

Career Guidance & Counselling:

How to develop the way to the top?

*Prof. Dr. Maurice de Greef
Vrije Universiteit Brussel*



© Jarmoluk

Research expertise

More than 130 studies:

- Among 200 circa communities / institutions
- Among 12.500 learners (pre-test & post-test)
- Among 300 learners via interviews
- In several countries

With a focus on:

- Impact of learning among vulnerable learners (adults with a low proficiency in literacy / low level in education, migrants, youngsters at risk, older people)
- Success factors of learning
- Cost benefit analysis

Do you know this feeling: 'I'm the king of the world!'



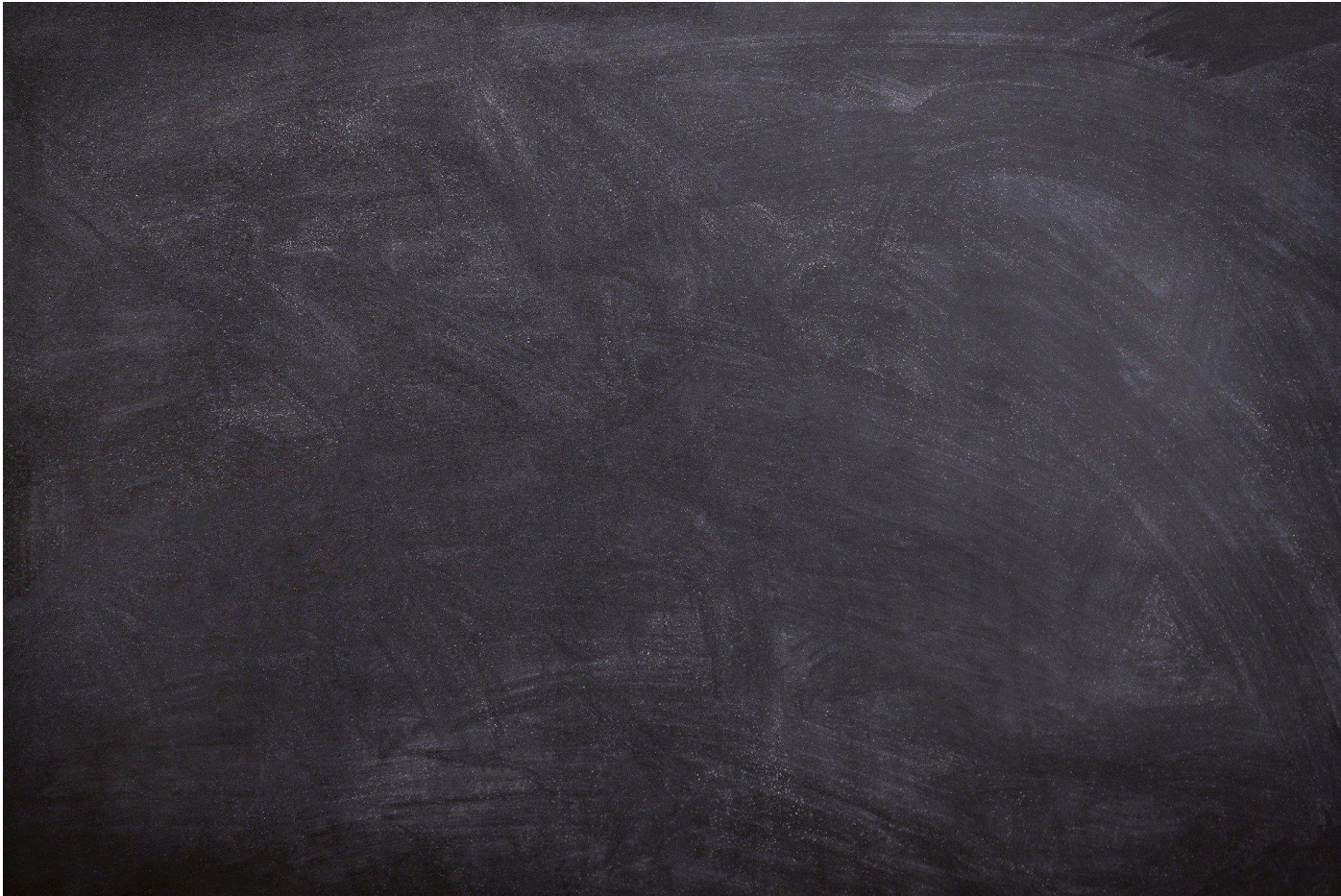
© Pixabay

And do you know this?



© Pexels

For some it starts like this...



© Stux

But it became like this... by education and guidance



© Athree23

ABOUT GREYSTON



**OUR MISSION IS TO UNLOCK THE
POWER OF HUMAN POTENTIAL
THROUGH INCLUSIVE EMPLOYMENT,
ONE PERSON AT A TIME.**

It started in 1982 when our founder, Zen Buddhist

© Athree23

What makes you happy?

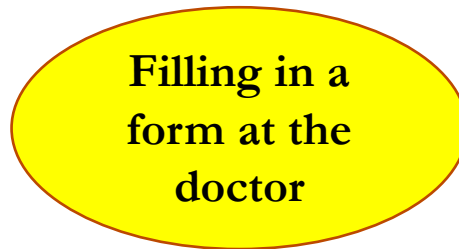


© Arek Socha

Education and guidance ensures social inclusion

Individual

I: Activation



II: Internalisation



Functional

Emotional

III: Participation

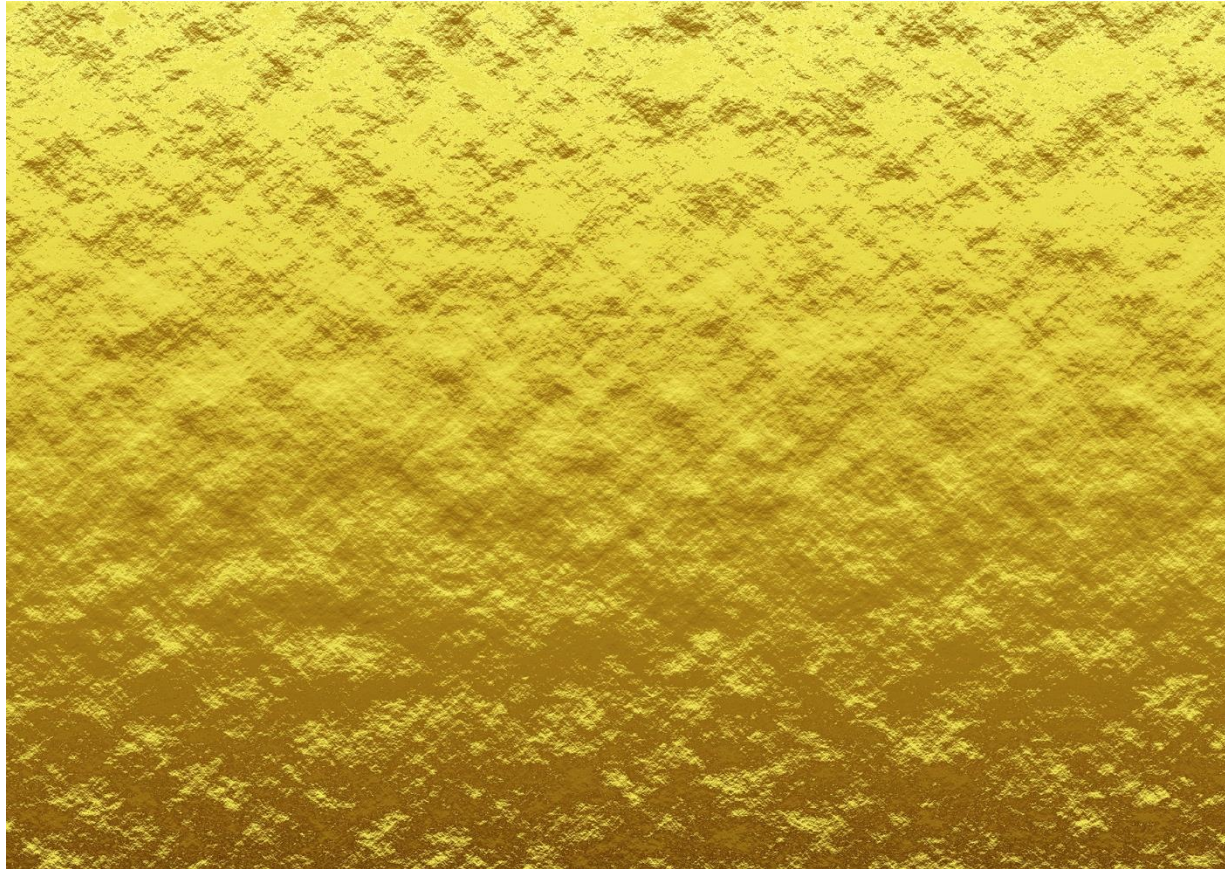


IV: Connection



Environment

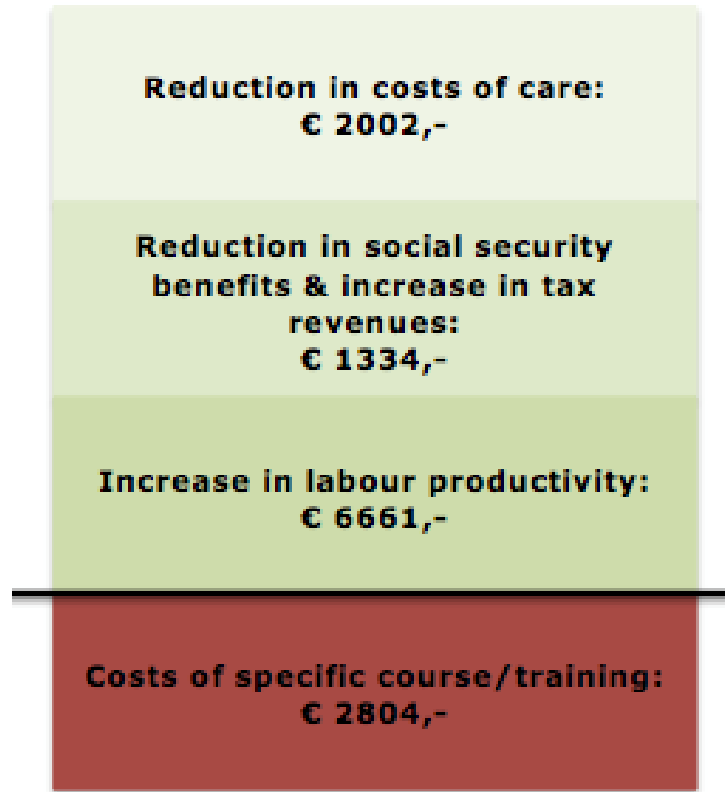
The golden formula is to invest in basic and transversal skills!



© *SinnesReich*

Impact of learning of these kind of skills

Example of Societal cost benefit analysis



Efficiency:

€9997,- - €2804,- =

€ 7193,- per participant

E.g.: At 1000 participants:

€ 7.193.000,-

Per invested

Euro an average benefit of €2,56.

Social economic efficiency of 257%.

Transversal Skills: A concept

- “cross-sector abilities that do not directly refer to a well-defined and/or technical field of application; they cover all areas since they refer to relationship, management, problem solving and behavioural skills” (Melacarne & Nicolaides, 2019, p. 45.)
- Four categories of transversal skills, to mention:
 - cognitive (related to reasoning e.g. problem solving),
 - organizational (related to implementation of an activity e.g. decision-making abilities),
 - social (related to interact with other e.g. teamwork)
 - and emotional (related to management of oneself focussing on his/her emotions e.g. empathy)
- these skills need to be contextualised and understood ‘within particular understandings and collective cultures’. This supports the idea of ‘embedded opportunities for learning’ for example in ‘situated practices’ (Canning, 2013, p. 136).

What are important skills besides professional (job)skills?



© Arek Socha

Common Transversal Competence Framework by TRANSVAL-EU

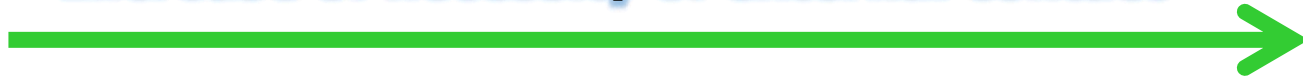
Orange coloured competences are included in research-instrument (9 out of 12):

- Managing and organizing activities
- Solving problems and reacting to unforeseen
- Cooperating and fostering cooperation
- Resource Management
- Using oral communication in one or several languages
- Taking professional, social and cultural norms into account
- Using written communication in one or several languages
- Communicating using digital technologies
- Critical thinking
- Building one's career path
- Developing one's competences and profile (partly)
- Self-reflection (partly included)

Additionally: Awareness concerning transversal skills!!

Example of two skills included in our life domains

Increase of necessity of external contact



**Financial
Language
&
Digital
Language**

**Daily
Language
&
Family
Language**

**Healthy
Language
&
Working
Language**

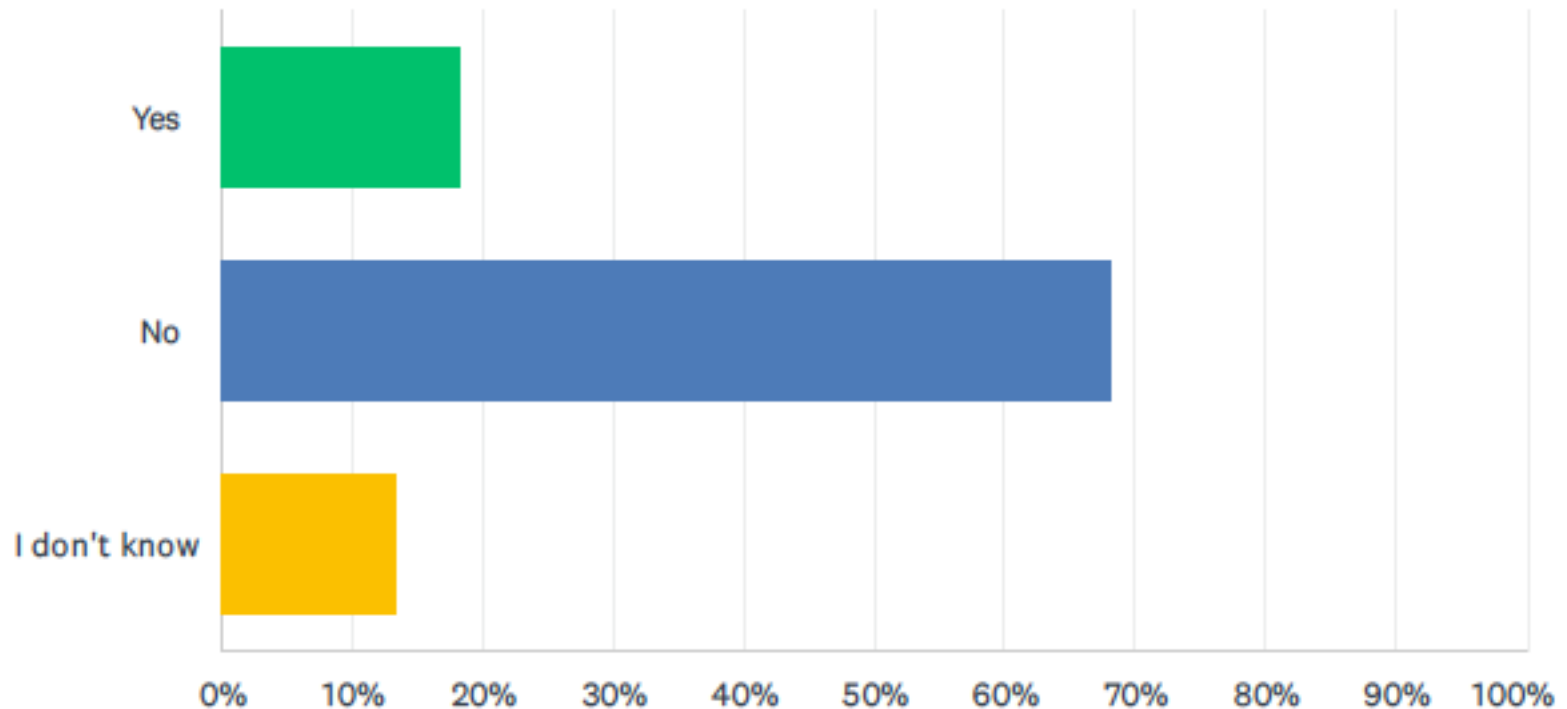
Status quo of Validation of Transversal skills in Europe

Study among 179 professionals in 28 countries

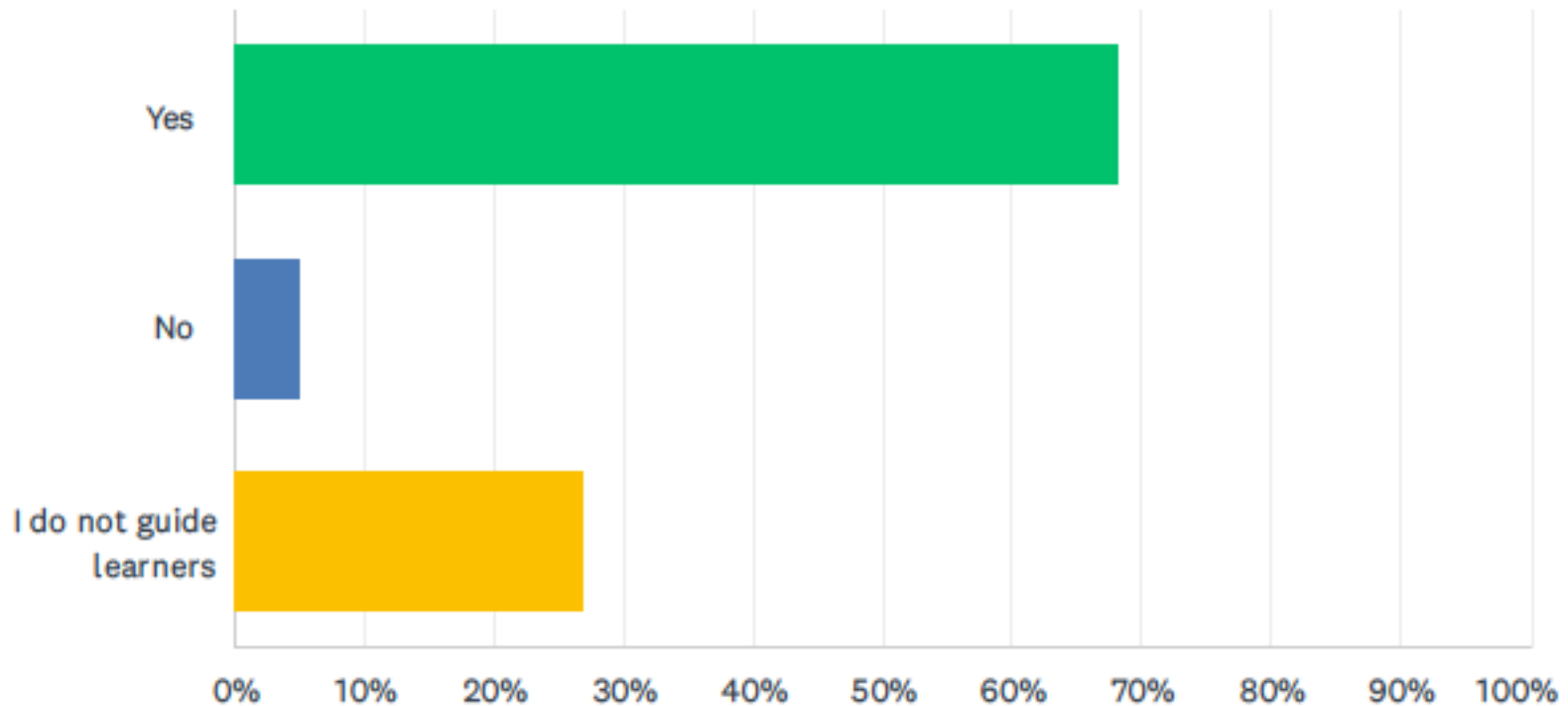


© The Andras Barta

Sufficient attention for VNFIL concerning transversal skills/competences?



Support of development of transversal skills/competences during guidance of learners?



What is important concerning validation of transversal skills/competences?

It is important for the learner's personal development	8.94%	16
It is important in order to use specific transversal skills or competences in a working life context	13.97%	25
It is important for both reasons	77.09%	138
TOTAAL		179

What applies to your work mostly?

I primarily focus on transversal skills or competences in order to meet labour market needs	10.06%	18
I primarily focus on transversal skills or competences in order to support learner's personal development	16.20%	29
I focus on transversal skills or competences in order to support both learner's personal development and to meet labour market needs	56.98%	102
Not applicable	16.76%	30
TOTAAL		179

Good Practices in Europe concerning VNFIL focussing on transversal skills?



© Geralt

Good practices by TRANSVAL-EU

1. Nadine project (Italy, Belgium, Greece and Spain)
2. Competence Kaleidoscope (Austria)
3. MOVE-EU (Belgium)
4. "A Chance" (Poland)
5. Regional examples of training for guidance and counselling practitioners (Italy)
6. Validation of general employability competences in adult education (Iceland)
7. "Career Direction" (Poland)

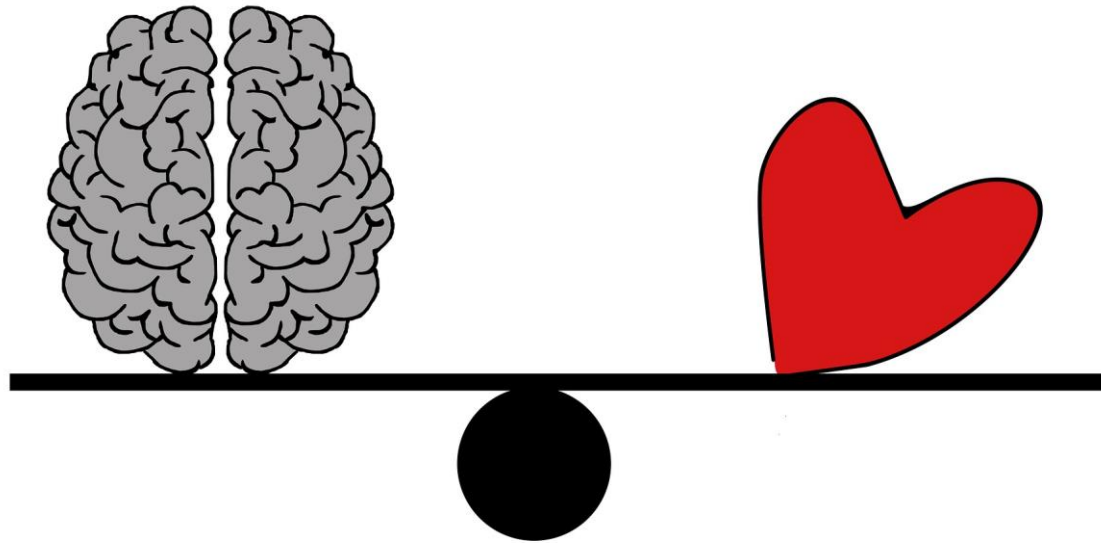
*See downloads: [www.transvalproject.eu /](http://www.transvalproject.eu/)
<http://www.transvalproject.eu/competences/>*

Fields trial concerning Validation of Non-Formal and Informal Learning (VNFIL)



Source: Gerd Altmann

Our challenge: Finding a balance between practice and science



Source: Elisa Riva

What did we do?

- 1. Study among validation candidates**
- 2. Study among practitioners**
- 3. Process monitoring**
- 4. Peer learning**

Study among validation candidates: What?

Impact on:

- awareness of transversal skills?
- employability?
- empowerment / social inclusion?
- transversal skills and competences?

Impact on the competences – social inclusion – labour market position (1)

Competences	Used or newly constructed variable	Experienced increase among candidates (in %)	Cronbach's Alpha of Scale	Significance of T-test
Using oral communication	National language skills (SIT)	49.1	0.95	$t(233) = -3.91, p < .05$
Using written communication	National language skills (SIT)	49.1	0.95	$t(233) = -3.91, p < .05$
Communicating using digital technologies	Digital language skills (SIT)	24.4	0.96	$t(233) = -4.28, p < .05$
Solving problems and reacting to unforeseen	Assertiveness (SIT)	50.8	0.87	$t(255) = -6.20, p < .05$
Cooperating and fostering cooperation	Assertiveness (SIT)	50.8	0.87	$t(255) = -6.20, p < .05$
Managing and organising activities	Newly constructed	29.4	0.87	$t(84) = -1.97, p < .05$
Managing information and critical thinking	Newly constructed	31.6	0.76	$t(78) = -1.77, p > .05$
Building one's career path	Newly constructed	38.5	0.56	$t(233) = -.57, p > .05$
Developing one's competences and profile	Newly constructed	38.5	0.56	$t(233) = -.57, p > .05$

Source: De Greef, Fellingier & Dzhengozova (2023)

Impact on the competences – social inclusion – labour market position (2)

Competences	Used or newly constructed variable	Experienced increase among candidates (in %)	Cronbach's Alpha of Scale	Significance of T-test
Social inclusion	Meeting and attempting & Being active in nature and sports (SIT)	41.9 – 34.8	0.82 – 0.70	$t(233) = -2.75, p < .05$ $/t(232) = -1.88, p < .05$
Paid work	Not applicable	5.2	Not applicable	Not applicable
Voluntary work	Not applicable	13.5	Not applicable	Not applicable
Apprenticeship	Not applicable	8.0	Not applicable	Not applicable
Job seeking	Not applicable	16.9	Not applicable	Not applicable
Job under supervision	Not applicable	11.2	Not applicable	Not applicable
Transversal skills (incl. guidance & validation)	Newly constructed	88.7	0.81	Not applicable

Source: De Greef, Fellingier & Dzhengozova (2023)

Influentials?

Competences	Country	Gender	Ethnicity	Age	Educational level	Years in education	Job status	Transversal skills
Using oral communication				Yellow				
Using written communication				Yellow				
Communicating using digital technologies	Yellow				Yellow			Yellow
Solving problems and reacting to unforeseen	Yellow	Green						Green
Cooperating and fostering cooperation	Yellow	Green						Green
Managing and organising activities								
Managing information and critical thinking								Yellow
Building one's career path	Yellow				Yellow			Green
Developing one's competences and profile	Yellow				Yellow			Green
Social inclusion	Yellow	Yellow						
Paid work								
Voluntary work								
Apprenticeship				Green				
Job seeking								
Job under supervision			Yellow					

Source: De Greef, Fellingner & Dzhengozova (2023)

Practitioners



Source: Keith Johnston

Study among practitioners: What?

Impact on their:

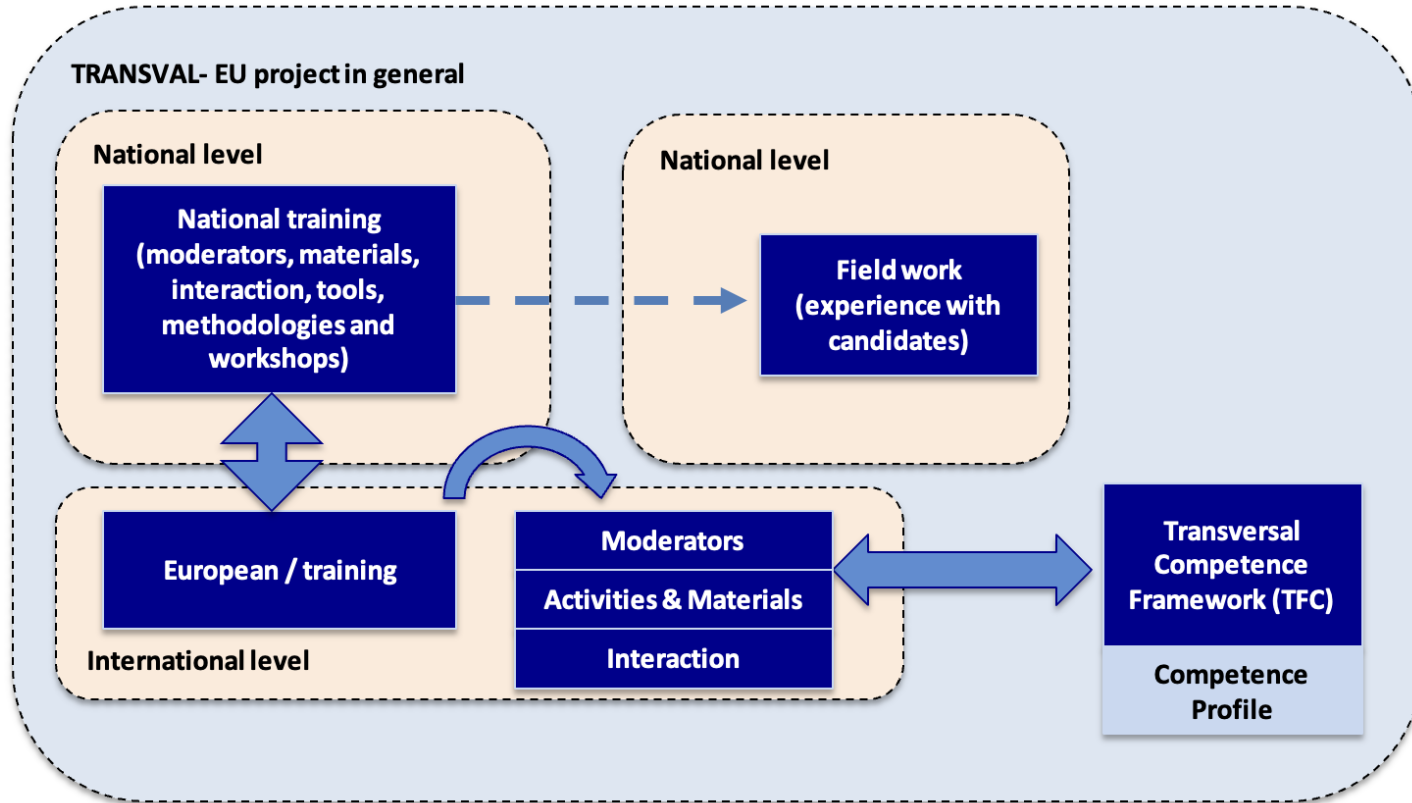
- awareness of transversal skills?
- competences concerning the validation process?
- active use transversal skills in their practices?
- mutual cooperation and cooperation with the different stakeholders?

Study among practitioners: Impact?

Variable	Experienced increase among practitioners (in %)	Cronbach's Alpha of Scale	Significance of T-test
<i>Competency level of transversal competences</i>	75.6	0.96	$t(77) = -6.48, p < .05$
<i>Competency level of providing guidance</i>			
In relation to a typical validation process	67.6	0.97	$t(73) = -4.68, p < .05$
In relation to validating transversal competences	75.7	0.97	$t(73) = -7.58, p < .05$
<i>Competency level of assessment</i>			
In relation to a typical validation process	71.6	0.98	$t(73) = -5.08, p < .05$
In relation to validating transversal competences	74.3	0.98	$t(73) = -6.87, p < .05$

Source: De Greef, Fellingier & Dzhengozova (2023)

Success factors



Source: De Greef, Fellingier & Dzhengozova (2023)

Which elements can ensure success on the road of lifelong learning and guidance?



©Volwassenenleren.nl

Quality learning interventions

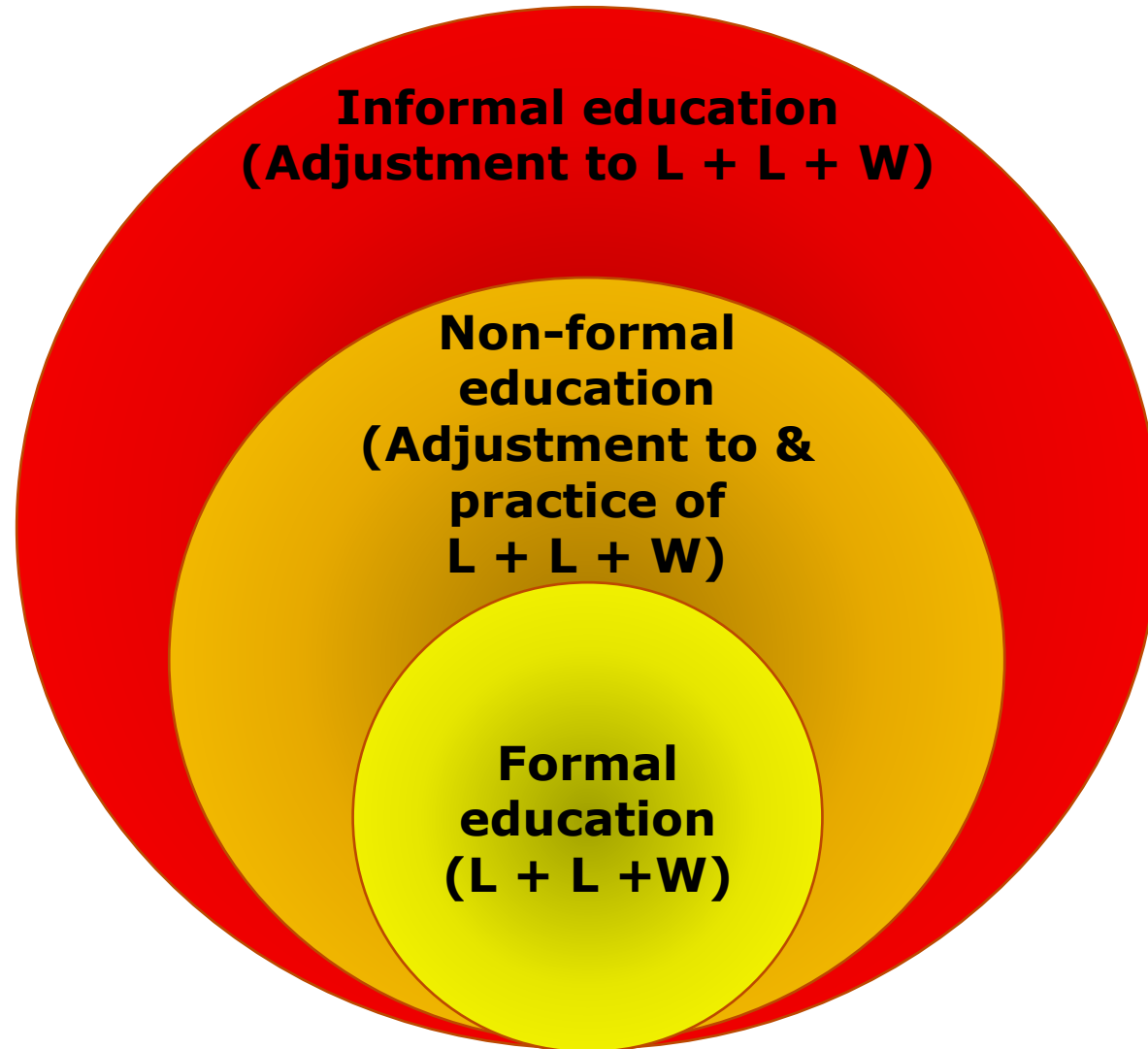
- **Comparison success factors learning interventions 'Language for Life':**
 - Combination teacher/ volunteer / more intensive guidance / own contribution
- **Qualitative research via Critical Incident Methodology / Phenomenographic study**
 - Learning materials and -activities / support teacher / other participants
- **Quantitative study**
 - Transfer possibilities, support direct surroundings, teacher support and partly learning materials and -activities

How can these learning interventions be developed?



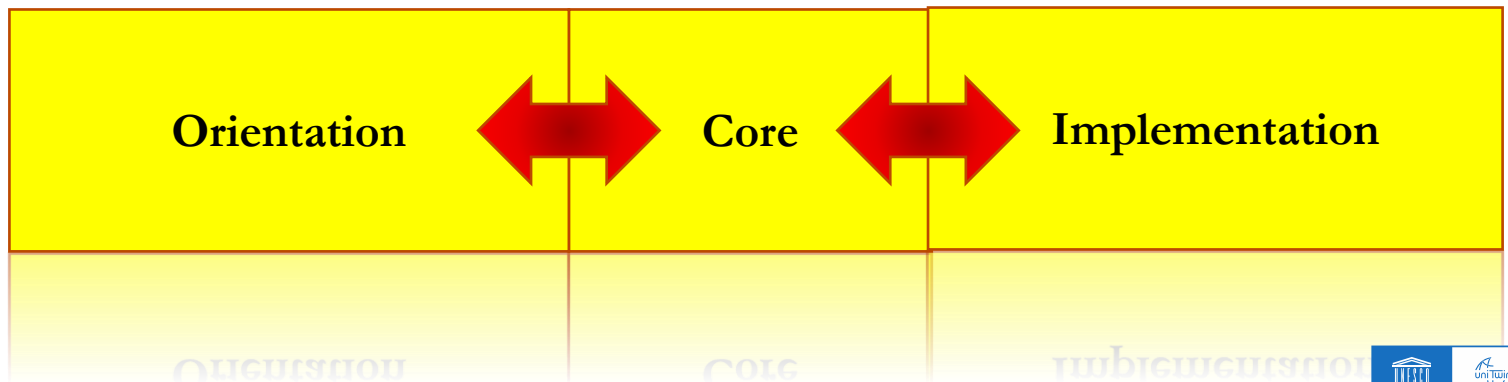
Situational

Realisation by cooperation in different forms of learning



A different construction of the learning intervention itself

- ✓ **Less strict distinction between:**
 - ✓ **Intake**
 - ✓ **Coaching afterwards**
 - ✓ **Trajectory guidance**



One-Stop Guidance Center in Finland



Career guidance makes it possible!



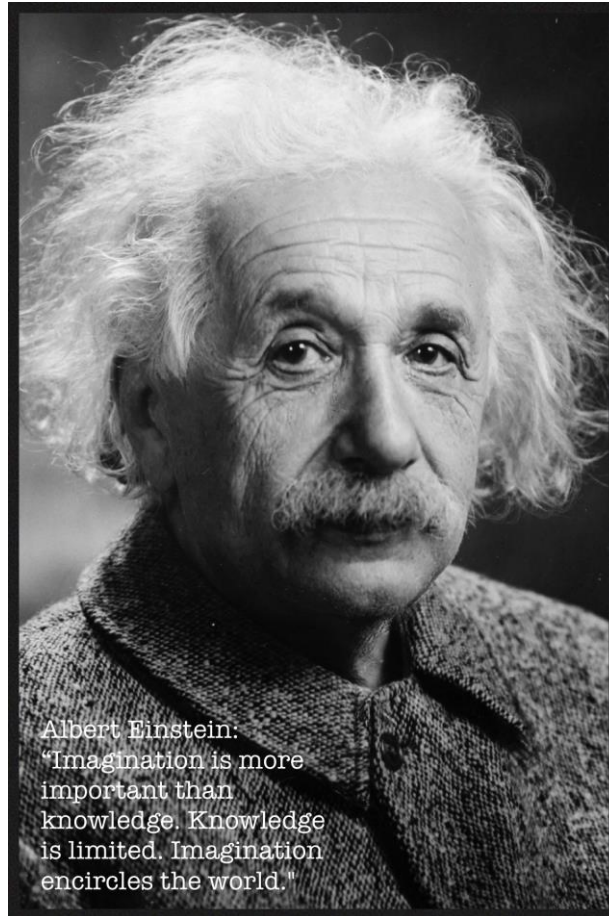
© KeithJJ

Questions?



© Arek Socha

Imagination seems to be important during learning and guidance!



Albert Einstein:
"Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world."