

**Conference on Enhancing Career  
Readiness & Transition Competencies**

Nicosia, Cyprus 19 October 2023

**CREAR DIGITAL  
TOOL ENABLING CAREER  
TRANSITIONS**

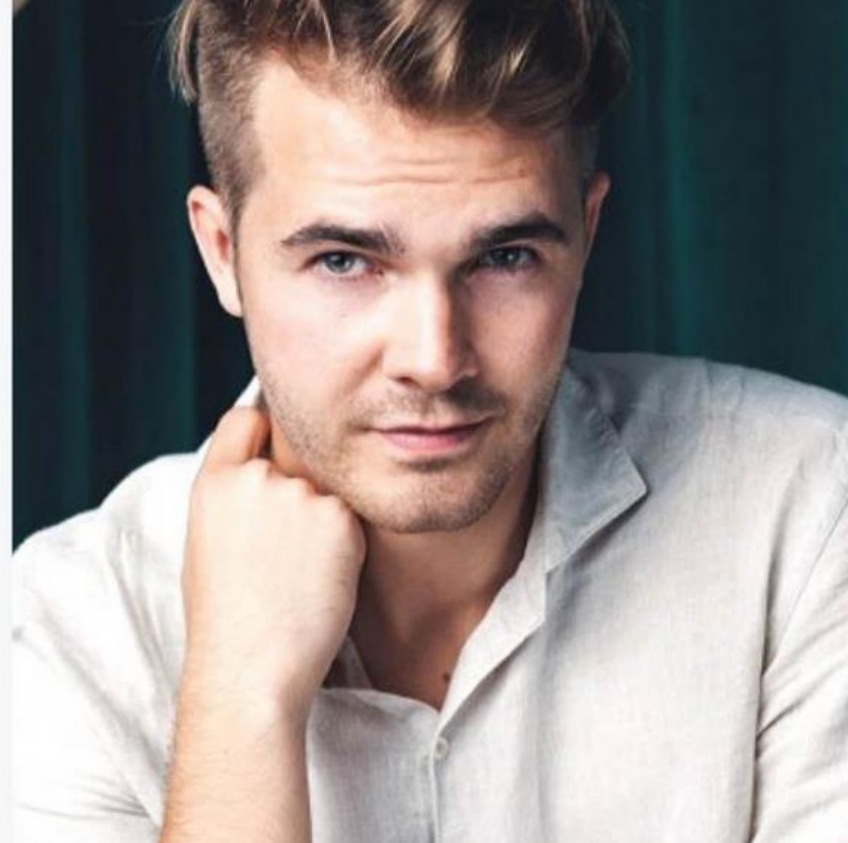
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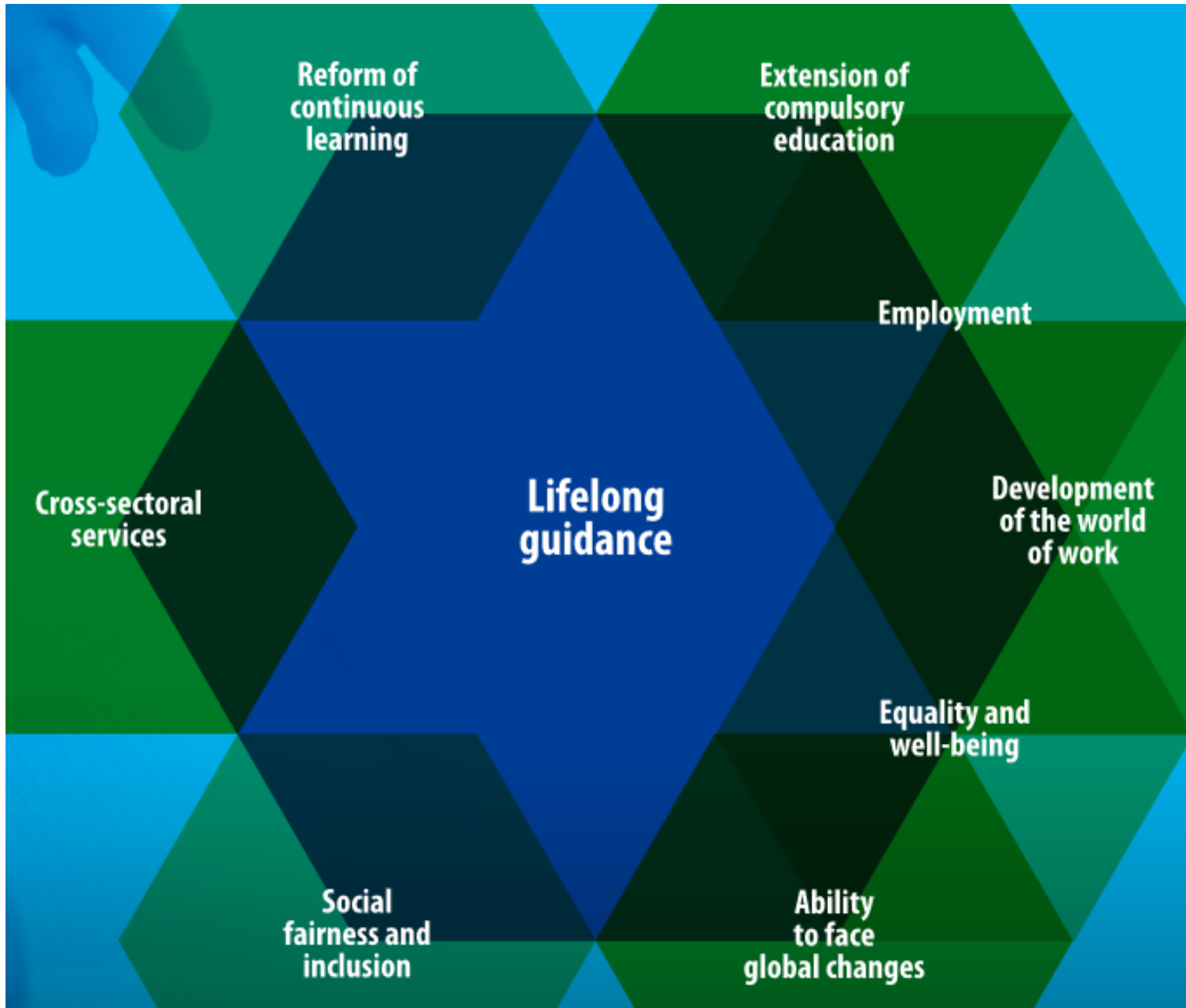
**LAU  
REA**

# A THOUGHT FOR THE DAY

"The world must be made a better place, not a more effective place. We do not long for speed anymore, but for a right direction."

PERTTU PÖLÖNEN





# LIFELONG GUIDANCE IN FINLAND

- **Finnish national lifelong guidance strategy 2020-2023**

<https://bit.ly/3sRQ6oC>

- **Lifelong guidance in Finland (EDUFI website)**

<https://www.oph.fi/en/services/lifelong-guidance-finland>

- **The Finnish lifelong guidance system (Euroguidance website)**

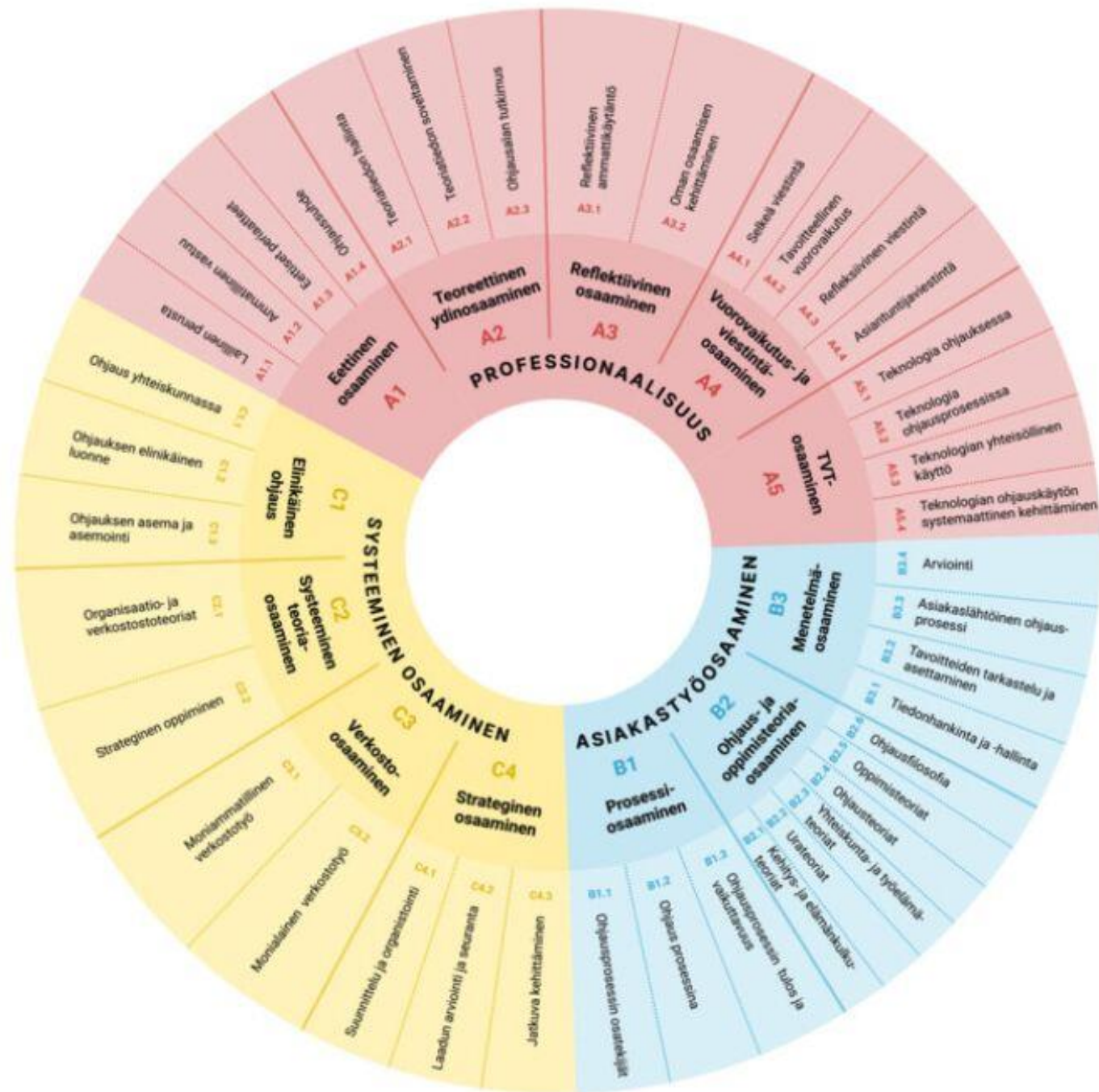
<https://www.euroguidance.eu/guidance-systems-and-practice/national-guidance-systems/guidance-system-in-finland>

# Lifelong guidance services in Finland

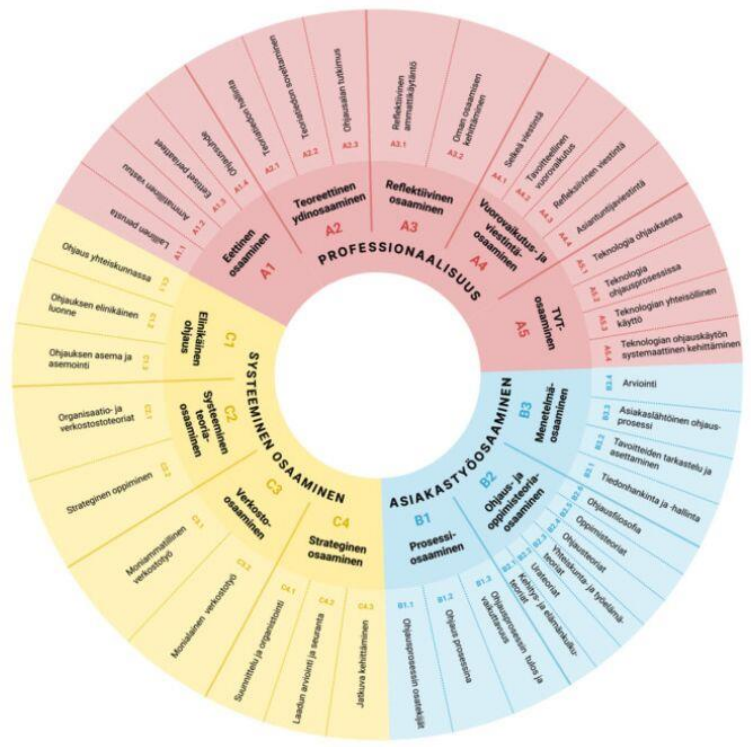
Where?	Client?	Guidance	Provided by
<b>Comprehensive education (9 years)</b>	Pupils	From 1st class integrated in tuition; classes 7-9 altogether 76 hrs of guidance	Class teachers (classes 1-6), guidance counsellors & subject teachers (classes 7-9)
<b>Upper secondary general education</b>	Students	2 compulsory guidance courses (each 38 hrs)	guidance counsellors & subject teachers, student welfare staff
<b>Vocational education and training</b>	Students	Study and career guidance with vocational orientation	guidance counsellors & subject teachers, student welfare staff
<b>Higher education (Bachelor 3yrs, Master +2, Doctoral +2)</b>	Students	Study and career guidance, transition to LM	Career guidance counsellors and staff in different faculties
<b>Public Employment Services</b>	Adults	Information and guidance on studying, training and working opportunities	Vocational guidance psychologists and other experts
<b>Trade unions</b>	Adults	Career guidance/counselling	Career guidance counsellors
<b>Youth sector</b>	Young people in all possible situations	Municipalities and other actors	Youth workers incl. outreach youth work
<b>Social and health care sector</b>	Citizens of all ages	Mental health, life management, health+social issues, ...	Social and health care staff

# NEW NATIONAL COMPETENCE FRAMEWORK FOR GUIDANCE PRACTITIONERS IN FINLAND

(TO BE  
ADOPTED IN  
LATE OCTOBER  
2023)



# NEW NATIONAL COMPETENCE FRAMEWORK FOR GUIDANCE PRACTITIONERS IN FINLAND



## A – Professional competences

- A1. Ethical competence
- A2. Theoretical core competence
- A3. Reflexive competence
- A4. Interaction and communication competence
- A5. IT competence

## B – Client work competences

- B1. Process competence
- B2. Guidance and learning theory competence
- B3. Methodological competence

## C – Systemic competences

- C1. Lifelong guidance competence
- C2. Systemic theory competence
- C3. Networking competence
- C4. Strategic competence

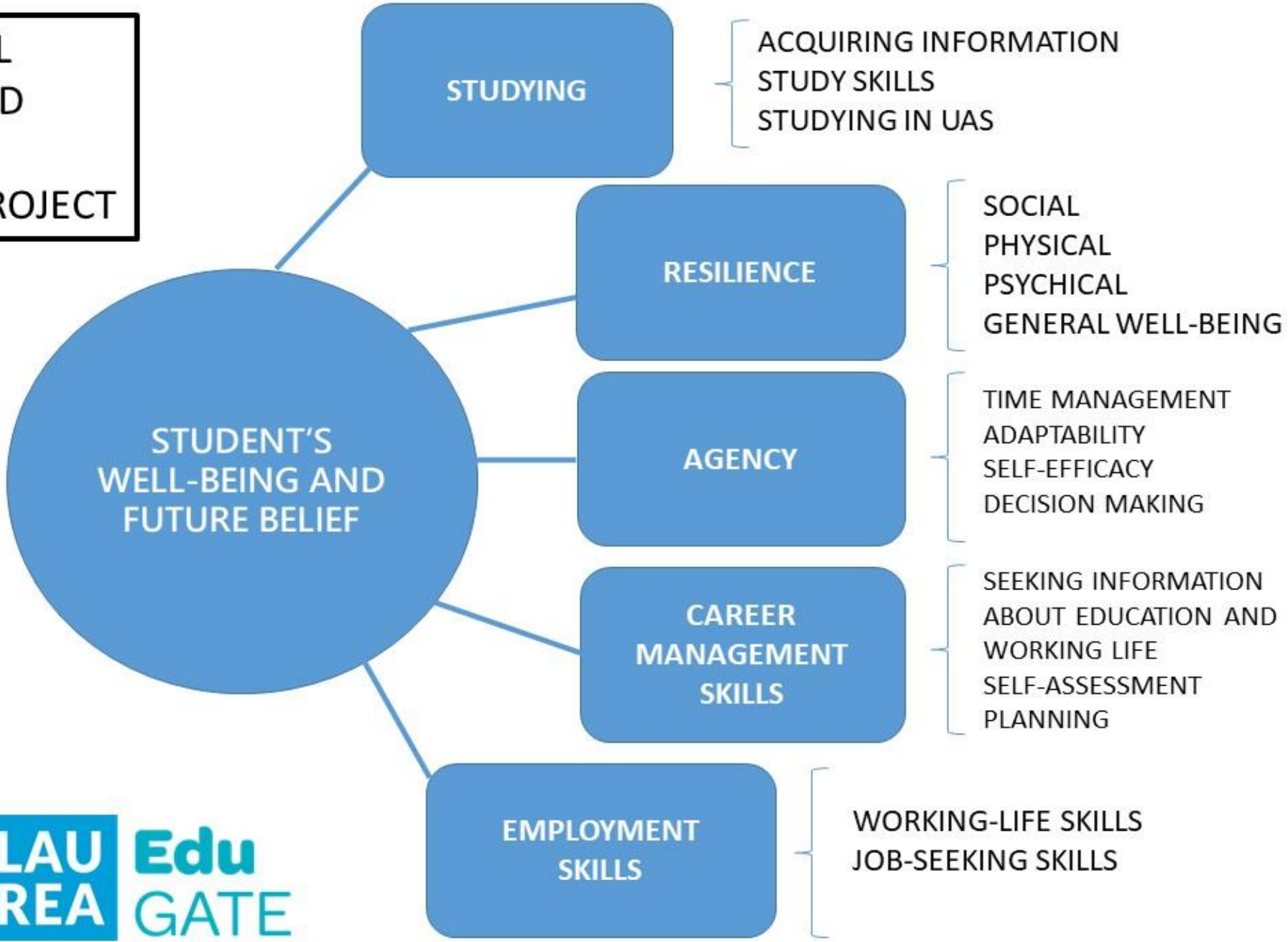
# ANOTHER THOUGHT FOR THE DAY

“Resilience is an entity that consists of skills, abilities and personality. It can be strengthened throughout a human lifetime.”

HARRI GUSTAFSBERG



THEORETICAL  
BACKGROUND  
OF TOTEEMI  
RESEARCH PROJECT



TOTEEMI

LAU REA Edu GATE





Tuula Moilanen - Muuttolintu (Migrating bird), 1997

## DATA COLLECTION - SPRING 2018

- Approx. 1000 UAS students answered the questionnaire
- Students in all study programmes participated in the study
- Different phases of study path were presented (from 1st to 4th year)
- The students who participated in the research corresponded well to the students in UAS in general (distribution in age, gender, study phase etc.)

# STUDENTS IN HIGHER EDUCATION TODAY

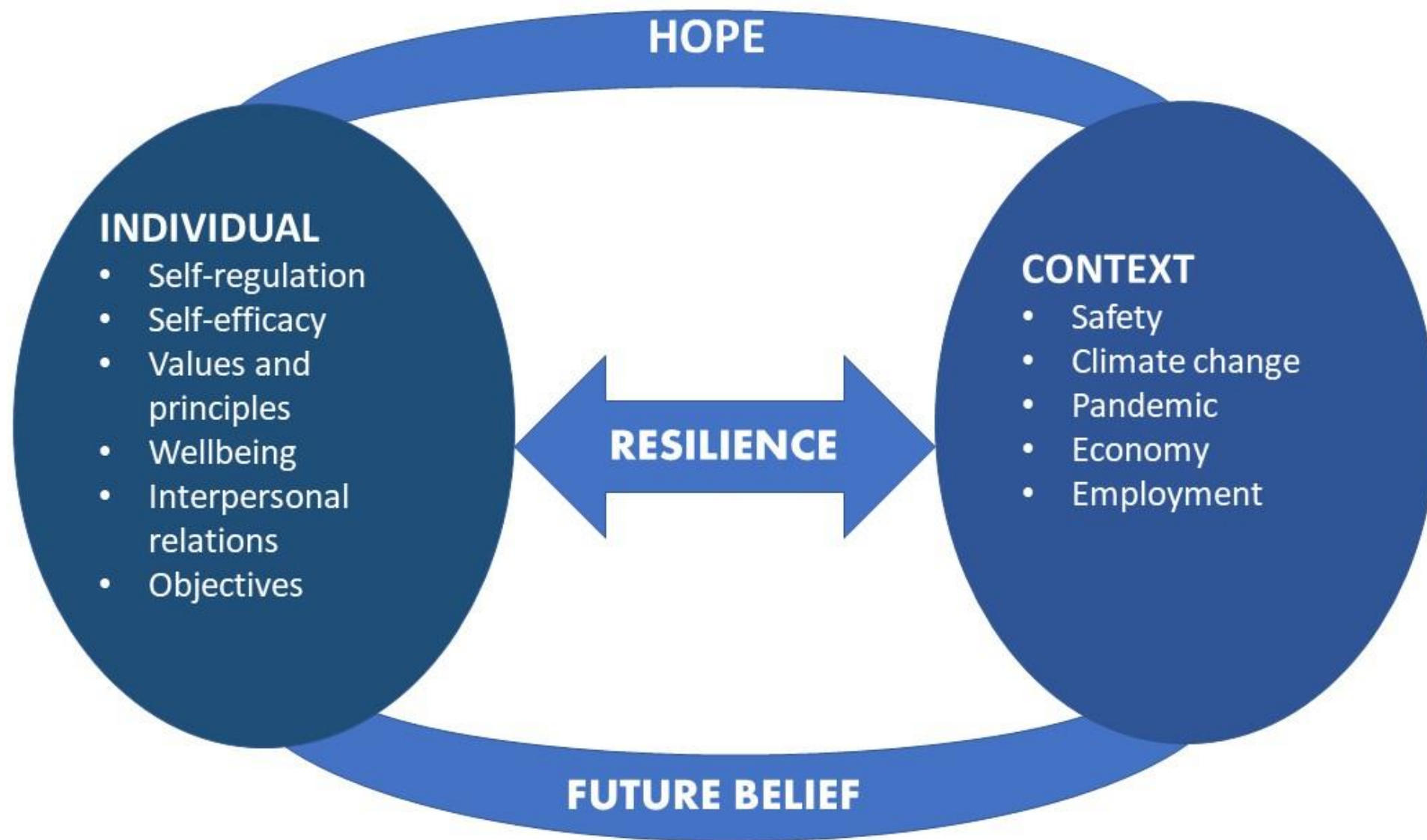
## RESULTS OF TOTEEMI RESEARCH PROJECT:

- 20 % thought that life had no meaning or direction
- 40 % felt depressed during the past semester
- 31 % felt being an outsider in a group setting
- 30 % said they felt themselves lonely
- 38 % stated that their studies have not proceeded according to their study plan



### **CONCLUSION:**

**1/3 of students has problems with their studies or in other aspects of life and the situation influences their studying.**



(Kasurinen 2019, 2022)

# CREAR- THE DIGITAL SERVICE AND SUPPORT NEED INDICATOR

**CREAR stands for** Career, Resilience, Education/Employment, Agency and Readiness.

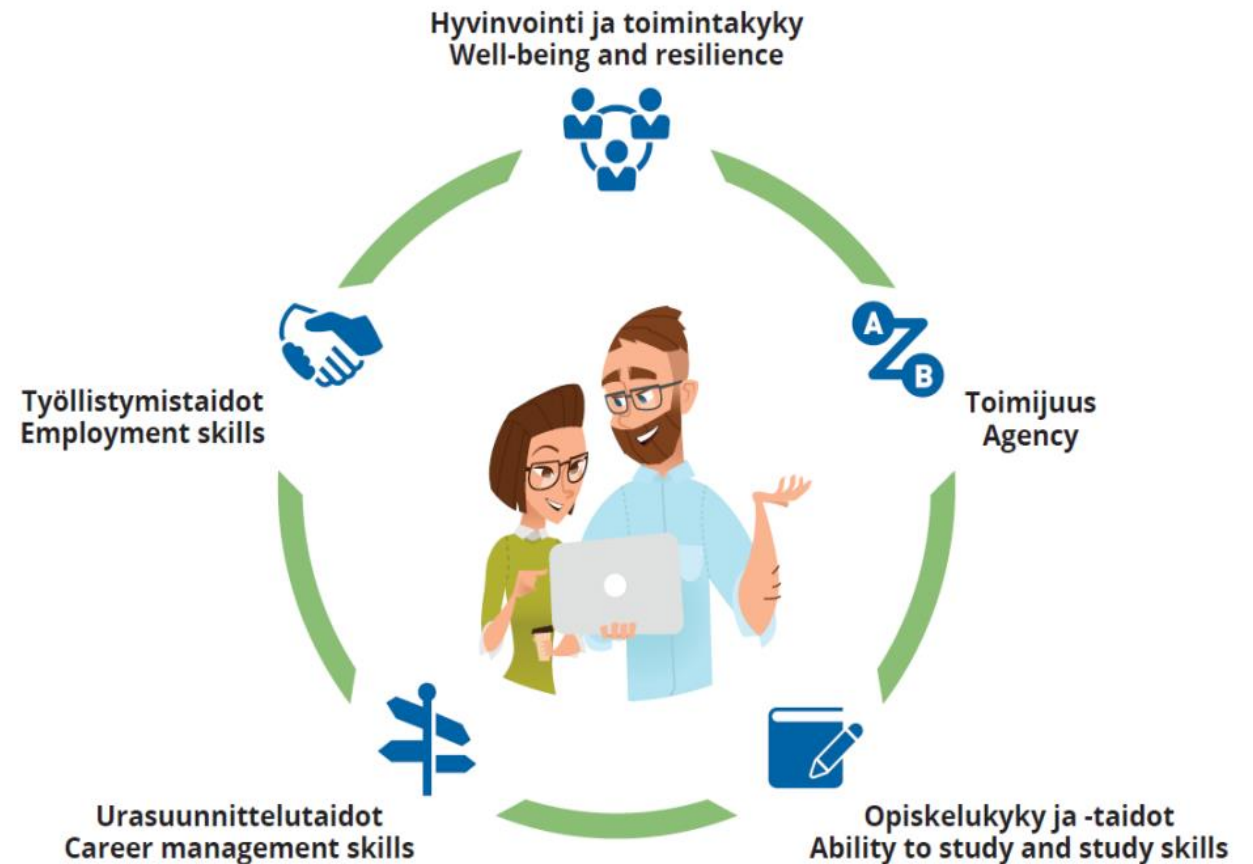
**The statements within CREAR** were chosen using factor analysis -> reliable series of questions in each dimension

## **CREAR Handbook in English**

<http://urn.fi/URN:ISBN:978-951-799-601-3>

**Try out the tool at** <https://crear.fi/>

**Language options:** Finnish, Swedish, English and Finnish plain language.



## WELL-BEING

SOCIAL INTERACTION



Are social situations challenging for you? Do not stay alone. If you feel lonely or left out, do not hesitate to discuss about it.

Is something bothering you? At your educational institution you are supported by your counsellor or welfare officer. They are always ready to help you. By discussing with reliable people, you can diminish your burden.

OVERALL WELL-BEING



## EMPLOYMENT

WORKING-LIFE SKILLS



Working-life is not always easy, because diverse skills are required. You can always practise those skills. Discuss with an expert at your educational institution and ask for tips to improve your skills.

Is job seeking challenging for you? Even the most experienced may find it difficult to evaluate and document their competences. If you need guidance and counselling in job search, do get in touch with experts at your educational institution.

JOB-SEEKING SKILLS



# CREAR USER RESULTS

## TIME MANAGEMENT AND PLANNING

TIME MANAGEMENT



WORKING IN NEW SITUATIONS



SELF-CONFIDENCE AND DECISION MAKING



Do you feel that you are in a hurry all the time? Examining your own life situation can improve your time management skills. You can consider, for example, how you are using your time.

You get boldly into new situations and adapt well to changes. You are self-regulated, and making independent decisions is not difficult for you.

You trust in yourself and your abilities to accomplish your plans. You can make independent decisions.

## STUDYING

ACQUIRING INFORMATION



You are able to utilise different sources of information and capable of recognising reliable ones.

Does studying feel tiresome every now and then? It is possible to develop your study skills. You will find useful links at the end of this page.

STUDY SKILLS



## CAREER MANAGEMENT

CAREER MANAGEMENT



Is planning your future difficult? Finding your own path takes time. You can develop your career management skills. Do not hesitate to talk to experts at your educational institution.

# CREAR PILOTING AND RESEARCH

**A qualitative study interested in three main research tasks was conducted:**

- how are guidance processes evaluated in practice?
- how can CREAR be utilised in assessing the effectuality of guidance processes?
- how guidance practitioners assess their own competences?

**A conversational guide with three themes grouped into multiple questions was used at the interviews.**

- Part 1: Experience in using the CREAR tool with clients.
- Part 2: Guidance and counselling skills and professional development needs.
- Part 3: Organisation of guidance and support services, including monitoring, evaluation and reporting.

Altogether **25 semi-structured thematic one-to-one interviews** with staff members of VET institutions, adult and higher education, and public employment services were conducted.

# FINDINGS 1

## **1. User voice not necessarily loud or present enough to be heard and acknowledged appropriately**

### **Guidance practitioners tend to**

- give too little attention to the initial stage of the guidance process -> lack of focus and goal orientation -> not optimal for the client.
- justifications: client known from previous occasions, not enough time (too many clients), not professional expertise in what certain types of clients need.

### **Clients are**

- not sufficiently informed about what career guidance is
- rarely given a clear overview of the overall guidance process
- not encouraged to be active and engaged agents in the process
- rely on the expertise of guidance practitioners and view them as authority figures in charge of the process.
- not given enough space to influence the flow of the process and be well heard therein.

# FINDINGS 2

## 2. Lack of systematic evaluation and poorly defined multi-professional cooperation challenge the quality of individual guidance processes

### Guidance practitioners

- were not able to describe any systematic and comprehensive evaluation mechanisms
- had irregular cycles of collecting qualitative/quantitative data for various purposes from diverse sources -> disability to utilise information efficiently in guidance processes.
- relied on their '*gut feeling*' and '*this is how things always have been done*' instead of employing up-to-date data from established proper systematic evaluation procedures.

### Clients can be adversely affected because

- the roles and responsibilities between different professionals involved in the individual guidance process are not transparent and clearly defined.
  - multi-professional and cross-sectoral cooperation happens more *ad hoc* and *case-by-case* instead of clear protocols
- > for the above reasons clients may not get the right type of a service meeting their needs



# FINDINGS 3

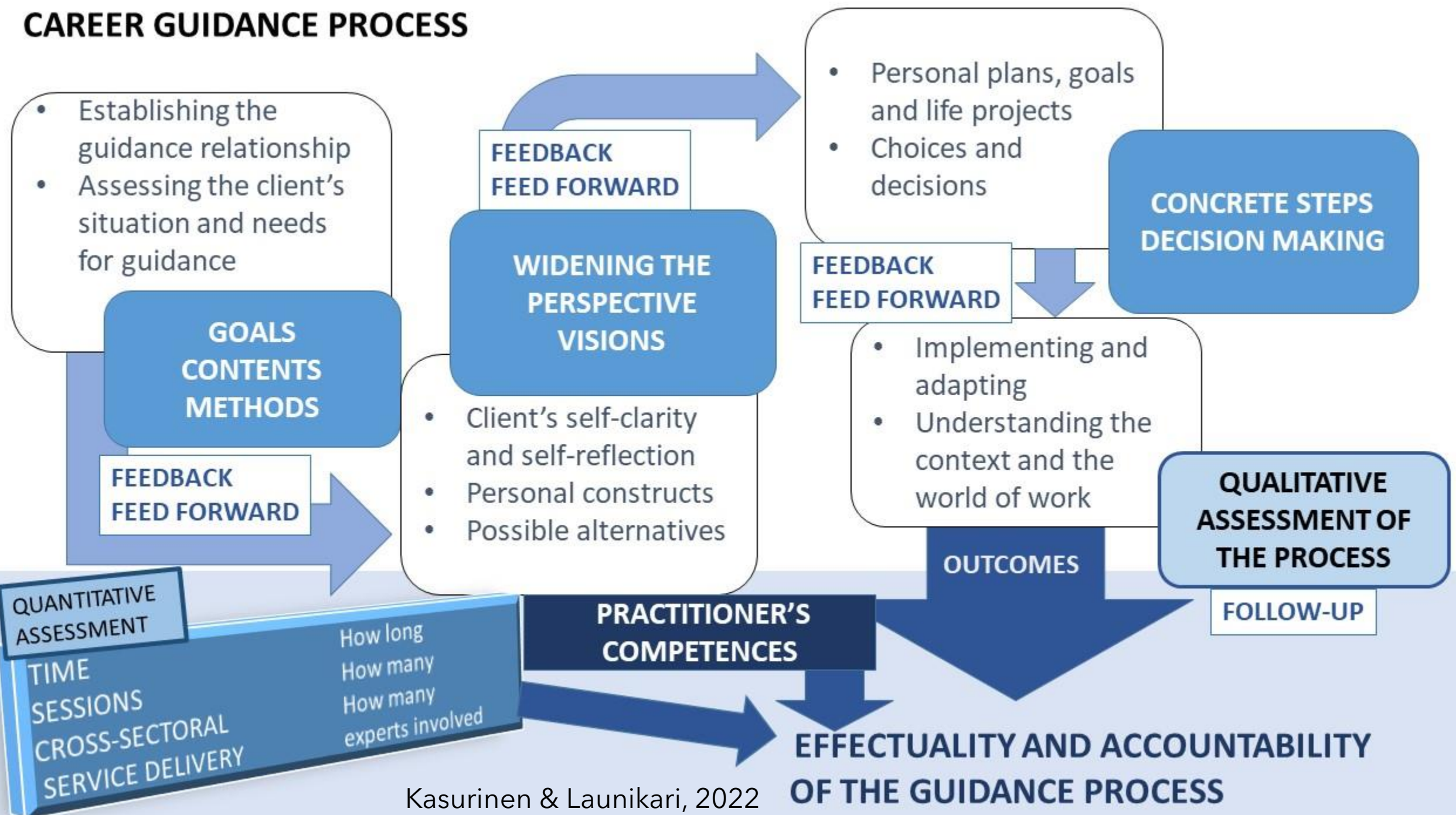
## 3. Guidance practitioners lack critical self-reflection of their professional performance

### Guidance practitioners

- do not give much thought and attention to the actual quality and impact of their work.
- regularly refer to their administratively heavy and constantly growing workload (e.g. number of clients on the rise) that does not allow them to properly reflect on their performance and keep up with their own professional development.
- use routine-based service delivery models where quantity of clients overrides quality of the actual guidance process.
- are 'victims' of weak monitoring and evaluation of their performance as currently tools and indicators are not systematically used.
- often rely on assumptions rather than on facts of the actual client situation.

**Client feedback rarely collected** and used as a basis for improving the service provision.

# CAREER GUIDANCE PROCESS



Kasurinen, H. & Launikari, M. 2022.

**Towards more effective career guidance processes: the CREAR digital tool improving client-oriented interventions.**

In Towards European standards for monitoring and evaluation of lifelong guidance systems and services (vol 1). EU Cedefop working paper series – No 9/March 2022.

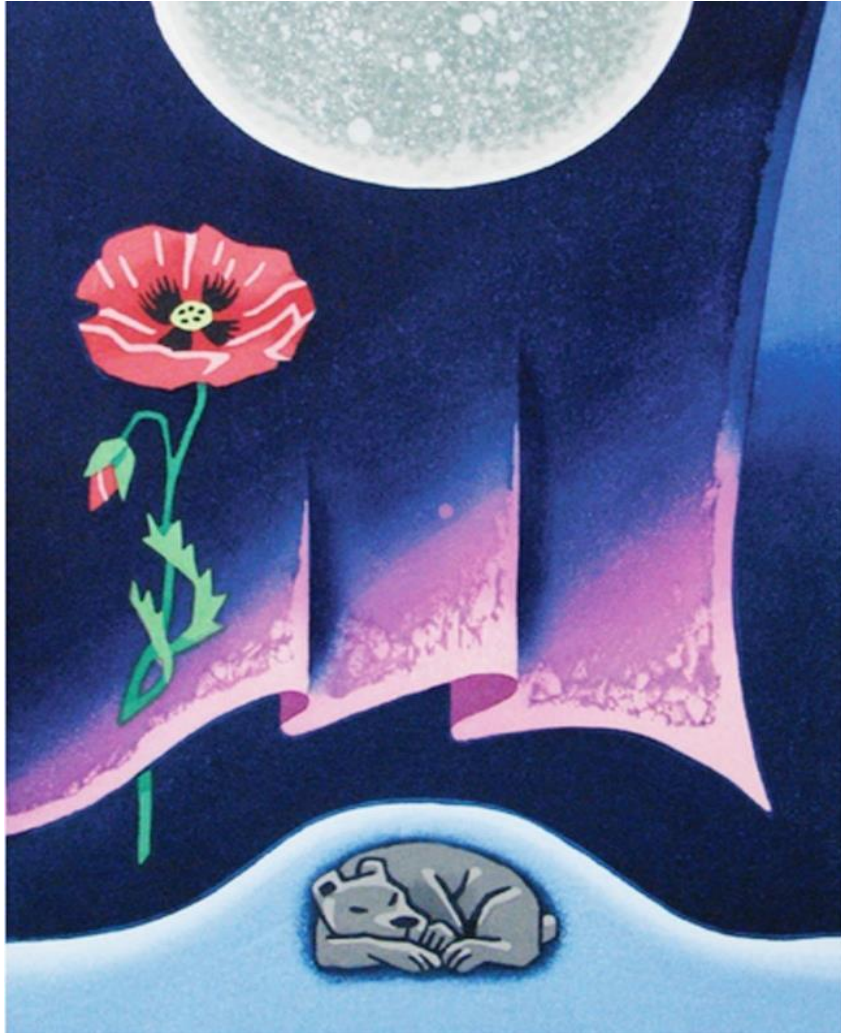
[https://www.cedefop.europa.eu/files/6209\\_en\\_0.pdf](https://www.cedefop.europa.eu/files/6209_en_0.pdf)

Working paper series

No 9 / March 2022

**TOWARDS EUROPEAN STANDARDS  
FOR MONITORING AND  
EVALUATION OF LIFELONG  
GUIDANCE SYSTEMS  
AND SERVICES (VOL. I)**





Tuula Moilanen - Blooming sky II,  
2017

**Σας ευχαριστώ πάρα πολύ!**

I hope you did not fall asleep during my presentation like the bear in the painting seems to have done ;-)

**THANK YOU SO MUCH FOR YOUR  
ATTENTION AND INTEREST IN THE  
TOPICS PRESENTED!**

Wishing you all a pleasant autumn!

Stay positive and in good health!