits. For example, when students are working on the project such as constructing a house, there are opportunities to be granted credits from related area of mathematics, while taking some courses of Vocational Programs such as Career and Technology Studies, as part of an integrated learning strategy across subjects. For students, this saves time sitting on the chair in a classroom and gives students more time to work on other projects. Then students can have more possibilities to participate in Off Campus Education, such as Work Experience or Pre-apprenticeship

programs. Especially those worksite learning opportunities attract students at risk of dropout and enforce them to complete high school education.

From the data collected by interviewing students, it is clear that through practical experience, the student understands the value of learning theoretical subject content. This connection will help students feel more motivated to complete core subjects, which are required to obtain a high school diploma. Also positive relationships with adults may have strong influence on students' career choices. Through worksite learning, students have an opportunity to communicate with their supervisor or instructor and they treat students as their colleagues, who are working on the same project, while students benefit from learning applied skills.

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A Study on the Relevance of Career Learning in the Newly Revised Course of Study (National Curriculum Guidelines) in Japan: Based on Various Theories of Relevance

Abstract

The importance of "the essential significance of career learning" is increasing internationally. In Japan, the previous Course of Study (National Curriculum Guidelines) emphasized the relevance of career learning by tying it to specific occupations. So, it may induce some practices similar to the ones found in the Career Education Movement in the United States in the 1970s. Then, the National Curriculum Guidelines was newly revised through detailed discussion on the relevance of career learning. However, the newly revised National Curriculum Guidelines have not revealed the tasks and features concerning the relevance of career learning. In order to show the relevance of career learning for students properly, it is necessary to clarify the reality of relevance in the revised Guidelines.

To that end, based on various theories of relevance and D.E. Super's career development approach, this paper build framework for analysis. By using this framework, this paper analyzed all the minutes in the entire subcommittees and working groups in Central Council of Education for the revision of the National Curriculum Guidelines.

As a result of analysis, the aspect of homemaker, including variety of roles in daily life at home such as parents, children, spouse, was considerably less discussed than other types. In the last few decades, understanding on the importance of work-life balance has been prevailed in Japanese society. Given these current situations, discussion in the latest revision of the National Curriculum Guidelines have fallen behind the trend of social recognitions such as work-life balance.

Internationally, the relevance of learning on career education tends to be connected with getting a job and going to higher education, it is very few to be connected with aspect of homemaker. Based on such global trend, the findings of this paper are suggestive for the discussions in other countries regarding the relevance of career learning.

Keyword: Relevance, Course of Study (National Curriculum Guidelines), Career development approach

Proposal

Introduction

The importance of "the essential significance of career learning" is increasing internationally. For example, "Four-Dimensional Education" (Knowledge: What we know and understand, Skills: How we use what we know, Character: How we behave and engage in the world, Meta-Learning: How we reflect and adapt) by Center for Curriculum Redesign (here after, CCR). This trend has a big impact on Japan as well. For example, the report from Central Council of Education described the relevance of career learning as follows:

"It is necessary for children to have dreams and long for their future and to recognize the significance of learning (Central Council of Education 2008, p.28). "

Following such a flow, recommendation by Central Council of Education for the revision of the Course of Study (National Curriculum Guidelines) also emphasized the relevance of career learning as follows:

"It is necessary to clarify the significance of learning in every subject while looking it in the context of each individual's career development and better creation of whole society" (Central Council of Education 2016, p.32) "

However, the relevance of career learning in the National Curriculum Guidelines has possibility of being criticized as "anti-academic". For example, the previous National Curriculum Guidelines emphasized the relevance of career learning by tying it to specific occupations. Therefore, it may induce some practices similar to the ones found in the Career Education Movement in the United States in the 1970s, which often reported as causes of reducing the motivation of learning in students who were not interested in specific occupations. Based on the previous National Curriculum Guidelines including the above risks, the Guidelines was revised in 2016. The newly revised Guidelines have not revealed the tasks and features concerning the relevance of career learning. In order to show relevance of career learning for children properly, it is necessary to clarify the reality of relevance of career learning in the latest National Curriculum Guidelines. Internationally the importance of relevance of career learning is increasing, but consensus of the relevance in accordance with the context of education today is not sufficiently constructed. Therefore, in revising the National Curriculum Guidelines, this paper will examine the cases of Japan, which has experienced the detailed discussions on the relevance of career learning in advance of the world.

Objectives

The purpose of this study is to clarify the characteristics of the debate over the relevance of career learning in the revision of the National Curriculum Guidelines and to obtain suggestions for the upcoming similar discussions in other countries.

Approaches and Methodology

Based on various theories of relevance and D.E. Super's career development approach, this paper build framework for analysis (Figure1). By using this framework, the paper analyzed all the minutes in the entire subcommittees and working groups in Central Council of Education for the revision of the National Curriculum Guidelines (21 November 2014 – 21 December 2016). In analyzing, remarks related to relevance of career learning are extracted, by specifying the number of the subcommittees and working groups, speakers, remarks, and the length of descriptions (the number of Japanese characters in the minutes). In addition, this paper examined how each remark is reflected in the report of the Central Council of Education and the text and commentary of the revised National Curriculum Guidelines.

Results

In this section, the paper describes the results obtained in accordance with framework.

First, about Type I: Aspect of Worker. In the text of the latest National Curriculum Guidelines Commentary tells us to deal with the same practices as the Career Education Movement in the United States in the 1970s in that "invite people engaged in specific occupations and give speech to students". On the minutes, the committee said about cooperation not limited to a specific occupation. Nonetheless, the National Curriculum Guidelines Commentary refers to how to show the relevance of limited to a specific occupation. At this rate, the latest National Curriculum Guidelines have the risk of inducing a failure similar to the Career Education Movement in the United States in the 1970s. This point is one of the serious risks in the latest National Curriculum Guidelines regarding the relevance of career learning.

Second, about Type II: Aspect of Homemaker. After analyzing the discussion on this aspect, it become clear that it was extremely thin and limited (Table1). From the above, it can be seen that the latest National Curriculum Guidelines do not give sufficient consideration to students who will live with the role of Homemaker in the future.

Third, about Aspect of Learner. "Opinions concerning the importance of high achieving students towards their further studies" in this aspect are factors that can endure the criticism of "anti-academic" to relevance of career learning. However, the opinions focused mainly on discussion at the upper secondary school level, and it was a very limited discussion at the lower secondary school level. Based

on the above, the latest National Curriculum Guidelines have become difficult to endure the criticism of "anti-academic" at the lower secondary school level.

In regard to other findings, Table2 summarize their features.

Conclusions

Here, the paper gives the latest National Curriculum Guidelines some consideration based on Results.

As the paper described in Results, Type III: Aspect of Homemaker was considerably less discussed than other types. In the last few decades, understanding on the importance of work-life balance has been prevailed in Japanese society. In addition, there are apparent movements toward correcting gender-based inequalities such as division of various roles by gender. Given these current situations, discussion in the latest revision of the National Curriculum Guidelines have fallen behind the trend of social recognitions such as work-life balance and discussion of gender.

Internationally, the relevance of learning on career education tends to be connected with getting a job and going to higher education, it is very few to be connected with Aspect of Homemaker. Based on such international current situation and the fact that Homemaker and Citizen are presented as elements in CCR, the findings of this paper are suggestive for the discussions in other countries regarding the relevance of career learning.

Type I - V Aspect trying to show relevance of career learning broadening students' knowledge and values	Type I Aspect of Worker	Type II Aspect of Learner	Type III Aspect of Homemaker*	Type IV Aspect of person in leading daily life
Type V: Aspect of "Society" with high degree of abstraction				
Type VI: Aspect trying to show relevance of career learning in existing knowledge and values				

*Here, "Homemaker" covers to the variety of roles in daily life at home such as parents, children, spouse.

Figure1: Analytic framework of this study; typology of relevance

Table1: Total number of extracted discussions by Type in the process of revising the latest National Curriculum Guidelines

	The number of subcommittees and working groups	The number of speakers	The number of remarks	the length of descriptions (the number of Japanese characters in the minutes)
Total number	26	395	17230	9455583
Extracted number based on the Type I - VI	25	115	187	55920
Type I: Aspect of Worker	12	15	17	6781
Type II: Aspect of Learner	14	25	42	11721
Type III: Aspect of Homemaker	3	4	5	1662
Type IV: Aspect of person in leading daily life	14	34	40	13807
Type V: Aspect of "Society" with high degree of abstraction	19	51	60	15638
Type VI: Aspect trying to show relevance of career learning in existing knowledge and values	12	21	23	6311

Table2: Total number of extracted discussions by Type in the process of revising the latest National Curriculum Guidelines (detailed ver.)

	The number of subcommittees and working groups	The number of speaker	The number of remarks	The number of characters on the minutes of remarks
Total number	26	395	17230	9455583
Extracted number based on the Type I - VI	25	115	187	55920
Type I: Aspect of Worker	12	15	17	6781
Opinions that criticized the emphasis on occupational application	5	5	5	1700
Opinions concerning necessary knowledge and attitudes to as a worker live	5	6	7	1683
Opinions regarding speeches for students by worker	2	2	3	3082
Opinions requiring the consideration on the transition from university to work	1	1	1	190
Opinions on the necessity of experiences that broaden of choices of future careers	1	1	1	126
Type II: Aspect of Learner	14	25	42	11721
Opinions emphasizing the importance of inter relations among subjects	8	11	13	3605
Opinions emphasizing the importance of sequence among school stages	8	16	17	4377
Opinions emphasizing the importance of content linkage within a single subject	3	3	4	996
Opinions emphasizing the importance of the consciousness of teachers for inter relations among subjects	3	3	3	663

	Opinions concerning the importance of high achieving students towards their further studies	4	5	5	1746
	Opinions emphasizing the importance of the learning process making full use of previous learning	1	1	1	334
Type III: Aspect of Homemaker		3	4	5	1662
	Opinions requiring practical experiences at homes	1	2	2	713
	Opinions trying to show family diversity	1	1	1	463
	Opinions emphasizing the importance of female careers	1	1	1	275
	Opinions emphasizing the importance of learning through everyday life.	1	1	1	211
Type IV: Aspect of person in leading daily life		14	34	40	13807
	Opinions emphasizing the importance of sovereignty education	7	12	16	5045
	Opinions emphasizing the importance of health and safety education	1	4	4	1118
	Opinions emphasizing the importance of financial education	1	1	2	1998
	Opinions emphasizing the importance of information education	2	2	2	611
	Opinions emphasizing the importance of consumer education	1	1	1	928
	Opinions emphasizing the importance of learning in connection with the community of their own	8	15	16	4107
Type V: Aspect of "Society " with high degree of abstraction		19	51	60	15638
	Opinions emphasizing the importance of acquiring wide variety of competencies	15	24	27	7194
	Opinions emphasizing the importance of showing how learning contents are used in society	7	13	13	3347
	Opinions emphasizing the importance of means of indicating the usefulness of learning content	3	3	3	716
	Opinions emphasizing the importance of the education focusing on contemporary social issues	8	10	10	3379
	Opinions emphasizing the importance of short-term learning	2	3	3	758
	Opinions emphasizing the importance of including the whole life roles	1	1	1	244
Type VI: Aspect trying to show relevance of learning in existing knowledge and values		12	21	23	6311
	Opinions emphasizing the importance of valuing the pleasure and intellectual excitement of educational content	9	15	16	4405
	Opinions emphasizing the importance of starting learning from things familiar to children	3	5	5	1348
	Opinions emphasizing the risk of over valuing the pleasures directly felt by children	1	1	1	224
	Opinions emphasizing the importance of the learning process making full use of previous learning	1	1	1	334

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Preparing the parents of ‘first generation’ students in higher education with secondary school support.

Abstract:

About 40% of the first-year enrolment in Dutch higher education (HE) are ‘first-generation’ HE students. Career education and guidance (CEG) can make a difference for their parents who have not experienced HE themselves. This paper reports on the outcomes of a research project which explores the impacts of a school-initiated career intervention for parents, both those with and without HE qualifications. The results for parents without HE qualifications showed different patterns in their knowledge, self-efficacy and role definition.

Keywords: parental involvement; CEG; ‘first generation’ HE students.

Introduction

Around 40% of the growing number of students entering Dutch higher education (HE) are ‘first-generation’, defined as ‘a student with neither parent having HE’ (Van den Broek, Wartenbergh, Bendig-Jacobs, Braam and Nooij, 2016: 48 and 3). These students find it harder to talk about their study with their parents and experience less support than those whose parents have attended HE (Digitaal Universiteitsblad [DUB], 2013). As Sweet and Watts (2006) argued, career education and guidance (CEG) can play a specific role for ‘first-generation’ HE students and their parents in compensating for the lack of knowledge, skills and network contacts at home. Around the world, secondary schools provide general, non-personalised, information-centred career interventions targeted at parents. It is less common for schools to provide career interventions that go beyond informing or which involve parents and/or communities (Oomen, 2016).

Approaches

In 2012, the Dutch Ministry of Education funded a research and development project to involve parents in CEG in six senior general secondary schools (HAVO) around the Netherlands. Pairs of parent(s) and child volunteered for four successive monthly sessions (ten hours in total), which took place in the school after classes, between September and December. Three schools delivered the intervention in the third year (n = 92) while preparing 14-16-year-olds for subject choices. The other three schools delivered the intervention in the fifth and final year (n = 83) while preparing 16-18-year-olds to choose HE options.

Based on a needs assessment among parents, objectives were set for the career intervention which aimed to support parents to facilitate their children’s career building by helping them to be (A) up-to-date and well-informed about educational possibilities and their financial consequences, the labour

market and the use of information resources; and (B) able to make considered career decisions with their child.

The career intervention has been co-designed with the career teachers of the six schools who delivered it with the support of tutors, teachers and heads of department. It was designed as a learning activity for parents interacting with their child. Its pedagogy involved small group discussion alternated with selected plenary sharing of experiences and with opportunities for parents to work directly with their child. The physical presence of both parent(s) and the child facilitated family-learning. Parents as well as upper secondary students and first-year HE alumni served as role-models. These multiple resources, reflecting the diverse nature of the wider school-community, helped the project to realise community-interaction (Law, 1981).

Objective

One of the objectives of the research that took place alongside was to answer the question: Does the impact of the parent-involved career intervention differ for the parents of ‘first-generation’ HE students in comparison with parents who have attained HE qualifications?

Methodology

The research is a longitudinal mixed methods study. The opportunity sample consisted of parents, with differing HE level attainment (Table 1), who voluntarily registered to take part with their child. Quantitative data were collected through an on-line questionnaire before (June 2012), immediately after (January 2013) and six months after the career intervention (June 2013), measuring the same concepts across time. Respondents were asked how far they agreed with items using a 5-point Likert scale. A total of 259 respondents from the third year took part and 213 respondents from the fifth year. One year after the career intervention (January 2014), an evaluative, on-line questionnaire with open questions was filled out by 79 respondents: 49 from the third year and 30 from the fifth year. Quantitative analyses were carried out using the Mann-Whitney test to investigate whether there was a discernible difference in each of the third and fifth years between each of the three measurements, with hypotheses related to the career intervention’s objectives (A) and (B) above. To understand whether the impact of the career intervention differed for ‘first- generation’ HE parents, the responses were analysed by groups of parents involved in the career intervention (i) who had both attained HE qualifications (‘both HE’), compared to parents (ii) where one of each (‘one HE’) or (iii) none of the parents had attained HE qualifications (‘no HE’). For this, the Kruskal-Wallis test was applied.

Results

Parents involved in the career intervention improved their capacity to support their child’s career development in the areas of broader knowledge of present and future possibilities, more self-confidence in being able to provide help and support to their child which pointed to enhanced parental

self-efficacy (cf. Bandura, 1986) and a better understanding of their parental role. A stronger parent-child bond was reported one year later as well as lasting behavioural outcomes for the parents. Parents were coaching their child and encouraging and appreciating their child's own initiative.

Involved parents for the third and fifth year – at intervention and post-intervention – showed different HE qualification attainments levels (Table 1). How did the impact differ among these parent groups?

Both HE

The impact of the career intervention showed up least with 'both HE' parents. Only the third-year parents increased their information level and decreased their information, guidance and support needs. In both years, their self-efficacy in knowing enough, providing guidance and support to their child's career development did not change: it was there all the time. The career intervention provided the third-year parents with 'a boost' in their information level, and all parents raised their 'awareness of the strengths and weaknesses' of their child.

One HE

'One HE' parents experienced an increase in their levels of information, and a decrease in their information, guidance and support needs. They increased their self-efficacy in making use of information, guidance and support tools to help in their child's career development. Fifth-year parents also were less likely to want to 'steer' their children's career. However, third-year parents showed a fluctuating parental self-efficacy. After the career intervention, they felt more able to make use of information, guidance and support tools, but six months later, compared to their rating immediately after the career intervention, they felt significantly less confident in their knowledge and ability to support their child's career development. These parents may have become less sure following the actual cluster choice making which took place a few months after the career intervention.

No HE

The parents of 'first-generation' HE students in both years increased their information level, yet with differing patterns. In contrast with third-year parents, fifth-year parents decreased their information, guidance and support needs and increased their confidence in their knowledge and in feeling able to support their child. They gained confidence in themselves and in their child. The importance of this finding is that the nature of parental involvement that is most beneficial to their child is expressing confidence, providing guidance and supporting autonomy (Carter, 2002), which leads to the development of self-directed career exploration by students (Bryant, Zvonkovic and Reynolds, 2006). The needs of 'no HE' third-year parents in both information as well as guidance and support, persisted and the evidence points to the likelihood that these parents still felt that they did not 'have' all the information, skills or tools that they perceived they needed to help their child or to make an informed decision with their child.

Parental role perception

The statements they made revealed differences of perspectives between the three groups on their parental role and beliefs what they are supposed to do and their behaviour that follow those beliefs. After being involved in the career intervention, 'one HE' third-year parents showed less support for the statement 'I would steer my child to other thoughts if I dislike a cluster, study or profession', revealing a rethinking of their view on influencing their child. 'One HE' fifth-year parents increased their self-confidence: 'I am sufficiently able to support my child in his or her cluster/study choice'. The parental statement showing the most significant differences was 'I am aware what are the strengths and weaknesses of my child.' Among two groups, six months after the career intervention 'both HE' parents showed a medium to large increase in their support of this statement, while 'no HE' fifth-year parents showed a medium increase.

The differences in the parental statements found before the career intervention between parents of 'first-generation' HE students when compared to parents who were 'both HE qualified' are remarkable. Third-year parents showed a lower mean rank ($r=.20^*$) compared with 'both HE' for the statement 'I am aware what are the strengths and weaknesses of my child'. Fifth-year parents showed a lower mean rank ($r=.23^*$) compared with 'both HE' for the statement 'I wonder sometimes if my child has enough general knowledge and experience to make an appropriate cluster/study selection'. This evidence is in line with the literature reporting on subcultural differences, in terms of socio-economic class (SES) in parental role definition (Desforges and Abouchaar, 2003).

Discussion and conclusions

The educational level of parents/mothers has been found to influence the extent of parental involvement in general (Desforges and Abouchaar, 2003). But having attained HE qualifications themselves seems not only to influence whether or not parents are involved in this career intervention, but also when they are involved. The imbalance in 'no HE' parents' participation in the career intervention in the third versus fifth year (Table 1) points to the likelihood of these parents not being aware of the consequences of early educational choices on their child's career development.

The impact of the career intervention differed for cases where both, one or none of the parents were HE qualified. The evidence also points to the likelihood that class or cultural differences existed between groups of parents.

The pattern of persistent information, guidance and support needs after being involved as 'one HE' or 'no HE' third-year parents is remarkable. It resembles findings in the Australian 'Parents as Career Transition Supports Programme', involving about a similar group of cases, showed that 32% of the participants still felt they did not know enough to help their child and 16% were not sure (Bedson and Perkins, 2006: 16). Similarly, the parents in my research also indicated that they enjoyed the sessions and that following them they knew much more and were better able to talk with their child.

These findings are consistent with wider research on educational inequalities explained by secondary effects of social origin, which relate to educational decisions made in secondary education (Boudon, 1974). These decisions are found differing across SES groups, for which the Relative Risk Aversion theory, combined with time-discounting preferences (i.e. horizon in making educational choices) is proposed (Breen, Van de Werfhorst and Jaeger, 2014). Children from advantaged socioeconomic backgrounds make, on average, more ambitious educational choices. They aim to go on to HE, especially if their parents did so, even if their actual educational attainment is modest and there is a risk of failure in HE. They tend to end up with higher levels of attainment, but they and their parents tend also to look at the whole future educational and work-career that follows.

In contrast, children with the same level of school attainment but from less advantaged socioeconomic backgrounds will be less motivated to take such risks. Short-term motivations and current academic performance dominate their educational choices. These students and their parents are more averse to choosing an academically challenging track and have a short-term horizon due to the pressure on students to leave school relatively early to contribute to family income or own earnings. These secondary effects are found strongly in the transition from Dutch secondary to HE, explaining for 81% to 94% the HE choice among HAVO students (Büchner and Van der Velden, 2013).

If accepting this explanation for the patterns observed among parents of whom one of each or neither attained HE qualifications, schools are advised to consider the following:

- Involve parents in CEG as early as possible. Third-year parents had the greatest needs, and the overall impact of the career intervention was higher for these parents.
- Specific attention and effort are needed to involve ‘one HE ‘or ‘no HE ‘parents, as they seem less aware of the consequences of early choices in educational planning.
- In the career intervention’s programme, the discussion should be opened up on the mechanisms of risk-aversion, time-discounting preferences and exploring related implicit assumptions of parents.
- In the case of a large school population of ‘one HE ‘or ‘no HE ‘parents, a whole-school approach to parental involvement and developing a comprehensive approach to engaging all staff, parents, students, staff, management and governing board might be a sensible way forward. As Lusse (2013) discovered, the issue of career development appeared to be the most promising for the content of comprehensive parental involvement in secondary schools.

Table 1: Involved parents’ HE qualification attainment in third and fifth year

	Total	Both HE		One HE		No HE	
	n	n	%	n	%	n	%
Third year	115	60	52.2	35	30.4	20	17.4
Fifth year	95	23	24.2	30	31.6	42	44.2

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Involving parents in careers work in secondary education: an educational innovation

Abstract:

A recent professional call encourages informed or collaborative interventions of schools, communities and families. The need for such interventions is supported by the literature. A qualitative study with six Dutch career teachers, who were involved in the design and execution of a parent-involved career intervention at their school, showed that an apparent ‘light’ intervention of ten hours challenged both their competences as well as the school organisation. This paper states that parental involvement in career education and guidance should be treated as an educational innovation.

Keywords: Parental involvement; career education and guidance (CEG); secondary schools; career teacher/leader; innovation.

Introduction

As part of the international trend to evolve from individual to community-based careers work (Law, 2013; Thomsen, 2013), the professional career guidance community has been called for informed or collaborative interventions of schools, communities and families (see special issue of the IAEVG-Journal 2015, 15(2)). The call refers to the limited practice and research in relation to parent-involved career interventions, which is illustrated by my inventory (Oomen, 2016a) that also reveals that most of such initiatives are not sustained.

The importance of involving parents in careers work in secondary schools is supported by the extensive literature on parents’ influences on their adolescents’ (educational) career (e.g. Young, Valach, Ball, Paseluikho, Wong, DeVries, McLean and Turkel, 2001). Adolescents perceive their parents as the major collocutor (Otto, 2000; Schut, Kuijpers and Lamé, 2013), as highly interested in (Katznelson and Pless, 2007) and involved in the educational choices to be made. Dutch students express the desire to involve their parents structurally in CEG from the first year on in secondary education (Schut *et al.*, 2013). The importance of involving parents is further enhanced by Warps (2013) who calculated that involving parents in CEG, even in one-off, information-centered session, demonstrably contributes to increasing the study success of Dutch students in the first year of higher education (HE).

Approaches

In 2012, the Dutch Ministry of Education funded a research and development (R&D) project for parental involvement in CEG. This project was executed with the career teachers of six senior general secondary schools (HAVO) around the Netherlands. Dutch career teachers are teachers in academic subjects who take up the additional task of supporting students in mandatory CEG provision. In their

role as ‘career leader’ they also support tutors and teachers in delivering the career provision in their school.

Based on a needs assessment among potential participating parents in these six schools, the career intervention was co-designed with the career teachers as a learning activity for parents interacting with their child. The physical presence of both parent(s) and the child facilitated family-learning. Parents as well as senior students from upper secondary and first-year HE alumni students served as resources, reflecting the diverse nature of the wider school-community to realise community-interaction (Law, 1981).

Each career teacher delivered the career intervention, following an extensive, co-designed script for each of the four sessions, with the support of tutors, teachers and heads of department at their schools. Pairs of parent(s) and child volunteered for four successive monthly sessions (ten hours in total), which took place in the school after classes, between September and December 2012.

Objective

One large and complex research question for the R&D project was: How does this career intervention differ from your current practice as a career teacher in your school?

Methodology

The opportunity sample for the study were the career teachers of six HAVO schools around the Netherlands, who (as an inclusion condition) had at least two years’ experience as a career teacher/leader of the HAVO department. All were female, ranging in age from 32 to 60 ($M = 43.3$, $SD = 10.0$).

While executing the intervention, the following qualitative data were collected:

- Each career teacher handed in a colour-coded script after executing each career intervention session, indicating what had not been done, what had been added as it felt needed in the circumstances and what should be done differently next time.
- Oral report self-evaluation by each career teacher took place during three focus group sessions, sharing common experiences and discussing issues based on researcher’s analyses of the handed-in scripts. These sessions were recorded in writing and verified by each career teacher.
- Interview-transcripts were produced of the 30 minutes in-depth i.c. standardized open-ended interviews of each individual career teacher with the researcher after delivering all sessions. Questions posed were: i) “In what ways does, what you as a career teacher did in the career intervention for parents and students, differ from your existing school practice?”; and ii) “What are your observations for each of these groups of staff at your school involved in executing the career intervention: tutors, teachers, colleague career teachers/leaders?”

The qualitative data have been entered in Excel and the following method was employed manually. Firstly, initial coding was carried out (Creswell, 2009), to identify as many new ideas until saturated,

followed by focused coding. The second stage was the inductive process of organising labels into categories for thematic analysis (Braun and Clarke, 2012). I justify these first two steps as a way of thinking about the meaning of the data and of achieving data reduction. Thirdly, I identified patterns in and among the themes: repetition, similarity, correspondence and frequency. I justify this step as a way of discovering relationships and of connecting it to academic literature. Finally, I interpreted the data to provide answers to the research questions (McMillan and Schumacher, 2010, p.367).

Results

The career teachers compared their existing practice to their ‘new’ practice of four career sessions for parents and students together. One finding was that the career teachers didn’t have any insight into the actual questions of parents at the time their child was going to make an educational/career choice. The information they provided in the traditional on-off session was built on their own assumptions, on what was important in their own eyes or following the tradition of the previous career teacher. Another finding was that additional competences are needed both for the career teachers themselves as for school staff involved to design and to deliver a parent-involved career intervention (Oomen, 2016b).

The main findings went beyond career teachers’ practice, careers work and referred to the impact of the career intervention on the school organisation, shared in the following observation:

It is unusual to have, for any issue in the school: demand-driven sessions (*communication*), with parents and students together, voluntarily, interactive and with a sequence of sessions (*pedagogy*), with participation varying between 13 and 49 pairs of parents and students (*scale*).

As part of this finding, some career teachers noted the more active role of the tutors and also their resistance to an increase in their workload. Other career teachers noted the enthusiastic response of the cooperating colleague career teachers.

Discussion

At one level the career intervention looks like a modest intervention: schools are running a few classes after school, facilitating the parent-child communication and improving parents’ capacity to support their child’s career development. These features reduce the influences from outside for the school and make them controllable from a school system theory perspective (Biesta, 2010). But various factors inside the school turn the career intervention into a radical change for the school. Most of these can be found in the shared observation of the career teachers above, which – italicised by me – indicate the impacted operational sub-system factors. To this can be added the facts that career teacher(s), tutors, teachers as well as department leader and older students were involved (*coordination*), and that the career intervention took place after lessons (*day structure; budget*), and with a variety of room and technical requirements (*operational systems*).

By these ‘unique’ and cumulating factors, a different phenomenon appears in the operational subsystem which challenges the limits of the complexity the schools can handle. It disrupts the school system with the risk that it has to reformulate itself and will counteract the disequilibrium with feedback to maintain a steady state. This feedback may come from various angles, such as tutors not showing up, teachers lacking time discipline, reluctant students and critical parents. Somewhere in the process, school management teams will pick up on the feedback loops with their own feedback in their role of monitoring and controlling the school system. Their feedback may be ‘balancing’ feedback, with an attempt to delay or restrain the changes taking place, reducing or adjusting the gap between the present state and the desired school goals. Or it could be ‘reinforcing’ feedback to achieve more movement in the same direction towards the desired school goals. After the project, school management teams may also decide on a (very) reduced parent-involved career intervention, whereby the nature of the intervention easily turn into a traditional information-centred session and the pedagogy gets lost: the so-called system archetype of ‘drifting goals’ (Senge, 2006).

Conclusion

There are many good reasons to promote collaborative career interventions of schools, communities and families. However, having an excellent programme with excellent research results is not enough to make such interventions work and/or sustainable in a school. One barrier in achieving more community-based careers work with schools was found to be the present school system. Such an intervention turns out to be an educational innovation. Organisational learning in the school seems unconditional. This include ‘professional learning communities’ to build school and teacher capacity – personal, interpersonal and organisational – to increase communication, collaboration and collective learning among teachers within and across grades levels (Stoll and Seashore Louis, 2007), even across a group of schools can be considered an important pre-requisite for a school’s ability to change and sustain improvement. The promotion of sustainable community-based careers work with schools has implications for the competences of the school staff involved as well as for the competences of external career professionals, e.g. in supporting the organisational learning that needs to take place in or among schools.

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Educational Intervention on Career Guidance in Special Vocational Schools

Introduction

Students in special secondary vocational schools in Greece do not receive enough career guidance as no appropriate material is available according to their specific educational and vocational needs.

Approaches

The proposed educational intervention has been designed as a career guidance toolkit implemented during the career education course and evaluated by students and teachers.

Objectives

The main objective of this research was i) to develop and implement the educational intervention on career guidance for special need students and ii) to evaluate the implementation of the educational intervention regarding the improvement of self-awareness, information and decision-making skills of the participated students.

Methodology

The developed guidance activities, which were created as basic didactic materials of the intervention, were first implemented (pilot phase) at six special vocational school units with a small number of students/teachers. After the pilot implementation the activities were evaluated through structured interviews with the teachers involved. The completed educational intervention was in the next phase implemented as part of the career guidance curriculum in eight special school units for a time period of 12 weeks with full classes. The effectiveness of the intervention was assessed i) through a questionnaire, developed by the researchers and completed by the students before and after the intervention and ii) through semi-structured interviews with the teachers who implemented the intervention. The students-questionnaire was parallel completed in four more schools which functioned as control schools during the research.

Results

The data analysis of teachers' interviews revealed a general satisfaction with the activities. Nevertheless improvement proposals were made. According to the results of the students-questionnaire's analysis, the students improved their career skills. The students respond to the intervention activities varied according to their disability.

Conclusions

The findings from the implementation and the evaluation demonstrated that the materials of the educational intervention were effective and could be included at Career Education syllabuses for Special Vocational Schools in Greece.

Keywords: career guidance, educational intervention, special education

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The learning outcome of structured career guidance through Career Management Skills - CMS

Abstract:

During the autumn of 2015 and spring of 2016 all the staff of the Careers Guidance Centre (Väglädningscentrum) in Gothenburg were trained in the Cultural Preparedness Approach to career guidance that draws upon Asian thought. Jiva (which means life in many Asian languages) is an application of this model and views career development as a spiral, a career spiral, rather than a linear process. Väglädningscentrum has tried to adjust parts of the model to the reality encountered by the career guidance counsellors in their everyday work in the schools of Gothenburg.

From the influences of Gideon Arulmani's Cultural Preparedness Approach and the Jiva concept, the career guidance counsellors in Gothenburg have developed a structure that works from compulsory school through upper secondary school to make sure that the students get the skills of career management. The Structure is made to give students the same possibilities to equivalent guidance and teaching of the self, the alternatives and decision-making through lectures in school. The tools used in the structure are inspired by Howard Gardner's Multiple Intelligences (2011), and connected for us to see the progress of learning within the students after each grade in school. By building a structure the Career Guidance Center in Gothenburg creates the opportunity of lifelong learning through career management skills and give access to career guidance and counselling a reality for everyone.

During the workshop, we will share these experiences and demonstrate the use of tools that are applied in the structure of career guidance in the city of Gothenburg.

Keywords: career-guidance, career-structure, career management skills

Introduction:

More than 24% of Gothenburg's population was born abroad, many outside Europe and from cultural backgrounds totally different from that of Sweden. In addition, there are also all the children born in Sweden but with both parents born abroad. In 2015 more refugees came to Sweden than ever before and Gothenburg is one of the cities that received the most. The school and, with it, career guidance and counselling, faced serious challenges in meeting and supporting the integration of newly arrived. The Swedish career guidance system is based almost exclusively on American and Canadian career-guidance theories and research. It works in a Western society if both the career guidance counsellor and the person counselled have a relatively similarly cultural background. An ever-growing proportion of pupils in our schools come from completely different cultural backgrounds and has different values with regard to education, future career and working life. Greater demands are being placed on our career guidance counsellors to be cultural sensitive. During the autumn of 2015 and spring of 2016 all the staff of the Careers Guidance Centre (Väglädningscentrum) in Gothenburg were trained in the Cultural Preparedness Approach to career guidance that draws upon Asian thought. Jiva (which means life in many Asian languages) is an application of this model and views career development as a spiral, a career spiral, rather than a linear process.

During the time of work the career guidance counsellors saw the need of a toolbox that would not only work among the students with a cultural preparedness approach but also the native youngsters in Sweden. Looking at the American and Canadian approach of career counselling we put a lot of pressure on the youngsters giving them the full responsibility to make decisions about their career without teaching them how to, or give them the tools to see the importance of career management. Väglädningscentrum has tried to adjust parts of the model to the reality encountered by the career guidance counsellors in their everyday work in the schools in Gothenburg.

Development:

With the guidance of Gideon Arulmani a group of career guidance counsellors was brought together at Väglädningscentrum to develop a flexible structure with tools inspired by Howard Gardner's Multiple Intelligences. The structure is developed to work from compulsory school thru upper secondary school based on Lovén's (2000) four step model, 1) self, 2) alternatives, 3) implementation and 4) decision-making thru lectures in each grade that builds on pedagogic thoughts of learning, norms and age. The working group inventoried the current material at the Career Guidance Center, got inspiration from the Jiva and adapted the material with the base of the multiple potentials (Gardner, 2011) and guideline's (Skolverket, 2013).

A tutorial was made for each exercise, containing: purpose of the lecture, learning outcome, material needed and duration. Each lecture builds upon each other in the direction to create a progression of the learning outcome and to prepare the students for their next career step. The material for each lecture is

tested in 4 different schools by the career guidance counsellors in the development group to see how it work together with the students and what the learning outcome will be after each lecture.

Results:

Between November 2017 and January 2018, 104 students in grade 6 participated and tested the material from the flexible structure. The result of the learning outcome during the test period was the following; 91 students felt that they had learned more about themselves during the lecture compared to their previous knowledge in the subject.

Between September 2017 and March 2018, 106 students in grade 7 participated with the result of 89 students feeling that they learned more about themselves and the alternatives of careers after the lecture.

Conclusions:

The conclusions from the pilot so far is that the purpose of the lectures is fulfilled. The material works well together with the students and it will bring a base of career management skills for the student to discuss together with the career guidance counsellor in the school, when it is time to bring their potentials out and find their career.

By building a structure the Career Guidance Center in Gothenburg creates the opportunity of lifelong learning thru career management skills and give access to career guidance and make career guidance and counselling a reality for everyone. Our ambition after testing the material in a bigger scale is to implement the structure in each municipality school in Gothenburg by fall 2019.

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Out of Office: Workplace Guidance

Abstract

Guidance in the workplace creates access to career guidance on the spot. Guidance is so much more than a face-to-face interview. However, the standard format of guidance is: two (or sometimes a group of) people sit and talk. In an office. This is the convention. It is surprising how often guidance closes itself in, where it should open up and reach out to those who actually need guidance, in the workplace. This implies that guidance would have to move out of the office, and enter into new arenas, such as the workplace itself: on the shop floor. This presentation draws on scholarly work by Plant (2008), on EU workplace guidance projects, such as the Helsinki-awarded Workplace Guidance projects 1 & 2 dating back a decade, and on the current TRIAS Workplace Guidance project.

Keywords: minimum of three (3) and a maximum of five (5). **Workplace, outreach, access, career**

The report should consist of introduction, objectives, approaches, methodology, results, conclusions and bibliographical references:

On the Shop floor: Guidance in the Workplace

By Prof Dr Peter Plant

University of South East Norway

2018

Overview

Much (adult) guidance is highly institutionalised, and thus confined to bureaucratic setting such as schools, universities, and employment offices. Some examples, however, point in a different direction: they bring guidance out of the offices and into the actual workplace. This presentation highlights two aspects of this pro-active approach. First, it considers the policy links between guidance and lifelong learning, highlighting findings from studies and policy documents on lifelong guidance. Secondly, it compares approaches to workplace guidance about education and training, drawing upon evaluations of workplace guidance initiatives organized by trade unions and employers in a number of European countries, mainly in Denmark, Iceland, and in the UK¹. The evaluations were based on qualitative data collected

¹ This presentation draws upon findings from transnational projects, such as *Workplace Guidance 1 & 2* (2004-2007), supported by the European Union's Leonardo da Vinci Programme, and on the follow-up, the TRIAS Workplace Guidance

from in-depth interviews with those responsible for organizing and giving the guidance as well as those who received it. Interviews were conducted with recipients of guidance in each country, either face to face or by telephone, using a semi-structured interview schedule. These research approaches will not be dealt with further here, where the emphasis is on policies and practices.

Convention: an Introduction

The standard format of guidance looks like this: two people sit and talk. In an office. This is the convention. It is surprising how often guidance closes itself in, where it should open up and reach out to those who actually need guidance. This implies that guidance would have to move out of the institutional closet, out of the office, and enter into new arenas. Workplaces are such arenas.

International developments in guidance policy

The international policy discourse reflects the imperative of lifelong learning as a pivotal tool for developing knowledge-based societies that are globally competitive. This may consist of formal, non-formal or informal learning, in educational institutions, in the workplace, and in more informal networks. It readily appeals to those who easily find their personal path by engaging in learning; but for those who do not, lifelong learning may be perceived as coercion. Such individuals are more likely to need personal support from guidance to make meaning of the possibilities of lifelong learning and how to engage in it.

The European Commission (EC), time and time again has stressed the importance of guidance that is ‘flexible and adaptable to the changing needs of the individual learner’. Its broader aims are both to create ‘active citizenship’ in democratic societies and to enhance the competencies of the European labour force in terms of international competitiveness. The Resolution of Lifelong Guidance (2004) also highlighted these policy goals, adding that ‘Guidance can provide significant support to individuals during their transition between levels and sectors of education and training systems and from school to adult and working life; to young people re-entering education or training after leaving school early; to persons re-entering the labour market after periods of voluntary or involuntary unemployment, or homemaking; to workers where sectoral restructuring requires them to change the nature of their employment; and to older workers and migrants.’

project (2015-2017), supported by the European Union’s Erasmus+ Programme. See <https://www.oesb.at/en/expertise/lifelong-guidance-llg/projects/erasmus-project-trias/trias.html>

Workplace guidance in practice: a conclusion

In most cases guidance is a remedial activity targeting the unemployed, yet some initiatives involve a more proactive approach. One of these is guidance in the actual workplace, taking place at times when workers might require it, within working hours, night shifts included. This approach has been developed across Europe, mainly in the UK, Denmark, and in Iceland, inspired by Danish initiatives, where the social partners have initiated schemes of workplace guidance in order to improve access to learning and further educational guidance amongst employees.

Some EU-projects – few and far between - have addressed these issues. Examples include transnational projects, such as *Workplace Guidance 1 & 2* (2004-2007), supported by the European Union's Leonardo da Vinci Programme, and on the more current TRIAS *Workplace Guidance* project (2015-2017), supported by the European Union's Erasmus+ Programme.

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Transdisciplinary guidance work in the One-Stop Guidance Centres

Abstract

This is a study of transprofessional collaboration in One-Stop Guidance Centres in Finland, called *Ohjaamo* in Finnish. They provide young people with information, advice and guidance on a walk-in and easy-access basis. We study the work of the experts at these Guidance Centres who represent different fields of expertise as well as different administrative sectors, but at the Guidance Centres they work together as a group. This kind of activity is generally described as transdisciplinary cooperation, or sometimes as transprofessionalism. The shift from traditional, segmented client work to a transdisciplinary, low threshold guidance and counselling environment demands the acquisition of new skills and ways of working, and our research aims to survey the development of these skills and working methods. Transprofessional cooperation refers to cooperative activities carried out by representatives of different professions who belong to the same administrative or scientific field. As a concept, transdisciplinarity covers also the cooperation between more than one administrative field and the participation of private service providers, businesses and employers in the provision of guidance services. We will use the transdisciplinarity concept to refer to the Guidance Centre work community, and we consider this concept to include within itself the concept of transprofessional cooperation in a broad sense.

The purpose of our research is to examine what transdisciplinary cooperation looks like in reality in the guidance work carried out in Guidance Centres. We will examine transdisciplinary guidance in the centres using a semi-structured observation form and present the results of the observation data from five Guidance Centres. A number of overlapping levels and stages can be seen in the development process. We define these stages as follows: 1. Working alone 2. Working alongside each other 3. Working together 4. Generalised working together 5. Regulated and agreed ways of operating. The results indicate that transdisciplinary guidance work can be approached as a skill to be developed and learnt.

Keywords : guidance, transdisciplinarity, youth, transdisciplinary cooperation

Introduction

This research deals with guidance work as transdisciplinary cooperation in the Finnish Guidance Centres. As described by Euroguidance in Finland (2018), in order to promote active citizenship, inclusion and transition to employment, Finland has established a network of locally operating One-Stop Guidance Centres, called *Ohjaamo* in Finnish. They provide young people with information, advice and guidance on a walk-in and easy-access basis. At these Guidance Centres, personal guidance and counselling which specifically focuses on learning and employment and related transitions and pathways is offered to youngsters by experts representing different fields of expertise as well as different administrative sectors involved in guidance service provision. The services are tailored according to the needs of the clients and the aim is to assist and support the young person until a more long-lasting or permanent solution has been found in terms of a job, study place or other type of activity. Services are provided through multi-channelling (e.g. face-to-face, digitally, online, or by phone). In 2017 there were around 40 pilot centres in Finland and the number is growing. In May 2017 the Government decided that the pilots will have a sustainable status alongside the reform of guidance services within the employment sector and chose to allocate national budget funding for the centres from 2018 onwards.

In our study, we are interested in the guidance offered by experts representing different fields of expertise from different administrative sectors. We focus on services provided face-to-face in five local Guidance Centres in Southern Finland. In the next section, we will define transdisciplinary and transprofessional cooperation, which are the central concepts in this research. After this, we will present our research questions in more detail.

Objectives

The activities of Guidance Centres are generally described as transdisciplinary cooperation. Sometimes guidance centres are talked about within the concept of transprofessionalism. The concept of transprofessionalism and definitions of transprofessional cooperation appear in Finnish research significantly more often than definitions of transdisciplinarity. As a concept, transprofessionalism is widely used to describe work communities and working practices which involve purposeful cooperation between different experts. In research carried out in recent years, the concept of transprofessional cooperation refers to cooperation carried out by representatives of different professions who belong to the same administrative or scientific field. On the other hand, transprofessional cooperation can also be used to refer to cooperation between more than one administrative field either within a single organisation or within a network of organisations (Koskela 2013; Nykänen 2010).

According to Nykänen (2010, 59), transdisciplinarity covers also the participation of private service providers, businesses and employers in the provision of guidance services. Nykänen, Risku and Puukari (2017, 309 – 311) define transdisciplinary guidance as activities that take place within a service network both within organisations and as cooperation between organisations. In line with the definitions given above, the concrete work community in Guidance Centres may be composed of experts in education and training, labour administration or social work and healthcare who represent either public, private or third sector bodies. Cooperation with businesses is also an essential part of the Guidance Centres' operations. A Guidance Centre may operate in one physical location or as network-based corporation.

We consider whether all guidance centres are in fact truly transdisciplinary and we seek to examine how transdisciplinary guidance work plays itself out in the everyday activities of the Guidance Centres. Our approach makes use of the factors identified in previous research which can promote or prevent transdisciplinary cooperation. After this, we present five developmental stages for transdisciplinary cooperation based on our observational data.

Approaches

Previous research has identified factors which promote or prevent the realisation of transdisciplinary cooperation. The most significant plus factors are a confidential and respectful environment, a recognition of the limits of one's expertise and a willingness to move beyond them, and time for shared discussion and reflection. (Hall 2005, 193; Isoherranen 2012; Kiilakoski 2014; Koskela 2013; Mellin, Hunt, & Nichols 2011.)

The activation of these cooperation-promoting factors requires the successful coordination of cooperation activities as well as cooperation and communication skills. In addition, transdisciplinary cooperation requires a shared terminology, shared goal formation and continual assessment of these goals.

In order to realise the plus factors listed above and acquire a transdisciplinary approach to one's work, an attitude shift may be required at the level of the individual employee (Hall 2005, 193; Isoherranen 2012; Kiilakoski 2014; Koskela 2013; Mellin et al. 2011). Transdisciplinary cooperation involves a shift from traditional expert work and established networks to a dynamic combination of independent and communal work.

Factors that inhibit transdisciplinary cooperation include unclear expert roles, imprecise divisions of responsibility, differing communication methods between vocational groups and deficient communication and teamwork skills (Hall 2005; Holmesland et al., 2010; Isoherranen 2012, 5; Mellin et al. 2011). In addition, the differing regulations and norms that underlie the activities of different vocational groups can make transdisciplinary cooperation more difficult (Kiilakoski 2014, 72 – 77).

One attitudinal factor that can inhibit cooperation is distrust between different experts, which can be seen in a tendency to defend one's own territory (Chivers 2011, 11; Kiilakoski 2014, 86 – 94).

In addition, factors relating to the practical arrangements of the work, such as a lack of resources or absence of shared physical working spaces, can inhibit the development of genuine transdisciplinary cooperation (Chivers 2011, 11; Kiilakoski 2014, 86 – 94).

Methodology

We studied the practice of transdisciplinary cooperation by observing the activities of the Guidance Centres. The observations were carried out in a focused manner using a semi structured observation recording form. (Adler & Adler 1994, 377 – 392; Cohen & Manion 1997, 106 – 125; Reinhartz 2011, 1 - 14.) We examine in our report the results of the observational data collected from five Guidance Centres. The observations were made in all five Guidance Centres on three different days and at different times of the day. There were two or three observers in each case. The observation data has been analysed using qualitative content analysis (Dey 1995). In the next section, we present the preliminary results attained from our observation data.

Results

Transdisciplinary guidance work can be approached as a skill to be developed and learnt. The development process can be seen at different levels and in different stages, and these can be examined from both the individual and the community perspective. Based on our observations, it is possible to distinguish five developmental stages for transdisciplinary guidance work. These are: 1. Working alone 2. Working alongside each other 3. Working together 4. Generalised working together 5. Regulated and agreed ways of operating. In the following section, we describe each developmental stage in more detail and present real-life examples for each stage in the daily operations of the Guidance Centres. The examples below in italics have been collected as part of consultations, trainings and observations carried out in Guidance Centres.

1. Working alone. The traditional form of guidance work, in which each counsellor has their own clients and is responsible for these clients' guidance process. Case 1. *The municipality has a youth worker, who switches role for several hours each week when working as a Guidance Centre worker at the youth centre. How does working alone meet the goals set for the Guidance Centre?*
2. Working alongside each other. Professionals from the same field or different fields share the same working environment and have sporadic conversations about particular client cases. Case 2. *A young man aged around 20 comes to the Guidance Centre and requests an income support form. He receives it and then leaves. How could the guidance of the client in this case be taken further?*

3. Working together. The counsellors have shared clients and have agreed on the division of work and how to transfer clients from one counsellor to another. *Case 3. A client comes to the Guidance Centre and is assigned an employment coach. The client's issues involve TE services and their health situation. The employment coach directs the client to the office of the TE Office worker and the public health nurse, whose next available appointment is in two weeks' time. How can the internal segmenting of the Guidance Centre's operations be prevented, so that clients are not simply passed from one person to another? How can cooperation become shared work?*
4. Generalised working together. Joint work between counsellors has become an established and natural way of doing guidance work. Client relationships are shared and guidance work is done which spans different realms of expertise. *Case 4. A client comes to the Guidance Centre to get help with making a CV. During the guidance session, it emerges that the client's job application status needs to be found out. The counsellor consults the TE Office official working in another room and the matter is sorted out immediately. How is a consultational work approach achieved in the Guidance Centre?*
5. Regulated and agreed ways of operating. Transdisciplinary cooperation is factored in systematically in all activities. The work is based on agreements made and the conscious promotion of transdisciplinary cooperation in the guidance process. *Case 5. Clients are active participants in their own guidance process and they are able to influence, for example, the form of support they receive and the methods used. How is it possible to carry out transdisciplinary guidance in Guidance Centres in a systematic and agreed manner?*

The stages overlap and they should not be understood to mean that the highest stage should be the goal for every guidance session; sometimes it is justified and more agreeable to operate at the 'working alone' level, and the highest possible developmental stage also varies depending on the conditions and arrangements within a particular Guidance Centre. The developmental stage of transdisciplinary cooperation for any particular guidance session depends on many factors. For example, the physical working environment of the Guidance Centre, the background organisations and primary competencies of the counsellors working there at the time in question and the client's needs all have an impact on the developmental stage of the transdisciplinary cooperation being carried out in any particular moment.

Conclusions

Transdisciplinary guidance work carried out in Guidance Centres brings a new working culture to the Finnish guidance and counselling field, and this new culture requires many changes to be made. New working methods and skills need to be acquired in order to move the work culture of Guidance Centres towards an organisation that learns communally and to make the change from traditional,

segmented client work to a transdisciplinary, low threshold guidance environment (D'amour & Oandasan, 2005) – a shift from a culture of working alone to genuinely interactive and transdisciplinary cooperation (Hargreaves & Shirley, 2008). What does this shift to transdisciplinary working practices look like in practice in the daily activities of Guidance Centres? In addition to making structural changes which enable the practice of shared leadership and building transdisciplinary cooperation in which sectoral boundaries are crossed so as to also include third sector organisations (Berg, 2003), models are also needed that can be used to assess and promote the learning of transdisciplinary cooperation in the daily practice of guidance work.

According to Trodd and Chivers (2011), transdisciplinary cooperation skills are best learnt through practical action – in other words by doing the work itself. Guidance centres are authentic examples of transdisciplinary cooperation in which a transdisciplinary work culture is developed as the work itself is carried out. In transdisciplinary work, the client is seen as a partner, which means that the client's participation in the guidance process is justified (Helander 2000, 21; 2011, 52–53).

Our results indicate that transdisciplinary guidance work can be approached as a skill to be developed and learnt. The learning of transdisciplinary cooperation skills is a development process that is owned by the participants and which takes place in everyday contexts. Because it is a question of skills and working methods that cannot be transferred and appropriated, for example, through traditional training methods (Koskela, 2013), other methods have been developed alongside training activities to promote competency in transdisciplinary cooperation and guidance work. It has been found that some of the significant forms of working for the development of transdisciplinary guidance work are coaching, consultation and career guidance. These types of work can therefore make use of the five stage model presented in this report.

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Students' needs for counselling in general upper secondary school A subject-scientific research of dropouts

Abstract

This paper introduces the study in works concerning the actual need for guidance when student considers whether to continue or not his/her studies in general upper secondary school. The research asks (1) how professionals describe the students at risk in dropping out the general upper secondary school and (2) what kind of subjective grounds students describe and what is these grounds' relation to social conditions in terms of quitting or continuing studies in general upper secondary school. Following the principals of the subject-scientific orientation and the method of the educational psychological practise research, the study is conducted in co-operation with participants in studied practices, within 10 general upper secondary schools' network in Oulu Finland.

The data consists of three parts: facts about dropouts gathered by guidance counsellors during one school year, 7 group interviews of 32 professionals working in student counselling and welfare services and 24 interviews of students either newly graduated (12) or dropped out (12). The interview data is analysed by using fabrics of ground (FOG). How participant students act, feel or think under certain conditions and why is captured in FOGs. What kind of interpretations participant students give to those conditions, under which they make the decision whether to quit or not, are shown in further analysis.

Results show how professionals see the risk of dropping out and how students themselves experience it. They also show what kind of support is needed from students' point of view. Results are useful in creating new supportive activities in schools and also in creating support systems in new schools, in order to offer better possibilities for acces to career guidance and counselling. In addition, the research brings new knowledge about possibilities to use FOG analysis.

Keywords

dropouts, general upper secondary school, student support services, psychology from the standpoint of the subject

Introduction

I describe the study in works concerning the question of reasons why to quit or, inspite of difficulties, deside to continue studies in general upper secondary school. In this part I will introduce the context of the study and in the 'Objectives' part I describe research questions. In 'Approaches' and 'Methodology' I describe basic concepts of subject-scientific approach and their methodological implications in my research. Because the data gathering is ongoing during writing this paper, parts 'Results' and 'Conclusions' are incomplete.

Dropping out in general upper secondary schools has not been studied in Finland before. Currently, politicians increase their demands for youth and guidance personnel: every student without vocational qualification should apply one immediately after graduating from (comprehensive school or) general upper secondary school. During my 16-year-long experience as a guidance counsellor, I became interested in what happens when someone decides to quit and doesn't accept any help to continue his/her studies. In this case, from counsellors point of view, they actually walk away from societal demands putting themselves at a high risk of social exclusion. But how they experience it themselves?

There is a well organised support team for general upper secondary school students including counselling and welfare services in Finland. There is a law for student welfare services and guidance counselling is formalised in curriculum. According to youth law, there are services for school leavers and those without any study place. Consequently, very much effort is put on student support services during the last few years. Still, everyone in need is not reached by support services. About 3% of all general upper secondary school students dropout every year in Finland. In Oulu, 140 students (out of 4355) dropped out during the school year 2015-16 according to statistics. The percentage is not very big, but as a life event, leaving the school can be a dramatic experience.

I planned my research project in co-operation with the manager of general upper secondary and adult education and the manager of student welfare services in Oulu. The network of general upper secondary schools in Oulu consists of 10 schools for youth, with about 1400 new students yearly, and one shool for adults, which is open for every adult student interested in general upper secondary school studies. The principal and from one to three guidance counsellors, depending on the size of the school, are in charge of school's counselling services. Student welfare services consist of four school psychologists and four school social workers. Youth services, for unemployed youth without study place, consist of seven outreach youth workers and many many other services.

Objectives

According to curriculum for general upper secondary school (Opetushallitus, 2015), the guidance should be available when student is in need, but as said above, too many of the students feel like not having support when needed or do not even seek guidance. In addition, the whole network of general upper

secondary schools in Oulu is under reorganisation because of increasing amount of youth and decreasing (or stabile) amount of resources. The master plan of the new school network consists of schools of fewer amount and higher student count. This situation in this context makes it necessary to develop also student support services.

I am interested in the actual *need* for guidance when student considers whether to continue or not his/her studies at upper secondary school. In this presentation, I will concentrate on the everyday practices and experiences related to quitting school by both student support professionals and youth. The research questions for this part of my study are:

- (1) How professionals describe the students at risk in dropping out the general upper secondary school?
- (2) What kind of subjective grounds students describe and what is these grounds' relation to social conditions in terms of quitting or continuing studies in general upper secondary school?

In order to develop the support services, it is important to learn, how do the students experience the need for support together with the consideration of continuing (or not) their studies. I discuss the support work experienced by professionals in the first part of my research. In the third part I discuss the support system and its development as a whole.

Approaches

My orientation is subject scientific, based on critical psychology, later defined as psychology from the standpoint of the subject (Motzkau & Schraube, 2015). The method can be defined as an educational psychological practise research (Højholt & Kousholt, 2013; Suorsa, 2014). I see participants (both professionals and students) in student support as active actors. While giving support and being supported they change (or do not change) conditions of support services. Thomsen (2014) suggests that critical psychological standpoint allows researcher to develop new guidance activities taking participants' needs and interests as a basis and thereby narrows the gap often seen between practice and research concerning guidance practices. An important part of subject scientific research is understanding individuals (in my case professionals and students) as co-researchers (Motzkau & Schraube, 2015; Thomsen, 2014). This means that the researcher invites people, who are involved in studied practices, to participate in creating data and making interpretations of it.

Thomsen (2014) argues, that according to the critical psychology's point of view, student support services can not be seen as a goal itself. Instead, it should be seen as the means to support students to participate in society (either educational or vocational way). The participation and it's meanings can be studied. In my study, the meanings are seen as general *possibilities for action* that are accentuated differently. In *fabric of grounds* (FOG) these accentuated meanings (*premises*) are seen in relation to participants' subjective reasons for their action and experience (Suorsa, 2014; 2015b).

Suorsa (2014; see also Suorsa et al., 2013; Suorsa, 2015b) has introduced the way of using *fabrics of grounds* as a method for analysis in empirical research. In short, the researcher constructs FOGs from the research participants talk. When describing his/her action, participant expresses like "in this kind of conditions (*meaning*) I act / feel / think like that..." (*premise*) and continues with expression usually starting with "because..." (*reason for action*). From these *meanings* and *premises* the researcher can make interpretations of the actual conditions under which the participant lives and how he/she experiences them. FOGs can further be analysed in terms of what kind of results the actor is expecting to achieve by acting. Acting then (re)produces those conditions under which the actor lives.

Methodology

In subject scientific research, data is produced in co-operation with participants. Firstly, I asked guidance counsellors in general upper secondary schools in Oulu to write down facts of students, who quit their studies during one school year. I received this data from 13 out of 15 guidance counsellors. Next, I invited professionals, who are practitioners and also in charge of counselling and welfare services, to group discussions during late spring 2017. Altogether 32 of them participated: 4 principals (out of 10), 9 guidance counsellors in two groups of 4 and 5 (out of 15), all 4 school psychologists, all 4 school social workers, all 7 outreach youth workers and 4 guidance persons from the general upper secondary school for adults. The group discussions were planned according to principles in focus group interviews (see Lichtman, 2013; Stewart & Shamdasani, 2015b). However, the discussions proceeded without many interventions from the researcher. The purpose of these group discussions was first, to make participants think about working with dropouts and second, to produce useful data for this practice research (Brinkmann & Kvale, 2015b). I also discussed the results of my analysis with the participants. In this presentation, I will concentrate in only one theme of these discussions, the phenomenon of dropping out.

The third part of my data consists of 24 interviews with newly graduated students (12) and former students, who were quitted their studies (12). Interviews were planned according to principles of solution-focused therapy in order to (1) make the discussions as smooth as possible for participants and (2) gain data that can be captured as FOGs (Suorsa 2015a). These discussions are narratives of participants' school career focusing their everyday experiences, in this case different decisions done during their general upper secondary school years and just before, important others and future plans. The part of discussions concerning the decision whether to continue or not one's studies is selected and analysed using FOGs.

Results

According to guidance counsellors' notes, 134 students resigned during the school year. 61 of them wanted to quit in order to attend either to another general upper secondary school or to vocational upper secondary school. The amount of 26 did not attend any other school. They are the most alarming group,

at high risk to become socially excluded. But then quite big amount of 47 resigned students intended to attend the general upper secondary school for adults. According to professionals' experience, too many of these students will ever not graduate there. Consequently, the amount of youth about whom we should be worried, is actually 73 (and we should remember, that I did not receive notes from 2 out of 15 guidance counsellors).

As a result, I will first introduce the model of risks the professionals see in dropouts' studies. Second, I will specify the subjective grounds the students express in their decisions concerning whether to quit or continue studying. Then I will highlight the conditions under which students make their decisions. Finally, I will discuss about student support services' meaning in students everyday lives.

Conclusions

In spite of the analysis being still incomplete, I can outline some characteristics of the study. The psychology from the standpoint of the subject offers applicable concepts in studying phenomena in participants' everyday life. With this kind of data producing, I managed to reach a multifaceted, in depth understanding of the dropout phenomenon. It might not be possible to generalise results wider. Practice studies, like this, are more likely to understand present conditions. This kind of study is one way to involve the people, who produce or use (or not use) services, in developing the practice, which is relevant to them (Thomsen, 2014). Results are useful in creating new supportive activities in schools and also in creating support systems in new schools, in order to offer better possibilities for access to career guidance and counselling. They are useful also for me personally, as a guidance counsellor, when I rethink my working habits and principles.

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Positive psychology and career counselling

Abstract

Positive psychology has been an influential movement within psychology in the early years of the twenty-first century. This paper seeks to provide a critical and balanced assessment of the contribution to career counselling of this perspective, based on a review of the literature (published as Robertson, 2017). Positive psychology is associated with a number of useful concepts including ‘eudaimonia’, ‘flow’, the ‘broaden and build’ theory, ‘character strengths’, and ‘calling’. These give fresh insights into career development that can enrich practice. Positive psychology helps to reframe our understanding of the outcomes of career counselling, by focusing attention on what a ‘good life’ means. In doing so, it potentially helps to unify the goals of career counselling and personal counselling. It provides an empirical basis for some elements of practice. However, the application of approaches derived from positive psychology to career counselling is problematic if practice is individualistic in outlook, and thus neglects the socio-economic and institutional contexts in which careers are experienced and interventions take place. Furthermore, enthusiastic claims for its efficacy may sometimes go beyond a safe interpretation of the evidence base.

Keywords: Positive psychology; well-being; career counselling; career education.

Introduction: Positive psychology is best understood as a contemporary movement in psychology that is a reaction against the discipline’s historic preoccupation with pathology and dysfunction (Seligman & Csikszentmihalyi, 2000). Its analysis of the emotion of happiness and its antecedents has had widespread appeal and extended its reach beyond academia into the self-help literature. Positive psychology’s focus on what is right with people, rather than what is wrong with them, makes it an appropriate perspective for non-clinical applications, including coaching psychology and career counselling.

This paper draws primarily on the authors’ attempt to provide a balanced critique of the influence of positive psychology in career development (Robertson 2017). It also draws on Robertson’s (2013) discussion of the well-being outcomes of career guidance, and Robertson’s (2015) exploration of the relationship between positive psychology, career counselling and counselling psychology.

Objective: To critically evaluate the contribution of positive psychology to career guidance.

Methods: A thematic literature review was conducted.

Findings: Positive psychology typically adopts traditional empirical research methods of scientific psychology. It draws on the pre-existing evidence base across the entire discipline of psychology, and in recent years has Examples of relevant insights include:

- The concept of ‘eudaimonia’ which equates well-being with meaningful activity.
- The notion of ‘flow’ (Csikszentmihalyi, 2002) which describes positive consequences of the state of being completely absorbed in an activity. This points to the central importance of interests in career choice.
- The ‘broaden and build’ theory of Frederickson (2005) which identifies positive emotional states as a precursor to pro-active and playful exploratory behaviour. With promoting research and exploration a common goal of career interventions, this points to ways of preparing the mindset of the client.
- The classification of character strengths was developed as a positive contrast to the use of diagnostic categorisation in psychiatry. The creation of psychometric assessment tools to measure strengths (e.g. Peterson & Seligman, 2004) has direct application in career counselling.
- The adoption by positive psychology coaches (e.g. Biswas-Diener & Dean, 2007) of the notion of a career ‘calling’ (e.g. Dik, Duffy & Eldridge, 2009) relates to their recognition of the importance of meaningful work to psychological well-being.

Positive psychology polarises opinions and it attracts many critics (e.g. Ehrenreich, 2009; Fineman, 2006) who have highlighted a number of concerns. Firstly, it can be seen as evangelical in its promotion of a culturally specific (North American) vision of a ‘good life’. Positive psychologists seek to address this through cross-cultural studies. Secondly, its implication that negative emotions must be avoided, neglects the necessary healthy function that they serve in a balanced person. More recent developments in positive psychology have responded by actively seeking to integrate negative feelings into their models. Thirdly, it is individualistic in focus, and as a result is apolitical, neglecting wider socio-economic contextual factors that underpin injustice and inequality. This concern has some relevance to the employment domain.

In its applications to workplace settings via ‘positive organisational scholarship’, worker happiness and high productivity are often assumed to go hand in hand, but this assumption may not be safe. Power imbalances or conflicts of interests between employees and employers may be neglected. The intentional adoption by management of positive psychology techniques to monitor and modify worker emotion with a view to promoting productivity are potentially problematic. Similarly, the adoption by the UK Government of positive psychology as a rationale for the use of psychological interventions as a component in active labour market programmes for unemployed adults has been criticised as potentially intrusive or coercive.

Some authors have explored the potential for applications of positive psychology to career counselling practice and highlighted innovative techniques it might contribute (e.g. Jacobsen, 2010; Yates, 2013). Positive psychology has an extensive empirical evidence base which is one of its key attractions. However, this review of the evidence base suggests most claims made for its application in career counselling were based on extrapolation from other fields; the evidence for its effectiveness specifically in career development is currently modest.

Conclusions: Positive psychology contributes to innovative practice in career guidance as it is a rich source of ideas for helping techniques. Positive psychology can enrich a technically eclectic approach to career development. It can also contribute to a useful discussion of the wider role of work and career in promoting public health and well-being. It has two drawbacks however. Firstly, its individualistic focus neglects the socio-economic and power relations in the contexts within which it is practiced. Secondly, the enthusiasm of its advocates has at times out-paced its evidence base. So it provides a useful perspective, but it is not well placed to provide a comprehensive and integrative foundation for the practice of career counselling.

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Life design intervention with postgraduate students: A collaborative and systemic approach².

Introduction

The working paper that we submit considers that postgraduate students are a vulnerable population, given the difficulties they have to access the labour market in the current economic context (OCDE, 2010). This situation, together with the fact that we understand the guidance as a lifelong learning process, justifies the interest in developing guidance intervention at postgraduate levels.

The message we submit has its origin in a pilot-experience developed in postgraduate studies, involving twenty-one students with a guidance profile. This initiative meets the vocational and educational training objectives in a two-fold purpose. In one hand, the interest is focused in the design, development and evaluation guidance interventions from a transformative perspective committed to the personal development and social transformation. On the other hand, to study the confluence from different systematic and narrative perspectives from the guidance intervention, with the conceptual approach of social transformation and design thinking methodology.


Keywords: life design, transition, design thinking, social justice, lifelong career counselling

Objectives

1) to develop a guidance prototype addressed to postgraduate students, from a Systemic Narrative perspective, applying the Design Thinking methodology; 2) to explore a guidance process linked to the training of professionals committed with social change.

Approaches

By taking a systematic approach in career development theories and interventions, allows us to take people in a perspective context. This opens up possibilities for interventions at multiple levels of

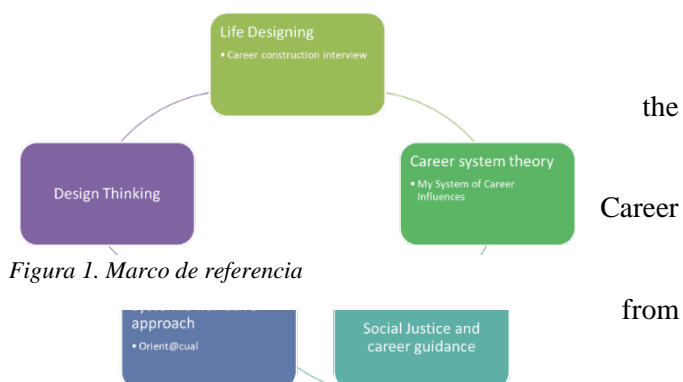
² This research has been supported by The Government of Spain (National Research and Development Plan): Transitions and trajectories of Access to Master studies in the Spanish University: an analysis in the area of Social Sciences (EDU2016-80578-R AEI/FEDER.UE) 

people's systems and the likelihood of career practitioners intentionally undertaking socially just interventions (Arthur, Collins, Marshall & McMahon, 2013). In this process, the client becomes aware of his/her own system of influences and, as a consequence, can adopt a proactive attitude in his/her career construction.

Life design paradigm converges with the previous one because it understands that: *"The essence of the counselling process can be seen as the unfolding of the actual I: its point and sense lie in understanding how people interpret and represent reality and perform the tasks that the context presents to them, what meanings they give to it, and how such representations interact in their personal history"* (Duarte, 2014, p. 220).

A life design process may be learned by Design Thinking methodology. Design Thinking is a person-centered process, focused on solving complex problems at different levels and themes of life (Brown, 2009). The Design Thinking methodology applied to education proposes a challenge based process, which enables student's development of divergent thinking, exploration skills, confidence, commitment, as well as communication and collaboration skills. The process is developed in five phases: 1) Empathy; 2) Define; 3) Ideate; 4) Prototype; 5) Test/Feedback.

In our proposal (see figure 1) we have integrated in the Design Thinking process, stages proposed by Savickas (2012, 2016). In addition, we have included My System of Influences' phases (McMahon, Watson & Patton, 2013), as well as some activities



Orientacual program (Romero-Rodríguez, Álvarez-Rojo, Seco-Fernández & Lugo-Muñoz, 2013). This program responds to a conception of the career project as *"an active construction process in which the client opens different channels of knowledge (reflection, intuition, emotion, silence, listening to himself) in search of the meaning of his own life experiences (academic, relational, professional ...) and takes the energy to move to the next step in their life path in a free, conscious and motivated way"* (Romero-Rodríguez & Figuera Gazo, 2016, p 172).

Methodology

It has been developed a prototype-intervention with a group of twenty-one students from the Master entitled "Vocational Training and Career Guidance" at the University of Seville (US). The designing process of intervention used by the authors of this study, uses the Design Thinking methodology.

The student's academic work, photographs, videotapes, together with the two researchers' diaries have led to some initial thoughts which are shown in this working paper. Both researchers have been implementing the methodology with this group. We are currently in the first stages of analysis.

Skills

The skills the students must develop are: to build their professional identities; to develop resources involved in career adaptability; to combine individual and vital-professional projects with community projects

Intervention process

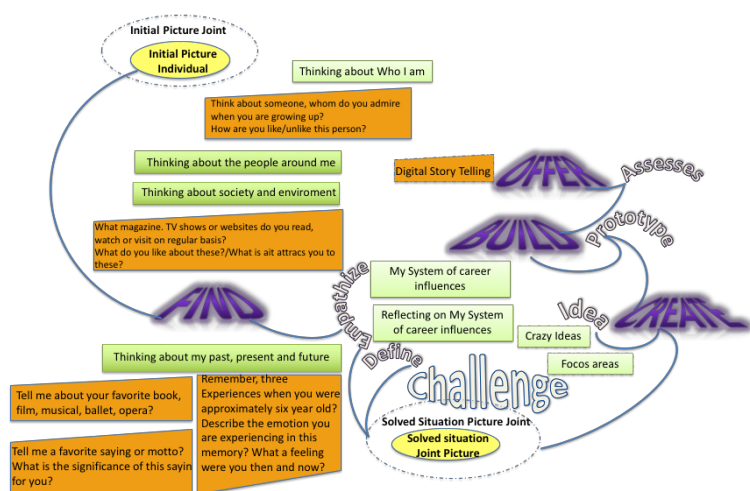


Figure 2. A collaborative and systemic approach design thinking

predispose the person to be mobilized towards personal change as well as social innovation. Furthermore, enables the person recognize the process that allows identifying themselves with someone and to share feelings.

Finally, we indicated that the representation of the process is the pedagogic resource used as a mean to understand, from the "no judgment", and be the author of their own development and, accordingly, of the result achieved.

Initial or preparatory stage

The ultimate aim of this initial or preparatory stage is to achieve that the students give meaningful sense to their participation in the training-guidance program. This precondition leads to propose a program based on people's life's experiences, and also to the group of students as the basic unit of professional socialisation. This implies explaining and confessing to other people, probably unknown to them, private aspects such as personal values, beliefs, emotions, feelings, etc. that are associated with our privacy which move or paralyses us towards achieving our life goals.

Therefore, it justifies the necessity to take time in building an atmosphere of respect, distension, openness and sensitivity in creating trust and confidence in the individual, and the group, to act freely. This way the students introduced, to their culture, the principle of the no judgment or respect to what is said, proposed or done in the training-guidance process.

The training programme (see figure 2) takes place in eight working sessions of two hours long each and is organized in three stages: initial or preparatory stage, stages of guidance development or process and final guidance process and starting action. The pedagogical principles underpinning the guidance intervention is the experience because its acts in the identification of ideas that

The techniques employed introducing participants in a experienced training process, with the aim to study life and professional Projects (LPP) and the management of their own Project, have been the *language of photography* and the *three circles*.

Stages of guidance development or process

The development of a career for social change is organized into four areas: *Find, Create, Build and Offer (FCBO)* that, in turn, articulate the guidance process in the basic elements of design thinking.

Find

This first area focuses in that the person takes awareness about himself, adjusted to his/her own circumstances, from the social environment (family, school, work and others.) and the relationship between both of them. In this regard, is needed to seek, organize and give meaning to the information, situations, feelings, etc. that can be experienced.

In the end, its about empathy or, in other words, to know to understand the reality around, to understand its relationship with this situation. This process is carried out in successive approximations and for this purpose it used, at first, the narrative with pictures because the visual expression is a medium to think about their own situation and provide some sense (Taylor & Savickas, 2016). Its requested that narrative picture and describing their current situation, at first on an individual basis and, later, collectively. To share the reality of each person, enables the group aware of the possibility to think the current situation in terms of collective.

And, later on, The study of My System of career influences (MSCI) (McMahon, Patton & Watson, 2013) allow us to look and appreciate which personal characteristics, personal relationships and the social background which could be affecting the current situation. This process is organized in four levels, the first three deepen in the personal self-knowledge, family environment and socio-political context. The fourth level, is to understand the present situation taking into consideration future projections. Its an area of synthesis that makes the person and the student group to question, "so and What now?".

This attempt concludes when the person and the group are able to imagine the solved situation, without current conditions being changed, those identified in the system of individual or collective influences, enabling it to define the challenge to achieve. At this point, the development of the proposal is to make it a collective challenge, which starts, of course, by the collective resolution. Ensuring ownership of all the participants means that they see themselves in the defined situation as well as in the challenge proposed.

Create

The purpose of this attempt is to dream up what done to reach the collective challenge. It consists of a creative process and, as such, starts with the principle of no barriers, any idea as absurd as it may seem

is suitable and the time allocated to that effect is limited because now it doesn't matter how one might feel about the feasibility of the idea. Its emphasized that more ideas, the more diverse and unusual the better; Its necessary to organize them and, finally, transform them and pursue them in future projects.

Build

The third attempt focuses the attention in the need to prove the viability of the project design and its venture to carry out the proposals. Each of the alternatives gives to the solution made a prototype, which contributes to exemplify a model of how to develop it. Its strength lies, primarily, to use other means of expression, the word gives way to pictures, designs, role playing, in short, any means capable to show the improvement to reach.

Offer

The last part of this process is carried out over two phases, the preliminary one, is used for reporting the progress achieved and to test it, the developed prototype made by other participants in the guidance process. Those who value the idea must see if possible, with the proposal made, to advance from the actual situation to the proposed one. Its value lies in moving from the world of ideas into action, recognising that the determining factors that might be affecting it. This principle is essential if we take into account the creative process that has been undertaken collectively.

Final guidance process and starting action

In this stage, the person and the group, identifies that the solution to the situation is in itself, as well as what he has to do to move towards the desired situation. This is also an evaluation stage in the process.

Conclusions

The career building process reinforces the idea that the guidance potential is amplified when its developed with the interaction with other people and creates collective projects. In this respect sharing thoughts and talking about careers for those who are at a crossroad in their lives, seems to be an ideal scenario to listen to their thoughts and create a collective conscience. This aspect is crucial if each individual talks about his/her career in different ways but the common ground is that all of them feel paralysed for the same reasons depending the vital moment they are experiencing at the time. To understand and share what are the social and personal circumstances which makes human beings paralyse at this moment helps them to develop and use their personal resources. To evoke an alternative solution managing your own resources and experiences and choosing a way towards change, is the way to personal liberation. Ultimately, it implies investing in the management of emotions and the practice the detachment of predicted solutions to favour adaptability.

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Access to career guidance for international STEM students in Japan

Abstract

Since Japan faces the issues of a rapidly ageing society and a shrinking labour force, the government has been attempting to increase the intake of international students and retain them as highly skilled foreign talent. This study is based on surveys on international ‘Science, Technology, Engineering and Mathematics’ (STEM) Master’s students in Japanese Universities, providing a detailed account of their career preferences to build an accurate picture of their career prospects. The cohort was divided into two categories: students with no or basic Japanese language skills and those with an advanced level of Japanese. The findings indicate that most of the former type of students preferred to progress to the PhD level, while the latter type of students chose to ‘work in Japan’. For the group of international STEM students to successfully transition to working or researching in Japan at the end of their Master’s degrees, it is suggested that career guidance be offered in different languages, tailored to the needs of different groups.

Key words: STEM, international students, career guidance

1. Introduction and objectives

As developed nations’ competition for highly skilled foreign workers intensifies in the so-called global ‘war for talent’, many have shifted their attention to not only attracting and accepting international students but also employing them as highly skilled workers (She & Wotherspoon, 2013). Japan is one of these countries: it has a rapidly ageing society and a shrinking labour force. Hence, the government has developed a ‘support for employment of international students’ policy to attract 300,000 international students by 2020 and increase the number of international students who remain in Japan after graduating, from the current 30% to 50% (Prime Minister of Japan & his cabinet, 2017).

At the same time, Japan has also sought to introduce courses taught in English at universities to attract more international students. In 2009, the country introduced the Global 30 internationalization project in higher education, and since then the use of English in academia (i.e. the English-Taught programmes (ETP)) has expanded rapidly (Ota & Horiuchi, 2017). Today, ETP is more common in graduate schools, especially in STEM (science, technology, engineering and mathematics) programmes. In 2014, 208 graduate schools from 88 universities offered ETP (MEXT, 2016), and about 80% of graduate ETP courses are STEM programmes (JASSO, 2017). However, while the nation’s labour shortage means that 57.8% of employers plan to hire fresh international graduates

(Disco, 2017), the hiring process remains designed for native Japanese speakers, and even international students with advanced Japanese skills are often constrained by language requirements. International students in ETP programmes, whose Japanese language ability is limited, face even more obstacles (Cho & Ma, 2012). The study elucidates the career goals of international Master's degree students in Japanese STEM programmes to discuss how career guidance programmes can better help them obtain jobs in Japan.

2. Approaches and methodology

I compared the career preferences of two types of international STEM master's degree students in Japan: students with no or basic Japanese language skills and those with an advanced level of Japanese. The former are typically enrolled in ETP programmes, while the latter are often enrolled in Japanese-language programmes. I obtained data using different surveys:

- Group A (primary data for ETP students at a single university): This web-based questionnaire survey was distributed to students enrolled in the same year of a STEM Master's ETP programme at a Japanese national university (hereafter referred to as 'University X'). Although the sample size was 48, I removed the data on two respondents who spoke advanced Japanese, reducing the final sample size to 46.
- Groups B and C (randomly sampled international master's students, secondary data): I obtained data from STEM master's degree students who responded to the 'Lifestyle Survey of Privately Financed International Students', conducted by the Japan Student Services Organization (JASSO) in 2015 (hereafter referred to as the 'JASSO survey'). Our total sample size was 280, and I separated respondents into two groups: Group B (n = 107) included respondents with a low-level proficiency in Japanese (below N3/J3), whom I assumed to be enrolled in an ETP programme, and Group C (n = 173) included students with advanced Japanese, whom I assumed to be enrolled in a standard programme with a majority of Japanese students.

3. Results

Conditions influencing career exploration

I found that the ETP groups (A and B) included students from more diverse countries, while most students in Group C came from the far eastern countries (see Table 1). The groups also differed in their application process: 70% of ETP students applied to the degree programme from abroad while 62% of Group C first participated in preparatory education in Japan. These findings suggest that ETP students may face difficulties while job hunting due to the timings and processes of recruitment. Most Japanese employers conduct a bulk hiring process at a particular time of the year to attract university students interested in working at their companies. The ETP students must decide whether to apply or not after only about a year in Japan. In addition, ETP students cannot easily access job postings or

career guidance because they are often in Japanese. In the case of University X, international students who study in ETP account for merely 2% of the student population, and on-campus career guidance and counselling are offered only in Japanese. It is important for STEM students to make use of the connections their university department has with industries, because, in Japan, companies frequently supply employment information through universities' employment guidance divisions or via STEM professors (Yoshimoto 2002). International students without advanced Japanese proficiency often cannot comprehend the information that is available on campus. In our survey of University X students, 34 (76%) said that they are unable to gather information on job vacancies and companies. Finally, very few students in the ETP groups have even an intermediate level proficiency in Japanese (N3/J3). Japanese is a difficult language for people who do not already use Chinese characters, and for students to reach the advanced level of Japanese proficiency required by most employers, they should already be at the intermediate level when they enter a Master's degree programme. However, STEM programmes focus on research, and students find it difficult to attend the Japanese courses offered on campus. They are also less motivated to continue taking classes because their research and daily lives require only English (Ryan & Hakamata, 2015). However, this lack of proficiency in Japanese keeps ETP students from applying for many jobs, despite the job market now being open to more international students.

The need for career guidance

Most respondents in group C (68%, n =114) hoped to 'work in Japan' after graduating from their Master's programme (see Figure 1). These students are often competitive job candidates: they have both STEM expertise and advanced Japanese skills. Half of the students in the ETP groups, on the other hand, responded that a 'PhD' was their next step. Only 9.8% of overall Master's students proceed to a doctoral degree in Japan (MEXT 2016), while the same figure for international students is 18.1% (JASSO 2017a). Hence, this survey showed that the number of ETP students who wish to proceed to a PhD programme is much higher than the other group of Master's students in Japan. The 33% of students in the ETP groups who planned to 'work in Japan' face the most obstacles because of their limited Japanese proficiency and other problems discussed in the previous section(see Figure 1). The chi-squared test indicates significant variations between groups B and C in the choice of 'work in Japan' and 'PhD' (see Table 2). In 2015, half of all the engineering, mathematics, and computer science doctoral students in the U.S. were from overseas and 42% of graduate students in the UK were from outside of the EU (NSF, 2018; HESA, 2018). Therefore, the international STEM Master's students in Japan who hope to obtain a doctoral degree are a part of a global trend: STEM students from developing nations seek opportunities in developed countries. However, these students are less likely to get jobs in Japan: in 2015, while 51.6% of PhD respondents to the JASSO survey hoped to work in Japan, only 19.8% of PhD graduates landed a job; moreover, although only 33.9% of the total 66.7% international Master's degree job aspirants succeeded in securing a job, their percentage was

significantly higher than that of PhD aspirants. In addition, private Japanese industries do not privilege applicants with the highest degree when hiring for research positions. NISTEP (2016) reports that of 1,124 companies employing R&D personnel in 2015, only 103 companies (9.2%) hired people with PhD degrees. One survey showed that of 80 companies planning to recruit international students, only 38.8% were considering hiring STEM PhD graduates, while 82.5% planned to hire STEM Master's graduates (Quality of Life, 2012). Another study (Hirose & Tsuchida, 2011) shows that international doctoral students are often at a disadvantage since they are older than international Master's or graduate students. Thus, international students in ETP STEM Master's degree programmes need better career guidance to help them make a well-informed career decision. This should include information about the merits and demerits of a PhD in terms of their career advancement in Japan. It is worth providing continuous career guidance to the students throughout their PhD programme to enable them to pursue diverse career options after obtaining research degrees.

4. Conclusion

Japan has invested considerable public and academic resources in international STEM graduates, and it is a significant opportunity loss if these highly qualified students leave the country, especially if they desire to start their career in Japan. Our findings show that ETP students and those with advanced Japanese language skills have different needs and desires when it comes to job applications and career exploration. This suggests that career guidance must be offered in different languages, tailored to the needs of different groups. For Japanese higher education to attract excellent STEM researchers who can contribute to the nation's economic growth, it is worth developing all-embracing measures to facilitate international STEM graduate students' career in Japan.

Figures and Tables

Table 1: Demographics and application process for Japanese programmes

Survey	University X	2015 Lifestyle Survey of Privately Financed International Students (JASSO)	
Data	Primary data	Secondary data	
Type	STEM Master's degree ETP		STEM Master's degree in Japanese
Group	Group A University X (n = 46)	Group B JASSO survey respondents with low Japanese ability (n = 107)	Group C JASSO survey respondents with advanced Japanese (n = 173)
Nationalities (Top 5)	Asia (98%) Indonesia: 15 (33%) Bangladesh: 11 (24%) Thailand: 7 (15%) India: 6 (13%) China: 2 (4%)	Asia (92%) China: 31 (29%) Vietnam: 11 (10%) Indonesia: 11 (10%) Thailand: 8 (8%) India: 7 (7%)	Asia (96%) China: 111 (64%) Vietnam: 14 (8%) Korea: 11 (6%) Taiwan: 8 (5%) Malaysia: 8 (5%)
Japanese language ability*	N3 4 (9%) N4 5 (11%) N5 4 (9%) No qualification 33 (71%)	J3 1 (1%) N3 5 (5%) N4 8 (7%) N5 5 (5%) No qualification 87 (81%)	N1 105 (61%) N2 61 (35%) J1+ 1 (1%) J1 4 (2%) J2 2 (1%)
Application process	Direct from overseas: 36 (78%) From another Japanese school: 10 (22%)	Direct from overseas: 75 (70%) From another Japanese school: 32 (30%)	Direct from overseas: 66 (38%) From another Japanese school: 106 (62%)

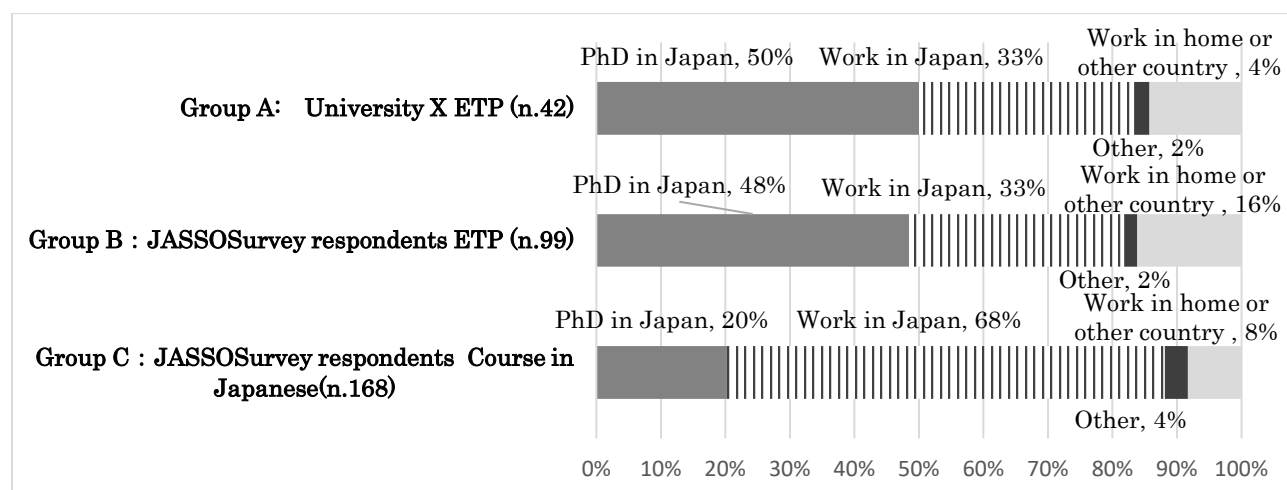
*N = Japanese Language Proficiency test, J = Business Japanese proficiency test, Number = Level

Table 2: Career preference by group

Variable name	Value	Group B		Group C		Chi-square
		Mean	STD	Mean	STD	
PhD in Japan	0,1	40.2%	0.493	19.7%	0.399	13.981 **
Work in Japan	0,1	30.8%	0.464	65.9%	0.475	32.577 **

**p<0.1

Figure 1: Students' career preferences



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Educational Choice - a timetabled subject in Norwegian schools: From curriculum to 'teachers' experiences

Abstract

The timetabled curriculum subject of Educational Choice was introduced in lower secondary school in Norway in 2008 and revised in 2015 (Utdanningsdirektoratet, 2015). The curriculum states that the subject shall contribute to the pupils gaining competence in making career choices based on the pupils' wishes and prerequisites, give students an understanding of the importance of education and lifelong learning, and provide knowledge of what different educational trajectories can lead to and provide insight into a changing labor market (Utdanningsdirektoratet, 2015).

The main objective of this research is to critically investigate this curriculum with its intentions as they are described in the curriculum document and how teachers describe their experiences with teaching the curriculum. Data is gathered through methodological triangulation. A discourse analysis of the curriculum is applied. And an analysis is done of teachers' narratives focusing on perceived experiences with teaching the subject. The results of the WPR analysis and the analysis of the teachers' narratives were aligned to see which tensions, contradictions or common phenomena were emerging. The connection between curriculum and teachers experiences is of interest because it gives insight into what the teachers believe to be of value for their students and their teaching practice.

Keywords

Career education, curriculum inquiry, teachers, lower secondary school

Introduction

The curriculum subject of Educational Choice was introduced in lower secondary school in Norway in 2008, and revised in 2015 (Utdanningsdirektoratet, 2015). The revised curriculum from 2015 states that the subject "shall contribute to the pupils gaining competence in making career choices based on the pupils' wishes and prerequisites" (Utdanningsdirektoratet, 2015). Furthermore, the subject shall help to give students an understanding of the importance of education, participation and lifelong learning. In addition, the subject will provide knowledge of what different educational trajectories can lead to and provide insight into a changing labor market. On an organizational level the subjects consists of 110 hours, which can be distributed throughout the three years of lower secondary school.

Objectives

A national curriculum is an education policy document with two purposes or functions. Firstly, it is the tool for national political governance. Secondly, it sets a professional and educational platform for professional practice (Aasen, Prøitz, & Rye, 2015, p. 417). The objective of this paper is to discuss the curriculum with its intentions as they are described in the curriculum and how teachers describe their experiences with teaching the curriculum. The following questions are discussed: How can we understand the formalized domain of the curriculum? How do teachers perceive teaching this curriculum? And which knowledge can be gained from comparing these two perspectives? In order to find answers to these questions a methodological triangulation of data gathering is applied. First a discourse analysis of the curriculum is applied, using Bacchi's WPR approach (2009). Secondly, an analysis is done of teachers' narratives focusing on experiences with teaching the subject. The results of both analyses were aligned to see which tensions, contradictions or common phenomena were emerging.

Curriculum is in the eye of the beholder

All that is laid out in the curriculum constitutes an interpretation and can be interpreted. Or as Goodlad states "curriculum is in the eye of the beholder" (1979, p. 63). In this perspective curriculum can be seen as a product and an artefact left for analysis. This also leaves an area of interest connecting the formal curriculum with the perceived curriculum. Goodlad describes that "What has been officially approved for instruction and learning is not necessarily, what various interest persons and groups perceive in their minds to be the curriculum" (Goodlad, Klein, & Tye, 1979, p. 63).

It is of interest to investigate the teachers' perception of the existing curriculum and what attitudes they have towards it. "Their dispositions (e.g. degree of satisfaction) toward these perceptions should provide the researcher with significant insight into school as seen through the eyes of this group of primary participants" (Goodlad et al., 1979: 62). Teachers, with their significant perception of curriculum, are in a good position to influence improvements or adjustments.

WPR analysis

Discourse analysis is an approach seldom used in career counselling or research within the field and the method has the potential to contribute to critical analysis (Stead & Bakker, 2010). One way to conduct a critical policy-as-discourse analysis is by applying Bacchi's What is the Problem Represented- approach (WPR). The WPR approach is compromised to six core questions. In order to target the curriculum analysis in a way that was possible to combine with teachers experiences with teaching the curriculum, I considered the next three of the WPR questions be relevant for this particular curriculum analysis:

- What's the 'problem' represented to be in a specific policy or policy proposal?
- What presuppositions or assumptions underpin this representation of the 'problem'?

- What is left unproblematic in this problem representation? Where are the silences? Can the ‘problem’ be thought about differently?

Method

The following set of curriculum documents and government reports were included in this analysis:

- The current subject curriculum, introduced in 2015.
- A guiding document for teachers, giving suggestions on how to teach the subject, published together with the second subject curriculum in 2015.

Results

This analytic process resulted in four problem representations:

- youth lack work experience.
- career learning is about competence and skills.
- the individual is responsible for finishing school and get a job.
- Youth need more gender awareness

Experiences with teaching the curriculum

Where the formal curriculum was analyzed through a discourse analysis, the perceived curriculum was investigated through systemic thinking. Inspired by the systemic approach work of Kversøy (2015) in gathering data, the goal of this part of the research was to collect a rich, but defined insight in teachers’ experiences with teaching the subject, in order to reveal the depth of knowledge this insight contains. Kversøy builds on the work of McKenzie when he claims that by letting participants in systems tell narratives about common themes and then let them interpret what they think are the most important points in what they are saying, one can quickly get an overview of critical factors in a large system (Kversøy, 2015).

Method

This part of the research was based on a hermeneutic approach in the light of Gadamer (1989), where the objectives of the research and the choice of research method reflect a desire to develop understanding of the phenomenon of teachers’ experiences with teaching the curriculum of Educational Choices. At a seminar for teacher in the curriculum subject of Educational choice in Buskerud county, teachers were asked to write short stories about their experiences with teaching the subject, answering the questions: When it comes to teaching the subject, what are you succeeding with? When it comes to teaching the subject, what are you not succeeding with? What do you think are the two most important points in your story?

Twenty-four written short narratives were collected. The short narratives were coded and categorized using a constructivist approach to Grounded Theory, inspired by Charmaz (2006). First, concepts were

identified from the raw data through multiple coding process, this resulted in a series of codes. These codes were linked to create categories, as presented in the figures below.

Results

Coding resulted in the following categories

Guidance and counselling

Guidance and counselling is the biggest category when describing successful practice, but also mentioned as an area for practice that is lacking success.

Practical education

Practical education is also mentioned as a successful practice, both cooperation with external actors and in-school activities. But teachers describe this area as both an area with big potential and as the most important category in their narratives. The practical side of this teaching the subject consist of practical educational activities in school, and in cooperation with external actors outside school. This seems like a part of the curriculum where teachers struggle with the organization and having an activity-based approach to their teaching.

Organization and prioritization

An interesting perspective is forwarded through this analysis when looking at the organizational level of the curriculum within their own school. Descriptive examples of codes in this category are cooperation with other teachers, and having a plan for the three-year curriculum. Teacher don't specifically mention the internal organizational part as an area they succeed in. But when ask what they think is important, they emphasize structuring the subject and strengthening its prominence and importance.

Providing information

Being able to give information to students about educational and career trajectories is promoted as an important area. Teachers describe that they succeed with this using, amongst other things, online resources to do so. But it is also stressed out that they wished they had more knowledge of the educational system, particularly when it comes to vocational education. And it is emphasized as an important category. Teacher want to have knowledge of educational and vocational trajectories in order to be able to give good guidance to their students.

Gender awareness

A critical analysis showed that most teachers do not mention gender issues. One teacher mentioned that she succeeds in debating gender issues with her students. She claims the subjects lends itself well to debates about gender issues.

Discussion of the intended and perceived curriculum

According to Goodlad there can often be a gap between the teachers conception of the curriculum and their experience of /with practical teaching. “What teachers perceive the curriculum of their classrooms to be and what they actually are teaching may be quite different things”(1979: 50). The results of the WPR analysis and the analysis of the teachers’ narratives were aligned to see which tensions, contradictions or common phenomena were emerging. A core questions in this combined analysis is “which scenarios are encouraged?” (Bacchi & Goodwin, 2016, p. 26). The following scenarios are considered relevant for further discussion at the presentation of the paper:

- Creating opportunity for students to get insight in the labor market is challenging to organize.
- Career learning and career competence is regarded as an important area to strengthen further, it strengthens the focus on individualization.
- Gender awareness is stated as an important policy area, but is lacking attention in the teaching practice.
- The existence of a curriculum implies internal organization and prioritization is needed in order for the curriculum to become a timetabled subject. This is challenging for the teachers.

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The Identity Card (ID) connecting fast and slow thinking in career counseling.

Abstract

Successful career development can be examined from different perspectives. In our paper, I introduce the Identity Card (ID) developed at the IAP Institute of Applied Psychology as a tool that integrates linguistical and visual representations of a career counseling client's identity. The ID serves primarily as a facilitator for career counseling through the life design perspective but easily connects to any other method. I especially want to refer to two approaches both focusing on career counseling clients' self and identity: 1) the Life Design perspective (Savickas, 2011b, 2012; Savickas et al., 2009) and 2) Kuhl's (2000) personality systems interaction theory (PSI). Relying to the Life Design paradigm the ID facilitates career counselling for people confronting an ever-changing labor market within the 21st century. In my paper I will present the theoretical background of the ID as well as a case study.

Keywords: Life Design, Career Construction Interview (CCI), personality systems interaction theory (PSI)

Introduction

Successful career development can be examined from different perspectives. In our paper, I introduce the Identity Card (ID) developed at the IAP Institute of Applied Psychology as a tool that integrates linguistical and visual representations of a career counseling client's identity. The ID serves primarily as a facilitator for career counseling through the life design perspective but easily connects to any other method. I especially want to refer to two approaches both focusing on career counseling clients' self and identity: 1) the Life Design perspective (Savickas, 2011b, 2012; Savickas et al., 2009) and 2) Kuhl's (2000) personality systems interaction theory (PSI).

Life Design perspective and Career Construction Interview (CCI)

From a Life Design perspective, Savickas (2011b, 2012; Savickas et al., 2009) emphasises self and identity as crucial for successful career development. Therefore, he developed the Career Construction Interview (CCI, Savickas, 2015), a semi-structured interview technique designed to clarify the specific career concerns, to identify idiosyncratic life themes, personality characteristics and manifest interests of a client and to develop possible future plans as well as concrete steps. The

CCI is a narrative and constructivist method relying on different perspectives of the self: self as actor, agent and author (Savickas, 2011a, see also McAdams, 2013; McAdams & Olson, 2010). The three perspectives of the ‘self’ represent the three paradigms of career interventions stated by Savickas (2015a) namely Vocational Guidance, Career Development and Life Designing.

The counseling process consists of four phases: construction, deconstruction, reconstruction and coconstruction (Savickas, 2011, 2012). The interview starts with the introductory question of the counselor to the client: How can I be useful to you as you construct your career? After identifying the counseling concern, the construction phase, in which the client is asked five open questions about early childhood’s role models, preferred magazines or TV shows, favorite book or movie, favorite motto and early recollections, starts. In the second, deconstruction phase, client and counselor detect central (life-) themes; characteristics and competencies; interests, motives, values, preferred working environments; life narratives and an advice to the client. Subsequently, the central meanings from the answers to the five questions are extracted. Having gathered these micronarratives, counselor and client combine and construct them into a large, unified life portrait, or macronarrative, that provides orientation and explanation concerning the clients’ past, present, and future. This occurs in the third, reconstruction phase. The fourth, coconstruction phase, begins with the presentation, differentiated examination, and modification of the macronarrative together with the client. The results are applied to the client’s counseling concern, and future plans as well as concrete next steps are worked out.

The Identity Card (ID)

Initially, we developed the ID as a facilitator working with the CCI in order to form the various aspects of the CCI into a consistent and tangible illustration of the life portrait or identity narrative. Figure 1 shows the ID card of our case study Chris.

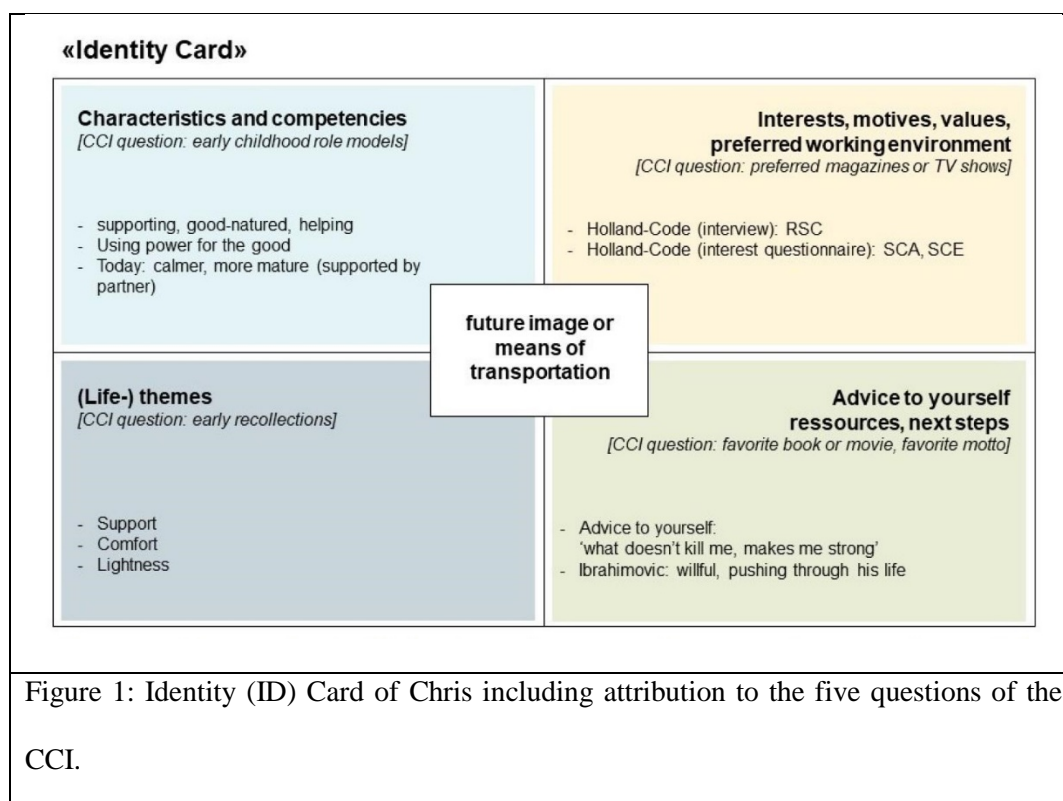
The ID includes four areas, which can be attributed, albeit partially overlapping, to the answers to the five questions of the CCI. In the middle, there is space for a self-chosen future image (i.e. eagle, scenery etc.) or a characterizing means of transportation (i.e. a plane, bicycle etc.) that symbolises the clients’ (future) situation (see Taylor & Savickas, 2016). Taylor and Savickas (2016) showed that the combination of the CCI with *Pictorial Narratives*, another qualitative approach in which the client is asked to draw their current situation as well as their desired future situation, can be very useful. Clients can make their own drawing, take a photograph, or search the internet for a fitting image. As an additional option, we developed the freely available platform <https://www.laufbahndiagnostik.ch/en/tools> containing resource images at our department. We instruct clients to select and bundle a set of resource images according to their individual preferences. In a self-directed process, clients select their most appealing resource image and make a reflection thereof. Clients regularly choose their resource image as a symbol for their ID.

The ID was designed as a method to support effective career counseling according to the Life Design paradigm. Additionally, the ID represents the ‘integrated self’ of a career counseling client with regard to the personality systems interaction theory (PSI).

Personality systems interaction theory (PSI)

From a personality psychological or information-processing perspective, we focus on clients’ emotional and cognitive processes that accompany career counseling. Several sources of evidence differentiate between explicit-rational and implicit-intuitive thinking (i.e. Kahneman, 2011; McGilchrist, 2009). In our contribution, we refer to Kuhl’s (2000) personality systems interaction theory (PSI), which is very similar to the Jungian personality typology but grounded on recent empirical evidence. The PSI theory particularly incorporates neurobiological evidence and explains the interaction of four cognitive systems that are modulated by affective change (Kuhl, 2000). Thereby, two fundamental personality processes are crucial, namely volitional control and self-growth (Alsleben & Kuhl, 2011). Both processes involve explicit-rational and implicit-intuitive thinking on two levels of complexity: high-level self-representations and elementary perceptions (Kuhl, 2000). High-level volitional control is primarily affected by the explicit system termed intention memory (IM). The IM is a cognitive system necessary to formulate abstract plans and pursue goals. High-level self-growth primarily goes along with high activation of the implicit system called extension memory (EM). Kuhl (2000) describes the EM as follows: ‘Extension memory is the repository for extended networks of remote semantic associations such as meaningful experiences, options for action, personal values, and many other aspects of the “integrated self”’ (p. 670).

The combination of linguistic and visual representations of the self makes the ID a very effective tool for career counseling that connects fast and slow thinking in career counseling and garners positive feedback from clients. In this presentation, I will present the theoretical framework of the ID as well as the case study of Chris.



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Titel: The role of parents in young people's career choices in Germany

1. Introduction

In Germany, most students have already made key decisions about their subsequent working lives and possible career paths by the time they reach the end of their school lives. As making these choices is just one of numerous development tasks that they face at this stage of life, young people are frequently confronted with excessive demands.

To enable them to make sound decisions in this regard, specific counselling services are available at every stage of life offering counselling on school and educational pathways, providing classroom-based career information and career-choice preparation. Counselling on school and educational pathways also targets parents, who typically help their children in deciding on their educational pathway. For the young people parents are one of many sources of guidance. As for the parents - the family's de facto in-house careers counsellors - they find themselves in a difficult role. If they know their children's strengths and weaknesses very well they lack both a professional and objective perspective as well as expert knowledge of the labour market.

In schools offering general education, classroom-based career information and career-choice preparation aim to prepare young people for the world of work by improving their career management skills, their ability to research and process information, as well as their decision-making strategies. In addition to classroom-based teaching, career information activities at schools usually also include work experience placements, visits to companies and a visit to the employment agency's Careers Information Centre (BIZ).

The career counselling and career information provided by the employment agencies in schools offering general education is actively supported by professional career counsellors. Through their experience of the labour market and their direct contact with training companies and employers, career counsellors can more effectively help young people in selecting of a training occupation or training company. The employment agencies provide individual career counselling sessions not only in their local offices but regularly also in schools offering general education. The BIZ also hosts training fairs and seminars and talks on professions. Furthermore, the career counsellors assist the teachers in all matters relating to career information and education on career choices. These services are available in both lower and upper secondary education. The Federal Employment Agency publishes a wide variety of print and online media on the subjects of occupations, careers, and training and higher education opportunities, as well as self-assessment tests and information on the training and labour markets.

For this article, data from the NEPS study were used. In a series of ongoing waves, the National Educational Panel Study (NEPS) has asked young people, parents and other actors about their educational behaviour. More than 60,000 people were sampled from 2009 to 2012 using a multi-cohort sequence design and following six starting cohorts in a longitudinal manner. This article describes cohort four, ninth graders, and was initiated in 2010. The representatively selected target individuals were regularly questioned and tested in different areas. The first survey for ninth graders was conducted in the autumn/winter of 2010. Parents, teachers and principals were regularly questioned up until 2014 as long as the target individuals were still enrolled in a general educating school institution. The respondents' further paths were individually followed after the school year of 2014/15, when the entire sample was completed. In a stratified cluster sampling about 14,540 students at regular schools all over Germany, 9,180 parents of the participants, 1,089 students at special schools, 1,654 teachers and 495 heads of schools were questioned. Three different selection stages were used. Firstly, a random sampling of regular schools at lower secondary level. Five different types of schools existing in Germany were singled out and served as strata. Schools were drawn proportional to their number of classes: grammar schools, middle secondary schools, lower secondary schools, comprehensive schools, and schools

offering all streams of secondary education bar the grammar school stream. An oversampling of schools in which students were likely to change into vocational training was implemented. Secondly, a random selection of grade nine classes at the selected schools took place. If the school had two grade nine classes, they were selected. And thirdly, all students from the selected classes were invited to participate in the study.

2. The transition from lower to upper secondary education

Young people who have reached the end of their compulsory education have made key decisions about their subsequent working life. Before they could take such decisions, young people will have had to consider a whole series of options, while as a rule being supported, advised and influenced by their parents.

As in all transitions between different stages of life, this process presents opportunities and risks. Different aspects of stress and coping strategies can be dealt with, taking into account cognitive, affective and social facets. It is important to balance professional and personal aspirations against one's own capabilities, as well as taking into consideration the current circumstances on the labour market. Young people are confronted with a wealth of expectations from parents, friends and society they must evaluate and categorize. At the same time, the young people find themselves at that particular stage where, though no longer children but not yet adults yet either, they are acting increasingly autonomously. Their quest for autonomy therefore confronts their parents' legal right to make decisions on their children's behalf, as these are still legal minors. At this stage, parents are just one possible port of call for young people wishing to discuss their future career paths.

Career entry is now taking place at a later stage in life. According to a study by the Bertelsmann Stiftung (2007), a few decades ago young people were available to the labour market at the age of 18. Today, the average age of those entering training is 19. Parents therefore find themselves in a "parental" role for a longer period of time which further increases their influence on young people's career paths. Given the longer time that young people spend in education, parents also invest financially more in their children's training. From an emotional perspective, parents are mainly perceived as intensive counsellors and supporters in key educational and career-related matters (Hurrelmann, 2007). However, in the vast majority of cases, parents have no expert knowledge of occupational fields, and their knowledge of occupations may also be out of date, influenced by the media, or at odds with the opportunities that actually exist. Their view of their children is also influenced by their personal judgement and may not always be consistent with the assessment of a professional counsellor.

This article examines the degree of influence which parents have during this transition phase. To what extent do young people involve their parents – and do parents involve themselves – in the career guidance process? And to what extent do professional career counsellors manage to reach young people and compensate for any deficits in the counselling provided by the parents?

3. Influence of social environment

Parents are the most important people that their children turn to, specifically as advisers and role models (e.g. Kracke, Hany, Driesel-Lange & Schindler, 2013). In phases of transition from education or training phase into the next, the effects of social differences become particularly clear. This is true for decisions about the educational pathway between primary and secondary education (Ditton, 2013) but can also be applied to the educational decisions that come after lower secondary education. Young people do not take the decisions about their future educational pathways on their own. On school-leavers with a subject-specific or a general certificate of aptitude for higher education, a 2010 study of the university information system (Heine, Willich & Schneider, 2010) observed that only 7% of this group did not have any problems with their decision about their post-school pathway. Here, key factors include the degree of embedding in a social framework and the support from the parental home. This influence appeared to depend strongly on social status. Nevertheless, as shown by the results of a large-scale study in Switzerland, parents' educational aspirations are more reliable than other predictors such as grades, of educational pathways over the course of two educational transitions (Neuenschwander & Malti, 2009). At the same time, less-educated parents aspire from the outset to lower qualifications for their children than parents with a higher level of education.

4. Sources of information for choosing a career

The NEPS survey can provide details on how parents support their children and on how students ask for their assistance as well as what sources of information students are using in their career orientation.

In the first survey, i.e. before completing lower secondary education and entering vocational training or continuing secondary school, these students were asked how relevant various sources of information were to them (Figure 1). Questions were asked about vocational preparation by the school, careers counselling at the employment agency, and the information provided by the media, by family, by friends and acquaintances, by individual teachers, as well as about work experience placements and jobs.

The results in Figure 1 show that the young people in Grade 9 who were surveyed for the NEPS viewed their parents as the most important source of information. The next most important source was considered to be various opportunities to try out an occupation, such as a work experience placement or a vocational preparation. The “farther” the individuals providing advice were from the family or everyday environment, the less important the respondents perceived their information to be. The media came in last place which was surprising given the universally high level of media affinity that young people have nowadays.

When asked how helpful the various sources of information were in their actual search for a training position (Figure 2), the young people answered that above all their work experience placement was either rather or very helpful for them, followed by their parents’ assessment.

The NEPS also asked the young people’s parents about the extent to which they supported their children in the process of choosing a career and applying for training positions (Figure 3). The overwhelming majority of parents (95%) talked to their children about what they wanted for their future. Practical support was usually provided prior to the application. Parents obtained information about training positions (68%) or regularly checked the student’s homework (43.5%) even though they had almost reached the end of their time at school. Only 17% of parents accompanied their child to the interview for a training position, with 37% deeming this unnecessary.

The results shown in Figure 3 reflect the view that parents provided their children with extensive support with approximately 68% of parents searching for information on training opportunities, just under 55% organising a work experience placement, and approximately 45% selectively looking into training programmes, organising tutoring (45%) or helping with writing applications (44%). The parents therefore played an extensive and central role in the career orientation process for which they require specific knowledge.

5. Career counselling by parents as a demanding process

Parents find themselves in a difficult role. On the one hand, most parents have supported their children from birth and know their strengths and weaknesses inside out. On the other hand, they lack a professional, objective view of these young people. They also lack expert knowledge in terms of the labour and vocational training markets and their developments. The expression “the parents” is also confusing as this ostensibly homogeneous group does not exist. People from all parts and levels of society have children, and so the parental composition is also extremely heterogeneous. Not all parents have the personal prerequisites to assist their children in a capacity of advisers. Sometimes, parental advice also reaches a conclusion that is not shared by professionals and does not always help the young persons to position themselves successfully on the labour market. Parents with a low level of school education have been found to have knowledge gaps as regards not only the opportunities but also possible courses of action that certain school-leaving certificates open up (Deppe, 2013).

Parents are well aware of their role during the process of choosing a career, with 92% of parents and guardians stating in a study by Voigt (2010) that the subject of career choice is important to them. A further 87% of parents also see themselves as being responsible for supporting their children actively in this transition.

According to Ditton (2014) the child’s or young person’s social positioning is also a significant factor in their career choice. When it comes to the parents’ educational aspirations, there is a difference as a

function of the family living in a rural or in an urban environment, in a prosperous or in a deprived neighbourhood, or in Eastern or in Western Germany.

6. Findings and discussion

According to our data the influence of parents on young people's career choices is greater than that of vocational teachers or career counsellors as well as that of occupation-specific information available on the Internet. The finding that information from the Internet is not as seminal as anticipated is surprising considering the influence the Internet exerts on students in other domains. Given that the social group a person belongs to can exert an institutional influence not only on the educational decisions actually implemented but even on the parents' educational aspirations, there is plenty of evidence to suggest that this influence also applies to the choice of vocational training. It might therefore be extremely helpful to define parents as a new regular target group for career counselling. Our results show that careers counselling services are rather unimportant for students' decision making. But the expertise and the in-depth knowledge careers counselling services provide can empower parents. Coordinated services for parents could create the circumstances for balancing out parents' different starting conditions. To this end there is a great need for individual information and counselling services for parents so that they are in a better position to provide informed advice to their children. At the same time various mitigating circumstances such as a migrant or a single-parent family background must be taken into account. In particular young people from homes with a low level of school education should benefit from professional information at an early stage in order to clarify possible courses of action in terms of individual school-leaving certificates and opportunities for training and higher education (Deppe, 2013). As the overall family atmosphere and interactions within the family have a considerable influence on the form and the quality of advice that parents provide on career choices, it is sensible to explore the forms of interaction within the family and to include positive examples in the counselling given to parents (Schmitt, 2009).

When it comes to real job-seeking for a vocational education position, the influence of and the trust in professional services increases, but the impact parents have remains high (Figure 2). As the career entry date draws nearer the other information sources gain in influence (Figure 2). One reason could be that students use a broad range of possibilities to seek a position. Furthermore, the importance of contacts made in their practical work experience increases. As with their parents, students have a combination of a personal relationship with accredited professionals and possess an archetype for a specific career. This indeed seems to be very helpful for students' occupational orientation.

7. Conclusion

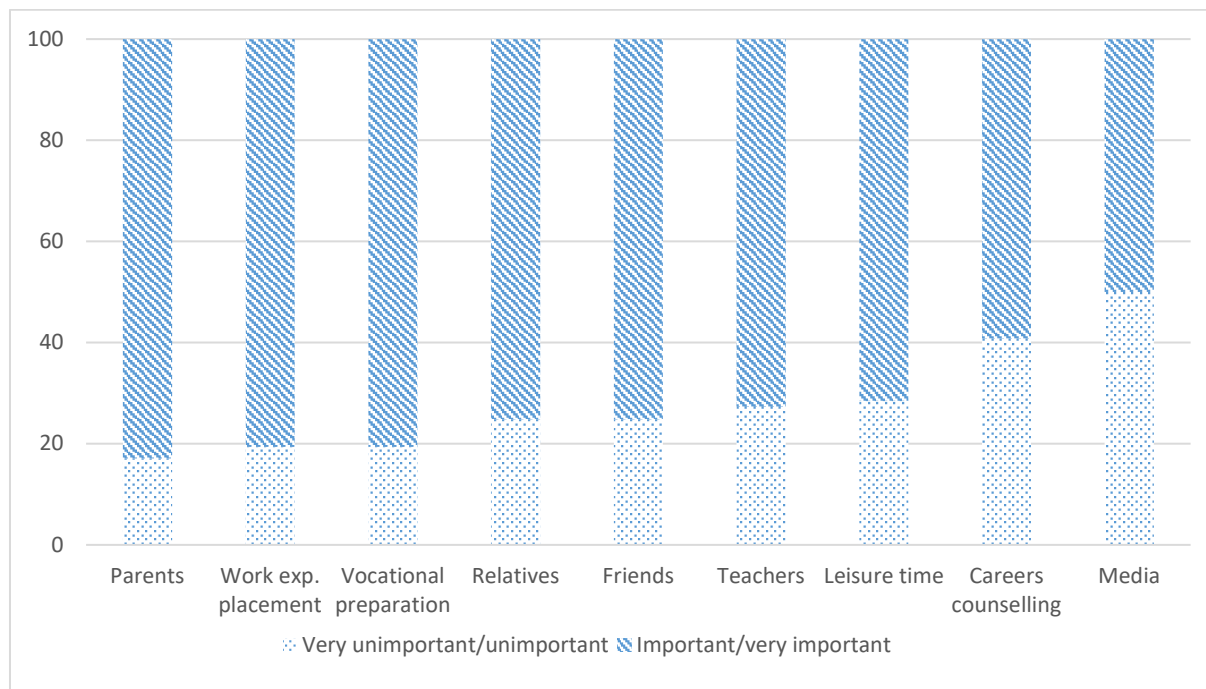
As shown in this analysis there is a wide range of information and counselling services for students in Germany when it comes to career decisions. Professional counsellors and information providers are mainly targeting students. Students however perceive their parents as being more helpful. Given the high number of dropouts from vocational training, the challenge is to find ways to increase the existing range of services for career guidance in order to prevent "bad" decisions. Finally, the idea that counselling services should target parents with a view of strengthening their role in the decision making process of their children looks like a promising avenue that should be further investigated.

Working continuously with parents from an early stage could enable them to better manage the influential role they have in their children's career planning and assist them in a responsible way. It might also help to give children from low-education households increased opportunities to take up training or studies corresponding to their abilities by communicating relevant information on careers and support services in good time. This would however require the creation of a systematic structure for what must be called parental outreach work.

This paper uses data from the National Educational Panel Study (NEPS): Starting Cohort Grade 9, doi:10.5157/NEPS:SC4:7.0.0. From 2008 to 2013, NEPS data was collected as part of the Framework Program for the Promotion of Empirical Educational Research funded by the German Federal Ministry

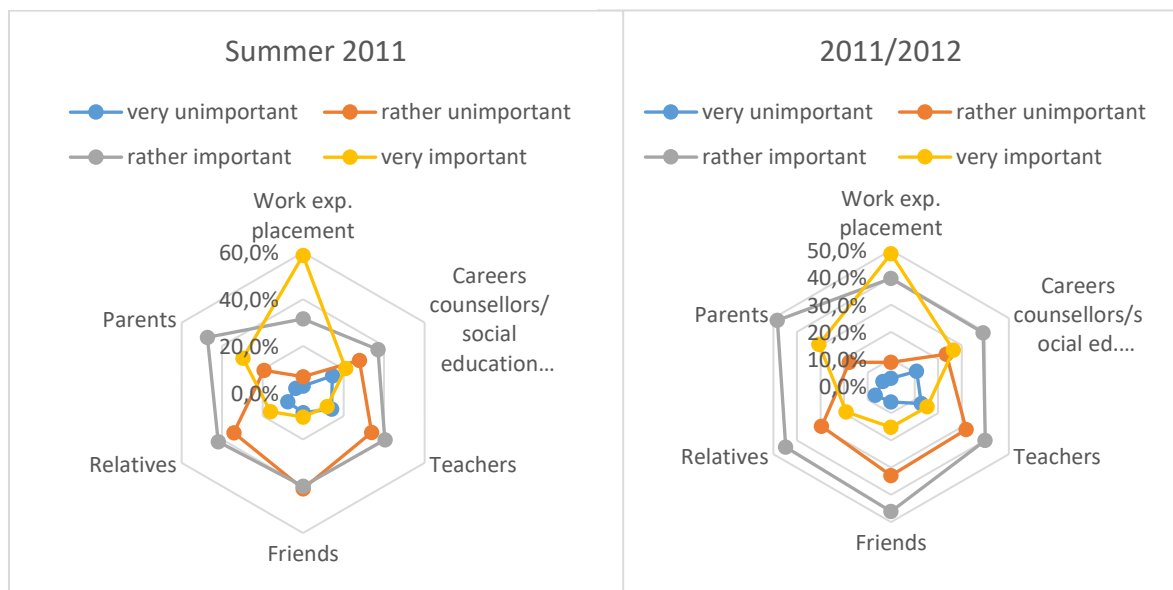
of Education and Research (BMBF). As of 2014, NEPS is carried out by the Leibniz Institute for Educational Trajectories (LIfBi) at the University of Bamberg in cooperation with a nationwide network.

Figure 2: Assessment of relevance of various sources of information, in %. Question: “How important/unimportant are the following sources of information for your job choice?”



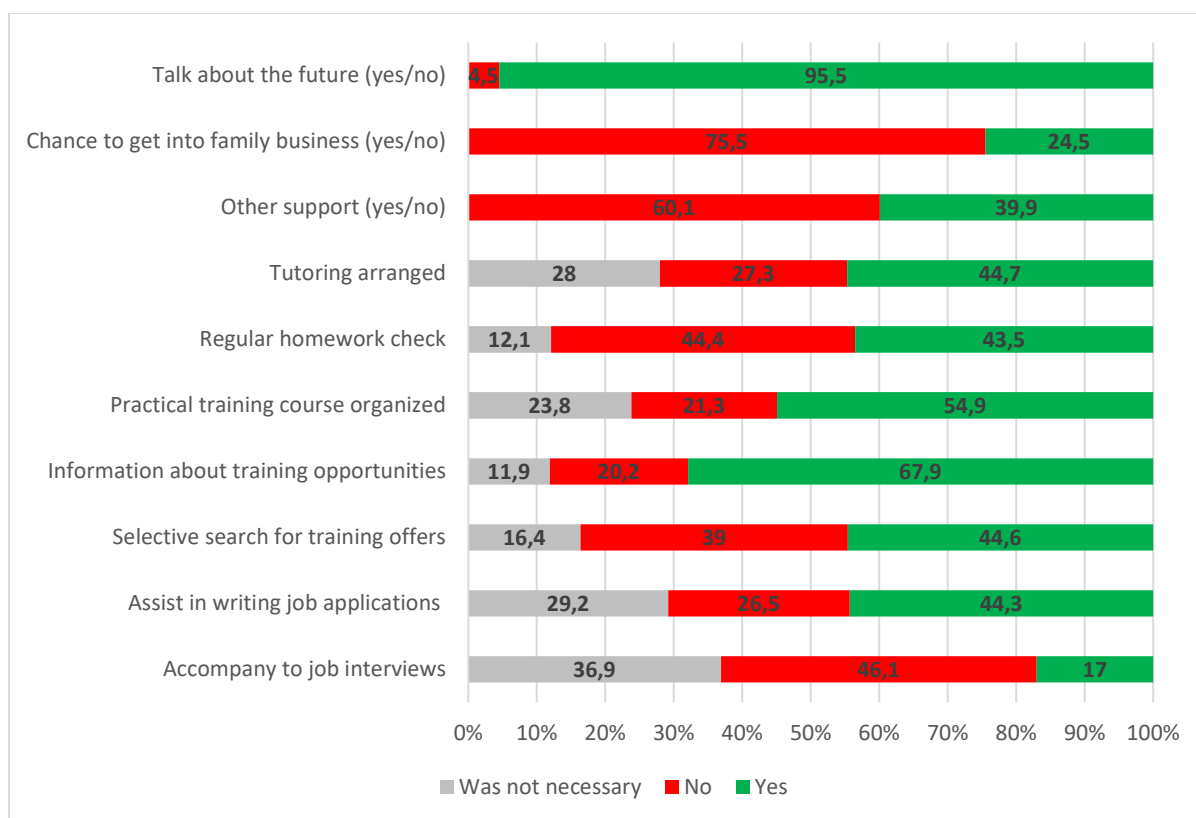
NEPS Wave 1, SC 4, Version 7.0.0 Grade 9

Figure 3 “When looking for an open vocational training position, how important are the following sources of information to you?” Respondents from Wave: Summer 2011 and 2011/2012



NEPS, SC 4, Version 7.0.0., Grade 9

Figure 3 Support according to parents (autumn 2010), in %



NEPS, SC 4, Version 7.0.0., Grade 9

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Career counselling in a multicultural context: Current trends

Workshop

Abstract:

This interactive workshop will focus on current practices in the delivery of career counselling services across the globe. The format of the workshop is primarily in the form of plenary and small group discussions. In the first part of the workshop, participants will have the opportunity to share information about their current practices in terms of variables such as: who the service delivery agents are (qualifications/ training/professional registration of practitioners); the settings/contexts in which they work; who their target populations are; the demographics of the target populations; the duration and format of a typical career counselling process; areas of assessment; formal and/or informal assessments used; and theories used as the basis for career counselling practice. The facilitators will also share aspects of their own practice. The second part of the workshop will more specifically focus on the implications of a multicultural context for the delivery of career assessment and counselling, with specific reference to, amongst others, language proficiency issues, and individualistic vs. collectivist cultures. The workshop will conclude with a summary of current trends in multicultural career assessment and counselling, and a reflection on the way forward to ensure ethical, socially conscious and empowering career counselling practices.

Keywords: multicultural context, career assessment, career counselling

Proposal:

The workshop draws on the career guidance and counselling experience of the two facilitators, who come from different cultural backgrounds and language groups, different educational and professional backgrounds, are working in different countries, and who both belong to minority population groups within their respective countries (South Africa and Sweden). Both facilitators have had many years of experience in providing career guidance and counselling services to higher education student populations from diverse cultural and language backgrounds.

The 90-minute workshop will utilize two main participative exercises. During the first of these, information about context and career guidance and counselling practice will be sourced from the participants. The following aspects will be explored:

- who the career guidance and counselling practitioners are, in terms of qualifications, training and professional registration;
- the settings/contexts in which they work;
- who their target populations are;
- the demographics of the target populations;
- the duration and format of a typical career counselling process;
- areas of assessment;
- formal and/or informal career assessments used; and
- theories used as the basis for career counselling practice.

The facilitators will also share aspects of their own practice during this exercise. The exercise will enable the participants to learn from each other, and to gain an overview of how career counselling is practiced in different countries and contexts.

The second part of the workshop will utilize small group discussions to explore the implications of a multicultural client population for the delivery of a relevant and ethically accountable career assessment and counselling service. Aspects such as relevant and unbiased career assessment, possible language barriers, stereotyping and prejudice awareness, individualistic vs. collectivist cultures, and relevant career theories will be addressed.

Lastly, in line with the principles of experiential learning, participants will be given an opportunity to reflect on the learnings gained, as well as how these learnings could be applied in their own professional career guidance and counselling practice.

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Individualized Human Resource Management & Career Counseling - Challenges for Companies and People

Workshop

Abstract:

What is needed to make the Lifelong Guidance a reality for everyone? Aside public services this paper argues, that company based services might play an important role in the future. In Europe 188,4 Mio people, in Germany more than 40 Mio people are employed in smaller or larger companies. For many people, the current occupation is potentially a relevant access point for maintaining and developing their career – however its direction. For a long period of time HRM (Human Resource Management) was in first hand understood as a service supporting the company with the human resources needed to realize the business. In times of demographic change, *war for talents*, brain drain, high mobility and change of work values in the younger generation and the individualization of career interests and patterns the scope for opportunistic behavior is larger than in former decades. This paper investigates if and how companies' pick up such trends and react with HR measures that take into account changes as described. While the literature and concepts already has realized the changing character of HR the reality in companies is investigated regarding these changes and particularly regarding new space and interest in company based career guidance and career services. Despite the empirical analyses this paper is also a contribution to reconsider the role of career counseling in the 21st century.

Keywords: individualization, organizational change, human resource management, company based career guidance, company based career services, career coaching

Introduction

How do companies react to the societal change, specifically to today's trend of individualization and new work values like democratization or work-life balance? This presentation is based on a research project that was carried out between 2016-2018 at the University of Heidelberg as well as at the University of the Federal Employment Agency in Mannheim. The project „HRM & Individualization - Career Counseling Perspectives“ aims to explore HRM (human resource management) and human resources work against the backdrop of an increasing individualization of HR work. The project focuses

on illuminating specific counseling perspectives by looking at the professionalization and change of the role of HRM. For this *workshop*, we ask if and to what extent "individualization" has a relevant impact on HR work and what this influence looks like. In this context, "individualization" means the individualization of professional progressions / occupational biographies and the development of professional competence. In return, an individualization of HR tasks results from the adaptation to the role of HR, to individualized values, competence profiles and career paths, among others.

Does the individualized professional progression and individualized competence imply a growing importance of counseling? Counseling and, in consequence, the scientific examination of counseling is concerned with a variety of topics and working areas along the entire life course and in different functional areas of society. Human Resource Management (HRM), and specifically Human Resource Development (HRD), is a working area in which counseling takes on an increasingly important role. HRM and HRD can only be understood by considering their close intertwining with the operational organization of labor and its conversion. It is for this reason that scholarly work opens up to organization and organizational development as areas of interest.

It is within this context that the presented description of a research project addresses recent developments in human resource management (HRM) and, more specifically, in Human Resource Development, HRD. A conversion to approaches and instruments that focus on the individual and her/his specific competences, resources, characteristics and interests can be observed in scientific literature, trend studies and in practice. Although HRM strongly gears towards an operational rationality (Neuberger, 1997), this trend concurrently and inevitably results in an orientation towards individual aspects (Hackl/Gerpott, 2015; Weber, 2015). From a broader organization-theoretical perspective, these two perspectives can be attributed to the "modern performance-oriented paradigm" on the one hand and to the "post-modern pluralistic paradigm" (Laloux, 2015) on the other. Specifically, Laloux states how modern and evolutionary practices of HR differ (annex 4, p. 318f.). Although this juxtaposition may at first appear oversimplified, it shows to what extent postmodern and evolutionary practices emphasize - according to Laloux - the individual, her/his personal freedom, value orientation and accountability. This is not least reflected in instruments and approaches that are economically substantiated, but that are based on scientific evidence and knowledge derived from psychology, sociology and guidance studies. This parallelism must be understood as an area of tension. Economic rationality and individual rationality are conflicting, which will inevitably be reflected in human resource measures. Pertinent authors describe the orientation of HR between these poles as a paradox. Ulrich et al. (2008; 2012) exemplify how those responsible for HR navigate HR alignment between the extreme poles of these two sides. HRM can empirically not clearly be ascribed to either of these sides. Also, Hackl & Gerpott (2015) find this tension between the hypothesis of individualization in HR and other trends in the field. While in-firm training and further education are considered classical and well-established instruments of human resource management, new instruments that are based on findings

within the mentioned sciences emerge from dynamic conversion processes and operational challenges. Examples are “competence management”, “talent management”, “operational health management”, counseling formats like “coaching”, “mentoring” or “collegial advice” as well as career-related instruments like “career management”, “staff retention” or “outplacement”.

Educational aspects. The individualization of professional competences as well as professional progression and values (and thereby professional biographies) is nothing new. The majority of key discussions and developments in the context of education can be described as a part of or a reaction to this trend. The attention granted to the concept of competence (in contrast to clearly circumscribed qualifications), discussions about lifelong learning and terminologies like “employability” or “self-guidance” of learning processes serve as examples. These terms and discussions reflect twofold: on the one hand, an increased responsibility for personal action is attributed to each individual, whereby the borders of learning blur in terms of time and learning implicitly follows the idea of permanent or, at least, regular *adaptation* to new circumstances. On the other hand, they describe a transforming role of institutions (from kindergarten to profession and companies) and teachers (instructors, supervisors, superiors). This transformation may consist in facilitating individual learning and development without determining the knowledge that is to be imparted or, at least, to enhance the ability to take on personal responsibility in addition to the knowledge that is to be imparted. To further these thoughts, these institutions (which concurrently facilitate the frame for an individual’s education) become obsolete to the extent that individuals may acquire themselves what they need to meet current challenges. The Internet, social networks or self-study centers are places of individualized education.

Career-related aspects. The same applies to the careers which individuals *design*. The authors Voß and Pongratz (1994, 1998) already diagnosed the “employee entrepreneurs” in the 90s and asked, “en route to the individual profession?” (Voß/Pongratz, 2001; Kurz, 2001). Concurrently, we can observe a trend towards post-organizational careers within career theory and career research. In a comparative study on career theories, Gasteiger (2007) states the “subjectification” of career theory and research and summarizes the turnabout from organizationally determined to individually planned (and justified) professional careers. In this context, approaches like the “boundaryless career” (Littleton, Arthur & Rousseau 2000) and “protean career” (Hall, 2004; Hall, 1996) are important and highly recognized concepts. The core hypothesis is: it is to a lesser extent that the organization is able, willing or has the need to continuously facilitate and – through regular promotions – secure professional careers. In contrast, individuals are also more mobile and less tied to one company. In some ways, this can be empirically proven: it was demonstrated that younger generations’ professional careers are considerably more complex (Strunk, 2009) or that the churn rate increases and more downward mobility can be recorded from generation to generation (e.g. comparing the postwar generation with baby boomers and generation X) (Lyona et al., 2012). However, providing an explanation for this development is not that easy and trends that have been investigated in the 1990 can change toward now directions, probably not

back to the old world of “normal biographies” but to something new. The following factors of influence may have an effect:

- The organization of labor has changed, which is expressed, among others, in flat hierarchies and a faster decline of competences and new forms of agile management.
- HR concepts recommend to companies a more flexible interaction with their staff, which may be particularly virulent to low-qualified working areas, however, in the course of the technological development it also becomes virulent to knowledge-based professions.
- Human resource decisions may be made in accordance with transactional cost factors within the context of a high-qualified labor market and supplier environments (i.e. a long-term development and retention of the staff is not always the “best” solution from a company’s standing point); “breathing workforces”, outsourcing and networking become rational alternatives (see Scott 2006).
- Political deregulation (e.g. alleviation of union influences, more flexible employment laws), although these should rather be regarded as a consequence or an intensifying component than a stimulus.

The aforementioned career theories can be considered the individuals’ reaction to this situation, but they are also recursively related to it. Lastly, the approaches assume that individuals (must) develop competences and take on the responsibility for shaping their careers. They must be changeable (like Proteus in the Greek saga) and they must react to the conditions and possibilities of a boundaryless labor market in an adaptive and flexible way. Once obtained qualifications or previous pertinent experiences may, in best case, be necessary but not sufficient criteria to shape an individual career (towards the promotion or preservation of the achieved status). With the current trends like demographic change, war for talents, brain drain, high mobility, change of work values in the younger generation, the individualization of career interests and patterns as well as more space for opportunistic behavior the companies face a need for change. In terms of HRM it might be, that no longer just the individual is under pressure to adjust but the companies themselves might search for agility to adjust to the needs of employees.

Objectives

The focus of the paper lies on the following questions: How is the individualization discourse included in HR and how is it reflected in current HR trends in companies? Which HR tasks play a role due to increasing individualization? Which competences are of particular importance to the HR staff? How do HR departments shape the necessary change processes? Can career guidance & counseling play a role in that? The following main topics are highlighted in research: Individual career development, (career) counseling and coaching, competence assessment and competence documentation, identification and retention of potentials & talents, competence development, personnel selection and career design or career support, work-life balance and company health care.

Approaches and Methodology

The paper is focusing on a qualitative research design that combines expert interviews from German midsize and large companies with the case-study methodology and a Delphi-Design. Case study research through reports of past studies allows the exploration and understanding of complex issues (Zainab 2007). It is a research method particularly for holistic, in-depth investigation of complex realities. Recognized as a tool in many social science studies, the role of the case study method in research becomes more prominent when issues with regard to education, sociology and community-based problems, such as poverty, unemployment, drug addiction, illiteracy, etc. were raised (Zainab 2007). The use of this method allows in-depth explorations and focuses on complex social and behavioral topics where quantitative methods may face typical limitations. *In the workshop*, the participants will review the results (case studies, findings from qualitative interviews) critically and contribute to the results from their knowledge and point of theoretical and practical view. The workshop tries to develop statements relevant for theory and practice for career guidance and counseling in the coming decades.

Results & Conclusion

Alongside the conceptual and empirical results the paper provides a critical analysis of the explored reality in today's HRM. It can be shown, that the reality in HRM is changing according to the diagnoses presented. The observed reality might be understood in a broad variety where we find differences in the grade of maturity in terms of an individualized and agile HRM. In turn, such companies that take into account the “new reality” of the individualized labor related word more active offering new forms of career guidance and counselling within the company structures. To make this result more feasible case studies about new forms of career guidance and counseling in companies will be presented

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Adult students's career narratives of in the general upper secondary school from the point of view of career theories.

Abstract:

This research explores the career narratives of adult students from the general upper secondary school in Finland. The background information of this research presents the current situation of general upper secondary schools in Finland. General upper secondary schools for adults can be described as a second chance schools. This thesis briefly provides information about guidance and career counselling services in Finland. Three career theories have been selected as the basis to this research as all of them take a holistic and life-span approach to careers. The three theories span from the mid-20th century through to the 21st century, with each theory having its roots in the specific era and society of its time. All of them have some specific approach for career and career development. The main research question is – what kind of career narratives do adult students of general upper secondary school have? The narrative data will be collected via a Webropol-survey as well as via email during the spring 2018. The data will consist of autobiographical data where the participants will recount their life history. The participants will be past students who have graduated from the general upper secondary school for adults in 2010-2016. A total of 300 request will be sent out. Data will first be analysed through content analyses where the voice of informants is strongest. A secondary analyses will then be conducted using theory directed content analyses where the collected career narratives will be discussed in view of the three selected career theories. I will present my preliminary findings in the conference.

Key words: adult education, career narrative, narrative research, career theories, career counselling

Introduction

I have worked as a guidance counsellor in Finland and Sweden. During this time I have come to recognize that the main tasks in the job of a guidance counsellor are mainly focused on the studies that the students would be pursuing at the time – what courses students are taking and with what qualifications they will graduate from our school located in South-Finland. There has not been enough discussion about their backgrounds, current studies, work and life history (Reid & Westergaard, 2011). Even future planning has been left somewhat in the shadows. As a result, I started to become more interested in career counselling, and specifically – in what ways I could give perspective and motivation to my career counselling. I discovered the career theories, vocational development theories, and career development theories. At this point I realized that I should first learn something more about these theories, after which I would probably be in a better position to improve my career counselling skills (Lovén, 2015).

Objectives

I am conducting my doctoral dissertation in the field of education. The main research question is – what kind of career narratives do adult students of general upper secondary school have? I will approach the question with six specific questions:

- 1) What were the factors that started the career planning?
- 2) What were the main motives to start adult education in the general upper secondary school?
- 3) What kind of career goals do students set at the beginning of their studies and during their studies?
- 4) How do the experiences from general upper secondary school shape the career narratives?
- 5) What do students say about career guidance and how to develop it?
- 6) How does their career evolve after the studies they would have undertaken?

Approaches

I have decided to concentrate on three different career theories. My first choice is Donald Super's lifespan theory grounded in a sociological perspective (Super, 1957). He has created two theories – one is known as a Super's rainbow model, and the other is known as Super's arch model for career development (Sharf, 2013). Super's theories have their roots in 1930s' Europe and 1950s' USA. They were mostly developed in the context of the American working life. His theories are the basis on which many theories were later developed. When one reads Super's theories and ideas from 1957, one can feel that his ideas are still topical even today. Secondly, I decided to choose two more postmodern era career theories – life-design approach by Savickas et al. (2009), and career flow, hope-centered approach theory by Niles, Amundson and Neult (2011). All these theories fall under the umbrella of lifespan theories and more sociological approaches.

Methodology

I will use qualitative methods in my research (Creswell & Poth, 2018). More precisely, I will gather my data through a narrative method. My approach to narrative research will be more autobiographical than biographical, and that means that the participants will write their own stories (Brockmeier, 2010). In the biographical approach, the researcher tends to write the participant's narrative after the interview.

According to Bold (2012, p. 7) the narrative approach may be most appropriate methodology to use when individuals' experiences and individuals' life history are at the very core of the research (Clandinin & Connelly, 2000, p. 2). When adult students recount their life-history, they also construe their social reality via their narratives (Spector-Mersel, 2010, p. 211). Furthermore, in narrative research we accept that narratives are linked to time, space and social context (Bold, 2012, p. 18). In this research the participants are being given a voice, therefore with this purpose in mind, narrative research is probably the best methodology to employ.

I will collect my data from the school where I am working. The school is a high school for adults – so called general upper secondary school for adults. In the school students can pursue the route to gaining secondary school certification as well as general upper secondary school certification. The school also offers preparation courses for these programmes. My participants are students who graduated from our school between 2010-2016. I have decided to collect data from students who had finished their matriculation examinations in spring 2010, autumn 2014 and spring 2016. I will be sending the written request for participation to the students by email, totaling approximately 400 students. Participants will be invited to send their narrative and background information by email or via Webropol-survey. In the written request I will briefly describe my research plan and the aim of research. I will provide them with a general idea how to write their lifespan from the point of view of education and work history. I will be providing them with some example questions probing them about their life before joining our school, why they had decided to come to our school, what kind of plans they had when they came to our school, how the plans varied while studying in our school, and what they have done and accomplished since graduating. So in brief, I will give them guidelines on how to write about their life before, during and after attending our school.

The research will be analysing the career narratives of adult students. I will be conducting data analysis on the content of the narratives (so-called analysis of narrative) (Polkinghorne 1995, p. 12), checking what kind of stories our former students have, and interpreting the data in the context of the three chosen career theories. I expect that some of the narratives will fit well with the theories but some of them may not fit with Super's theories. I will be using a software program called ATLAS.ti to analyze my data (Creswell & Poth 2018, p. 212). The analyzed data could also be called narrative analyze, meaning that I will write a new a narrative from my data.

Expected results

I will have preliminary findings from the research that I will be conducting during summer 2018. My expectation is that in the narratives the participants will write about their life before, during and after their general upper secondary school studies. I will also compare the career narratives with selected career theories. The career narratives of students will be analyzed through the perspectives of three career approaches. It will be interesting to see how for example Super's different career patterns fit into the career narratives and if there is a particular thread within the narratives which seems to fit career flows and the hope-centered career approach.

Conclusions

According to Young and Popadiuk (2012, p. 14) research on the narrative approach with regards to careers is woefully lacking. Furthermore, Lovén (2015) calls for qualitative research into career guidance. Abkhezr, McMahon, Glasheen and Mampbell (2018), among others, have responded to the need. I will also try to address this lacuna by seeking the shed light on what kind of career narratives

Finnish students in the adult education have. The purpose of my research is to provide information about adult education through the career narratives of adult students in Finland. Based on the outcomes of my research, it will be possible to further develop the adult education sector and in particular the sphere of career services. My doctoral dissertation aims to give a fresh perspective to narrative approach in terms of how it is functions when individuals' careers are being researched. This research also aims to highlight important indicators which should be kept in mind during the planning stages of life-long guidance and counselling services. The study also hopes to provide guidelines on how to develop lifelong guidance and counselling from the point of adult education. Finally, the results aim to give new perspectives to career counsellors from the point of the view of adult students.

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Norms in focus of the Career Guidance and Counselling context.

Abstract

Issues related to social justice such as gender, functionality, social and cultural background are all on the political agenda. Norm Criticism is a way of analyzing how norms affect the structure of society and the individual's choices of lifestyle, studies and working life. Challenging educational and vocational choices based on gender, functionality and/or social and cultural background demand methods that include norm criticism.

In Career Guidance and Counselling services, there is a risk that conceptions based on gender and social background related to occupation are reproduced (Hedenus et.al 2015).

A well-known term in Career Guidance and Counselling is widening perspectives, another is asking and probing the individual's interests. The workshop will explore the perspectives and consequences of focusing on interests (Wikstrand & Hedenus 2015) from a norm creative perspective. Drawing on the idea of social justice (Sultana 2014) and of broadening the individual's perspective, the workshop investigates how norm criticism can be integrated into teaching and into the Career Guidance and Counselling context, to challenge the reproduction of socially constructed norms (Wikstrand & Lindberg, 2015).

Key words: Norm Criticism, Career Guidance, Social Construction

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Enabling Environment and Career Development for Disadvantaged Youth: A Glimpse into the Local-level Practice and Research in Hong Kong, China

Abstract

What is needed to make de-motivated young people NEET (not in education, employment or training) engage in flexible forms of career learning? Past studies point out that career services for motivating disadvantaged youth in career transition have limited effects as long as the context reproducing their disempowerment and marginalisation remains unaddressed (e.g. McWhirter, 1997; Roberts & Atherton, 2011; Wong & Yip, forthcoming). Although some previous works have suggested that career practitioners could expand their sole focus from individual guidance to community-based approaches (e.g. Thomsen, 2012 & 2017), little is known about the intervention strategies and actual practices that mediate the expected career outcomes in Chinese societies. Inspired by community-interaction theory (Law, 1981), relational theory (Blustein, 2011; Schultheiss, 2003) and the ecological perspective of career development (Cook, et al., 2002), we propose that supporting disadvantaged youth in building readiness for a variety of careers (work, education, and leisure) that can be sustained in local communities is enhanced by stakeholder collaboration (Bowen, 2009), with special attention to the sensitizing concept “enabling environment”.

Our paper addresses the social exclusion issue of NEET through a case study analysis which explores the impact of a community-based youth career development initiative conducted in a remote new town in Lantau Island of Hong Kong, China. A survey of youngsters’ leisure activity patterns, practitioners’ community walks, participatory observations, and interviews with stakeholders were used to provide a critical glimpse into the complexity of how career barriers and enablers are intertwined in the context of marginality (Pelc, 2017). Our research based on the CLAP Project funded by the Hong Kong Jockey Club Charities Trust thus answers the recent call for a “collective turn” to prevent youth exclusion and unemployment. It fits with current trends of understanding the intricate interplay between individual and environmental factors shaping youth career development. We discuss the strategic benefits through stakeholder engagement in establishing new collaborative modes of delivery. (314 words)

Keywords

Enabling Environment, Stakeholder Engagement, Disadvantaged Youth, NEET, Hong Kong

Background of the Case Study

The impact of a critical change is explored in our case study of which some career practitioners (social workers of the YWCA District Service Team of the CLAP for Youth @ JC) have made efforts to engage with stakeholders in a remote new town for building up resources, opportunities and networks to provide youth meaningful activities and services. This is distinctive from the delivery of career guidance and counselling originated from an individual perspective. The YWCA CLAP service team social workers and new town stakeholders proactively create partnerships to discuss challenges faced by young people NEET and attempt various community-based collaborative strategies for the delivery of career development interventions. This collective approach puts an emphasis on a radical stance where practitioners question their assumptions and roles about career education and services in a place where disengaged young people suffer from the lack of support. For them, considering that how the service users live, learn and work can be changed for the better is regarded to be a fundamental work for individuals' career building (Hooley, 2015; Thomsen, 2017).

Located in south-eastern China, Hong Kong is a Special Administrative Region (SAR) with a population about 7.35 million. The remote new town named 'Tung Chung' (literally meaning 'eastern stream' in Chinese), which is established in conjunction with the new Hong Kong International airport, is a residential community situated on the north-western coast of an outlying island in Hong Kong.

Children and youngsters grow up in Tung Chung New Town (TCNT) do not enjoy many of the facilities and services which their old town counterparts have access to. Apart from its distant location, TCNT is also infamous for its limited amenities. Both travelling time and money are barriers to employment, leisure enjoyment and social engagement in downtown or other developed districts. Poor young people are trapped by expensive transport costs. In the last decade, TCNT as a notorious "isolated" community has appeared several times in newspapers for family and youth-related problems such as suicides, gang fights (e.g. Ngo, 2012) as well as social withdrawal in the form of chronic self-seclusion at home.

Instead of helping young people who are NEET to get a less-skilled job like a cleaner or waiter or security guard at the airport, the YWCA CLAP service team social workers employ the sensitizing concept "Enabling Environment" to suggest directions along which to look for changes in delivering career services. The idea of enabling environment provides points of departure for both research and practice formulation that fit into the framework of "Expanded Notion of Work" (ENOW) (Wong, 2015). Wong and Yip (forthcoming) argue that an ENOW informed dual-purpose service model

places an emphasis on both personal agency and structural support. On the one hand, the service aims at enhancing youth's capabilities to discover and develop their career pathways towards an optimal mix of paid work, unpaid work, learning and leisure they have reasons to cherish and pursue. On the other hand, the model takes the development of community-based collective approaches being important for promoting equality of opportunity and social inclusion in career intervention.

Although in principle most stakeholders agree that an enabling community itself could be a powerful context for youth career development (Bakshi & Joshi, 2014), little research evidence has looked at how the empowerment process is actually built. Our case study highlights the stages and strategies through which the career-related youth work in TCNT has gradually altered the relational and material contexts of service users' lives in self- development and exploration of the work world and leisure world with support from caring adults and mentors. The focus shifting from occupational choice to career learning in turn shapes the collaborative actions of the stakeholders' contribution to motivate young people NEET to be agents of their development.

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A Study on the Local Network for Supporting the Transition of School Non-attendees in Japan

Abstract:

Recently in many countries, early school leaving is a serious problem as linked to their future transition problems and in order to tackle with this, the need of providing effective supports for youth by networking among various stakeholders. Also in Japan, after 2003, school non-attendees' "problems in career transitions" have been focused and the constructions of local supporting network for them have been sought. Moreover recently, the new regional network, "Regional Councils for Youth Support" have been expected to take a role to provide them comprehensive and continuous supports.

The purpose of this paper is to analyze and clarify the actual condition of the Council's network and supports for school non-attendees and obtain some suggestions for considering effective way to provide comprehensive and continuous supports to them with the "problems in career transitions", such as dropout of upper secondary schools, difficulty in entering higher education, difficulty in obtaining regular employment, being unemployment, NEET or *Hikikomori*. In order to achieve this objective, this paper compared and analyzed between two actual cases of supporting network for school non-attendees, the one in City A, which don't have the Council, and the other in City B, which have already established the Council, by conducting semi-structured interviews with the staffs in related institutions.

As a result, this paper clarified that the Council in City B relatively succeeded in constructing the effective supporting network. However, some lacks, such as less connection with upper secondary schools, were still remained in the network, and these lacks caused the difficulties in their providing continuous supports for school non-attendees.

Considering the relatively low rate of early school leavers in Japan, the supporting network like Councils, as investigated in this paper are suggestive when comparing the policies internationally.

Keyword : transitions, early school leaving, school non-attendance, local supporting network

Introduction

Recently in many countries, youth's dropout of school or early school leaving is regarded as a serious problem that linked to their future transition problems, like unemployment, social exclusion or poverty. In order to reduce the number of early school leavers, the importance of networking or corporation among various stakeholders involved in their supports is widely recognized (for example, European Commission 2013, pp.14-15).

In Japan, the consciousness for school non-attendees, especially those in the compulsory education stage had been higher than before and the needs of learning or mental supports for them had been mainly discussed well. The turning point was 2003, in which the Ministry of Education, Culture, Sports, Science and Technology (hereafter, referred as MEXT) issued the notice about school non-attendees and proposed the need to recognize non-attendance as the "problems in career transitions" and the importance of building the local network among related institutions in order to support school non-attendees, and after that, studies about the relationship between non-attendance and future career course problems, like dropout of upper secondary schools, unemployment or NEET have been prevalent and the formation of supporting network among schools and other related organizations has been sought in each region.

Moreover recently, "the Act on Promotion of Development and Support for Children and Young People" (Act No. 71 of 2009) has come into force in 2010, and based on this act, the Cabinet Office is recommending to establish the local network "Regional Councils for Youth Support" (hereafter, referred as "Councils"), which is organized by many institutions related to children or youth and aims to give a comprehensive supports to especially whom facing difficulties including school non-attendance or dropout of schools, unemployment and NEET, or "Comprehensive Counselling Centers for Children and Young People" (hereafter, referred as "Center"), which is placed in a Council, as a first consulting window for children and youth with some difficulties and judging from their conditions, connect them with other appropriate institutions, in each local government. Regarding the problem of school non-attendees as mentioned above, Councils and Centers are expected to take a role to provide them comprehensive and continuous supports. However, the accumulation of studies about the Councils and Centers are still shallow, and most of them focused mainly on the matter of NEET or *Hikikomori*¹, and it was not clarified that actually how Councils and Centers support school non-attendees. In addition, since the establishment of Council is just effort obligation for municipalities, there may be disparities of supporting networks between regions. In order to consider effective supports for them by constructing local network, it is needed to analyze some local cases in detail and clarify that actually how Councils and Centers are dealing with school non-attendees with the "problems in career transitions".

Objectives

The purpose of this study is to analyze and clarify the actual condition of the Council's network and supports for school non-attendees and obtain some suggestions for considering effective way to provide comprehensive and continuous supports to them with the "problems in career transitions".

Approaches and Methodology

In order to achieve the objective as mentioned above, the following two research tasks and methods were set. 1. To identify the school non-attendees' "problems in career transitions", by reviewing various prior studies. 2. To compare and analyze the actual conditions of supporting network for school non-attendees between the city which don't have the Council (hereafter, referred as City A) and the city which have already established the Council (hereafter, referred as City B) by performing semi-structured interviews with the staffs in the related institutions. The institutions were the municipal board of education, the municipal educational counselling center / the municipal educational support class for school non-attendance students (hereafter, referred as Public Sector A) and a private support institution for school non-attendance students (hereafter, referred as Private Sector A) in City A (conducted on 25th, September and 15th November in 2016), and the municipal educational counselling center / the municipal educational support class for school non-attendance student (hereafter, referred as Public Sector B) and the Center (hereafter, referred as Private Sector B) in City B (conducted on 10th, September and 14th, November in 2016). Public Sector B was set up as a "coordinating bodies" ² and Private Sector B was set up as the Center in the Council in City B.

Results

Result 1: In the result of reviewing previous researches that had conducted before and after the notification in 2003 and MEXT (2014), a follow-up survey on school non-attendees, the "problems in career transitions" for them was identified that they face risks such as dropout of upper secondary schools, difficulty in entering higher education, difficulty in obtaining regular employment, being unemployment, NEET or *Hikikomori*. Additionally, some researches that interviewed with those who had experienced school non-attendance revealed that school non-attendees tend to need the various continuous supports after leaving schools, such as psychological counselling, learning or employment supports.

Result 2-1: The supporting networks constructed in municipalities are expected to deal with these problems as mentioned above. However, in the result of reviewing the prior researches about the networks for school non-attendees, the lack of cooperation in order to support them continuously after their leaving compulsory schools and the lack of cooperation between public support institutions and private ones were pointed out on many cases. In the interviews in City A, such lacks of network were actually confirmed in the local supporting network (the lack of cooperation among Public Sector A, Private Sector A, the upper secondary schools and the other supporting institutions around City A),

and by these lacks, some difficulties in their supporting, such as the difficulty in grasping the conditions of non-attendees after graduating compulsory schools, supporting them continuously and supporting school non-attendees at upper secondary schools' level, were caused. In addition, it was clarified that in both Public Sector A and Private Sector A, the staffs were shortage and they were having a difficulty in providing outreach supports for the students.

Result 2-2: When compared with the case in City A, the network that was constructed as the Council in City B built relatively good cooperation between public and private institutions (Public Sector B and other various supporting institutions including both public and private ones around City B). Especially, the close cooperation between Public Sector B and Private Sector B(as the Center in City B) had been built and this connection made them possible to provide continuous supports for the school non-attendees, only who had been received supports from Public Sector B, after their graduation of compulsory schools. However, as like City A, they had difficulty in building connections with upper secondary schools, so some problems were still remained in constructing the network in order to provide the continuous supports for all non-attendees.

Conclusions

In Japan, the supporting network systems for youth at risks on their transition from school to society, like Councils has been built in recent years. Ideally, Councils and Centers are expected to providing comprehensive and continuous supports to school non-attendees with the "problems in career transitions" as identified in Result 1. However, on the actual level in City A and City B, some lacks of cooperation among related institutions were pointed out and these lacks caused difficulties to support them comprehensively and continuously, as mentioned in Result 2-1 and 2-2. As suggestions for making Council's supports more effectively, on the practical level, it was pointed out that the local networks need to strengthen their cooperation with upper secondary schools. In addition, on the national level, it should be considered more how to deal with the regional disparities in supports for them as a matter of equality.

On the international level, the attention to reduce the number of early school leavers has gathered increasingly and the various national policies have been considered (for example, European Commission 2013). Recently also in Japan, the school non-attendance has been considered as the "problems in career transitions", which are overlapping with the problems of early school leaving. When focused on the relatively low rates of early school leavers in Japan (OECD 2017, p15), the support system like Councils may be considered as one of the effective cases in tackling with the problem, and the descriptions and considerations in this paper are suggestive when comparing the policies internationally.

Note

1. *Hikikomori* means a specific term in Japan and means “young people who live in an acute state of social withdrawal” (OECD 2017, p.13).
2. Coordinating body in Councils are expected to work as a secretariat, such as preparing to hold Council or recording, grasping the conditions of supporting and coordinating communications with related institutions (The Cabinet Office 2010, p.10).

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A study on providing career counselling in public service of Cambodia.

Abstract

Background: Education is the main point to be focused in developing the country. Cambodia is an underdeveloped country, which still faces high dropout rate, low secondary school completion rates, career mismatch and many other issues in education. To contribute to reduce the high dropout rates, Ministry of Education, Youth and Sport (MoEYS) has taken career counselling in implementation for lower and upper secondary school which collaborate with Finn Church Aid (FCA). *Objective:* In order to understand the problem of career counselling in public service, it is necessary to investigate current state of public organization in providing career counselling to student. *Approaches and Method:* The paper compiles some national representative policy documents and data of concerned agency for analyze. In other words, the author investigated those abovementioned documents many times carefully focused on their planned actions to conceptualize their current career providing. *Results:* It revealed that there are two main career counselling providers in public service only at public lower and/or upper secondary school in Cambodia. *Conclusion:* This study concludes with a discussion about the lack of career counselling and provides a suggestion for a necessary attention in developing career counselling in Cambodia. Finally, the paper raised some questions for future study.

Keyword: Cambodia, career education, career counselling.

Introduction

Lack of education is still the serious problem in some under-developed countries. As noted by Rynhart and Chang (2014): ‘Yet Secondary-school graduates are not acquiring the skills required for their businesses, according to nearly 50 per cent of ASEAN employers, while enrolment in tertiary education remains low’. Cambodia faces high dropout rate, low secondary school completion rates, and other issues as the result of lack of education value which link higher education to the ability for higher expected job. In 2015-2016 of the academic year, the dropout rate is 39.2% in grade 12 (MoEYS, 2017). During the 2009 to 2014, The Improved Basic Education in Cambodia Project, was implemented by USAID’s supporting, and it was developed a hands-on manual on school-based career counselling in collaboration with Vocational Orientation Department under MoEYS and project partners (World Education, 2014). To take career counselling in implementation in national system, the career counsellor training for teachers in Cambodia was started since 2014 by Finn Church Aid (FCA) in the collaboration with the MoEYS (Finn Church Aid, 2016). The Education Strategic Plan 2014-2018 of MoEYS of Cambodia mentioned about plan of providing career counselling for

secondary students, developing modules and training teacher who are career counsellor at secondary schools, providing operational budget and monitor and evaluate career counselling at secondary schools (MoEYS, 2014). In 2016, 'Providing Career Counselling and Information on Skills Study' was published by MoEYS. And in the same year, 'Policy Guidelines for New Generation School for Basis Education in Cambodia' has mentioned about expanding educational services include career counselling services for Cambodian youth as the objective of policy. However, the research about career counselling or career education is still limited. Such an absence of research may have led to the uncertain role of career education in Cambodia.

Objective

The study is to analyze the current situation of career education in Cambodia focus on the problem of lack of career counselling for children in public service. Specifically, in this paper, the following two purposes were set: (1) To identify the public organization where provide career counselling in public service. (2) To identify the lack of providing career counselling in public service.

Approaches and Methodology

In order to achieve the objective as mentioned above, this paper analyzed the problem based on various public literatures. By critically review those documents, the author chose 'Providing Career Counselling and Information on Skills Study' and 'Policy Guidelines for New Generation School for Basis Education in Cambodia,' and 'University Guide Book' of MoEYS. In addition to these main documents, the author also used data from other two government providers' websites (See Table 1) for the analyze.

Result

As the present study revealed for purpose (1), the public lower and upper secondary school provide career counselling to student. And the National Employment Agency (NEA) provide career counselling to student at high school as the workshop.

As for purpose (2), firstly, the public school provides career counselling to students in lower and upper secondary school from 2018 of academic year based on MoEYS 2016a and 2016b. Ursula Aaltonen (2015) described 'According to the preliminary plan, all 1,800 secondary and high schools in Cambodia will have their own career counsellors by the end of 2020. So a lot is still to be done.' As above, it may show that Cambodia is lacking career counsellor at public school at the present time.

Secondly, NEA provides career counselling to student at upper secondary school as workshop. NEA also provides employment and labour market information services to job seekers, employers, employees, policymakers and providers of training; education and development. There are 11 counselling centers across the country while there are 25 capital and provinces in Cambodia.

Conclusion

The present paper found that career counselling is carried out by MoEYS and NEA in public service for student at lower and/or upper secondary school. MoEYS expects career education will be decrease the number of school dropouts (MoEYS, 2016a). Furthermore, it may be expected for increasing student to enroll in the tertiary education.

However, Cambodia is in processing of training career counsellor, therefore now they still lack career counsellor for her own. As the main point was mentioned about in Country Paper of ICCDPP- International Symposium 2017, non-official recognition of education or position of career counsellor as a profession in school may be also the barrier of career education in Cambodia. To ensure the career counselling is effectively implemented, Cambodia should have official recognition of education or position of career counsellor as a profession in school. Furthermore the public organization where provide career counselling is limited in lower and upper secondary school or NEA center. To enhance the opportunity for children or youth who dropped out of school to get career counselling service, the support center which is located in and connect closely with community should be established. This opportunity may make them go back to school or enroll in Technical and Vocational Training Center. To provide this service to lower secondary and upper secondary schools throughout Cambodia, it does take time and needs well-trained career counselors. As future study continued from the result of this paper, the qualification of career counselor in Cambodia will be studied with three question: (1) which educational qualification need for career counsellor training? (2) what are the main points have been trained to career counsellor? (3) what are the main points should be trained to career counsellor in Cambodia?

Table 1. The information was collected from the following websites
National Employment Agency
http://www.nea.gov.kh/kh/nea/home_page (in Khmer) http://www.nea.gov.kh/nweb/kh/about-nea#5 (in English)
Press and Quick Reaction Unit, Office of the Councils of Ministers
Ministry of Labour and Vocational Training. Instruction on Organizing Career Plans and Choosing Skills for Decent Jobs, Video recorded during that event at High School. http://pressocm.gov.kh/archives/7767 http://pressocm.gov.kh/archives/8117 http://pressocm.gov.kh/archives/21156 http://pressocm.gov.kh/archives/25602

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The impact of the program (education and work) on the career maturity of trainees in technical colleges in Saudi Arabia. Study on trainees who obtained the program

Introduction

The guidance of the individual towards the right decision related to his specialization and related to the field of work appropriate to him and strengthen his association with the field of profession, it is undoubtedly related to the productivity of the individual and reflect the total production of society, as the failure in this aspect promotes financial and material waste and is estimated to delay development , The feeling of frustration and failure is the most important leading to delayed achievement and low motivation, for this study was focused on an important aspect related to the extent of the impact of tribal programs that focus on the teaching of basic skills on the maturity of the individual and his ability to choose the appropriate specialization, and the difficulty that lies here It is a lack of success research in this specialized subject, adding that the respondent is a teenager who appears to have some semblance of excessiveness and fluctuating desires in decision-making, as it is important here are many variables that affect the maturity to determine Career and influence decision-making .

The technical and vocational training institution adopts its programs to meet the needs of the labor market, which requires qualified people to be able to define their specialization according to specific criteria of career maturity that leads to the desire to specialize and excel in it and qualify for the labor market.

Research problem :

The problem of decision-making is one of the most complex challenges faced by adolescents. The process is complicated by the extent to which young people reach the level of career maturity that enables them to make the right decision.

The search problem can be summarized as follows:

1. Relationship between career maturity and integration program.
2. There is an impact on the level of awareness in decision-making and access to the vocational rehabilitation program.
- 3- Solution There are statistically significant differences between the average and the ability of the trainees to choose the specialization.
- 4 - There are differences of statistical significance in the level of career maturity by gender.

research goals :

1. Identify the difficulties faced by trainees and trainees in determining their appropriate specialization.
- 2 - Reveal the feasibility of the program (integration, education and work) in the definition of the disciplines of the institution to the students of education and its impact on the trainee to take the specialization.
- 3 - Determine the impact of induction programs on the career maturity of trainees.
- 4 - the impact of trainee rate on the decision of specialization.

research assumes :

- 1 - Awareness and vocational rehabilitation programs help in the growth of decision-making skills of students.
- 2 - There is a positive relationship between access to the program of integration and career maturity. There are statistically significant differences between the level of career maturity and the average .

research importance:

The importance of the current research is clear:

- 1 - the need to evaluate and review the feasibility of programs to identify the specialties of the institution and improve and measure the return.
- 2 - the importance of determining the impact of the age stage on the trends of the individual career .
- 3 - Identify the motives of decision-making among trainees and their knowledge of the appropriate means.
- 4 - Measuring the career knowledge of the practical life of the trainees.

Search questions:

1. Can career dimensions be measured accurately after learning about the nature of disciplines.
- 2 - Do tests determine the tendency to choose the trainee for the appropriate specialization.
3. Does tribal training programs help improve career maturity.

Search terms:

This includes quite a number of terms including:

- 1 - Takamul program, education and work (which is one of the programs offered by the General Organization for Technical and Vocational Training for students of general education through courses taught by the student according to the specialization chosen by the technical college and score a degree and get an estimate in his academic record and certificate of the program).

2. Career Aspiration Career Maturity:

The concept of "career maturity" is a relatively new concept and is based on the theory of career development

Crates and Samler (1972) identified five dimensions of career maturity

Is the independence of decision-making, involvement in the selection process, the clarity of the concepts of selection process, the tendency to work, and the factors of preference in career choice.

The concept of career maturity is an expression of the level of career orientation towards career choice in the individual. And his willingness to deal with his profession. It is also known as: the ability to choose the real career, with self-awareness and profession and the requirements of career decision-making appropriate and self-understanding and the acquisition of career information necessary is a key factor in the process of career maturity. From the point of view of Super, we understand that career maturity is the result of career growth that takes place through developmental stages and defines career maturity as the level of direction towards career choice and the extent to which an individual is prepared to face his career. It is also the ability to make realistic choices related to awareness, self-awareness, and profession, and requires career decision-making (M, Savickas & all 2002: 24- 43) (iatdal define , Career Maturity, 2012: 28) "is the congruence between the current career behavior of the individual and the expected career behavior of the individual. Career maturity is an important basis for appropriate career decision making."

Mahmoud (1999: 2) notes that the change in the labor market has made it difficult for individuals to make the right decision, which requires careful career guidance.

Abu Ghazala and Zakaria 2002: 2) that a large number of students enter the labor market without qualification.

According to Al-Mashani (2001: 36), the individual's choice of profession is the result of factors and social development that influence decision-making.

The researcher defines career maturity as "the individual's ability to define his specialty based on several societal and skillful factors that lead to careful balancing that enables him to measure the effects, evaluate the results, select and apply the career path.

Career decision making skill

Skill:

Skill "means several related meanings, including the characteristics of a complex activity that requires a period of intentional training, and organized practice, to be performed in an appropriate manner, and this activity is usually a useful function. That is, skill refers to a learned or acquired behavior that has two essential conditions: first, to be directed at a particular goal or purpose, and second, to be organized so as to achieve the goal in the shortest possible time. Characteristics of skilled behavior (Amal Sadiq, Fouad Abu Hatab, 1994 : 330).

Cottrell Cottrell (1999,21) defines skill as: ability to perform and learn as good as we want. Skill is a learning activity that is developed during the exercise of an activity supported by feedback. Each skill consists of sub-skills of smaller ones, and deficiencies in any of the sub-skills affect the quality of the overall performance. Abdul-Shafi Rehab (1997, p. 213) defines skill as "something that can be learned, acquired or formed by the learner through simulation and training, and that what he learns varies according to the type, nature, characteristics and purpose of learning."

Al-Feqi (2002: 11) states that skill is the acquisition of the ability to use new means in a more efficient manner, and that two key factors are required: proper practice and interaction in the training situation .

4. Decision-making skill:

Triantaphyllou, Evangelos 2000: 230) analyzed a limited set of alternatives described in terms of evaluation criteria. Then the task may be to arrange these alternatives in terms of their attractiveness to the decision maker when considering all the criteria simultaneously. Another task may be to find the best alternative or to determine the relative priority of each alternative (for example, if the alternatives represent projects competing for funds) when all criteria are considered simultaneously. The solution to these problems is to focus on multi-standard decision analysis. This method of decision-making has been attracted, although it is very old, the interest of many researchers and practitioners is still subject to considerable debate as there are many methods that can yield very different results when they are applied to exactly the same data.

Spatial boundaries: All technical colleges in Saudi Arabia

Time Limits: During the second training semester 1438/1439 AH

Human Boundaries: The sample of the trainees who obtained training certificates from the Alam program and the work of (vocational qualification) and the measurement of their career maturity level.

Methodological limits: by studying sample size and analytical statistical method.

Study Procedures:

- 1 - Data inventory of students who have certificates of training in the program (science and work) and the number (2000) students.
- 2- Determining the importance, objectives, problem, and questions of research.
3. Follow previous studies related to career maturity.
- 4- Studying literature related to research.
- 5 - Determination of research methodology (descriptive analytical).
- 6 - Determination of the study community who are the certificates of the program (integration of education and work) and the number of 2000 trainees will be selected 10% of them and the sample is

chosen in random way according to the following equation:

7 - Identification of the sample represented by the program certificate and the comparison of those who received the test at a rate higher than 80% and have received the test rate of less than 80%.

8- $N = PQ (Z)^2 / E^2$

Where N is the size of the sample, P is the ratio of the population to be studied, and in case of non-knowledge, the ratio is used as much as possible (5%).

9 - Justifications for the selection of the sample: give an opportunity for each member of the community to appear and the diversity of the number of recipients of certificates (integration, education and work between the regions).

Building the questionnaire.

10. Subjecting measurements to a number of psychometric properties (honesty, stability, repeatability, consistency of internal consistency)

The study was presented to arbitration by selecting arbitrators from Saudi Arabia, Kuwait, Oman and Jordan to measure the apparent honesty.

11. Conduct the survey.

12. Examine and draw conclusions.

13. Recommendations.

Conference theme II:

A need for change in the
training of career guidance professionals

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“And we see that we don’t have all the options available, ergo they choose the second-best.” – The intermix of individual aspirations, urbanity, rurality and cultural context as confounding factor for teenagers’ career choices in Norway.

Abstract

This study explores how geography and culture intervene with career decisions, giving unequal access to opportunities for education and work for young people in Norway.

For Norwegian stakeholders and policymakers education ensures prosperity and equality, and completing upper secondary education is especially important. Choosing the right program thus becomes a task of major importance, and career education and guidance in lower secondary target this.

However, in addition to the effect of competence standards and organisation of career education and guidance, the context is also important for opportunities for learning and experimenting. Cultural values mediated by parents, peers, school and immediate surroundings, provide especially important clues for the teenagers, and they make their choice in the tension between individual aspirations and contextual influence.

This qualitative study shows that geography and culture intervene with tenth-graders career choices. The findings show that career choices for the rural sample are affected by lack of upper secondary provision and limited local opportunity structure because they often have to travel far or live outside their homes both for education and for employment. Also, sometimes specialized competence in education is irrelevant in the rural context because various skills for multiple jobs can be necessary to secure income.

The urban tenth -graders make their choice in a context heavily prejudiced against vocational education, where only teenagers with either clear-cut vocational aspirations and identity or low-achievers are expected to choose VET programs. For other teenagers, choosing vocational education is subject to scrutiny and pressure, and must be negotiated with parents, peers and local culture, where parents’ lack of updated knowledge is an especially important factor.

The implications for career counsellors and teachers in Norwegian lower secondary is that guidance and education must be sensitive to how the narrative about the need for education affect rural and urban teenagers differently and provide context-sensitive career education and guidance with a higher degree of parental involvement to avoid prejudice and faulty advice.

Keywords

Situated career choices, urban, rural, culture, geography

Further information

Norwegian stakeholders and policymakers stress the importance of education to ensure prosperity and equality for the population, and it is viewed as especially important that teenagers complete upper secondary education to secure better prospects in the employment market (Ministry of Labour and Social Affairs, 2002). In other words, avoiding drop-out from upper secondary is pivotal, and is an important theme in research, policymaking, and teachers' and counsellors' practice.

In line with the last decade's increasing focus on guidance for lifelong learning and career as a framework for ensuring participation, development and flexibility in the employment structure, Norwegian policymakers in education and employment have been working to develop a national, life-long system for career guidance. A partnership model is the basis for career centres, competency standards for career practitioners and the development of career curriculum in schools. The career counselling and education Norwegian students receive in lower secondary when they are between 13 and 16 years old, is considered an important measure to ensure that students choose the right educational program in upper secondary, thus being less likely to drop out (NOU 2016: 7).

The Norwegian educational system and consequently the career guidance schools provide, work on the premise that all students in all of the country get the same possibility for education, on the same conditions (Mordal, Buland & Mathiesen, 2015). Career guidance and education in schools is predominantly within the framework of individualistically oriented career theories, where self-exploration, self-determination, individualism and mobility are basic tenets (ibid), an orientation in line with values in the Norwegian national culture (Hernes & Hippe, 2007). Career learning curriculum also stresses the importance of knowledge about the conditions of the employment structure, where the immediate context is meant to be an arena for learning (Mordal et.al., 2015).

However, Norwegian geography and demography have a practical implication for the idea of equal educational or vocational opportunities, as rural areas are often sparsely populated and communities can be far apart. This paper will argue that career guidance provision must be context sensitive and aware that geography and demography lay the premise for relevant and effective career education, guidance and counselling, and that the process of making career choices is very different for teenagers from urban or rural backgrounds.

The argument is based on the findings from focus group and individual interviews with forty-two tenth-graders and six counsellors, purposively sampled from five urban and rural locations in Norway varying in size and opportunity structure. The interviews were conducted October 2016 – December 2017. Applying the method of Thematic analysis (Braun & Clarke, 2006), the analysis shows that the

Norwegian geography and demography does not allow for equal provision of either education or contextual learning and that this profoundly affects young people career choices.

The findings show that young people from urban areas can choose from a full range of education programs and access work experiences from a rich employment structure. However, their choices are constrained by a culture valuing academic studies with a strong prejudice against vocational education, and they will often have to negotiate the choice of vocational education with both their parents and their peers. As vocational programs have been developed and improved greatly, career education and counselling often emphasize the breadth of opportunities for both employment and further education after vocational programs, as the opportunity to obtain qualifications through a practical program and avoid the heavy theory of the academic programs are often discussed as a way to avoid drop-out. Teenagers can be interested and see the value of vocational programs, but often parents with academic backgrounds counsel and advice their children against it based on outdated information from their own youth, when the system had less complexity and diverse opportunities, and where prejudiced opinions about vocational programs being the last option for the low achievers were predominant.

Young people from rural areas have a more limited provision of education or work experience. To get educated, it can be necessary for teenagers to move out at 16 and live on their own in urban areas, a necessity with direct relevance for drop-out rates as the challenge of living alone and stay structured and focused can be insurmountable. In cases where the education provided in their local community does not offer the full range of programs, teenagers might choose the second best option to avoid moving out or commuting. In addition, rural teenagers will need to factor in whether or not their preferred education will make them employable in their home communities, as opportunity structures are limited in rural areas and livelihood is often based on multiple sources of income requiring multiple sets of skills, a practicality not accommodated by specialisation through education.

In summary, this study shows that context is important for young people's career choices in Norway, and depending on an urban or rural background, it provides strong cues for which upper secondary education to choose, or not to choose. But they all *have to choose*, as the Norwegian society expect them to get educated in order to provide for themselves, even when as for rural teenagers specialized education might make it difficult to go back and live in their home communities. As rural and urban background intervenes with individual differences, it is clear that for some young people it is difficult to choose the education or career they would genuinely prefer, whether it be academic or vocational. For career guidance and education, the question is how to support the teenagers, when the variety of issues and challenges underline the inadequacy of uniform frameworks or ideals to capture the full range of issues career counselling must deal with, leaving it up to the counsellors and teachers to negotiate the demands of competence policies, contexts and individuals.

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Evaluation of career interventions. Short- and long-term outcomes for students finishing upper secondary school in Iceland.

Abstract

High dropout rate in the upper secondary level and the higher education (Blöndal et al., 2011; Ríkisendurskoðun, 2007; Statistics Iceland, 2016), and frequent changes of majors (Nemendaskrá Háskóla Íslands, 2014), suggest that a number of young people in Iceland are not managing transitions between school levels effectively. Therefore, we examined the effects of two short career interventions, Icelandic Developmental-focused Intervention (IDI) and Cognitive Information Processing-based intervention (CIP), on upper secondary school students' degree of career indecision (Brown et al., 2012), dysfunctional career thoughts (Sampson et al., 1996), career decision self-efficacy (Betz et al., 2005; Betz & Klein, 1996), and life satisfaction (Diener et al., 1985).

One week after the interventions, MANCOVA analysis showed a main effect for group ($p < .01$) with participants' gender, age, grades, and parents' education as covariates. Pairwise comparisons revealed larger difference scores for the CIP group in career decision self-efficacy as compared to the control group and in life satisfaction as compared to the IDI group. At the one-year follow-up, MANCOVA did not confirm a main effect for group and the career interventions did not affect participants' primary career choices. Figures 1 and 2 show the trends in the groups mean over the three time periods.

The results offer indications about effective career interventions for counselors, educational institutions, and authorities. First, upper secondary school students seem to need more structured career interventions than are presently available in graduation courses. Second, the cognitive information processing theory and counseling model seem to be useful for students, at least in the short term. Third, the fact that a long-term impact was not confirmed supports the conclusion that students need more guidance. Thus, it should be beneficial for the Icelandic authorities to implement a national policy in career counseling and guidance at all educational levels (Kjartansdóttir et al., 2015).

Keywords: *career education outcome evaluation dropout*

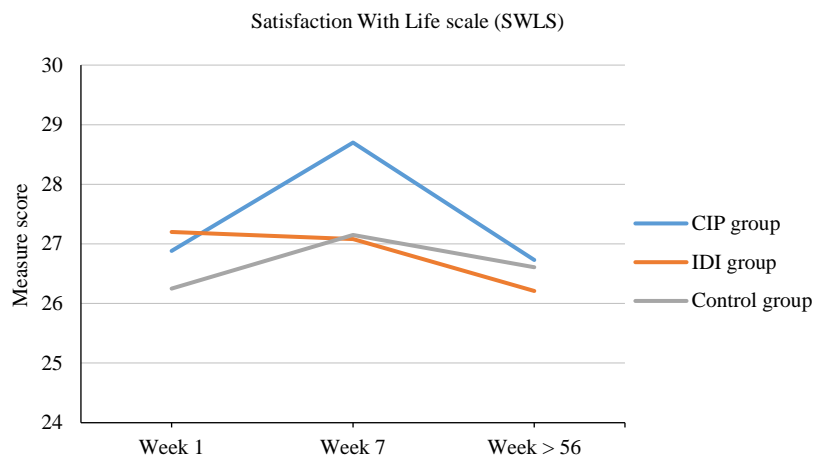
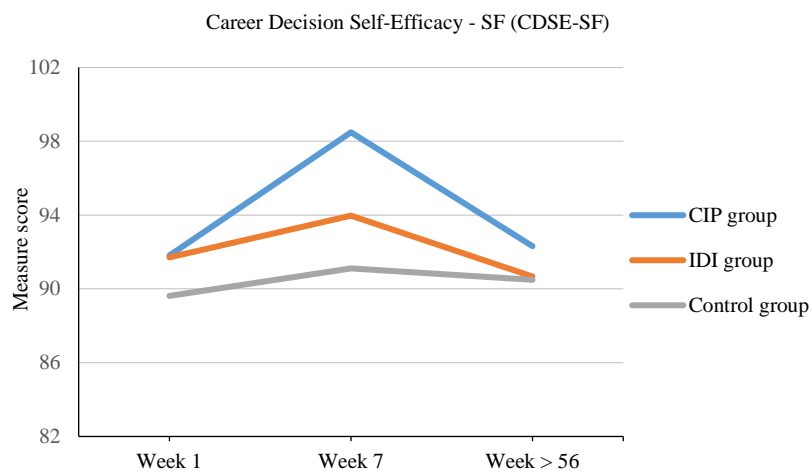


Figure 1. Groups' mean on CDSE-SF and SWLS at pre-test, post-test, and follow-up.

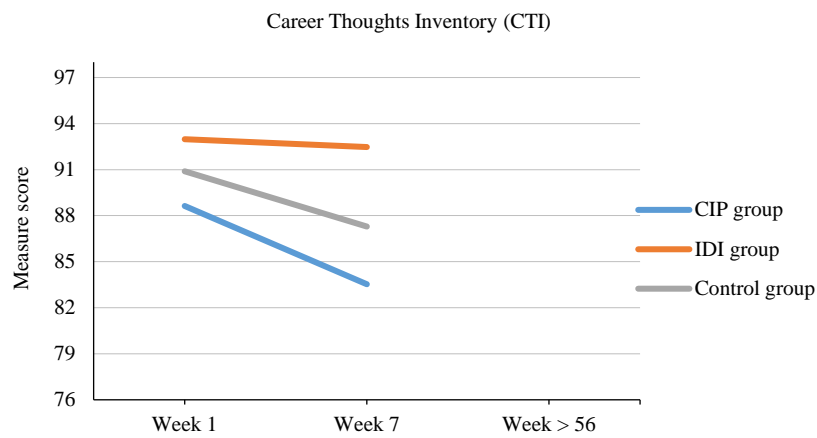
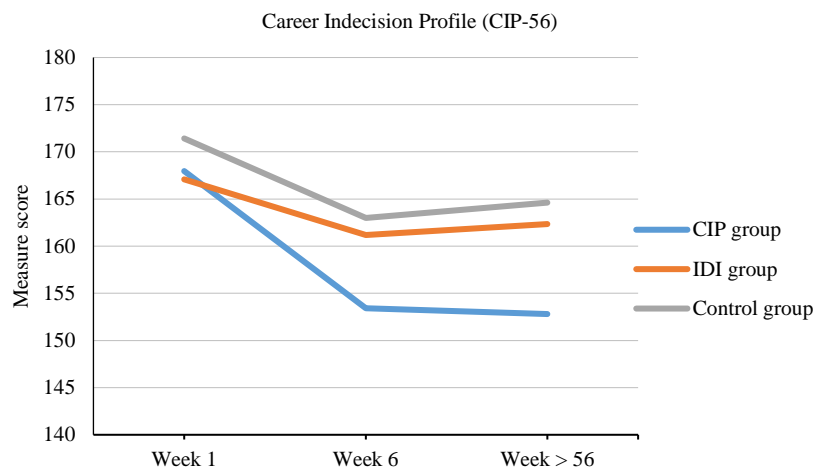


Figure 2. Groups mean on CIP-56 and CTI at pre-test, post-test, and follow-up.

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Analysis of Career Guidance and Counselling (CGC) competences of international mobility Counsellors

Abstract:

Growing economic globalization and labour instability which describes today's society are increasingly, requiring individuals to adapt their competencies to adjust with expected changes guaranteeing their career paths. To address labour market needs and skills shortages it has to be facilitated the recognition of qualifications to match workers' competencies to available jobs. Engage governments, Trade Unions, employers' organizations into policy dialogues, establish networks of experts and trained practitioners, strength PES, enhance labor market information systems..., are challenges to safeguard and support international mobility.

This research identifies and analyzes professional counseling competences (CGC) which guidance practitioners and counsellors involved in education and labour mobility sectors need/have in the context of international mobility. Likewise, aims to develop a training model for supporting guidance practitioners in their career development, improve their Guidance Service and lead to a higher quality of counselling for people who plan their mobility. To meet these objectives, it has been designed an online survey, with the aim to identify the interests and needs (need analyses) of practitioners, taking part a group of experts in mobility fields in filling out the questionnaire (EURES advisers, Euroguidance counsellors...). Subsequently, it is expected to offer a mobility guidance and counselling training module aimed to provide guidance practitioners with the skills and competences needed to assist individuals for an education and /or labour mobility in EU to make informed choices, exploring the whole process of mobility and to get the best out of their international experiences. Additionally, it is planned to develop a "Guide for the mobility counsellor" which includes the main skills, competences, knowledge and resources to raise the quality of the mobility processes with focus on the importance of integrating new cultural and professional learning into existing body of knowledge, so that participants' skills should be more adjusted to the European labour market.

Keywords: International mobility, career guidance and counselling competences, mobility guidance counsellor, career practitioners

Introduction

European citizens are facing increasingly complex challenges to their career development. Over their lifespan they need to manage their careers and make important decisions -in education, training and/or employment- which could impact their future and wellbeing. Mobility of citizens is an essential instrument for the construction of a genuine European area of Lifelong Learning (LLL), to promote cultural exchange and to contribute to the development of an active European citizenship (García-Murias, et al., 2016). In an internationalized economy, the ability to train and work in a multicultural environment is crucial for the competitiveness of the European economy.

The model based on Lifelong Guidance entails the assumption of new methods, forms of organization, resources and innovative materials which involves the confluence of different core competencies in professional work (Schiersmann, et al., 2012).

To prepare citizens for these challenges and to support them in the progress, competent career practitioners are needed. The development of common European Competence Standards (ECS) for the academic training of career practitioners in Europe and how to implement and establish such competences in the practice is required. Hence, quality standards of guidance services and the professional profile of guidance practitioners should be framed according those European Competence Standards for the academic training of career practitioners (NICE, 2016).

Objectives

To this situation described, this study starts with two *research questions*: what professional counseling competences guidance practitioners have/need in order to deal with education and labour mobility in Europe? and how to define the professional profile of a mobility guidance practitioner (EURES advisers, Euroguidance counselors...) working with an international context?

In order to answer these questions, the subsequent *objectives* were designed: 1) to identify and analyze professional counseling competences (CGC) which counsellors have/need in the context of international mobility (education and labour mobility), 2) to develop a training model which could support guidance practitioners in their career development, improve their Guidance Service and lead to a higher quality of counselling for people who plan their mobility.

Approaches and Methodology

Based on the research objectives, a *descriptive methodology* (quantitative and qualitative) has been chosen since it allows to inquire, describe and interpret the perception and evaluation of a group of experts in mobility issues about their professional guidance competences in the frame of international mobility.

For this, an *online questionnaire* has been designed and implemented as a *data collection technique*. The use of this tool is especially useful when, as in the current research, it requires descriptive data that individuals can provide based on their own personal experience. With the choice of this technique it is

intended to obtain a broader knowledge of the studied reality, making possible the use of quantitative data that turn out to be an adequate source to achieve the proposed objectives.

The *online survey* named “Analysis of Mobility Counsellors Competencies and Training Needs” was divided into five sections composed by open and closed questions, including several aspects to be considered in this study (see below Table 2). As it is reflected in Table 3, it can be used different set of questions based on the answers of the respondents.

The *research sample* that is part of this study, is the result of a networking and fruitful collaboration of a group of experts in mobility fields and of guidance practitioners (EURES advisers, Euroguidance counsellors...) from different European countries (Germany, Spain, Poland, Czech Republic), who deal with international mobility issues in their professional practice, working in education (VET, HEI) or labour sectors (PES, international or national employment centers), giving advice to their customers in the context of international mobility.

The *conditions for the administration of the online questionnaire* were the same for all participants. They were asked to complete it once the meaning and purpose of the research were explained clearly and concisely. After the data collection phase through the online survey, they will be debugged with the intention of facilitating their subsequent statistical treatment by carrying out a *quantitative analysis of the data*.

Results

Guidance practitioners, after specific competences acquired through this training are expected to be able to facilitate a proper CGC for international mobility improving the guidance services they provided and deliver a higher quality of counselling (on educational, training and employment trends and labor market in Europe, search and request strategies for job offers and/or training opportunities in EU, decision-making process, information upon legal aspects, funding, logistical support, cultural issues, etc.)

Likewise, from the data analysis and interpretation, it is expected to obtain an insight over the different interests and perspectives on the own role and competences of guidance practitioners involved in education and/or labour international mobility, on the differences between counsellors from various contexts and European countries, the core competences where most of them agree upon to achieve their career development, etc.

Conclusions

Guidance practitioners need to improve their competences in order to adequately face the issues concerning international mobility. Counsellors are however not the only ones dealing with education and/or labour mobility issues (i.e. EURES advisers, Euroguidance, Guidance Practitioners working at international departments...) but also those practitioners working with the national employment centers, PES..., who face increasingly with new socio-economic situations (immigrants, refugees, ...)

In addition, it is important to raise awareness of stakeholders to encourage them taking the right measures when planning public policies in labour, education and guidance fields, both when designing training courses for guidance practitioners and when implementing already developed mobility tools and methodological models within the public services they manage (Kraatz & Ertelt, 2011). The reference context for guidance services and guidance practitioners should be Europe with offering quality information and counselling on training and working opportunities at international level.

Tables

Table 1. Phases and methodological strategies of the research process

PHASES	METHODOLOGICAL STRATEGIES
1. Analysis of the research problem and delimitation of objectives	1.1. Review of documentary sources through different search procedures, databases, literature... 1.2. Delimitation of research questions and objectives (general, specific)
2. Delimitation and construction of research techniques and instruments	2.1. Online questionnaire: definition of dimensions to consider, elaboration and selection of questions and items, analysis of validity and reliability
3. Selection of the sample and data collection	3.1. Delimitation of the characteristics of the sample 3.2. Submission of the online questionnaire
4. Analysis of the data and extraction of the main results in relation to the research objectives	4.1. Statistical treatment of the data obtained in the online questionnaires 4.2. Statistical analysis of the online questionnaire data 4.3. Drawing out the main results 4.4. Presentation of the main conclusions/discussion

Table 2. Description of the online questionnaire (I)

SECTIONS	DIFFERENT ASPECTS OF DATA COLLECTED IN THE RESEARCH
1. Identification data In the first section you are going to introduce the country you are working in and your professional profile	<ul style="list-style-type: none"> ▪ Please, select the country you are working in: Germany, Spain, Poland, Czech Republic ▪ Please, select your professional role: Guidance practitioner, EURES adviser, Euroguidance counsellor, Mobility Counsellor, other. ▪ Please, select your main tasks. I'm responsible for the service, incoming/outgoing mobility, EU programs and initiatives, EU projects & networks, other ▪ Please, select your main target group: Academic mobility (students, researchers, staff...), Labor mobility (workers, employees...), Career mobility (researchers, professionals, workers...), Youth mobility, other.
2. International mobility contents Please, rate how important these contents are for your professional development: (from 1: not important at all to 5: very important)	<ul style="list-style-type: none"> ▪ Labor market situation and job offers in Europe ▪ Educational opportunities abroad in Higher Education, VET (Erasmus +, Ploteus...) ▪ Logistical aspects (health insurance, financial support, accommodation, ...) ▪ Legal issues (rights, regulations, law, ...) ▪ Intercultural competencies and awareness (culture, history, religion, tolerance, ...) ▪ Language skills (CEFRL, Europass Language Passport, ...) ▪ Recognition of qualifications and mobility documents (ECTS, ECVET, EQF, Enic-Naric, Europass CV, ...) ▪ Websites and databases (Eurostat, Euroguidance, Eurodesk, Euraxess, ...) ▪ Networking (Academia, PES Network, ...)

	Which other learning contents do you consider important?
3. Organization of the training	<ul style="list-style-type: none"> Please, give us some information about how much time you would invest in your training: 1 or 2 days, 1 week, 2 weeks, 1 evening weekly for six months Which learning forms appear attractive to you? Face-to-face training, E-learning, Individual training, Group training, Peer learning, Seminars /Courses/ Workshops, Training in the workplace, Training through experience in EU projects and networks, Visits to other institutions and/ or services
4. Funding and availability	<ul style="list-style-type: none"> Who could support your training financially? National funding (Government), The EU (Erasmus, EURES, Euroguidance, Eurodesk...), My service (local), Myself, other Where would you participate in a training program? In my home country, In a neighboring country, In any EU country
5. Open discussion	Please, provide your suggestions, observations and comments

Table 3. Description of the online questionnaire (II)

LEARNING CONTENTS	SET OF QUESTIONS	ANSWER OPTIONS
<i>Just in case the participants consider each of these learning contents are important (4) or very important (5) for them, they will answer further questions based on their training needs (importance/relevance)</i>		
<ul style="list-style-type: none"> Labor market situation and job offers in EU Educational opportunities abroad in HE, VET Logistical aspects Legal issues Intercultural competencies and awareness Language skills Recognition of qualifications and mobility documents Websites and databases Networking 	<ul style="list-style-type: none"> ...is an important learning content for you, so please answer in detail the following questions: How do you evaluate your current competencies in this field? How would you evaluate your own competencies in this regard looking back, when you started working? How important would you consider to have further training in this topic? 	<p>From 1: very low to 5: very high</p> <p>From 1: very low to 5: very high</p> <p>From 1: not important at all to 5: very important</p>
	<ul style="list-style-type: none"> If you already learned about ..., please select which form of training you attended 	Seminar/ Course, Conference, Workshop, Summer School, Fair, I have never attended such training, Other
	<ul style="list-style-type: none"> Please, set up a ranking which shows why you would like to participate in trainings on ... (<i>Double-click or drag-and-drop items in the left list to move them to the right - your highest-ranking item should be on the top right, moving through to your lowest ranking item</i>): Your choices- Your ranking 	The contents are interesting, the contents are linked with my work activities, It is good for my professional development, I need such training for my CV, I need to establish a new network and relationships, It is mandatory to attend
	<ul style="list-style-type: none"> How important do you consider the different training approaches/methodologies to explore ...? (from 1: not important at all to 5: very important) 	Practical approach, Theoretical approach, Peer – learning, Supervision, support and advice from an expert

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Facilitation of groups and diversity appreciation in the training of career guidance professionals

Abstract

This 90-minute workshop proposes group facilitation skills and diversity appreciation as two necessary components in the training of career guidance practitioners who function in a multicultural context. Facilitation has recently been one of the key activities for trainers, educators, leaders, managers and consultants. The use of groups in career guidance counselling has also increased and group facilitation has become a common practice in the field.

Maintaining a facilitative focus and developing facilitation skills for effective group dynamics in meetings and learning situations are nowadays an essential part of, amongst others, pedagogical and leadership training. Moreover, societies, higher education institutions and organizations are becoming more and more diverse in varied aspects so that bridging intercultural gaps and facilitating positive interactions between individuals are key components in today's workplaces and learning environments. This workshop aims to present and discuss ways of training career guidance professionals in facilitation of groups whilst integrating diversity appreciation training modules in the process and strengthening their intercultural competences. The presenters had worked together for several years within the context of international development cooperation, and facilitated, amongst others, building communities and diversity appreciation workshops in both Sweden and South Africa. These experiential workshops focus mainly on the following themes and modules:

- learning what stereotyping is
- blurring category boundaries and discovering common, multi-group memberships
- expressing the content of outgroup stereotypes
- exploring the reactions of relevant outgroups to such stereotyping
- three steps to discrimination and sharing instances of hurtful discrimination
- discovering the complexity of social identity – e.g. negative aspects of identity which keep us apart from our own people; and positive aspects of identity which bind us to our own people
- building unity with outgroup members
- valuing intra- and intergroup diversity
- empowering ourselves to intervene effectively when stereotyping occurs

At the end of this session, participants will have:

- increased knowledge of what is meant by facilitation and what the core skills of a facilitator are;
- experienced a practical example of a facilitation model applied to diversity training modules;
- increased insights in the pedagogical dimension of career guidance counselling.

This workshop relies strongly on interactive methods to maximise learning through experience.

Key words: Experiential learning, Diversity, Group facilitation

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Broadening perspectives through interdisciplinary thinking: Chaos theory of careers, Mathematics and Agile methods

Workshop

Abstract

What do theory of careers, mathematics and agile methods have in common? This 90-minute workshop proposes experiential learning activities wherein mathematical concepts and agile project management methodology will be used to broaden the participants' perspectives in existing theories of careers, e.g. chaos theory of careers.

Interdisciplinary knowledge and interdisciplinary thinking is a core skill that needs to be further developed in training professionals, considering the complexity of the context and the world in which we live and operate. Developing continuously one's capacity to see both the trees and the forest is crucial in career guidance and lifelong learning. Three disciplines that echo similar concepts, but seen from different scientific perspectives, will be the points of departure for experiential learning exercises that aim to provide an extra dimension to one's own field of study. The workshop presenter/facilitator has broad experience and knowledge within the three fields mentioned above, as well as in group facilitation and training of trainers. This workshop relies strongly on interactive methods and the participants' openness to maximise learning through experience.

Keywords: chaos theory, mathematics, agile, interdisciplinary

Proposal

A multidisciplinary approach in training career guidance professionals is proposed in this workshop. By utilizing the chaos theory of careers, mathematics and agile project methods, the workshop aims to give an example of *how* this approach could strengthen career guidance professionals' conceptual understanding of a theory of careers and thereby provide added-value to practices in career development. Using language as instrument, the counselling process focuses mainly on meanings (Patton & McMahon, 1999; Peavy, 2004 in Patton & McMahon, 2006). Recognizing and comprehending points of intersection, drawing insights from other disciplines, integrating different scientific knowledge and multiple perspectives, could sharpen career guidance professionals' ability and increase their potential to understand different world views, identify relevant connections, derive

meanings from various contexts and apply new theoretical bases in the career counselling process.

Developing one's capability to manage career-related needs, information, experiences, roles and other work-related concerns is a continuous lifelong process. Organizations and the society within which one lives and work in are also continuously changing, which in turn shape and challenge one's understanding of oneself, context of development and choices in life. Career development focuses therefore on preparing and enabling individuals to manage these challenges. In this regard, the chaos theory of careers highlights the importance of taking into account the complexity in the current realities, non-linear change and uncertainty, order as well as randomness in career development and decisions. Bright and Pryor (2003) maintained that most existing career theories do not take enough consideration to collective cultural perspectives. In the same way that Bright and Pryor used, amongst others, phenomena from physics and biology to explain the chaos theory of careers, this workshop will further present and explore the theory in connection to mathematics and project management in the 21st century. The multidisciplinary approach aims to contribute to career guidance professionals' interdisciplinary knowledge and thinking, which can be seen as a crucial component in career development. Career concerns and work-related roles in the 21st century prove to be combining different fields of knowledge and disciplines as well as perspectives, which matches the complexity of natural events and the "chaotic" nature of individuals and environment (Bright & Pryor, 2003). The multidisciplinary approach could therefore contribute to develop career guidance professionals' capacity to empower clients to recognize the interconnectedness of life, as well as foster opportunities for lifelong learning. Interdisciplinary knowledge and interdisciplinary thinking can also enable career professionals to communicate with and understand other members of the academic community. Furthermore, this workshop specifically proposes a need for wider collaboration across disciplines in the training of career professionals.

Workshop structure:

Part 1: Statement of focus and introduction: The first part of the workshop will aim to discuss some of the basic concepts and principles in chaos theory of careers. This will be done interactively, building on the participants' knowledge and experiences of the theory. This part aims to build momentum, prepare the ground and stimulate participants to reflect and apply their previous knowledge in the different phases of the session.

Part 2: Exploring new landscapes - A lesson in mathematics and scrum: Some basic concepts and principles in mathematics and agile methods that have bearing on and connection to the chaos theory of careers, will be presented experientially, in order to give the participants a chance to explore and apply these concepts and principles.

[The presenter has a degree in Mathematics (was a Ph. D student) and had over two decades of teaching experience in Mathematics. She has also written a Master thesis focusing on implementing agile project methods in globally distributed teams as well as in the field of international development cooperation.]

Part 3: Debriefing- processing the experience. Debriefing refers here to a structured set of activities that will guide the participants to reflect on the meaning of the experiential activity in part 2. This will also explore the wisdom gained and/or regained, particularly in terms of their conceptual understanding of the chaos theory of careers, as well as its application in the design of a counselling practice wherein the multidisciplinary approach is specifically incorporated. Debriefing is the most essential and irreplaceable part of the session.

The structure and content of this workshop builds on the group's cohesiveness and openness to share their thoughts, feelings, insights and experiences during the exercises.

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Supervision of career counselors and practitioners

Abstract:

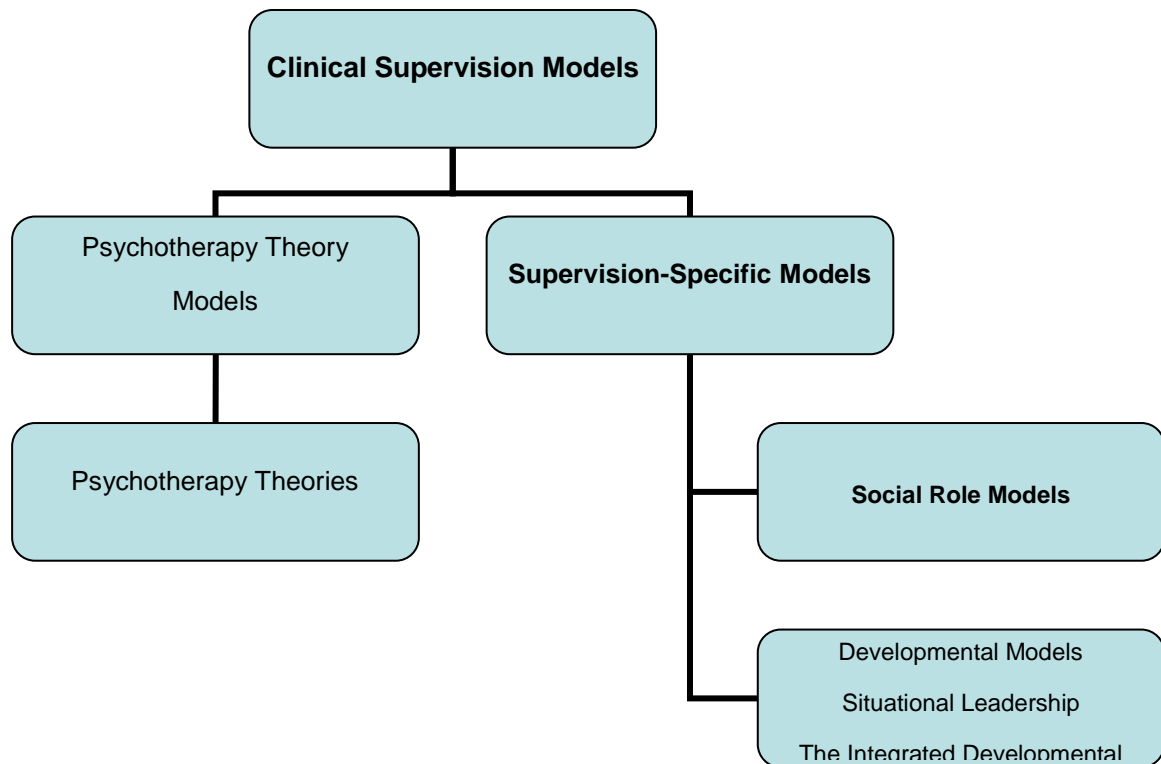
Good vocational counseling requires learning and growth on the part of the practitioner/counselor, what is called in manufacturing ‘continuous improvement.’ There are many ways for vocational counselors to learn and grow – attending conferences, reading, participating in webinars and podcasts, and the like. An essential element of this learning and growth is clinical supervision. Clinical supervision is distinguished from administrative supervision by its focus on helping the practitioners improve their skills, expand their knowledge, and increase their understanding of student or client issues.

Supervision can come from peers or experts; both are valuable. Good supervision is intentional. It depends on developing a trusting relationship, shifting focus from the client to the supervisee, and effective use of listening and focusing skills. In this workshop you will learn about several supervision models including one adapted from the world of business and industry.

Key words: Supervision, supervisory models, supervisory process

Supervision models

As seen in the following chart, supervision models can relate to psychotherapeutic models or more supervision specific models. In the workshop I will focus on the Integrated Development Model (IDM) and Situational Leadership.



Adapted from Bernard & Goodyear, 2004, p. 75, and used with permission of NCDA, Goodman & Hoppin, 2015, p. 51

Integrated Development model (IDM)

IDM provides a matrix of supervisory skills and level of competence/experience. Supervisors and supervisees can conduct an assessment using this matrix to determine strengths and weaknesses and set goals and make a plan of action. Beginner, Intermediate and Advanced levels are each assessed using the following eight professional areas:

- Intervention skill competence
- Assessment techniques
- Interpersonal assessment
- Client conceptualization
- Individual differences
- Theoretical orientation
- Treatment plans and goals
- Professional ethics

Details and examples of each can be provided and customized to a particular supervision setting.

Situational Leadership

Originally developed for use in business (Blanchard, 1981), this model adapts well to supervision of career practitioners. It uses four levels of supervisee development and matches these with four types of supervisor behavior. The principle is that supervisors need to match their style to the developmental level of the supervisee, not visa versa. Two aspects of supervisor behavior are considered, supportive and directive. Although a supportive attitude is always required, supportive behaviors include such actions as listening or asking for input. Directive behaviors include such actions as setting roles and goals and teaching skills. The goal of the situational leadership model is to help supervisees to grow into independence.

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Career hope for the future (a study on the teacher training students' need for career counseling service in indonesia)

Abstract

Hope emerges as an essential aspect of an individual's career development. It has been an object of the studies in many countries. However, there is still a limited number of study related to the future career hope and the need for guidance and counseling service in Indonesia. This study was aimed at discovering the career hope of students of teacher training in Indonesia, especially in Special Region of Yogyakarta. The participants of this study consisted of 385 students of the Teacher Training and Education comprising 94 males and 264 females. Their age ranged from nineteen up to twenty-two years old. Hope Scale was employed as the instrument of the study. It was in the form of differential semantic scale that provides 1-8 answer option (1= strongly disagree and 8= strongly agree). The data obtained in this study were analyzed by using descriptive statistic. The result of the study indicated that the hope of the male students was higher than that of the female students. Based on the hope component, it was found that agency component is higher than pathways component. The highest hope comes from the students whose parents work as farmers, while the lowest hope comes from the students whose parents were as an entrepreneur. The qualitative data demonstrated that the future career hope of the teacher training students tends to be more collectivist since it was directed by other people, namely the students' parents. Moreover, the qualitative data of this study showed that the students need a guidance and counseling service, especially in assisting them to solve academic problems and preparing their career in the future.

Keywords: Career Hope, Counseling Service.

Introduction

Hope is a pivotal variable in individual success. It encourages many scholars, including professional psychologists, to conduct studies regarding the conceptualization and the measurement of hope. They attempt to gain a comprehensive understanding and to find out its effect on life, especially to the children, adolescents, and adults' life. According to Erikson (1964: Lopez; Snyder: 2003), "Hope is the enduring belief in the attainability of fervent wishes, in spite of the dark urges and rages which mark the beginning of existence". Erikson places the definition of hope in the developmental context in which hope is inborn. In addition, Erikson points out that the existence of hope may cause an internal conflict within an individual.

Gottschalk (1974; Lopez; Snyder: 2003) viewed hope as a positive expectation; it is defined as a number of optimistic feelings to attain a particular goal, and it is commonly realized. Hope also becomes an individual's manner to escape from psychological problems. A more well-known notion is proposed

by Synder, Irving, and Anderson (1991). They stated, “Hope is defined as goal-directed thinking in which people perceive that they can produce routes to desired goals (pathways thinking) and the requisite motivation to use those routes (agency thinking)”. This idea is subsequently strengthened and is operationalized by Synder in 1994. He noted that hope is motivational statements which emerge as the result of a willingness to succeed, that comprises two elements, namely: (1) *agency* (energy to reach the purpose) and (2) *pathways* (plan to achieve the goal). This theory has been used for over two decades.

A study conducted by Magaletta and Oliver (1999) indicates that hope within an individual will carry different matters in predicting well-being, in addition to optimism and self-efficacy. Hope, in a study carried out by Edwards (Rand, Lopez, & Snyder, 2006; Snyder, 2002), may give a crucial role in an individual self-adjustment process. In adults, hope positively correlates with an individual’s psychological adjustment (Snyder, Cheavens, & Simpson, 1997; Snyder et al., 1991; Simpson, 1999), physical health (Barnum, Snyder, Rapoff, Mani, & Thompson, 1998; Elliott, Witty, Herrick, & Hoffman, 1991), academic achievement, and athletes’ sport achievements (Curry, Snyder, Cook, Ruby, & Rehm, 1997; Snyder, Simpson, Michael, & Cheavens, 2001). Some studies conducted by Barnum et al. (1998; Lewis & Kliewer, 1996; Snyder, Hoza, et al., 1997; Valle, Huebner, & Suldo, 2004) attempted to determine the relationship between hope and various variables regarding the self-acceptance’ results.

The findings of the study concluded by Synder (1994: Hoza, et al., 1997) demonstrate that children with high-hope posses low depression level. They possess high self-perception, athletic skill, maintained physical appearance, high social-acceptance, and high academic competence. Other studies on hope were also conducted in Europe. One of the studies was accomplished in Portugal by Susana C. Marquest et al. (2014) entailing 1012 high school students. The study indicated that the validity and the reliability result of the use of Synder's hope scale could be applied towards the Portuguese students. Furthermore, based on the study conducted in South Korea by Tack-Ho Kim et al. (2005) involving 2677 students, it was found that hope and teachers' support significantly affect the improvement of children' resilience against maladaptive behavior in the group, especially at school.

Objectives

Hope and self-efficacy appears to be the reflection of self-confidence that involves future career success. Hope differs from self-efficacy in the way of its component and stability at the whole time and the situation of someone's intention and motivation to achieve his/her goal (Snyder, 2002). Based on the study conducted by In (2016), hope is a personal strength related to the self-efficacy in the domain of career decision making. In other words, hope may affect an individual's career decision. Besides, hope has been related positively to adaptive career indexes including work self-efficacy (Hirschi, 2014; In:2016), proactive career behavior (Hirschi, 2014:In 2016), vocational identity (H.Yoon et al., 2015; In:2016), and the ability of career and performance development (Sung, Turner, & Kaewchinda, 2012; In:2016). Nowadays, nonetheless, the study related to hope of the students of the teacher training and

education is still limited. Based on the description and various studies above, hope is an essential aspect of individual development and life.

Although there have been many studies conducted on the other countries, there is no study on the future career hope and the teacher training students' need for career guidance and counseling service in Indonesia, especially in Yogyakarta. This study was therefore aimed to carry out systematic research regarding the future career hope and the teacher training students' need for career group guidance and counseling service in Indonesia, more specifically on: a) the future career hope of the teacher training' students with the different demographic background, b) the need for career guidance and counseling.

Method

The design of this study was quantitative design, namely analytical survey. The survey of this study was classified as a cross-sectional survey. In this study, the teacher training's students of Universitas Ahmad Dahlan Yogyakarta engaged as the participants. The survey was undergone by using hope scale instrument which had been adopted and modified in Bahasa Indonesia. The survey was accomplished based on two demographic backgrounds namely: gender and parents' occupational background. At the same time, descriptive analysis was performed after the survey was implemented in the classroom. The participants of this study were 358 students of the Faculty of Teacher Training and Education in Universitas Ahmad Dahlan Yogyakarta, Indonesia. They were students of the fifth semester.

During the data collection stage, to avoid faking and guessing, they were guided to fill the instruments. The data collection was done under their respective study programs' schedule and activities.. This study employed descriptive statistical analysis. The qualitative description was used to depict the need for career guidance and counseling service.

Results

In general, the data of Faculty of teacher training and Education students' hope were as follow.

Table 1 The Results of the Calculation of Teacher Training Students' Hope in Yogyakarta, Indonesia

	N	Minimum	Maximum	Mean	Std. Deviation
Pathways	358	13.00	32.00	24.1732	3.53900
Agency	358	10.00	32.00	25.9358	3.47279
Valid N (listwise)	358				

This result denoted that the students' agency dimension was better than the students' pathways. In other words, they possess better desire (willpower), but they were lack of the plan to reach the goal. Meanwhile, the more detailed statistical analysis indicated that the score of male students' hope is more significant than that of the female students' hope.

Table 2 The Calculation result of the Students' hope based on Gender

	N	Minimum	Maximum	Mean	Std. Deviation
Male	94	52.00	89.00	70.5319	6.89663
Female	264	47.00	91.00	67.5568	7.39930
Valid N (listwise)	94				

Table 3 illustrated that the students whose parents work as farmers possessed the highest hope. Students whose parents work as labor maintained the second highest hope. Meanwhile, the students whose parents work as civil servants occupied in the third position. The score difference of students' hope between those whose parents work as the labor and civil servant was slight. In the meantime, the lowest score of hope was obtained by the students whose parents work as the entrepreneur. It was interesting since the students whose parents work as teacher/lecturer possessing the high level of education were in the third place.

Table 3 Descriptive Analysis of Hope based on the Parents' Occupation

	N	Minimum	Maximum	Mean	Std. Deviation
Labor	16	55.00	78.00	68.3750	6.34429
Farmer	43	50.00	89.00	69.1860	7.87478
Civil Servant	154	48.00	91.00	68.3701	7.39188
Private Employee	38	53.00	81.00	68.1842	7.93506
Entrepreneur	107	47.00	87.00	68.0280	7.21693
Valid N (listwise)	16				

The qualitative result of the study denoted that the future career hope was directed to the other people's happiness and well-being in which in this case it refers to the parents. Based on the result of the study, it was found that not all future careers of the students were directed to be a teacher. There was a tendency of job choice outside the field of education, that is, in the informal sector. The finding of the study on the students with Teacher Training and Education background is appealing to be explored. Based on the theory proposed by Synder (1994), there is no difference between male and female's hope. However, there will be many factors that affect the development of individual's hope. Family factor (parents), environment, school, peers, education, and personality aspect of individual will affect the acquisition and the development of hope.

According to Synder, hope is the calculation result of the interaction that occurs between children and their caregiver, peers, and teachers. Snyder; Hoza et al. (1997) stated that the level of hope can be affected by individual contacts with other people. Furthermore, Taylor (1989) added that hope is affected by adaptive coping style ability. The level of hope, in a study conducted by Barnum et al. (1998; Snyder 1994), is affected by social support. Meanwhile, in a study conducted by Synder., Hoza et al. (1997), it is found that there is a relationship between individual's hope and social competence. Better social competence of individual will lead to the higher hope.

There have been many studies conducted to compare hope based on gender. Those studies result in various results. Not only were they carried out in America, but also in other continents and countries.

The current study found that male's hope is higher than female's hope. The result of the present study is interesting due to the fact that the culture in Indonesian community tends to place man above the woman. The woman is placed as a friend at home and does household service with limited access. On the other hand, man in Indonesian community, is more dominant, and gets more significant role including position rather than the woman. Men possess more potential in performing many things. Despite the fact that Indonesian education has implemented gender equality, in practice, there are many cases where women face a lot of problems and access limit.

The result of the present study in Indonesia is in line with the study conducted by In (2016) stating that students' future career will be significantly affected by collectivist culture. In Korea, the students' career tendency shows the minimum emphasis on the career hope that is only directed to an individual. Hope, in a study conducted by In (2016), becomes the predictor of the future career development and self-efficacy. Teacher training's students in Indonesia need an assistance in developing future career hope. The assistance may in the form of study plan through guidance and counseling service, either in individual or group setting. Grounded on the result of the study, hope plays a prominent role in individual career, vocational identity, decision-making, goal achieving, and self-efficacy. Students with good career hope are predicted to find fewer difficulties when entering workplaces, possessing good work performance, good work satisfaction, and being able to manage stress well (Siu, Chow, Phillips, & Lin, 2006; Sumsion, 2007; Sun: 2015).

Conclusion and recommendation

The results of the present study demonstrate that every individual's hope is unique; it is different from one to the others. The difference may be viewed from various demographic background attached to them. In addition, the results of this study indicate that male students' hope is better than female students' hope. In the meantime, based on the parents' occupational background, it is found that the students whose parents are farmer possess the highest level of hope. Moreover, it is also found that collectivist culture of the community in Indonesia affects the future career hope. Students tend to have career hope which is directed by their parents. Furthermore, the result of the study shows that the guidance and counseling become crucial especially in assisting the students academic smoothness and future career planning. The future study can be directed to find out the relevance of the culture towards individual's hope. The design of the study can also be developed through survey study by using qualitative and correlational study design.

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Implementation of competency-based study counsellor education in Finland

Workshop

Abstract

The aim of the workshop is to introduce competency-based study counsellor education in Tampere and Oulu Schools of Professional Teacher Education in Finland. The focus is to review both theoretical and practical perspectives.

The object of competency-based education is to respond to the changes occurring in the world of work and meet the future competence needs. In competency-based education individual study paths make possible for the students to recognize the skills previously acquired and outline what kind of skills need to be developed. Recognized and acknowledged competencies are the basis for planning the studies. In the competency development process, the focus is on skills and knowledge that are needed present and in the future as a qualified study counsellor. Careful guiding and tutoring are essential parts in competency-based study counsellor education.

We will review how we organize the counselling process aimed to support counsellor students in personal, educational and career issues. In this activating workshop we offer possibilities to get familiar with and try out practices and tools which are utilized in competency-based study counsellor education. The counsellor students have reported positive attitudes towards competency-based education and examples of their experiences will be given in the workshop. Our interest is to share experiences and acquire feedback and new ideas for further development of the competency-based study counsellor education.

The workshop is functional, about half of the 90 minutes time is reserved for sharing and testing tools and methods used in our counselling processes.

Keywords: Competency-based education, study counsellor training, self-assessment, personalization

Introduction

The world of work has changed complex and uncertain. Career paths today are fragmented and precarious work has increased. As working and educational periods rotate in an individual's life, the career management skills are needed more than ever. (Savickas et. al 2009.) Finishing studies and graduating have been clear goals to students. Accordingly, supporting students in completing studies has been one of study counsellor's main tasks. The idea of lifelong education as well as career theories have brought out the idea that learning, personal and professional development continue after completing formal studies.

Study counsellors are meaningful supporters and fellow travelers on students' career paths. In societal level, the effectiveness of counselling appears as strengthened decision-making processes, fluent transitions and successful educational and career choices. In Finland, study counsellors work inside the schools and educational organizations, and have a teacher's background, which is an advantage in co-operating with the school staff (Sweet, Nissinen & Vuorinen, 2014).

In Finland, we are moving towards competency-based education in all educational levels. Study counsellor education in Tampere and Oulu University of Applied Sciences is implemented as competency-based, too. In competency-based study counsellor education the student's role as an active designer of her or his study path is emphasized. Simultaneously the social learning environment, where students share knowledge and experiences is valued as essential. Alongside self-assessment and recognizing competencies and the needs for development, students develop their skills to reflect their own work. The ownership of their own study path amplifies their agency and competency to continuous development as a study counsellor in fast changing societies.

Theoretical framework

The cornerstones of competency-based study counsellor education are *personalization* and *guidance and counselling* process. Personalization of studies can take many forms, including accreditation of prior learning and "studification of work". Studification of work is a new, alternative way to study at universities of applied sciences. It is a model of studying where learning is brought from the classroom to the workplace and formal studies are combined with work. (Kukkonen 2016.)

Personalization includes tailoring of content and action to the individual student's frame of reference, and enables students to have personal learning paths that encourage them to set and manage their individual goals. This does not mean that individual students are separated from each other. The main thing in personalization is that it strengthens the student's engagement by increasing psychological ownership (Pierce, Kostova, & Dirks, 2003, 86). Psychological ownership is a cognitive-affective state in which students feel a sense of ownership in the process of studying.

Successful guidance and counselling process requires mutual respect, listening, encouragement, dialogue and emotional sensitivity. Teachers, other staff members and representatives of the world of work can encourage students' engagement in their own learning and performance improvement by guiding students in planning their own learning and studying. Personal meaning-making will be emphasized in constructing positive future scenarios. The goal of guidance and counselling is that, within a dialogical environment and participatory culture, students become aware of themselves and their own potential. (Kukkonen 2016.) Guidance and counselling help to regulate the development of competencies and support the learner's ability to apply skills, knowledge and experience to new situations and processes (Michael 2008).

Results

Study counsellor students' experiences of competency-based education were quite positive. Personalization included many kinds of action, which allows individual decisions. Studying was seen as a personal project during which the student started to recognize his or her own capacity.

This kind of way to study suits me very well – I have responsibility and ownership. However, I need structure and boundaries. I am ready to create them myself and can decide what I want and how I learn it. It is good that we make our own study plans – I am capable of getting things done.

Guidance and counselling have a substantial role in competency-based study counsellor education. It is a form of dialogue where participants focus on creating space for reflection through collaborative practices. The target is to encourage students' goal-orientation, and engagement in their own learning and performance improvement.

Things began to clear up during the counselling discussion. I understood what I already know and can do and what kind of know-how I still have to acquire. The discussion helped to get ideas how I can demonstrate what I know and can do. It has been great to see that since the first day our experience and know-how has been appreciated. It sounds a little bit odd because at the beginning of the studies I had the feeling that I knew nothing.

The students' experiences will be discussed more detailed in the workshop.

Conclusions

Competency-based model appears to be applicable in study counsellor education. This kind of practice to study and acquire competencies can cause puzzlement, especially in the beginning of the studies. Sometimes the historic load may be heavy and learning away from the teacher-centered model of learning can even be painful. However, personal experience of going through the challenging initial phase enforces counsellor students' competencies to encounter and counsel their students in competency-based education. We will develop the competency-based model further on the basis of student feedback. Feedback from the participators of the workshop will be appreciated, too.

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Developing career counselling competence in study counsellor education in Oulu School of Professional Teacher Education, Finland

Abstract

Vocational education in Finland has undergone changes during the last few years. Competence-based model of learning was implemented throughout the country in 2017-2018 to strengthen the relationship between education and the fast-changing world of work and to meet the needs of the multicultural society better. Self-assessment has become a central skill in recognizing competences acquired formally, informally or non-formally. The individual competence development and career plan form the foundation for students to pursue their study and career paths. This demands competent study counsellors to support students in their process, and consequently, it is essential to strengthen the area of career counselling in the study counsellors' curriculum.

In this article, we review the development of career counselling competence of study counsellor students in Oulu School of Professional Teacher Education. The education is implemented as competence-based where the students' former competence is recognized in the fields of educational and career counselling. Career counselling is considered within the systems theory framework. The qualitative material was collected from the starting and final self-assessments and analyzed by thematic analysis. Students' concept of themselves as career counsellors became stronger in the process. In their final self-assessments, the graduating study counsellors emphasized the meaning of happenstance on the study and career path. It is linked to the ability to see the chance events as richness and as opportunities worth seizing. Doubt, worry and uncertainty are normal in career planning.

In multicultural societies, it is important to invest in developing the career planning skills. This requires competent study counsellors who can structure career guidance and counselling theoretically and practically on the level of methods and tools.

Keywords: Study counsellor training, career counselling competences, competence-based education

Introduction

Significance of career guidance and counselling has risen in the multicultural society. For example, as recommended by the European Commission, career counselling is regarded as a priority area for national and European policy making and implementation. Career guidance promotes equal opportunities through disseminating lifelong education and furthers the development and upgrading of competencies

necessary in vocational life (ELGPN, 2016). We need professionally skilled career counsellors who have the skills of active listening, excellent communication skills, organizational skills, ability to create positive atmosphere and ability to support clients to come to their own decisions and conclusions. Skilled career counsellors also have theoretical cornerstones in their counselling practice.

The well-known holistic student-centered model of counselling (Watts & van Esbroeck, 1998) is a widely utilized basis for arranging counselling services on all levels of education in Finland. Career counselling has often been a faint area in the counselling practices of schools and institutes at the cost of counselling in curricular choices and proceeding on the study path. However, recent reforms in legislation and curricula have lifted the role of career counselling to a central position, especially in the vocational secondary level.

The main goal of the reform on the vocational education was to strengthen the relationship between education and the world of work. The reform included implementing the competence-based model of learning. Self-assessment has become a central skill in recognizing competences acquired formally, informally or non-formally. The individual competence development and career plan form the foundation for a student to tread on her/his study and career path. This demands competent study counsellors to support students in their process. Therefore, it is essential to strengthen the area of career counselling in the study counsellors' curriculum.

Theoretical framework of the study

In this article, we review the development of the career counselling competences of study counsellor students in Oulu School of Professional Teacher Education. Study counsellor education is implemented as competence-based where all students design an individual study path based on their recognized competence and the need for development.

Career counselling is considered within the systems theory framework, which provides a map to investigate counselling and career theories and to reflect counselling practices. Central to the systems theory approach is the individual system in which many intrapersonal influences on career development are described, such as personality, ability, values, interests, gender and ethnicity. The individual system relates to influences that comprise the individual's social system as well as the broader environmental-societal system. According to this approach, both the student and the counsellor bring their individual, social and broader environmental-societal systems to the counselling relationship. The career counselling process is a system of interaction where the counsellor and the student co-construct the meaning of career for the individual in counselling. (Patton & McMahon, 2006, 153-166.)

Methodology

This is a qualitative study, where we investigated the development of the career counselling competencies of study counsellor students in Oulu School of Professional Teacher Education. The material was collected from two online self-assessment questionnaires (Webropol) which were sent to the students first before starting their studies and then just before completing them. The number of the respondents is twenty-two, twenty of them being female and two male. The average age of the respondents is about forty.

Counsellor students assessed their competencies and needs for development in the framework of the competence goals included in the curriculum. They assessed their competencies on a scale of *novice*, *developing* or *qualified*. *Novice* was defined as a practitioner who can manage the counselling situations, but cannot explain her/his action in the framework of counselling. *Developing* study counsellor can reflect her/his practices using also some theoretical aspects. *Qualified* study counsellor is able to justify her/his actions theoretically and reflect critically the counselling practices. In addition, she/he can develop the counselling practices and services. The level of *qualified* is equivalent to career professional in NICE competence standards (NICE European Competence Standards). The questionnaire contained also open-ended questions where students needed to justify their assessments.

The thematic analysis was applied for the analyzing of data (Braun & Clarke, 2006; Tuomi & Sarajärvi, 2018). After reading the material rigorously we gathered together absorbing themes related to our interest to investigate the development of career counselling competencies. One of the interesting themes emerging from the material was the significant meaning of career counselling theories in students' development process. Next we will illustrate this through some examples.

Findings

Study counsellor education in Oulu School of Professional Teacher Education consists of 60 ECTS credits. As one of the curriculum's competence goals, the theoretical framework of career counselling includes a seven ECTS credit course where the focus is on the counsellee's agency and counselling in various stages of life.

Study counsellor students practice their career counselling skills in two courses, Counselling practice 10 ECTS and Networking practice 9 ECTS. Career counselling in general includes many essential counselling themes, like self-concept, values, motivation and capabilities. From this point of view, contents of career counselling permeate the entire curriculum to some extent.

In accordance with the self-assessment, study counsellor students were not familiar with career counselling theories. They assessed themselves being on the level of *novice* or *developing*. Nobody assessed themselves being on the level of *qualified* in understanding career counselling theories.

Some of the students recognized that career counselling has been a part of their work. The professional growth was also familiar to some of the students. This is understandable because study counsellor students have practical experience of teacher's work.

The career counselling has been a part of my work, but the theories are not familiar to me. (P1)

I can utilize my life experience and common sense in career guidance. I like to share my ideas and experiences with others. (P4)

After self-assessment, students created a personal study plan to project how they will develop their competences and how they will acquire the lacking knowledge they need. Most of the students planned to use the contact teaching days to develop their career counselling skills. During the two specific contact teaching days, career guidance theories were studied co-operatively using group works and discussions. Some of the students also planned to deepen their knowledge by reading literature and to orientate towards study counsellors' work in schools. Career counselling was trained in authentic situations in counselling practice worth 10 ECTS.

At the end of the studies the study counsellor students assessed they had reached the levels of *developing* or *qualified* in career counselling skills. No one assessed her-/himself on the level of *novice*. They described that career counselling theories have deepened their understanding of their own career paths. Especially the Planned Happenstance theory (Mitchell, Levin & Krumboltz, 1999) gave meaningful aspects to them.

I understand now better my personal career path. Especially Planned Happenstance theory touched me and was consoling. Chance is not bad, but there can be an opening opportunity through which the career is perceived. (P20)

Career counsellor needs to understand her/his own career path and the factors which have influenced it. This gives valuable tools for her/his own counselling practice. All study counsellor students applied career counsellor theories while describing and analyzing their practical counselling cases. They reported that theoretical foundations had strengthened their identity as career counsellors.

Conclusions

The graduating study counsellors need to be more competent than ever in career counselling. That is most important, because the role of career counselling has become remarkable in educational settings. The responsibility of encountering and supporting students on their study paths have been shared between study counsellors, group leaders and teachers. There has been an actual trend of "the whole-school guidance" in our country. In addition to being a competent career counsellor, the study counsellor needs to be a coach for teachers in career counselling. Teachers are in a key role when encountering students with diverse of individual, social and societal-environmental career systems. Teachers will need career professional's support in developing and strengthening their career counselling skills and attitude of guidance in their workplace communities.

In multicultural societies, it is important to invest in developing the career planning skills. This requires competent study counsellors who are able to structure career guidance and counselling theoretically and practically on the level of methods and tools.

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Recruiting the new careers workforce: loads of excellent experience and skills, but too many middle-aged white women!

Abstract

This paper presents the findings from a research project recently undertaken in the UK. The study examined the motivations, expectations and experiences of career changers transitioning into a new career within career guidance and counselling. The research comprised of a cross sectional mixed methods design, utilising an online self-completed survey attracting 453 responses, supported by semi-structured interviews. The survey was distributed using the professional associations, the authors organisations' contacts database and through a snowball approach and was aimed at practitioners who had transitioned into the field during the last five years.

The initial findings from the research present several important issues for the careers field in the UK but which will also have resonance for the international context. Respondents joined the careers field from a diverse range of professional backgrounds including HR, education, social work and TV production, respondents were motivated to enter the careers field for altruist reasons of 'wanting to help'. Despite general satisfaction concerning respondents' expectations and experiences of their new role, there was concern toward poor salaries and low social value. Additionally, there was a troubling homogeneity identified within the demographics of the respondents as the careers practitioners were predominantly white, female and between the age of 45 and 64 years old. These observations raise a number of interesting and concerning issues; from a positive perspective the sector is attracting high quality candidates bringing broad and extensive skills sets but it raises some systemic questions concerning the extent to which the sector can recruit and attract a more diverse workforce and meet the needs of a multi-cultural client group.

Keywords: careers, practitioners, diversity, workforce

Introduction

There is much written within careers literature concerning the professionalisation, competence and training of career guidance and counselling practitioners (Cedefop, 2009, Neary, 2014, Hooley, Johnson and Neary 2016) although it could still be argued that this area of the profession is still under researched. OECD (2004) present that in most countries little is known about the size and composition of the workforce, at that time they were able to cite only two countries Canada and Denmark who were able to make an estimate of practitioners in the sector. Weber et al (2018) call for more research concerning the people who support career interventions, calling for a greater understanding as to their values, competencies and how they perceive themselves as a career professional. One of the key themes for this conference is to consider how we train our career development professionals within a multi-cultural context. Before we do this it is important to understand who the professionals are and what they bring to the profession.

This paper presents the findings from a research project recently undertaken in the UK. It applies a critical realist approach to examine a group of individuals who have chosen to change career, their motivations, their expectations for their new career and their perceptions of the potential for their own career developments moving forward. Additionally it identifies some concerns as the homogeneity of the workforce that is attracted to this work and raises some questions as to the extent to which the workforce reflects the community that practitioners are working with. The paper starts with a review of the literature, presents the methodology, discusses the findings and ends with conclusions.

In this section, literature is explored which details the skills, behaviours and attitudes that supports career change generally and discusses the limited findings on transition into careers work, in order to understand the broader context for why people might move into careers posts. There is considerable research into career changers, examining theory (e.g. Grzeda, 1999) as well as actual behaviour and the skills that support it, for example, Carless & Arnup (2011) who looked at the determinants and outcomes of career change, and Brown and colleagues who have focussed on career adaptabilities and the processes underlying career identity development and transition (e.g. Brown, Bimrose, Barnes and Hughes, 2012; Brown, 2015). Factors which underpin a decision to change career can be considered as individual or organisational (Rhodes & Doering, 1983). Carless & Arnup (2011) found that personality characteristics (openness to experience, extraversion), demographics (age, gender, education level and occupation tenure) and the organisational factor of job security are all determinants of a mid-career change. Haasler & Barabasch (2015) note that mid-career changes may reflect increased self-awareness and personal agency, internal struggles, a need to fully express the inner self and a move against previous restrictions and constraints. It has also been argued that when career transitions are embarked upon out of choice they are driven by personal agency and represent career adaptability, as opposed to forced involuntary transitions which indicate resilience (Damle, 2015).

Movement across roles, professions and sectors, in what are now termed boundaryless careers, requires individual recognition of transferable skills which in turn provides a significant advantage in changing career (Brown *et al*, 2012). Research from Brown *et al* focused on the role career adaptability played in decision making and skills development for mid-career changers, highlighting the importance of upskilling and/or reskilling and the potentially transformative shifts in perspective required for successful change. Research from Bimrose and Hearne (2012) indicated that career resilience and adaptability are important - those moving into the careers sector need to be resilient and anxious to make a positive difference (Bimrose and Hearne, 2012) as well as being highly skilled at decision-making, organisation, time-management and counselling (being empathic and able to listen actively) (Patton, 2002). The literature provides some indication of the motivations for moving into careers work and the skills necessary for success, but there remains a significant gap regarding mid-career change in to the career development and guidance field, specifically exploring selection and motivation for the sector, how previous experiences/skills facilitates the transition and how to diversify the workforce to better reflect the communities being worked with.

Objectives and approach

The research aimed to better understand the nature of the prospective careers workforce and enablers and barriers for potential or recent transitioning career development professionals. This was explored through investigating; the characteristics of individuals moving into the career guidance profession, identifying the factors that attract individuals into the profession, the skills individuals consider transferable and relevant to their new career and how satisfied they are with their new career and opportunities for further developing their career.

The research comprised of a cross sectional mixed methods design, utilising an online self-completed survey and interviews which attracted 453 responses. The survey was distributed using the professional associations, the authors organisations' contacts database and through a snowball approach and was aimed at practitioners who had transitioned into the field over the last five years. It adopts the stratified three levels of critical realism ontology; empirical, actual and real (Fletcher, 2017). The data gathered specifically reflects the views and perceptions of practitioners working in the Higher Education, schools and colleges part of the sector. Although this was purposive and a convenience sample it was sufficiently large to enable us to make some observations about the sector and the views of the new practitioners within it.

Findings and discussion

The initial findings from the research present several important issues for the careers field specifically the troubling homogeneity within the practitioner workforce: white, female and between the age of 45 and 64 years old. It is widely recognised that women are predominantly found in certain types of career that are often public sector and caring (Evetts, 2000). Allan and Moffett (2015) align the career guidance sector with many of the 'new professions' which are again frequently female dominated. This raises several questions concerning the extent to which the workforce reflects the community it works with, why it is not attracting a much broader range of people? This was also raised as a concern by research respondents

"There is a real need to recruit a diverse cross section of people, of varying ages, into career guidance, it's critical"

This is a topic that can only be briefly considered here but is being examined in more detail in future publications.

Career transitioners came from a broad range of occupational areas, many moved into the careers profession from other educational contexts; 71 respondents had come from HR, training and learning and development and 62 had come from a school background. However, the sector is drawing people from a wide range of backgrounds including banking, communications and marketing, third sector, social work, manufacturing, TV production, medicine and health care. The overwhelming majority of respondents had significant work experience before entering the career profession, respondents worked an average of thirteen years in other fields before moving into the career sector, however the majority changed career within ten years. 18% of the respondents worked in other fields for over 20 years before their career change, often redundancy was the catalyst for consideration of a career change to a new sector. The respondents identified their motivation for joining the careers sector was driven by a need to help people and most specifically wanting to help young people. It was perceived as a career which could utilise and maximise existing skills and knowledge which could be repackaged and applied within a new context.

"Working with people and my own motivation for people to pursue meaningful work and life lives that are happy and satisfying"

These findings support those of Bimrose & Hearne (2012) whose respondents reported they were anxious to make a positive difference. The comments from respondents also lend weight to Haasler & Barabasch's (2015) argument that mid-career changes reflect increased self-awareness and personal agency. Many of the respondents referred to skills they had gained in previous education and employment experience as relevant and transferable to the career development sector. A common trend

was personal attributes, or ‘soft skills’. Communication and interpersonal skills understandably were the most frequently cited, likewise, listening and empathy featured heavily. Some forms of knowledge derived from previous relevant work experience was perceived as particularly useful, such as commercial awareness/LMI information or knowledge of academic and teaching environments.

“Knowledge and experience of recruitment processes and best practice for applications from the recruiter’s perspective. Knowledge of employment law giving advice around personal and potentially sensitive topics. Ability to train/facilitate group activities”.

Other’s identified themselves as being ‘curious’ and having a ‘positive mindset’, which they felt was important for this area of work.

When considering the expectations they had prior to moving into the career development sector, 74% of the respondents said that their expectations had been met. Of those who responded less positively, the main reasons were salary and progression related, with some finding the high levels of administration challenging. The negatives identified included: administration and paperwork; opportunities; salary and funding; flexibility and variety, and respect, credibility and reputation. The focus on admin and paperwork was identified as distracting from the real purpose of their work. Linked to this there was concern about the lack of funding in the sector and the impact this was having on services.

Within certain parts of the sector, particularly those working with young people and adults pay was perceived as low and there were few opportunities for advancement, 51% stated that they did not feel there was real opportunity for progression, except for management.

“Funding cuts have reduced the opportunities to work in development roles in the sector and job security has become more of an issue”

Higher education and the private sector were perceived as providing greater opportunity for career progression opportunities.

It is important to remember that this study represents the views of a convenience sample of practitioners, therefore generalisations cannot be directly made to the whole workforce. However, this study has provided some interesting food for thought. Highly-talented and experienced people are attracted to the careers sector, they want to help people and to make a difference. But, the workforce is homogenously female, white and aging, one respondent defined it as being perceived as “a bunch of nice ladies in cardigans who sit students down for a lovely wee chat about their futures”. This presents a worrying picture of the workforce in the UK, which may or may not reflect other countries experiences. There is very little data or literature concerning the composition of the professional careers workforce in the UK or other countries. But it can be tentatively challenged as to how well the workforce reflects the communities that practitioners are working with? The need to be more inclusive and diverse was identified by the respondents themselves. Work by Gronlund and Magnusson (2013) identifies that the percentage wage gap is related to the percentage of females in the profession. This reflects one of the issues for the sector; low salary. This may be one of the determinants which is discouraging a wider range of applicants. One respondent presented the issue as

“We need to raise the profile of career sector as it is portrayed as boring middle class white women who want to do good to those who are less fortunate”

This rather unkindly suggests careers practitioners more as dilettantes than as a profession and fails to acknowledge the highly knowledge and skilled workforce that is the reality. However, the concern of this perception needs to be acknowledged. The sector needs to diversify for inclusion, social justice and to meet the needs of the diverse client groups which may not be currently best served.

Conclusions

The diversity issues aside, the messages are promising, people want to work in the careers sector, what is needed is to make sure that there is a greater focus on recruiting a diverse workforce, for individuals to be able to develop their careers in the way they wish to help their clients develop theirs. There are a number of messages which are important for the profession; there needs to be a better articulation of what a career development practitioner does and the impact that the role can have on individual lives. This also needs to be reflected in salary scales.

This study provides a fascinating window into what the role of a new (ish) practitioner in career guidance and counselling looks like. It specifically draws attention to the many positive aspects about the career in addition to some of the challenges, specifically the lack of funding and value that many practitioners experience. It is an important study which challenges the profession to consider how it is seeking to ensure that the workforce is more representative of the multicultural and diverse society that it supports and remains an attractive career for those with suitable skills, experiences and motivations.

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How to make Guidance Counselling Digital? HAMK Guidance Counsellor Online Education Programme in Finland

ABSTRACT:

Guidance and guidance counselling are in the process of change due to the phenomenon of digitalism in education. The pedagogical approach and methods in guidance and guidance counselling need updating. This is due to the rapid change of customer expectations and needs in the field of guidance. Digitalisation provides new tools for guidance and guidance counselling. The current trend of using individual study paths in education can also be supported by different digital solutions. The need and demand for creative thinking is ever present in guidance. Therefore, the guidance counsellor education must change in order to provide new knowledge and skills for future guidance counsellors.

HAMK University of Applied Sciences started an online, competence-based Guidance Counsellor Education Programme in 2016. The programme, in its own right, is very unique; it is the only online guidance counselling programme in Finland. The programme has been very popular among student applicants. Launching this online programme created vivid discussions among the other actors of educational institutes and among people working in the field of guidance and guidance counselling. Concerns were expressed regarding the programme content and its pedagogical practices. In order to ensure the programme's reliability, the programme was launched with a following assurance: a thorough research and investigation on the students' learning processes, acquired skills and competencies will be conducted.

In our research and investigation, we conducted a feedback survey and interviewed the graduating students, asking them to analyse and describe their own learning processes. Finally, the entire HAMK Guidance Counsellor Online Education Programme has been critically analysed and recommendations for further developing the programme have been put into practice.

Keywords: Digitality, guidance counsellor education, online education

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“Counsellors of the world, unite!” or “Change what you can, accept what you can’t.” ?

In "Precarity, austerity and the social contract in a liquid world: career guidance mediating the citizen and the state" Ronald Sultana acknowledges that on one hand “career guidance workers ... cannot be expected to address the overarching systemic problems that require political and economic resolve and action at macro levels, both national and supra-national”. Yet on the other hand he stresses that “this does not absolve career guidance professionals from their responsibility to make a difference where a difference can be made”. If we fully agree that career counsellors should strive to change what they can change, we nevertheless cannot help thinking that they also should accept what they cannot change.

Ronald Sultana emphasizes the importance of basing grand declarations such as “an acknowledgement of the absolute dignity of the human person; a commitment to the principle that all persons are entitled ... to live above a minimal poverty line and to conditions that safeguard their dignity; ...” in the everyday realities of those working in the field, and to explore the ways in which such values can be operationalized.

The authors had investigated the issue of career counselling and social justice in a previous paper focusing on what contribution career guidance professionals can realistically make in order to promote social justice. Now they wanted to find out what counsellors made of a number of statements put forth by Ronald Sultana such as to “critique precarious work, promote progressive agendas through participation in social movements ..., have zero tolerance for symbolic, moral and physical violence, including that perpetrated by the institutions delivering guidance services”. In this paper they will present their findings and discuss whether Ronald Sultana’s assertions exemplify the way forward or are no more than wishful thinking.

Keywords: counselling, practice, objectives, social justice

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Learning counselling skills

Abstract

What counsellors think they are doing, and what they are actually doing, are different matters (Hamer, 1995; Schneider & Martin, 1992; Suorsa, Rantanen, Mäenpää & Soini, 2013). Also, the training of the counsellor, or her theoretical orientation, doesn't self-evidently lead to certain kind of practices (Hollanders & McLeod, 1998). In general, learning is not a clear cut effect of teaching (Holzkamp, 1993; Dreier, 2003). There is, however, evidence for certain kind of effectiveness of learning counselling skills in specific training programs (Rantanen & Soini, 2017). In this paper, I first (*objectives*) describe a way of training counselling that aims at developing participants' personal way of acting as a counsellor in relation to specific principles that have been suggested to have a positive effect on the client outcome in counselling and psychotherapy (Orlinsky et al., 2004; Rantanen & Soini, 2017; Suorsa, Rantanen, Mäenpää & Soini, 2013). The research question in this paper is: *what makes the learning possible in the training program, from participants' point of view*. Further, I ask, are there significant changes in the participants' learning objectives before and after the training. In the *approaches* section, I describe a sociocultural approach to learning research that focuses on 1) changes in participants' subjective grounds for action, as well as 2) preconditions and processes of this change (Holzkamp, 1993; Dreier, 2003; Suorsa et al. 2013; Suorsa, 2015). In the *methodology* section, I describe the collection of the data that is used in this study. Further, I describe our way of interpreting the collected data, and identifying and thematising participants' subjective grounds for action. The results, as well as the conclusions of the analysis will be presented in the conference.

Keywords: Counsellor training, learning, experience

introduction

What counsellors think they are doing, and what they are actually doing, are different matters (Hamer, 1995; Schneider & Martin, 1992; Suorsa, Rantanen, Mäenpää & Soini, 2013). Also, the training of the counsellor, or her theoretical orientation, does not self-evidently lead to certain kind of practices (Hollanders & McLeod, 1998). In general, learning is not a clear cut effect of teaching (Holzkamp, 1993; Dreier, 2003). There is, however, evidence for certain kind of effectiveness of learning counselling skills in specific training programs (Rantanen & Soini, 2017). In this paper, I first (*objectives*) describe a way of training counselling that aims at developing participants' personal way of acting as a counsellor in relation to specific principles that have been suggested to have a positive effect on the client outcome in

counselling and psychotherapy (Orlinsky et al., 2004; Rantanen & Soini, 2017; Suorsa, Rantanen, Mäenpää & Soini, 2013). The research question in this paper is: *what makes the learning possible in the training program, from participants' point of view*. Further, I ask, are there significant changes in the participants' learning objectives before and after the training. In the *approaches* section, I describe a sociocultural approach to learning research that focuses on 1) changes in participants' subjective grounds for action, as well as 2) preconditions and processes of this change (Holzkamp, 1993; Dreier, 2003; Suorsa et al. 2013; Suorsa, 2015). In the *methodology* section, I describe the collection of the data that is used in this study. Further, I describe our way of interpreting the collected data, and identifying and thematising participants' subjective grounds for action. The results, as well as the conclusions of the analysis will be presented in the conference.

objectives

Counselling skills training has evoked great expectations from early on: wonderful things ought to follow when persons and professionals in different branches of societal life would learn to listen one another, to be more empathic toward one another, and to help one another explicate what they are thinking, feeling and wanting (see e.g., McLeod, 2007). These expectations are still fuelled by research that demonstrates that counsellor education programs that focus on specific counselling skills have been shown to be effective (Rantanen & Soini, 2017; see also Buser, 2008). A straightforward focusing on technical skills has, however, been criticized (see e.g., Morran & al., 1995). In addition to training behaviourally defined counselling skills, a variety of programs for developing cognitive and strategic skills have been developed (e.g., Buser, 2008; Morran & al., 1995). Buser (2008, p. 97), for instance, concludes that “authors have long critiqued the research on counselor training for its sole focus on skill acquisition and, therefore, lack of attention to the quality of counseling response and contextual features of counseling session”.

This study deals with a course on counselling psychology for advanced level university students in educational psychology. The course consists of 12 hours of lectures with themes such as a) what is counselling, b) what research tells about counselling, c) what is skilled counselling, d) solution-focused counselling, e) counselling in relation to growth, development and learning. After the lectures, there are 12 hours of training sessions in small groups of 4-9 students. In the video-recorded training sessions (See Soini, Jämsä & Kuusisto, 2006; Suorsa, Rantanen, Mäenpää & Soini, 2013) the students take turns in acting as a counsellor, as a client, and as an observer. The client talks about a topical and personally meaningful matter that is somehow related to his/her studies. The counsellor tries to help the client to organize his/her experiences. The observers observe the interaction between the counsellor and the client and prepare to comment on the discussion. Supervisor is chairing the discussion, and has the responsibility of the proper functioning of the group.

The counselling conversation is divided into two parts through an intervention during which the observers and the supervisor give feedback on the counsellor's action in relation to what and how the client has been talking about. After the intervention the counselling conversation continues until the supervisor ends the discussion. After the second part of the conversation the group jointly reflects the conversation. During the training session students write a diary on their immediate thoughts and feelings in different roles. After all the students have been in all three roles (once as counsellor, once as a client, couple of times as an observer) the group concentrates on the analysis and evaluation of the counselling conversation. There are different ways to realize the analysis, from group discussion to detailed transcription and methodically structured analysis of the discussions.

The overall feedback on the course has been very positive. In addition to the feedback and teachers' evaluations, there is also some empirical evidence about the effectiveness of the training in terms of participants' observable behaviour (Rantanen & Soini, 2017). In this paper, I am asking, what enables or hinders the learning during the training sessions from participants' perspective.

approaches

A central conceptual starting point for this study is the subject-scientific **idea of “discourse of reasons”** that emphasizes that the environment does not “condition” human action and experience. Rather, person's action and experience is seen as already “grounded” in the bio-socio-material environment that assembles into premises and grounds of person's action and experience. Klaus Holzkamp (1996) described **person's grounded participation in her scenes of everyday living as a proper object of psychological research**. Ole Dreier (2011) has further refined the concept of **personal participation in terms of (trans)located and positioned taking of a personal stance in a historical situation** (Suorsa, 2015). This taking of personal stance can be seen in relation to the subject-scientific concept of **agency** that emphasises person's restrictive and generalizable participation in maintaining and changing her life conditions (Markard, 2009). The concepts **“restrictive” and “generalizable”** denote a central contradiction in the lives of western individuals: on the one hand persons are able to consciously participate in maintaining and changing their living conditions in accordance with their own and common interests and needs. At the same time they, or *we*, also need to hold on to our current possibilities for this participation, and thus we are inclined to allying ourselves with current power relations, even if these were far from optimal and equitable, because changing them could endanger entities in our lives that matter.

In empirical research, personal participation in the scenes of everyday living can be captured as Fabrics of grounds (FOG). A FOG includes a description of 1) situation from the participant's perspective, 2) participant's thinking, feeling and/or acting in the situation, and 3) participant's subjective reasons for thinking, feeling and/or acting this way in the situation. The identified FOGs can further be analysed e.g., in terms of societal conditions and general possibilities for action, as well as in terms of anticipated

and actual results of the action. Further, the experiences captured as FOGs can then be discussed in relation to different kind of theories about learning.

The groundedness of human action and experience serve also as a starting point in subject-scientific learning research (Holzkamp, 1993; Markard, 2009). Learning is seen a general human possibility – and a necessity. Learning in relation to teaching in an institutional setting, such as at the university, is but one particular form of learning that strives to control learning. It is one thing what the learning objectives are from institutions' perspective, what they are from teachers' perspective, and what they are from the students' perspective.

Learning can take place along other activities without a particular intention of learning something. Learning as an intentional activity starts when usual ways of acting and experiencing do not produce the expected result, or when one's current possibilities for participating in maintaining and changing relevant conditions are somehow threatened. There are situations when a subject has good reasons to define a problem in action as a subjective learning objective, and go deep into some aspect of action and/or into meaning structures that are relevant for the expected results of action, in order to handle the situation better. For instance, participating into a training session, or conducting an analysis of counselling conversation is not necessarily "learning activity" in this sense. However, while doing a course assignment, or engaging in a discussion about one's own or others' action in a counselling conversation a person may form a subjective learning objective, when she realizes that acting in a certain way has – or does not have – certain kinds of results.

For instance, a participant in the counselling psychology course noticed that it made sense not to give advice to the client – even though it would have come naturally – but instead ask further about a particular word that the client used when describing her problem ("what do you mean by 'chaos' here"). Explicating the meaning of the word for the client then showed the problem in a new light: the "chaos" was not a "bad thing" that the client wanted to get rid of (which was the counsellor's first interpretation). Instead, the client felt that "chaos" had a positive tone, as a start of something new that she was willing to discuss in counselling. Later the student told that she had tried a similar way of acting in a conversation with a friend, and had found it useful also there. This had invoked a will to read more of the course literature in order to find out more useful ways and understand teacher's suggestions better. In a subject-scientific terminology this can be called "expansively grounded learning": a student engages in learning activities (reading, experimenting etc.) in order to handle the situations better.

Another example from the course is a student's description of "uneasiness" of acting as a counsellor in front of a group: in a training session she got a feeling that the teacher should have talked more about counselling skills before the training sessions, so that the students would have known better what they

are expected to do. She continued that maybe she should read something herself before the next session, in order to avoid the negative feelings. In subject-scientific terms this can be called "defensively grounded learning": a student engages in learning activities in order to avoid negative consequences.

Learning can further be as consisting of affinitive and definitive phases of learning. Definitive phase denotes a phase when a student knows what to do and why: she knows she has to read a given article in order to pass the exam, and she is trying hard to understand what the article is about; making notes, writing summaries etc. Affinitive phase of learning, on the other hand denotes something different:

"...the goal directed learning process is always complemented by a virtually reverse learning movement: a movement of a (temporary) de-fixing, gaining distance and overview, withdrawal and contemplation. This can be termed... *affinitive learning*: making allowances for referential sets (kin relations, graduations in similarity, references to the past, etc.) which help to recognize the inner organization of the meaning references which the learning object is involved in. In such affinitive learning phases of contemplation, by taking breath and allowing my thoughts to wander I can take into consideration the overall nexus which allows me to overcome the one-sidedness and 'narrow-mindedness' of direct goal-related learning. Thereafter I can – in consciously directed 'definitive' learning phases – approach the learning object on a new level." (Holzkamp, 2013, p. 125)

methodology

The course is organized so that it is possible to collect different kinds of data in different phases of the course. Part of the data is also analysed further together with the students, as they are analysing the counselling conversations and reflecting their participation in the course. In this study the most important data sets are

- Questionnaire I: Before and after the training sessions students fill in forms where they describe what and why they think is important in counselling, and what and why they think they should learn in order to become a good counsellor. The idea is to find out what the students emphasize and why. Further, we are interested in if there are conceptual changes in the students' descriptions (e.g., in terms of individual / societal character of human action and experience).
- Video-recorded training sessions: Particular attention will be given to conversations before and after the counselling. In addition to commenting the counselling conversations participants describe their thoughts and feelings about the training sessions in general. The idea is to recognise parts of the conversation that are relevant in terms of learning.
- Journals: During the training sessions the students write a journal, where they are asked to tell about their thoughts and feelings during the sessions in different roles. The idea is to follow the

process, and to identify significant events by focusing on participants experiences about the sessions.

- Questionnaire II: After the training sessions the students fill in a form where they describe what and why in the training sessions enabled and hindered their learning. The idea is to find out what elements of the sessions the students mention, and how they describe their meaning for their learning. This is also seen as a realization of the subject-scientific co-researcher principle in the sense that the participants can give a “final” word about the way they experienced the sessions as counsellors and as clients.

results

In the study, particular attention was given to 1) grasping participants’ experiences as FOGs. Further, I traced in particular signs from the “affinitive learning phase” from students’ descriptions. Also elements of translocality and historicity in the experiences were discussed.

conclusions

In order for someone to step into learning process, e.g., affinitive phase of learning, - that is “virtually reverse” when compared to a goal oriented learning activity – she must have a some sort of an idea that it is worth her while. In the case of our training program it was also the support that participants received from the group that made participation worthwhile, even if there had not been an idea of learning counselling skills, or earning credits, framing this activity. On the other hand, learning counselling skills also provided a safe framework for a supportive group.

In a more traditional education participants’ experiences, such as discussing what the teacher should have done otherwise, could easily be seen as disruptions in actual and effective learning (see also Silvonen, 1992). However, if we accept Holzkamp’s suggestion, according to which the affinitive phase of learning consists of all sorts of associations and sidetracks, this kind of experiences are to be expected and allowed in educational situations. An essential question is, again, what happens between and after the institutionally arranged educational setting: does the student think that confusion belongs to a good learning experience, or does she rather conceive confusion as a failure in her own learning process, or in teachers way of teaching. This is, of course, not only a question of an attitude, but also a practical question: not everyone has time and/or possibility for thorough existential speculations after the institutional meeting.

Based in results of this study I make suggestions about teaching counselling at the university. I will particularly focus on the curriculum of educational psychology students at the University of Oulu. However, in the conference I am also seeking dialogue with other training programs dealing with counselling.

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From Guidance to Happiness?

Workshop

Abstract:

Which are the connections between career counselling, lifelong learning and individual happiness? Can we get the conversation going on how we can improve our way of working with lifelong and equal guidance in our everyday work? Immanuel Kant's rule for happiness is: something to do, someone to love and something to hope for. Does our everyday work make people happier?

No matter the reasons, change is in our society as well as within ourselves. How does guidance have anything to do with happiness? How does change connect with happiness? Why does change occur?

The need for change has different ways of being constructed. Either because change is unavoidable or because you choose it yourself. We hope to participate in the flow of change as it occurs, both considering the needs of the individual and of society. Yang N.S writes that according to philosopher Kant happiness is a kind of ideal life everyone strives for (2014 ,65). Meaning that no matter the reason for change, the goal is happiness. Which brings us to question how or if guidance impacts the happiness of the individual? If so, how?

In our professionalism lies different tasks, we have one foot in the needs and changes in society and the other next to the individual seeking our guidance. No matter how we can help, the main goal for most people is to feel some kind of happiness and contentment in life. What role do we as guidance counsellors play in finding happiness? If the individuals feel happiness, they will most likely make choices that are beneficial for both themselves and society

Keywords: Equal guidance, lifelong learning, norm critical thinking

The workshop

Bassot writes that individuals need help to develop management skills to be able to meet the ongoing changes in life and in society (2012, 34). How do we work towards this goal? What can we together improve and/or develop? Our idea with this workshop is to create a space where we together can have an exchange of knowledge. We can also see how our work is part of the integration process. We have the privilege of following individuals that have moved to Sweden from other countries and cultures, from the first meeting to offering them continued guidance in different forms, may it be group guidance

sessions, individual session or informative meetings, we are with them in their process of integrating into our society. On their way to find happiness in our society.

Our thoughts about the workshop

- We wish to discuss the connections between career counselling and lifelong learning; equal guidance and the how our profession can contribute to happiness. Happiness within an individual as well as the happiness within society.
- Our wish is also to get the conversation going on how we all can improve our way of working with the lifelong and equal guidance, and how do we do this in our everyday work?

Our idea is to introduce these topics through a short presentation, then we will provide the participants with questions made to raise a discussion. At the end of this workshop our hope is that we can all see new and/or improved ways of working with the lifelong guidance in an equivalent way that can also mean an improvement for our citizens that are already here and will come to us in the future.

Questions

These are a few examples to the kind of questions we might propose during the workshop. These may improve or change.

Yes/No questions to create a discussion about the Yes or the No, Why Yes? Why No?

1. Does our profession really benefit the happiness of the individual?
2. Should our focus lie on the happiness of the individual rather than that of the job market?

Questions like these will be answered by using a smartphone or tablet through the website [mentimeter.com](https://www.mentimeter.com) that allows us to see quick results. Then we envision the participants having discussions in smaller groups. The website will also allow us to collect the thoughts and ideas of the participants in an effective way. In the end our wish is that everyone feels inspired to improve our line of work worldwide.

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Learning about learning dimensions in the career counselling practice

Workshop

Abstract

This workshop addresses learning dimensions in the career guidance and counselling practice.

Career counselling can be regarded as facilitation of an integrated decision-making and learning process that (often) is emotional and biographical. Developing clients career management skills and supporting career learning is regarded as central aspects in career counselling processes and consequently at the core of counsellors' competence. Nevertheless, studies imply that counsellors' language for learning dimensions in career counselling is limited and that counsellors don't regard themselves as enhancers for learning. This might limit counsellors' ability to pay attention to and to support client's learning processes. We mean that career guidance professionals need to develop both their understanding of learning and the professional language regarding learning dimensions in the counselling conversation. This workshop wants to draw the participants attention to these questions and to contribute to the development of the professional language.

Research and theories regarding learning in career transitions and counselling will be the starting point for the workshop. The workshop draws on the presenters results from empirical studies of career counselling conversations with young migrants and interviews with long-time unemployed clients. The situation of these groups elicit valuable knowledge about learning dimensions in career counselling and is thus an important source of knowledge for the field. Together with the participants we intend to explore counselling strategies, inspired by a narrative approach, that address emotional and biographical aspects of clients' learning processes. Also, analytical concepts to discern learning dimensions in career conversations will be used to reflect from. The participants are expected to engage actively in the workshop and to share their own experiences.

Keywords: *Career counselling, learning, professional language*

Introduction

Career counselling can be regarded as facilitation of an integrated decision-making and learning process that (often) is emotional and biographical. This workshop addresses learning dimensions in the career guidance and counselling (CGC) practice. In the European context, the aim of CGC often is described as to contribute to individuals learning about career opportunities and to develop individuals career management skills (CMS) (e.g. Thomsen, 2014). Thus the aspects of learning that are dealt with in CGC may concern anything from socialisation and qualification processes in a broader sense (for example, to create motivation to take part in society) to more directly career-related learning (for example, to increase the individual's knowledge of education opportunities).

Managing learning processes in CGC is associated with a variety of challenges. Clients learning is not just a matter of cognitively learning about career issues. Career information is a comprehensive and changing field that is difficult to take stock of. It is also emotionally charged (Lund, 2015; Sundelin, 2015). Career choices are not primarily based on facts, but above all based on our ability to interpret information and relate it to understanding who we are and where we belong in society's structure (Lund, 2015). Education programs and vocations reflect structures and power relations in the society and are related to social status, gender and ethnicity (Wikstrand & Ulfsdotter, 2015). According to this, career choice is an expression of sense of belonging or fear of not belonging in relation to symbolic boundaries in the society (Lund, 2015). It can be considered as a biographical learning (Alheit & Daussien, 2000); a learning that is connected with how individuals perceive themselves and their possibilities in relation to their past and present, which affect the perception of the future (Langström, 2017). Counsellors may for example face difficulties to support learning which lies beyond the client's opportunity horizons (Sundelin, 2015). Questions concerning career learning have emotional and biographical dimensions that give these issues a special significance (Langström, 2017; Sundelin, 2015).

A central issue is thus how career counsellors manage clients learning processes. Studies (Bergmo-Prvulovic, 2015; Sundelin, 2015) imply that counsellors' language for learning dimensions in career counselling is limited and that counsellors don't regard themselves as enhancers for learning. This might limit counsellors' ability to pay attention to learning and to support their client's learning processes in CGC. We argue that career guidance professionals need to develop both their understanding of and the professional language regarding learning dimensions in the counselling conversation.

Aim and content of the workshop

The workshop aims at drawing the participants attention to questions on clients learning processes (Illeris, 2009) on career related issues and to the professional language about learning. Conversations always have a potential for learning, but studies of isolated talks can seldom say whether learning has

taken place (Linell, 2011). By analysing CGC conversations and experiences of conversations it is, however, possible to discern occasions when learning may have occurred and thus to find clues as to how learning can be supported.

The workshop draws on results from Swedish studies (Sundelin, 2015; Langström, 2017) of career counselling with young migrants and long-time unemployed clients. The situation of these groups elicit valuable knowledge about learning dimensions in career counselling and is thus an important source of knowledge for the field. The situation of migrants/refugee clients emphasises the general need of developing CGC activities that support the individuals' career learning (Sundelin, 2015). Analytical concepts to identify among other things learning patterns in career conversations with young migrants were developed in Sundelin (2015). Interviews with long-time unemployed clients indicate that CGC conversations create certain conditions where emotional and relational aspects, largely, influence participants' learning process (Langström, 2017). The character of the learning process, if it's positive or negative, seems to affect the continuing career process by widening or restricting participants' horizon of action (Ibid).

Together with participants we intend to explore counselling strategies, inspired by a narrative approach, that address emotional and biographical aspects of clients' learning processes. Also, analytical concepts for analyzing career conversations will be used to reflect on counselling conversations. The participants are expected to engage actively in the workshop and to share their own experiences.

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