

Programme

A Need for Change international conference Gothenburg 2 – 4 October 2018

## Abstracts day 1 – 2 October

Abstracts covering day 1 at the International Conference  
A Need for Change, 2 – 4 October 2018, Gothenburg  
Sweden

Conference organizers:

The Swedish Association of Guidance Counsellors (Sveriges  
Vägledarförening) in cooperation with International Association of  
Educational and Vocational Guidance (IAEVG) and the Career  
Guidance Centre in the City of Gothenburg

The submitters of the conference papers have the full responsibility of the  
content. Only minor layout changes have been done before printing.

## Abstracts Tuesday 2 October 2018

11:00 Key-note session

Auditorium (interpretation English/French/Spanish/Swedish)

### ***"I never want to lose that key": On School as opportunity structure for school achievement in multicultural society***

Speaker: Mats Trondman, Professor in Cultural Sociology at the Department on Cultural Sciences, Linnaeus University, Sweden

#### *Abstract:*

In his lecture Mats Trondman, professor in cultural sociology at Linnaeus University, and guest professor in Childhood and Youth Studies at Stockholm University, explores the meaning of an enacting opportunity structure for school achievement in multicultural society. So how can we understand such phenomena as opportunity structure, schooling, school achievement and multicultural society? Especially so from the perspectives and experiences of young people themselves. And what is happening when students become school achievers? What? Why? How? For Whom?

One of Trondman's many answers are cognitive: to learn so that you learn that you can learn! Another one concerns a deep feeling of belongingness in society and school. So, what can school, again, as an opportunity structure, do? Or, as one of the students in his study puts it: I feel a belong here now, and I got it, so I got that I can get it" Do you get it? And I know, I was not always easy to handle".

### ***Migration, learning and social inclusion***

Speaker: Andreas Fejes, Professor and Chair of Adult Education Research at Linköping University, Sweden

#### *Abstract:*

Current migration patterns in Europe, and particularly the historically high number of refugees coming to Sweden and other member states of the European Union in the period of 2015-2016, are challenging in terms of social inclusion. How can refugees and migrants be supported in gaining access to the labour market and society more widely? Such question has in Sweden partly been addressed by a range of language learning initiatives related to (young) adult migrants. The hope is that by introducing migrants to courses in the Swedish language as well as to the Swedish society, integration will become easier. The question, then is, does it?

In this presentation, I introduce an ongoing research programme on migration, learning and social inclusion. The program asks the question: In what ways does different language learning practices for (young) adult migrants contribute to their social inclusion? By interviewing (young) adult migrants participating in language learning courses, we are interested in how they make meaning of such participation in relation to their past, the here and now, as well as their future. By conducting follow up interviews 3 and 6 years later, we can begin to map out different trajectories of inclusion and/or exclusion, and some potential reasons for such trajectories to emerge.

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During my presentation, some empirical examples will be provided from the first study conducted within the research program. The focus was here on asylum seekers participation in study circles called "Swedish from day 1". Such circles were funded by the government aimed at providing asylum seekers introduction to Swedish language as well as to Swedish society. Approximately 2/3 of all asylum seekers arriving to Sweden 2015-2017 participated in at least one such study circle.

### *"How strange is a stranger"*

Speaker: Zinat Pirzadeh, Iranian born Swedish Comedian, Writer, Lecturer, Actress and Career Counsellor

#### *Abstract:*

Zinat Pirzadeh is an Iranian-born Swedish comedian, writer, speaker and actor who is well known for her work in combatting child marriage, repressive honour culture and racism, as well as her involvement in integration, female rights, and education issues.

In Zinat's speech you can hear about her life and choices in her new home country of Sweden. Having fled a forced, violent marriage in Iran together with her young child, the odds were stacked against her in Sweden. Not only were she and her child denied a residence permit, they were also denied shelter and protection from her husband, who soon tracked her down all the way to northern Sweden. Evading the police as well as her husband and other people who were looking for her, she worked as a berry-picker, cleaner and seamstress to support herself and her child. During this stressful period of her life she met some amazing people, whom she still refers to as "angels". They helped her with everything – from providing her with food and babysitting her child, to hiding them from the police.

She quickly learned Swedish with the help of good people, and she was eventually granted a residence permit after her case was reviewed. While still holding down two or three jobs, she graduated from university with a degree in career counselling, and she went on to work in that field in some of the most segregated areas of Greater Stockholm. This gave her invaluable experience and insight into the Swedish education system, bureaucracy and politics, and it also brought her into direct contact with emerging social inequality, failing integration, and growing problems with honour culture. The chasm between all that Sweden officially stands for and what many of her mostly female pupils were experiencing in their daily lives, was impossible to accept. She realised that something needed to be fixed on a much larger scale, as she had heard many similar stories from other parts of the country. All whilst politicians and bureaucrats continued to turn a blind eye.

One day she accidentally found herself in a stand-up comedy beginner's class, and was hooked. She started out in sleazy cellar bars, often bombing badly, stumbling over Swedish words, and being booed by a drunken audience. But she couldn't just quit, even though a lot of people advised her to do so. Something made her fight on, and it definitely wasn't the money, as there was no money – just late nights, cab fares and problems finding a babysitter. And it wasn't that her family and relatives were pushing her, as they weren't at all pleased with her new career choice. She had simply caught the bug and she couldn't shake it off. And then one night more people in the audience laughed than booed, and they laughed with her and not at her. People started asking for her, and better venues booked her at better times. Radio stations called her and she was suddenly on TV. One day she found that the wheels had started to turn so quickly that either she had to give up her new-found stable life as a career counsellor or abandon stand-up comedy. She risked it all and chose stand-up. But in reality, she has never given up anything (other than the security of a respectable public sector job), as she is still in contact with many of her former friends from university, and she constantly meets up with and inspires young people regarding their choices and opportunities in life. Today she is not just a career counsellor and she is not just a stand-up comedian – she also speaks on

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important and very serious matters, and with a strong feeling for comic effect that can turn a tearful audience into a laughing audience in seconds.

14:00 Parallel sessions

Auditorium (interpretation(EN/FR/SP/SW):

Symposium

*Through the Looking Glass: Shifting perspectives to promote cultural sensitivity.*

Symposium chair: Gideon Arulmani, professor Director, The Promise Foundation, India

Presenters: Gideon Arulmani, Mark Watson, Asa Sundelin and Ronald Sultana

*Abstract:*

*Through the Looking-Glass and What Alice Found There* is a novel by Lewis Carroll (1871), the sequel to *Alice's Adventures in Wonderland* (1865). In the book, Alice climbs through the mirror to enter a new world of beings she has never seen or experienced before.

When one looks at a mirror, ones sees oneself! It is not uncommon for counsellors to (perhaps unconsciously) engage with their clients from the view point of their personal cultural preparedness. This symposium invites participants to consider the implications of moving away from their own perspectives to view the counselling engagement from the cultural perspective of their clients. The symposium will examine the issues that surround the development of cultural sensitivity by shifting personal perspectives. Gideon Arulmani begins the symposium and overview of his model of cultural preparedness with examples drawn from a variety of Asian countries. Mark Watson examines the dynamics of macro-micro systemic influences and draws attention to intra and inter personal cultural sensitivities. Ronald Sultana draws upon his extensive experience of the global South and argues that paying attention to localisms and particularisms could promote cultural sensitivity. The symposium draws to a close with Asa Sundelin provoking us to consider the feasibility of a culturally sensitive approach in day-to-day meetings with vulnerability posed by migration. The symposium aims to leave some time at the end for a discussion and a question-answer interaction.

*Gideon Arulmani: Cultural Preparedness and the Alteration of Equilibrium*

The cultural preparation process model proposes that the manner in which individuals and groups are prepared by their cultures influences their engagement with work and career. Based on constructs drawn from a wide range of disciplines, the model proposes that while the socializing forces of enculturation create a cultural preparation status equilibrium, the forces of acculturation alter this equilibrium. This presentation will draw upon the authors experiences both of Western and non-Western cultures and will argue that while guidance pertaining to work, occupation and career may be a universal requirement spanning many cultural groups, the idea of career itself may need to be redefined. The cultural preparedness model will be presented as a framework that would allow the context to define career development. The presentation will include interview excerpts from different cultures to illustrate the model.

*Mark Watson: Intercultural and intracultural sensitivity: Career counselling in culturally chauvinistic times*

It was John Donne in the 1600s who advised us that no person is an island, that we are all part of the mainland, that we need to move from a cultural specific to a cultural relative worldview. In the present times, we seem to be moving internationally in a reverse direction, with cultural sensitivity

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challenged by cultural chauvinism, an exaggerated and even aggressive patriotism which has resulted in an excessive and protective loyalty for national interests. This paper explores macro- and micro-systemic influences defining the issue of cultural sensitivity in career counselling and guidance practice. In particular, the interplay of intercultural and intracultural sensitivity is described within the career counselling and guidance relationship. This interplay creates complex challenges for career practitioners in interpreting issues of cultural sensitivity within themselves and their clients. The paper considers several of these challenges: the need to differentiate the universality and specificity of cultural concerns; the cultural embeddedness of the trained career practitioner role; the fluidity of cultural transitions; and the subjugation of cultural beliefs and perceptions.

*Ronald Sultana: Responding to diversity: lessons for career guidance from the global South.*

This paper draws on the fund of regional and international knowledge about career guidance that comparative research has generated in contexts that can be referred to as 'non-Western', or more appropriately as the 'global South'. The focus here is specifically on the Middle East and North Africa, a region in which the author has carried out research, policy consultancy and practitioner training for the past two decades. The goal of the paper is to challenge the universalising language that characterises career guidance theory and practice, arguing that serious attention needs to be given to 'localisms' and 'particularisms' so that responses that are sensitive to context and culture can emerge. The paper pulls together some of the key themes, issues and insights which, while speaking specifically to the Arab Mediterranean Countries, resonate with what we know about other contexts in the developing world, as well as in the economically depressed regions in the global North.

*Asa Sundelin: Cultural sensitivity in times of migration – the (im)possible claim?*

This presentation addresses the complex issues of cultural sensitivity in career guidance and counselling practice in the context of contemporary patterns of migration. Career counsellors' cultural sensitivity for clients who either by choice or compulsion occupy the migrant position is of particular importance. Cultural sensitivity in this sense has a broader meaning than merely an attunement to individuals' cultural context, it is about awareness about how these global trends affect individuals' meaning making about the future. Studies show that the central meaning making resource for migrant students in career conversations is the emotion of not belonging in the new context. Migration influences individuals' career narratives and challenges career counselling practice. Scholars point out that while counselling provides an opportunity to contribute to social justice for migrants, this depends on whether counselling services are able to adapt their practices in relation to the challenges of migration and migrants. Following this, counsellors need to develop cultural sensitivity to the impact of migration on clients' career narratives. The claim for cultural sensitivity though seems to clash with the conditions of migration in career counselling practice. With the 'politics of belonging' (asylum legislations etc.) in western society today follows inhuman situations for many migrants and counsellors testify that, to cope with their daily work, they have to 'turn off' their emotional perception of the migrant situation. This emotional dilemma is discussed in the presentation with examples from empirical studies of career counselling conversations with young migrants and strategies for the CGC practice are suggested.

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### Oral Sessions

Room H1 (Paper 10, 40 and 93)

#### Paper 10

#### ***Building Career Capital: Helping Workers to Enhance Career Mobility within our Uncertain Times***

Presenter: Cathy Brown, Chartered Occupational Psychologist at Evolve, PhD Researcher at University of Derby, United Kingdom.

Theme 5: Career guidance and counselling and the ever-changing labour market and access to work

Language of presentation: English

#### *Abstract:*

Work transitions can be stressful to those who experience them, and yet are happening more frequently, as the notion of a job for life fades and expectation of lengthening careers increases. Ensuring smooth and successful work transitions is therefore in the direct interests of workers, and indirectly, employers. Defining career mobility as the worker's ability to undertake such role transitions, this article positions career capital as the resource necessary to ease such role movement. After introducing Arthur, Inkson and Pringle's (1999) career capital theoretical framework, this presentation progresses to clarify both how it has been applied within work transitions research and the gap within the literature concerning organisational career transitions.

After introducing this PhD research study, this presentation will explore the career capital required by business leaders to facilitate their own voluntary, sideward or upward role transitions within a UK business. An interpretivist methodological approach is applied, using a case study method and comprising face-to-face, semi-structured, narrative interviews with 36 participants. On telling their transition stories, the participants described what helped and hindered their transition experience and what additional support could have aided them.

Emerging results introduce a new career capital theoretical framework: 'Knowing-Self', 'Knowing-How' and 'Knowing-Whom', comprising 24 career capital aspects. As well as aiding, the findings confirm how career capital can also hinder such role movement. Before concluding, it is clarified how career capital is dynamic, both being developed and eroded through the business leaders' role transition experience.

#### Paper 40

#### ***Access to career guidance for international STEM students in Japan***

Presenter: Yuko Ryan, Associate professor, Shizuoka University, Organization for International Collaboration, Japan

Theme 1: A need for change in the delivery of and/or access to career guidance and counselling

Language of presentation: English

#### *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

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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.

### Paper 93

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

Presenter: Godden, Lorraine, Dr. Assistant Professor at Queen's University, Canada

Theme 1: A need for change in delivery and/or access to career guidance and counselling

Language of presentation: English

#### *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.

## Room H2 (Paper 56, 90 and 120)

### Paper 56

#### *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*

Presenter: Okada Yasuaki, Graduate student, Master's Program in Education Sciences, Graduate School of Comprehensive Human Sciences, University of Tsukuba, Japan

Theme 1: A need for change in delivery and/ or access to career guidance and counselling

Language of presentation: English

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### *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.

### *Paper 90*

#### *Career Decision-Making Profiles of Croatian High School Students: The structure of profiles and relation to other career-related constructs*

Presenters: Toni Babarović, senior research associate, the Ivo Pilar Institute of Social Sciences, Zagreb, Croatia  
Iva Šverko, senior research associate, the Ivo Pilar Institute of Social Sciences, Zagreb, Croatia

Theme 3: New theories, models and strategies in career guidance and counselling for migrants and refugees

Language of presentation: English

### *Abstract*

The aim of the study was to examine career decision-making styles among high school students in Croatia. Career decision-making styles were described by multidimensional model of career decision-making profiles proposed by Gati, Landman, Davidovitch, Asulin-Peretz & Gadassi, (2010), and measured by the Career Decision-Making Profiles (CDMP) questionnaire. The participants were final grade high school students (age 18) attending grammar and vocational schools from Zagreb and its surroundings (N=529). The data were collected online as a part of the project Vocational Development in Adolescence: Setting the Adolescent Career Transition Model, supported by Croatian Science Foundation.

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The results show eight-factor structure of Career Decision-Making Profiles scale, what differs from the results of Gati i Levin (2012), who indicated 12 factors underlying CDMP items. Eight-factor structure explained 66.8% of items variance. The internal consistency (Cronbach alphas) of the CDMP subscales were in the range from .71 to .90, with Median of .79. Further, we investigated the possibility to predict six adaptive career decision making styles (information gathering, locus of control, procrastination, speed of making the final decision, dependence on others, desire to please others) based on several personal and career-related variables. Vocational maturity and core self-evaluations were the best predictors of adaptive career decision-making styles, while parental and peers support in career development were generally not significant. Possible practical implementation of results and directions for future research were discussed.

### Paper 120

#### *The Professionalisation of Career Counselling in Mongolia – Introduction of a Master's degree program at the National University of Mongolia*

Presenters: Bernd-Joachim Ertelt, Professor Dr., Hochschule der Bundesagentur für Arbeit (HdBA), University of Applied Labour Studies of the Federal Employment Agency, Mannheim, Germany  
Michael Scharpf, Professor Dr., Vice-Rector of the Hochschule der Bundesagentur für Arbeit (HdBA), University of Applied Labour Studies of the Federal Employment Agency, Germany

Theme 5: Career guidance and counselling and the ever-changing labour market and access to work

Language of presentation: English

### *Abstract*

In the Mongolian commodities sector, as well as in the upstream and downstream industries, additional skilled workers are needed, especially in the fields of electrical engineering, construction and mechanics. The currently available training system is unable to meet this demand, either qualitatively or quantitatively. Graduates of public and private vocational schools are often unable to find employment, due to insufficient qualifications, because vocational training is lacking in adaptation to the needs of the employment market. Many young people decide to study at the university against vocational training in a technical field. One of the reasons for this is certainly, a missing career counselling appointment.

The Society for International Cooperation (GIZ) and the Mongolian Department of Labour aim to promote the qualification of career counsellors. In this context, the University of BA supports the introduction of a Master's Degree in Career Counselling at the country's National University of Mongolia (NUM), through developing a competency-based curriculum and implementing it in academic education. The program can be offered as on-campus- or as a distance learning study.

The program currently involves 25 students a year, most of them work in counselling institutions and public authorities (e.g. various state departments, employment administration bodies). The aim is to offer or professionalise the qualification of career counsellors at the academic level. This entails the creation of a career counselling community (e.g. in the form of a National Counselling Forum) to facilitate the exchange of expertise between science and the counselling practice in Mongolia. A key

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challenge is to build sustainable networks and effective marketing for Mongolian career counselling (e.g. between public authorities, vocational schools, companies), as well as to offer gender-sensitive and target group-oriented counselling - which reflect the Mongolian conditions (e.g. legal provisions, institutional circumstances, cultural aspects).

The aim of the presentation is

- to present a model of professionalising vocational guidance in a country that is in an economic and political transformation process;
- to highlight the specifics of the professionalisation of career counselling in Mongolia, particularly, in terms of the academic qualification for guidance counsellors;
- and to discuss the utility and the limitations of the present project results as a good practice example for other countries with similar structures and conditions.

### Room J1 (Paper 2, 55 and 110)

#### Paper 2

##### *The development and decline of career information in Hungary*

Presenter: Tibor Bors Borbely-Pecze, habil. Ph.D., John Wesley Theological College, Faculty for Social Work and Pedagogy, Budapest, Hungary

Theme 5: Career guidance and counselling and the ever-changing labour market and access to work

Language of presentation: English

#### Abstract

This article gives an overview of issues surrounding the acquisition and use of career information from the early industrial societies to the postmodern era. It presents a philosophical argument that the world of work and careers cannot be perfectly described. It analyses and discusses the relevance of existing and available definitions of career for career development and challenges the popular view that the world of careers can be understood in detail and constitutes a static system which can be used to make a "good career choice". Finally, it makes a recommendation as to the redefinition of the concept of career information within the scope of career construction.

#### Paper 55

##### *Paradigm Shift for Career Education towards Across the Lifespan in Korea*

Presenter: Lee Ji-Yeon, Director for the National Career Development Research Division, KRIVET (Korea Research Institute for Vocational Education & Training)

Theme 1: A need for change in delivery and access to career guidance and counseling

Language of presentation: English

#### 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

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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.

### Paper 110

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

Presenter: Linda Yun, Graduate student, Master's Program in Education Sciences, Graduate School of Comprehensive Human Sciences, University of Tsukuba, Japan

Theme 1: A need for change in delivery and/or access to career guidance and counselling.

Language of presentation: English

### *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.

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### Workshop sessions

#### Room J2

##### Paper 138

#### *Guidance for 21st century skills through learning abroad*

**Presenters:** Nordic and Baltic Euroguidance centres. Euroguidance is a European network of national resource and information centres for guidance tasked with promoting the European dimension in guidance and providing information on lifelong guidance and mobility for learning purposes.

**Theme 5:** Career guidance and counselling and the ever-changing labour market and access to work

Language of presentation: English

#### *Abstract*

The present era of globalisation of the economy and the labour market calls for increased mobility of individuals across borders and an increased international dimension in many professions. Therefore young people need to be offered good opportunities for developing their ability to see themselves in an international context and to make international comparisons and reflections. The Erasmus Impact Study (Erasmus Impact Study, 2014) points out that international mobility contributes to giving young persons better opportunities to work on an internationally competitive labour market. The study shows that learning mobility positively affects future career opportunities. How can guidance practitioners contribute to successful international learning experiences, and to maximising the impact of the learning gained abroad?

The workshop will promote learning abroad as a means to develop 21st century skills by:

- Raising awareness about the competences gained through learning mobility and their value in the global labour market.
- Encouraging guidance professionals to consider their role and identify resources in supporting learning mobility through self-reflection and peer learning.

Euroguidance centres from the Nordic and Baltic countries invite guidance professionals, including practitioners, experts and researchers to join the session. The goal is to contribute to a broader understanding of developing skills through learning mobility, thus gaining a point of departure for one's own mobility guidance work.

#### Room R2

##### Paper 106

#### *Career counselling in a multicultural context: Current trends.*

**Presenters:** Van Lingen, Hanna (Dr), Senior Student Counsellor: Student Counselling, Career and Development Centre, Nelson Mandela University, Port Elizabeth, South Africa  
Gillo Nilsson, Catherine (M.Sc), Coordinator: Educational Affairs, University of Gothenburg, Gothenburg, Sweden

**Theme 1:** A need for change in delivery and/or access to career guidance and counselling

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Language of presentation: English

### *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.

### Room R22/23

#### Paper 119

*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.*

Presenter: Anna Bryntse, Career Guidance Counsellor

Theme 1: A need for change in delivery and/or access to career guidance and counselling

Language of presentation: English/Swedish

### *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.

### Room R24/25

#### Paper 15

*As Time Goes By: Geronto Guidance*

Presenters: Inger Marie Bakke, Inland Norway University of Applied Sciences, Norway  
Lyn Barham, NICEC, United Kingdom  
Peter Plant, University of South-East Norway, Norway

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Theme 5: Career guidance and counselling and the ever-changing labour market and access to work

Language of presentation: English

### *Abstract*

Demographic change poses challenges for guidance practice. Most guidance activities are aimed at youth or at people at job and education transition points in their lives. With an ageing population, this will have to change. Increasing numbers of people need support in the final and important transitions in life, into a reducing work commitment and finally retirement. This offers a chance for personal development and fulfilment, but the path is not always smooth.

This workshop considers the demographic shifts, and national policy responses that shape people's options. The context of lifespan theory gives the setting for a review of how work priorities differ for older people compared with their younger selves. A specific example drawing on research in Norway examines lessons about how older women experience the stages of disengagement from work and all that it entails in terms of identity and values. Finally, we return to address the question of what this means for the practice of career guidance.

16:00 Parallel sessions

[Auditorium \(interpretation\(EN/FR/SP/SW\)\):](#)

Seminar

*Career Guidance in Compulsory and Upper Secondary Schools in Sweden. A monitoring report from the Swedish Riksdag*

Presenter: Liv Hammargren, Senior evaluator, Riksdagen (Swedish Parliament)

Oral Sessions

[Room H1 \(Paper 29, 78 and 131\)](#)

[Paper 29](#)

*Social networks as a tool for career evaluation and consultation*

Presenter: Yael Ospovat, Career Consultant, Haifa University, Israel

Theme 4: The role of ICT and social media in career guidance and counselling.

Language of presentation: English

### *Abstract*

Social networks, originating approximately 15 years ago, today constitute an important communications channel for millions of people, and can be converted into a consultation arena and serve as an essential, powerful tool for career consultants in evaluation and consultation in career-building and the search for employment, which occurs within these social networks as well as externally. In this presentation, we will discuss 3 evaluation/consultation tools: assistance to the counselor in the construction of a personal brand and Internet presence (impression management), while it is being constantly monitored and assessed by various software; the use of wisdom of the

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crowd to attain information and consultation on the Internet within existing communities; and the attainment of connections and the construction of communities for career promotion.

### Paper 78

#### *Guidance in Flux: A consideration of the delivery of an integrated adult guidance service in Ireland*

Presenter: Hearne, Lucy, Dr., Lecturer, School of Education, University of Limerick, Ireland

Theme 1: A need for change in delivery and/or access to career guidance and counselling

Language of presentation: English

#### *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.

### Paper 131

#### *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*

Presenter: Sultan Zaid I Alkhathlan, Technical and Vocational Training corporation, Kingdom of Saudi Arabia

Theme 1: A need for change in delivery and/or access to career guidance and counselling

Language of presentation: English

#### *Abstract*

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

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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.

## Room H2 (Paper 25, 33 and 124)

### Paper 25

#### *Career Transition of Immigrant Young People in Canada: Narratives of Success and What Helped and Hindered Career Decision-Making.*

Presenters: Borgen, William (Ph.D.), Professor, University of British Columbia, Vancouver, Canada  
Mathew, Deepak (Ph.D.), Doctoral Student, University of British Columbia, Vancouver, Canada

Theme 3: New theories, models and strategies in career guidance and counselling for migrants and refugees

Language of presentation: English

### *Abstract*

First generation immigrant young people in Canada often experience transitional challenges related to entering the Canadian society, gaining post-secondary education, and making career decisions (Sinacore & Lerner, 2013). While the challenges of this transition have negatively impacted career development of many young immigrants, it has also provided them with opportunities for success (Motti-Stefanidi Berry, Chrysochoou, Sam, & Phinney, 2012). The purpose of this ongoing study is to understand the decision-making process of immigrant young people who believe they are doing well with their career decision-making. Fifteen young adults, who immigrated to Canada in their adolescent years and who described doing well with their career decision-making, participated in two open-ended interviews. The interviews focused on their process of career decision-making and what helped and hindered them in doing well with making career decisions. We examined their definition of success, their narratives of the decision-making process, and factors contributing to success.

This study uses the qualitative research methods of narrative analysis and enhanced critical incident technique (ECIT) to understand the process of career decision-making of first generation immigrant young people. The narrative research accounts were then analyzed using an across-narrative thematic content analysis (Braun & Clarke, 2006). The results of the study revealed that personal outlook, support from significant others including family members, previous experience and training, and intentional career-focused activities were some of the factors that helped them do well. The findings of the ongoing study point towards some specific personal, social, and contextual factors

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that have contributed to their successful transition in making career decisions in terms of what they perceive as doing well. It is expected that the results of this study will contribute towards expanding the theory and practice of career development and counselling for immigrant young people.

### Paper 33

*“Journey of life”, a narrative tool for career counselling with newly arrived immigrant people: A case study*

Presenter: Shagini Udayar, MSc Psychology, Pôle de recherche national LIVES, Université de Lausanne, Suisse.

Theme 3: New theories, models and strategies in career guidance and counselling for migrants and refugees

Language of presentation: English

### Abstract

Migration has increased at a significant rate over the past several decades in Switzerland as many young relocate in the hope of finding better living conditions. For the host country, social integration is a key issue, especially concerning immigrants who remain within the territory. This social integration often also implies professional integration. In the context of career counseling interventions for newly arrived immigrants, a narrative tool named “journey of life” has been used in order to help these immigrants to re-construct their life and plan their career in their new cultural context. This tool by focusing on their past, present and future and by giving them the opportunity to express themselves and tell their life stories through a drawing, allow to identify the resources and barriers to their social and professional integration while overcoming the language barrier. Conducted as part of a pilot project in Switzerland for the social and professional integration of newly arrived young immigrants, the case study presented here revealed how such a narrative tool, allowing identifying their resources and vulnerabilities, will be helpful for career counseling with an immigrant population.

### Paper 124

*“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*

Presenter: Manon Chamberland, Ph.D., Associate Professor, Université Laval, Canada

Themes 1: A need for change in delivery and/or access to career guidance and counselling

And 3: New theories, models and strategies in career guidance and counselling for migrants and refugees

Language of presentation: English

### 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

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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.

[Room J1 \(Paper 17, 79, 115\)](#)

[Paper 17](#)

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

Presenter: Florian Kreutzer, Professor Dr., Hochschule der Bundesagentur für Arbeit HdBA – University of Applied Labour Studies, Mannheim, Germany

Theme 2: A need for changing the training of career guidance professionals; and/or  
And 3: New theories, models, and strategies in career guidance and counselling for migrants and refugees

Language of presentation: English

*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.

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### Paper 79

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

Presenters: Dr. García-Murias, Rebeca, University of Applied Labour Studies (HdBA). Mannheim, Germany  
Prof. Dr. Weber, Peter. University of Applied Labour Studies (HdBA). Mannheim, Germany

Theme 2: A need for change in the training of career guidance professionals. The needs for delivery of Lifelong Guidance in a multicultural society

Language of presentation: English

### *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.

### Paper 115

#### *Career Services for International Students: Perspectives after Graduation*

Presenters: Nancy Arthur, Professor, University of Calgary, Canada  
José Domene, Professor and Canada Research Chair, University of New Brunswick, Canada  
Natalee Popadiuk, Associate Professor, University of Victoria, Canada

Themes 1: A need for change in delivery and/or access to career guidance and counselling

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Language of presentation: English

### 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.

### Workshop sessions

#### Room J2

##### Paper 9

##### *Career and career guidance in the Nordic countries*

**Presenters:** Erik Hagaseth Haug (first/corresponding contributor), PhD, Associate Professor, Department of Social Work and Guidance, Faculty of Social and Health Sciences, Inland Norway University of Applied Sciences, Elverum, Norway  
Tristram Hooley, Professor, Department of Social Work and Guidance, Faculty of Social and Health Sciences, Inland Norway University of Applied Sciences, Elverum, Norway  
Jaana Kettunen, PhD, Researcher, Finnish Institute for Educational Research, University of Jyväskylä, Finland  
Rie Thomsen, PhD, Associate Professor Danish School of Education, Aarhus university, Denmark

**Theme 1:** A need for a change in the delivery and access to career guidance and counselling

Language of presentation: English

### 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

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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.

### Room R2

#### Paper 136

#### *Examining Identity and Self Using Western and Eastern Lenses: Relevance for Work with Refugees and Migrants*

Presenter: Dr. Anuradha J. Bakshi, Associate Professor & Head Department of Human Development Nirmala Niketan College of Home Science (A Grade), University of Mumbai, India. Co-Editor British Journal of Guidance & Counselling and Vice-President Indian Association for Careers and Livelihood Planning (IACLP)

Theme 3: New theories, models and strategies in career guidance and counselling for migrants and refugees

Language of presentation: English

#### *Abstract*

This workshop is sectioned into three parts. In the first part, Western literature on identity and self will be presented. In the second part, philosophical psychology sources from India will be used to present Eastern perspectives on identity and self. The third part will deal with potential applications of both sets of perspectives to career guidance and counselling of refugees. Western literature will include the work of William James, Charles Cooley, Hubert Hermans, Susan Harter, and Carol Dweck. Indian philosophical psychology perspectives will be represented by the thoughts of J. Krishnamurti, Nisargadatta Maharaj, Chinmayananda, and Shankaracharya. The final part of the workshop will entail how interactive sessions on development of identity and self can be planned for refugees and how these sessions may benefit refugees and their career development. Existing literature on identity development among those displaced and/or in minority groups will also be integrated. Giving due respect to two-way processes, the potential plans will include identifying and recognizing outcomes for identity development of host country citizens and ways of optimizing identity development among both refugees and host country citizens. Strategies for exploring and reconstructing us vs. them, and insider-outsider identities for self and other will be discussed. The focus will be on enabling how to reconstruct empowering notions of self and the other. The strategies laid out may prevent polarised identity development and subsequent intrapersonal and interpersonal, and micro- and macro-level conflicts. Specific links to career development will be drawn.

### Room R22/23

#### Paper 48

#### *Guidance without borders*

Presenters: Maria Bjurén, Career Guidance Counsellor,

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Maria McAvey Career Guidance Counsellor,  
Gabi Oesterling Career Guidance Counsellor

Institution: Education Administration, Career Guidance Centre, City of Gothenburg, Sweden

Theme 3: New theories, models and strategies in career guidance and counselling for migrants and refugees.

Language of workshop: English

### *Abstract*

During 2016, there was a significant increase in the number of unaccompanied minors born abroad arriving in the City of Gothenburg. This has resulted in a growing need for interpreters as well as culturally adapted guidance methods to promote the potential for securing employment and becoming integrated into Swedish society. In an attempt to come to grips with the difficulties, the Career Guidance Centre in Gothenburg started the project Guidance Without Borders. From April 2016 through to March 2017, a mobile team made up of four career guidance counsellors worked on developing new methods and approaches, and where insight into the Swedish school system, self-knowledge and utilisation of the individual's cultural experience served as motivating factors. The methods were subsequently developed via a pilot school with 120 newly arrived pupils aged 16-20, as well as 12-15 other schools with a high proportion of newly arrived young people. The results highlight several success factors, and corroborate current research within this field.

## Room R24/25

### Paper 84

#### *Implementation of competency-based study counsellor education in Finland*

Presenters: Tiina Laajala, D.Ed., Senior Lecturer  
Pirjo-Liisa Lehtelä, D.Ed., Principal Lecturer  
Harri Kukkonen, PhD, Principal Lecturer  
Ari Jussila, M.A. (Educ.), Senior Lecturer  
Outi Rantanen (M.Sc.), Senior Lecturer

Institution: School of Professional Teacher Education, Oulu University of Applied Sciences, Oulu, Finland.  
Tampere University of Applied Sciences, Tampere, Finland

Theme 2: A need for change in the training of career guidance professionals

Language of presentation: English

### *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

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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.