

Green Guidance

Focusing on Green Educational and Career Pathways

euroguidance **österreich**

Euroguidance
Conference 2021
Vienna · 11 November 2021





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Preface

Peter Plant began his keynote address at the Euroguidance conference in Austria by asking what impact one's career choices have on sustainability. The 2021 symposium focused on green guidance – green educational and career pathways.

Green guidance lends an additional perspective to one's choice of profession: The existential threats represented by climate change are also increasingly influencing people's educational and career choices. In his keynote speech, Peter Plant identified a paradigm shift in educational and career counselling and stated that green guidance is becoming a central aspect in career decisions characterised by a greater degree of personal commitment, social involvement, and meaningfulness. He said that green guidance is attaining a central role in relation to globalisation and the issue of social justice, because environmental matters and sustainability concerns know no boundaries.

It was a coincidence, but nevertheless very fitting, that the 2021 Austrian Euroguidance conference was held at the same time as the decisive final stage of the climate summit in Glasgow. Green guidance provides stimuli needed to design greener and eco-friendlier futures. Simultaneously, the event occurred in harmony with the objectives of the new 2021–2027 ERASMUS+ programme, the European Green Deal, and the European Skills Agenda, as pointed out by **Carin Dániel Ramírez-Schiller**, OeAD, in her opening address.

On the road to greener career guidance in Europe

The topic of green guidance was first mentioned by Peter Plant some 25 years ago, and has entered into the discourse and practice in the field of career counselling during the last few years, with Ireland being one step ahead of most European countries in this regard. In her specialist lecture, **Jennifer McKenzie**, director of NCGE in Ireland, outlined how the Irish national Lifelong Guidance Forum implements the idea of lifelong counselling in order to promote sustainable development and social transformation.

Three representatives from Austria – **Wolfgang Bliem** from ibw Austria – Research and Development in VET, **Margit Helene Meister** from the Department of Environmental and Energy Management of the Province of Lower Austria, and **Rosemarie Pichler** from Bildungsberatung Niederösterreich (Educational Guidance Lower Austria) – then jointly presented the regional initiative Green Jobs for You. This initiative places special emphasis on the development of green guidance, in particular for people in the process of changing careers.

Insights into green jobs and into young people's interest for this topic and their understanding of it were provided by **Anthony Mann** from OECD, who stated that many young people all around the world who care about climate change often have the feeling that they cannot make a difference. In his lecture, he also explained which aspects surveys have shown to be especially effective for career counselling in relation to green guidance.



More than 140 participants attended the conference, which was held online due to the coronavirus pandemic. After the keynote speeches, participants had an opportunity to network and interact in workshops with experts from Austria, the Czech Republic, Iceland, Ireland, and Switzerland.

As the Euroguidance centre in Austria, the OeAD wishes to thank all of the speakers and participants from more than 24 countries who contributed towards the success of the conference.

The OeAD would like to express a special thank you to **Gerhard Krötzl**, who provided extremely valuable specialist assistance to Euroguidance Austria for more than 20 years as head of the department of school psychology and career guidance at the Federal Ministry of Education, Science, and Research as well as in his role as coordinator of the national Lifelong Guidance Forum (LLG). We thank him for all his achievements.

We hope that these conference proceedings provide you not only with a comprehensive record of the 2021 Euroguidance symposium, but also with inspiration on how to make your future counselling activities greener.

Carin Dániel Ramírez-Schiller
Eva Baloch-Kaloianov
Susanne Krischanitz
Arabella Seits

Utopia revisited: Green Guidance

Utopians have visions for a better society, often with a view to social justice and equality. Some utopians have focused, more specifically, on career development and career guidance.

Introduction

Utopian visions play an important underlying role in career guidance and career development. Utopias are never fully unfolded, but they set out a direction, a vision, often articulated by a small, dedicated group of people. One well-known utopian with a view to career development was Frank Parsons, but there are many others, as demonstrated below, each with their particular contribution.

The flip side of the Utopia is Dystopia. The fine line between the two has been demonstrated, repeatedly, in fictional literature and films: Orwell's 1984, Huxley's Brave new World, Atwood's The Handmaid's Tale, and The Truman Show, just to mention of few from modern times. This contribution will not venture further into this maze: there are plenty of dystopias, in reality as well as in fiction.

Earlier, on a more positive note, in his famous book Utopia, Thomas More (1516) suggested that every citizen must learn farming, and at least one of the other essential trades: weaving, carpentry, metalwork, and masonry. Unemployment is eradicated: all able-bodied citizens must work. Working hours are six hours a day; many willingly work for longer. And lifelong learning is pivotal as all citizens are encouraged to take part in learning in their leisure time. This is More's vision of career development, aligned with his focus on social justice. 500 years later Utopia for realists by Bregman (2017), calls for a re-orientation in terms of work and wages, (re)introducing the concept of a basic citizens' income, as does Guy Standing (2011) with a special view to the Precariat. In my home country, Denmark, similar visions of a just and balanced society including a basic citizens' income, were forwarded by Meyer, Helweg & Sørensen (1981), proclaiming the Revolt from the Center, thus venturing into career development in their analysis that decent work, education, and training would hugely benefit from a basic citizens' income.

*Career Guidance is asking the simple question:
"What is the impact of your career choice in terms of sustainability?"*

Key note presentation © Peter Plant

Parsons et al

Such visionaries have often indirectly dealt with career development, or directly, as did Frank Parsons (1909). His visions reached far beyond career guidance/counselling itself. Based on 'Christianity and brotherly love', his societal vision was Mutualism (Parsons, 1894): he advocated for a balanced, just, and peaceful society. In the career development field he is best known for his three-step matching approach to career guidance. This method resonated with the growing interest in scientific approaches to psychology during this period, including psychometrics. Parsons has been viewed as the Father of career guidance and counselling, but other reformers had dealt with this question, earlier. We will return to this point, below.

Back in Boston, the Civic Service House was opened in 1901, during a period of massive immigration. The North End of Boston, formerly crammed with Irish refugees of the mid-century potato famine, became the refuge of Eastern Europeans in the 1870s and Italians in the 1880s: immigrants made up more than 75% of Boston's population. They lived in grimy tenement houses: whole families in a single room without sanitary facilities, working 10-12 hours a day, 6 days a week, in sweatshop factories, and in dangerous building trades, as noted by Zytowski (2001).

Parsons and others in the Progressive Movement saw this as a waste of resources and as a societal plight. With this backdrop, a workers' institute was established, i.Voe. a continuing education center: the 'Breadwinner's Institute', renamed the 'Vocational Bureau of the Civic Service House' in 1908. It was privately funded, and its purpose was 'to aid young people in choosing an occupation, preparing themselves for it, finding an opening in the chosen field, and building up a career of efficiency and success.' Parsons worked at the Bureau less than a year, and wrote *Choosing a Vocation* (Parsons, 1909), published after his death. Several scholars have dealt with Parsons' life and influence on career guidance, including Mann (1950), Davis (1969), Gummere (1988), Jones (1994), Zytowski (2001), and Pope & Sveinsdottir (2005), some of whom viewed Parsons as a 'prophet', or as a 'crusader', no less.

„Vocophers“

Parsons, however, was not the first to advance a notion of career guidance/vocational counselling. One of his predecessors was Lysander Richards, who published *Vocophy, The New Profession* (Richards, 1881): vocophers, i.e. vocational counsellors, career development facilitators, were to be the new profession. Aligned with this, Parsons sketched a training program for counsellors to be taken up by the Boston YMCA alongside planning the Bureau. Its purpose was "to fit young men to become vocational counselors and manage vocation bureaus in connection with YMCAs, schools, colleges and universities, and public systems, associations and businesses." Parsons died before these plans could be implemented. However, by 1909, teachers from each of Boston's 117 elementary and vocational schools were trained in vocational counseling. Topics included principles and methods of guidance, and occupational information. Several local progressive groups developed plans for placement services which, hopefully, would have a positive impact on juvenile delinquency. In short, Parsons was part of a broad progressive movement, as noted by Zytowski (2001). According to Herschenson (2006), many other people played an important role in the realization of the vision for better career guidance: Pauline Agassiz Shaw (financial support), Meyer Bloomfield (provided the venue for and subsequent direction of the Vocation Bureau), and Ralph Albertson (preparation of Parsons' s manuscript for posthumous publication).

Moreover, generations before the US-based Progressive Movement, both Robert Owen (1771-1858, Wales/Scotland), and Charles Fourier (1772-1837, France) had formulated societal utopian visions which included elements of career development. They were labelled, rather dismissingly, Utopian Socialists by their opponents, one of which, incidentally, was Karl Marx. Many other spiritual and social leaders could deserve mentioning. Below, however, with relation to career development in particular, we will limit ourselves to explore some of the visions of Owen and Fourier.

Robert Owen

Robert Owen, manufacturer and societal reformer, is viewed as one of the most influential early 19th-century advocates of utopian socialism. One of his main points was the importance of educating the workers as an integral part of the social and industrial welfare programs in New Lanark Mills in Lanarkshire, Scotland. This was one of several such demonstration projects, which all had built-in elements of career development. Thus, Owen's vision was for "New Moral World" of happiness, enlightenment, and prosperity through education, science, technology, communal living, and decent work. Owen envisioned that his utopian community would create a "superior social, intellectual and physical environment" based on his ideals of social reform (Owen, 1813). Owen also sponsored other experimental utopian communities, including New Harmony, Indiana, USA. Robert Owen's son Robert Dale Owen (1801-1877), joined by other siblings of Robert Owen, managed the day-to-day operation of this settlement, and he published widely on these matters, co-editing the *New-Harmony Gazette* along with Frances Wright (1795-1852), one of the few female activists in this field. Emancipation and social justice were pivotal concepts in these endeavors: career development, enlightenment, decent jobs, and healthy living conditions were seen as complementary aspects of emancipation and of social justice, for both men and women.

The New Harmony utopian community dissolved in 1827, but a string of Owenite communities in the United States emerged during the second half of the 1820s: between 1825 and 1830 more than a dozen such colonies were established in the United States, inspired by the ideas of Robert Owen. This movement antedated similar initiatives, inspired by Charles Fourier.

Charles Fourier

Fourier saw work as passion (Fourier, 1848). This was radical idea in the early days of industrialization, in particular for workers. In his ideal world, jobs were vocations, and thus based on the interests and desires of the individual. There were incentives: unpleasant jobs would receive higher salaries, but, overall, mutual concern and cooperation were the pillars of societal success. He was obsessed with numbers: he believed that there were twelve common passions which resulted in 810 types of character, so the ideal phalanx would be a group of 1620 people, supplementing each other's talents and passions. He even designed such Phalansteres, i.e. buildings which would be the concrete framework for a just distribution of products according to need; for assignment of functions according to individual faculties and inclinations; for constant change of functions and tasks, and for short working hours. Long working hours would take the passion out of work, as we well know. Career development was built into the variations of tasks, driven by passion, and thus a pivotal factor in terms of emancipation and of social justice, for both men and women. Fourier, incidentally, is credited for coining the idiom feminism.

Interestingly, and focusing again on the USA, Fourier's social views inspired a whole movement of intentional communities, as did Owen. One, in Ohio, was in fact called Utopia; they were to be found all over the USA. Indeed, modern times' Intentional Communities, of which there are thousands all over the world, may be seen as a further development of

Fourier's inspiration. Some of his ideas have thus become mainstream; others failed, for instance his vision that one day there would be six million Phalansteres loosely ruled by a world Omniarch or a World Congress of Phalanxes (Beecher, 1986).

Fall and rise

Did they fail, as Utopias tend to do? In some sense, the short answer is yes: the Owenites and most Fourier-inspired initiatives faded away after a few years of existence. Parsons' vision of Mutualism was never realised. But before they are dismissed as irrelevant shadows from the past, let us revisit some of their visions: emancipation, decent work, varied tasks, healthy living conditions, general education, free health services, gender equality, social justice. Such issues resonate with declarations of human rights, with goals of trade unions, with welfare policies, and with career guidance (IAEVG, 2017). Once they were viewed as extreme and radical: now, particularly in welfare states, these ideas are mainstream. They did not come about by the efforts of singular (wo)men: they are the result of combined struggles. We all stand on the shoulders of others, and we are nowhere the End of History (Fukuyama, 1989): new Utopias are under way, green ones.

Thomas More (1477-1535) told of a 'utopia', i.e. a perfect imaginary world, drawing upon the Greek ou-topos meaning 'no place' or 'nowhere'. It was a pun: the almost identical Greek word eu-topos means 'a good place'. Thus, utopian ideas have nowhere to go, or, on the contrary, they can find a place everywhere. This, too, is the case of new, perhaps not any longer so vastly utopian, visions of Green Guidance, i.e. sustainable career development. The author of these lines has been an advocate for such ideas over the last 25 years. Initially, Green Guidance and its emphasis on the environmental/sustainability impact of career choices was seen as radical, somewhat far-fetched, and, in short, utopian. Since then, gradually, sustainability has been accepted

as an important and virtually mainstream concept, to a degree where, for example, Irish education across sectors cover sustainability as a pivotal component, including career education (NCGE (2021), and the United Nations have adopted the, by now, well-known 17 Goals of Sustainable Development (UN, 2015). These two examples, as part of programmes in many countries on ESD (Education for Sustainable Development) as promoted by Unesco (2018), point to the important links between social justice and sustainable career development. In this context, Green Guidance has moved from a marginal and extreme position to being a vital and, increasingly, mainstream component in developing the concept of future sustainable career development. This vision has been promoted by a number of scholars, notably Barham & Hall (1996); Di Fabio & Bucci (2016); Dimsits (2019); O'Donohoe (2020); Maggi (2019); NCGE (2009); NCGE (2021); Packer (2019); Plant (1996; 1999; 2003; 2007a; 2007b; 2008; 2014a; 2014b; 2015; 2020a; 2020b); Pouyaud & Guichard (2018); and Roe (2020). On a more analytical note, introducing four aspects in terms of sustainable career development and career guidance, Packer

(2019) has developed a 4-field analysis model to distinguish between Light Green and Dark Green approaches, based on Watts (1996), thus differentiating between Radical, Progressive, Conservative, and Liberal approaches, and their respective practical consequences in terms of green guidance practices.

In doing so, Packer (2019) helps to distinguish between 'light green' measures within the present society, versus a deeper, 'dark green' approach to rearrange societal structures. In these terms, Dobson (2007) makes a distinction between environmentalism and ecologism. Environmentalism 'argues for a managerial approach to environmental problems, secure in the belief that they can be solved without fundamental changes in present values or patterns of production and consumption' (ibid, p 2). Environmental approaches, in this view, would be seen as socio-politically conservative or liberal. Ecologism on the other hand, 'holds that a sustainable and fulfilling existence presupposes radical changes in our relationship with the non-human natural world, and in our mode of social and political life' (ibid, p 3).

Socio-political ideologies of green careers education and guidance. Adapted from Watts (1996) and Dobson (2007) Presentation ©Peter Plant

	Focus on society	Focus on individual
Focus on change DARK GREEN (Ecologism)	RADICAL (social change) MANTRA: "We must change oppressive structures and systems that perpetuate social and environmental injustices." In careers practice this might look like: helping individuals to see social and environmental challenges as group – rather than just individual – challenges, e.g. through green critical pedagogy.	PROGRESSIVE (individual change) MANTRA: "We must empower individuals to move beyond limiting structures." In careers practice this might look like: encouraging and empowering individuals to make individual career choices that take ecological wellbeing into account.
Focus on status quo LIGHT GREEN (Environmentalism)	CONSERVATIVE (social control) MANTRA: "We must help people to develop sustainability literacy skills so that they can adapt to the needs of the labour market." In careers practice this might look like: acting as a "gatekeeper", assisting individuals to develop their skillset/ attributes for a greener economy.	LIBERAL (non-directive) MANTRA: "We must provide equal opportunities for individuals who are environmentally-minded." In careers practice this might look like: helping individuals who are environmentally-minded to make career choices in line with their personal values and skillset.

Thus, ecologism is politically radical in nature. With this backdrop, the question remains whether Green Guidance should go Dark Green or Light Green? Thunberg (2019) would not be in doubt: radical approaches are required. In a broader educational perspective, several scholars and organisations have dealt with environmental education (e.g. UNESCO, 2018), or from a sociological perspective in terms of developing Citizen Green (e.g. Mason, 2013). This points to the need for developing Green Career Education, as noted in examples from Canada, where climate changes and career education programs take their departure from the voices of children. On this basis Maggi (2019, p. 3) concludes that:

» 'Students would learn about the careers of their own interest, the role that such work would play in the bigger picture of planetary health, and they would be counselled to reflect on how their professional choices could make this planet healthier.'

Conclusions & perspectives: Green guidance and social justice

There is a growing awareness of the clash between senseless economic growth, and environmental/sustainability concerns (Plant, 2020a). Whereas economic growth in the narrow sense used to be the solution within a capitalistic mindset, it now creates as many problems. Jobless growth, a deterioration of the natural resources, and the undermining of workers' rights and wages: these are some of the present predicaments. Globalisation in terms of global trade with its long-distance transport to/from low-wage areas adds to the problem, as does mindless tourism, and industrialised farming and fishing, just to mention a few. In this situation, guidance must become part of the solution, rather than the problem. Social justice and career guidance are interdependent, and, though obviously embedded in social structures, even more

profoundly linked to sustainability issues. In these terms, an important link between social justice and Green Guidance is established. This aligns with Irving & Malik (2005) who argue that career choices, individual as they may be, have implications beyond the individual, as they are linked to wider societal issues. Similarly, Hooley, Sultana & Thomsen (2018; 2019) take the social justice discourse further in terms of criticising neo-liberalism: without increased sustainability these will be no social justice. Green Guidance, environmental issues, climate changes, and social justice are critically interlinked. Ecojustice has been introduced to the career guidance field by Irving & Malik-Liévano (2019) to capture the links and tensions between environmental concerns and social justice issues.

Green Guidance moves career-decisions centre stage, to a higher note of personal commitment, societal involvement, and meaningfulness. In relation to globalisation, and to social justice, it places guidance in a central global position: environmental issues and sustainability concerns know no boundaries (Hulot, 2006; Monbiot, 2006; Stern, 2006). This is why it is so urgent that guidance workers and scholars make their contribution towards green changes, green career development, and a sustainable future: Green Guidance. Now, how utopian is that.

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Professor Dr. Peter Plant has worked in the field of career education and counselling since 1974 in schools, higher education institutions, and in the employment service in Denmark. He has worked as a researcher in many European projects on guidance, as a consultant to the EU-Commission, and to the European Lifelong Guidance Policy Network (ELGPN), and held various advisory positions – often as a visiting professor – in numerous countries. His latest assignment was his professorship at the University of South-East Norway. He and his wife run an ecological farm, a local farmers' market, and a small booktown, recycling second hand books.

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Green jobs and green guidance in an international context

Green Jobs?

The definitions and explanations for green jobs are often relatively broad and therefore allow room for interpretation as well as development opportunities for a great number of professions and activities.

According to an EU definition, green jobs are "... those that, irrespective of which sector they are in – be it manufacturing, technology, or services – minimize environmental damage and preserve natural resources." While a purely statistical approach requires the classification of jobs/ activities as green jobs to be as accurate as possible, from a practical point of view – and thus also from a guidance perspective – they are greatly dependent on the situation and context. Even Peter Plant, during his keynote speech at the Austrian Euroguidance conference, expressed that in essence any job can be a "green job" if it is situated within the appropriate context. However, this is not a question of personal points of view, but rather of their actual contribution towards environmental protection, sustainability, conserving resources, and energy efficiency. Besides this, professions and activities are continuously evolving. A profession that is considered as conventional today could be viewed as a green job tomorrow.

The International Labour Organisation (ILO) incorporates an important aspect for guidance purposes into its definition: green jobs are also decent jobs. This means that green jobs are closely associated with good, skilled work. Even though this needs to be examined critically in reality, it is a significant attractive feature with regard to green guidance, and therefore makes green jobs and their associated qualifications more appealing, especially to young people.

More and more green jobs

While the topic of green guidance has not been as widespread in Austria as it has been in, for instance, Scandinavian countries, green professions and green skills have played a role for quite some time in the discussions around the labour market and qualifications. However, environmental protection and the conservation of resources are frequently viewed as contradictory to job creation and job security. Already in the early 1970s, when the Club of Rome began to question the growth paradigm, there were soon loud warnings that environmental protection would threaten jobs. These warnings can still be heard today, for instance when drastic measures need to be implemented in the fight against the climate-change crisis.

The opportunities for employment growth in connection with green jobs were only recognised very slowly. Green jobs experienced a first high as a potential driving force for the labour market from 2010 onwards, in the middle of the economic and financial crisis. Consequently, 100.000 new green jobs were projected by 2020 in the Austrian master plan for green jobs. At roughly the same time, experts in the workshops of the AMS New Skills project identified green skills as significant future competences.

Why now?

Even though the subject of green jobs disappeared into the background of public perception for a while, the increasing, noticeable changes in the climate as well as international initiatives such as the European Green Deal have brought it back into people's awareness again. Figure 1 provides an overview of several factors that serve to illustrate why the "environmentalisation of labour and professions" – and hence the topic of green jobs – might have a more sustained effect this time around than in the past.

Wolfgang Bliem has been active in development and research at ibw Austria – Research and Development in VET with a focus on educational and job data as well as qualification needs since 2004. Besides this, he also works on these topics as a teacher and lecturer, including for the Federal Institute for Adult Education (bifeb), for teacher training colleges, and at the University for Continuing Education Krems in the master's degree programme for educational and career counselling.

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FIGURE 1: Why now?
Presentation©Wolfgang Bliem





FIGURE 2:
Green Deal –
Benefits
Presentation@EC

At the same time, new training and further education offers for green technologies, working methods, and materials – also for spreading environmental awareness – have been created in recent years at all levels of qualification. This also increases the significance of green guidance.

Strategic developments and initiatives at the international level

The foundation and framework for this development is formed on a strategic level by international programmes, initiatives, and target agreements, such as the European Green Deal and the objectives of the United Nations Sustainable Development Goals (UN SDGs). Even though no separate measures on green jobs or green guidance are mentioned in the planning, development, and steps of the Green Deal, their relevance can be deduced indirectly via other measures, targets, and the expected outcomes illustrated in Figure 2.

Furthermore, it can be deduced from the UN SDGs that sustainability is not only a topic concerning environmental protection, but that it represents a complex causal network involving a variety of factors and targets which affect each other and ultimately also make green guidance a multifaceted challenge.



by Margit Helene Meister



Jobs for the future – green jobs and their contribution towards achieving climate targets

The so-called green jobs are not new professions. Some 40,000 people already have such jobs in the Austrian federal province of Lower Austria. However, in order to reach the climate targets for 2030 set by the provincial government, many more highly educated professionals will be needed, above all in the areas of ecological construction, HVACR (Heating, ventilation, air conditioning and refrigeration) engineering and energy technology, as well as sustainable entrepreneurship. According to our understanding, green jobs contribute significantly towards the conservation of resources, the energy transition, and towards ensuring that the environment remains intact, as well as to sustainable living and working, and thus to the accompanying social transformation. Taken as a whole, they make a vital contribution towards implementing the 353 measures from the climate and energy programme for 2030, which already have to be achieved over the next five years.

We can illustrate this using the example of future-oriented climate-neutral buildings: In the case of new buildings, ecological building materials – preferably renewable resources such as wood – must be utilised (even in large-scale residential construction projects). Environmentally friendly thermal insulation is an absolute must. Heat and electricity should be provided by renewable energy sources. Power-consuming air conditioners should not be used for the increasingly important cooling of rooms in summer; instead, the greening of buildings and roofs shall ensure a more comfortable living environment. This incomplete list already shows how many specialisations and new knowledge

are required in individual professions – from builders and architects to electricians, plumbers, structural engineers, and, finally, gardeners for the facades and roofs. New, young, highly educated or yet to be trained, motivated employees are urgently required in these various fields of business.

Youth studies such as the Lower Austrian study “Jugendreport Klima, Energie & Natur”¹⁾ on the climate, environment, and nature as well as the survey by the research agency Institut für Jugendkulturforschung commissioned by SOS Kinderdorf²⁾, both conducted in the year 2020, show that three out of four youths are concerned about climate change and pollution. There is also a fundamental willingness to become actively involved in climate protection. It is the younger generation, in particular, who want to be environmentally conscious not only in their private lives, but also at their place of work when carrying out their professions. They wish to work for enterprises that do business in an environmentally sustainable manner and that are working towards a better future for us all. However, when choosing a career in the green job market, there is often a lack of knowledge about the great variety of possibilities that are available.

The **Green Jobs for You** initiative in Lower Austria seeks to correct this. Its online platform at www.greenjobs-noe.at serves to raise awareness, motivate, and inform. The site not only introduces the entire range of technical green jobs – such as wind turbine engineers, waste disposal engineers, HVACR technicians, and bicycle mechatronics engineers – but also professions such as designers of gardens and



Green jobs for you © Struktiv KG, edited by Bildungsberatung Niederösterreich

green spaces, eco-designers, and experts in green finance. Besides listing around 100 green jobs at present, the new online platform also highlights more than 120 green companies together with their environmental certificates and training opportunities. A total of 15 universities and universities of applied sciences offering around 35 courses as well as more than 50 Colleges for Higher Vocational Education, most of which are based in Lower Austria, provide the high-quality education needed to work in green jobs. Lower Austrian Vocational Schools have also increasingly started to focus on these occupations recently.

The primary target group for this online platform are youths aged 13–16 years, i.e. in the phase of occupational orientation. Additionally, young adults are addressed as well as people currently looking to change careers and move into a more meaningful line of work. The design and content of the online platform are intended to appeal to youths. Therefore, short videos complement the very concise texts. Besides a promotional video, there are also videos about the individual professions and green companies. In order to make people aware of this online tool in the best possible manner, an important cooperation partner in the project – Jugendservice Ybbstal or JUSY – developed a workshop for pupils and for non-school-based youth services that can also be offered online. The next step in creating even greater awareness of the offerings and, above all, in reaching more potentially interested young people will be the further training of additional multipliers. Specifically, these will consist of employees from various youth facilities based in Lower Austria as well as educators who work as gui-

dance counsellors or educational advisors. Additional close cooperation partners for the project include the Bildungsberatung Niederösterreich (Educational Guidance Lower Austria) as well as ibw Austria – Research and Development in VET in the area of the online platform. Of course, such a project should not be developed without consulting important economic stakeholders. For this reason, a stakeholder dialogue was held with representatives of the Economic Chamber, ecoplus – the Business Agency of Lower Austria, and the Energy and Environment Agency. The Chamber of Agriculture was also included in the discussions. The cooperation partner representing the interests of schools is the Lower Austrian Board of Education.

In essence, the project has four main goals:

1. We would like to assist in reaching the targets defined in the Lower Austrian climate and energy programme for 2030 by means of this initiative.
2. We would like to make young people in the phase of occupational orientation aware of the multitude of green jobs and, in particular, to also motivate young women to embark on such a career.
3. We would like to help reduce the shortage of apprentices and skilled workers, particularly in technical fields.
4. We would like to convey the message to youths that green jobs have a future and are secure; that they can actively contribute towards protecting the environment, nature, and the climate in this way; and that they can work in a job that is meaningful and has an effect on the whole of society.

Dr. Margit Helene Meister is a biologist, has worked as a teacher, and was employed for 14 years as a researcher and educator at the University of Vienna. She has been responsible for the area of environmental education and education for sustainable development within the Office of the Government of Lower Austria since 2008. She coordinates a network of more than 80 organisations and institutions that are actively involved in the area of environmental protection, environmental education, and sustainability in Lower Austria.

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Educational Guidance Lower Austria makes first strides towards “green guidance”

Bildungsberatung Niederösterreich (Educational Guidance Lower Austria) is available for people aged 15–64 who have questions about education and careers. These may be straightforward questions such as “Is there funding for the further education courses that I wish to attend?” and important questions in connection with career changes, e.g. “Am I doing the job that I really wish to do?” or “What are my strengths and where can I put them into practice professionally?” Around 10,000 people turn to us every year for advice. The consultations take place face-to-face at more than 90 locations as well as online and via video, telephone and e-mail. Our roughly 30 counsellors have got their hands full as they attempt to solve the various issues in a manner that is oriented towards helping the customer, saving resources, and finding solutions. Lately, people are coming to us for advice seeking a more meaningful occupation as they aim for social or green professions. This trend has increased during the pandemic. This was also what motivated us to look more closely at the topics of green jobs and green guidance.

Fortunately, we have been working together with the Department of Environmental and Energy Management of the Province of Lower Austria on the project “Green Jobs for You” since January 2021. The objectives of this project are to motivate, inform, and raise awareness among young people. The target group is reached by means of workshops, a website and films. The core content was developed in the project and an intensive collaboration was initiated with schools, relevant businesses, and stakeholders. We subsequently made this knowledge available to our educational counsellors. In addition, we utilised the province-wide Lower Austrian counsellors meeting in autumn 2021 to exchange views on experiences in the field and to create a greater awareness for the topic of green guidance. There was considerable interest in this topic, so we compiled an information leaflet for counsellors as a basis for the counselling activities. The leaflet contains definitions, an overview of green professions and training offerings, and examples of jobs as well as useful links.

Furthermore, we made a number of plans and put our intentions into words as follows – in 6 aspects of green guidance:

- 1. Networking and collaboration with green stakeholders.** Here, we mean regular target-oriented networking meetings with NGOs, environmental organisations, chambers of commerce, politicians, local governments, etc. in which reciprocal knowledge transfer as well as joint event and project planning shall be made possible at various levels.



Counseling session © Bildungsberatung Niederösterreich

Dipl.-Ing.in Rosemarie Pichler is a qualified engineer, spatial planner and educator. She has worked in participatory regional development for many years and, since 2015, has headed Bildungsberatung Niederösterreich (Educational Guidance Lower Austria).

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2. **Networking with green businesses.** Practical responsibilities, needs, and challenges shall be examined with the help of increased networking with green businesses so that the relevant information can be incorporated into everyday counselling activities.
3. **Green guidance.** Customers shall be made aware of green educational and career paths, and motivated in this regard, in addition to being informed about professions as well as education, further training, and re-skilling opportunities. Educational counselors shall provide information about the effects that the selected professions have on the environment and thus contribute towards the decision-making process. Here, it is important to encourage the eradication of stereotypes, to expand horizons, and to think outside the box.
4. **Green strategies and ideas.** More green aspects shall be incorporated into the strategic development of counselling processes, especially into the guiding principles, quality development, and performance measurements.
5. **Green public relations.** Green careers and testimonials shall be presented more often, while a greater focus shall be placed on green businesses. Moreover, advertising material such as flyers and giveaways shall be made using less plastic, more fairly, and in a manner that saves resources and is more region-oriented.
6. **Making our own work greener.** Bildungsberatung NÖ depends greatly on the high mobility of its staff, who commute to 90 different locations spread throughout the province. Although we are still far from making these business trips possible by means of regional (electric) car sharing or public transport models and enabling customers to travel on foot or by means of public transport, the first steps have been made in this direction. The increased offer of video counselling can also make an important contribution here. Event management is a further aspect. Here, attention should be paid to ensure that venues can be reached via public transport and that the catering is regional, organic, and fair trade. A further intention is to purchase green office supplies and green office equipment. Here, well-thought-out recommendations from respected organisations are already being used.

Finally, I would like to emphasise that we are increasingly focusing on green guidance because we are convinced that the counselling process has an impact on individual career decisions and career paths, and that it can thus contribute towards the sustainable development of our society.

Exploring the role of Lifelong Guidance in sustainable development – an example from Ireland

In this article I outline what we have done in Ireland to start the conversation on Guidance for Sustainable Development.

Legislation & Definitions of Guidance in Ireland

So, to explain a little bit first, it's always important to go back to the definitions. What do we mean when we talk about guidance? When we talk about guidance in Ireland, we refer to a few different definitions. Our Government Education Act makes it a requirement that schools provide access to guidance so that students can make career and education choices. The Irish Department of Education requires that the guidance role has a three-pronged approach. Personal/Social, Careers and Education. So, the focus is on careers and education choices as well as personal decision making and learning about oneself. In 2007, our National Guidance Forum brought together stakeholders from education, employment, representative unions and various professional organisations amongst others to come to a national agreement on what we mean by guidance.

Government – Education Act (1998)

Section 9 A recognised school shall ... use its available resources to – (c) ensure that students have access to appropriate guidance to assist them in their educational and career choices

Guidance in Schools (DES, 2005)

“refers to a range of learning experiences provided in a developmental sequence, that assist students to develop self-management skills which will lead to effective choices and decisions about their lives. It encompasses the three separate, but interlinked, areas of personal and social development, educational guidance and career guidance”.

National Guidance Forum Report 2007

Guidance facilitates people throughout their lives to manage their own educational, training, occupational, personal, social and life choices so that they reach their full potential and contribute to the development of a better society.

NCGE – Who we are & What we do

The National Centre for Guidance and Education is an agency of the Department of Education. We also link to a newly formed government Department in Ireland, which is the Department of Further and Higher Education, Research, Innovation and Science. Our core role has been to promote the implementation of best practice for guidance in schools, and the “FET sector”, which would in the rest of Europe encompass the adult education and the vocational and educational (VET) training side of lifelong learning. Our role is to inform policy, to develop guidelines and support the development of practice. A core part of our role over the last 20 plus years has also been to engage with European policy and get involved in different transnational organizations. We have represented Ireland at the ELGPN, with CEDEFOP, and others. There we try to bring together the relevance of guidance theory, research, policy and practice to inform policy and to support practice. We host the Euroguidance Centre for Ireland, which is why it's always fantastic for us with our “Euroguidance” hat on to engage with our colleagues across Europe. We further host the National Forum on Guidance, which is how we began the conversation on ‘green guidance’ in Ireland.

NFG National Forum on Guidance

To explain then, our National Forum on Guidance (NFG) is an informal communication and cooperation facility bringing together the guidance community in Ireland. It includes people who deliver guidance and those in the universities who provide the training for guidance counselling. It also involves wider stakeholders, like education management organizations, union organizations, other government departments and NGOs who have a role in education, training, the labor market and in guidance delivery across those sectors. We have been running the NFG since 2011. So, 2021 was our ten-year anniversary of running those forum events.

While it's convened by the NCCE and developed and delivered by the NCGE, it is fully supported by the Irish Department of Education through funding, support and facilitation. In those days when we used to physically meet, we would convene in the Department of Education. Traditionally discussions focus on why guidance matters in the context of overarching policy and practice through reference to various and ongoing national and international strategic guidance developments. We have also introduced, from a European perspective, different EU agendas, such as the Skills Agenda and where guidance can fit in there. And as part of our role with the ELGPN, we have invited our ELGPN colleagues to present and seek feedback in relation to draft documents too. The approach has always been informal, remembering Ireland is a small country. However, a lot gets done in these discussions exactly because it's informal. It provides an opportunity for people to really explore and consider topics.

National Fora on Guidance 2020 and 2021 Promoting Sustainable Development and Change

Firstly, I would like to acknowledge the team approach to the National Forum on Guidance, while I might be the main speaker here, I'm now speaking for my entire team and to individually acknowledge our Communications Officer, David Cullen, who pulls together the forum and makes sure it all works. In deciding the topics, the entire team will look at what is going on – in the wider guidance system, in the wider economy, in the world generally and in guidance specifically. We will also look and analyze research in considering what topic we should bring to discussions.

Jennifer McKenzie was the Director of the Irish National Centre for Guidance in Education (NCGE) in 2010 until its closure in August 2022 following decisions at government level to restructure supports for guidance across education and training sectors. NCGE worked to inform policy and quality practice in Guidance in schools and the FET (VET) Sector and hosted the Euroguidance Centre for Ireland. Jennifer worked closely with colleagues in the EU Commission and international organisations on guidance policy and practice. She is a member of the Cedefop CareersNet Network for lifelong guidance and careers education. Jennifer is currently completing an Education Doctorate on Multicultural Career Guidance through Queen's University Belfast.

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In 2018 the Irish Department of Education published a 'National Strategy on Education for Sustainable Development'. NCGE's own strategic statement currently contains elements of sustainability in our goals, reflective of the overall United Nations sustainable development goals. Recently, a national 'Climate action and low carbon development amendment bill' was passed. So, there's a lot happening in our country in this topic. Reflective of what I said earlier that Fora "make reference to various and ongoing strategic developments", it was a natural 'fit' that our Forum commence the facilitation of discussions under this theme.

At the Forum that took place in October 2020 we therefore introduced the idea of 'Lifelong Guidance in Promoting Sustainable Development and Change'. When I say we introduced the idea, we introduced that idea and that topic to the forum. We were basing this on work that had been ongoing for many years, particularly by Professor Peter Plant. At the Forum of April 2021, we again continued this conversation and I'm next going to go into a little bit of detail about what we have done through those two meetings to where we are now. I clarify beforehand that we are not the experts, we are facilitating the conversation, as Peter Plant himself has referred previously.

What do the 17 sustainable development goals mean for guidance delivery?

As per colleagues from Austria, we all go back to the United Nations Sustainable Development Goals. What exactly are those 17 sustainable development goals though? What do they mean for guidance? What do they mean for guidance delivery? What do they mean for us as citizens and guidance practitioners and professionals, where do we fit in? Where is the contribution of guidance generally and how can it inform our work?

Through the Fora of October 2020, we sought to begin to address these questions. We looked at the different (UN) goals listed, being cognoscente of adopting a guidance 'hat' and perspective. Under Goal 4, which is the goal for education and quality education, we looked at issues like inclusive and equitable quality education and training for everyone, increasing youth and adult participation in education and eliminating gender disparities. The Fora expressed that having gender equality is especially crucial, as is making sure that people with disabilities, indigenous communities and ethnic minorities are truly supported in equality of access.

Figure 1
United Nations
Sustainable
Development Goals
© SDG-Kommunikations-
material der Vereinten
Nationen



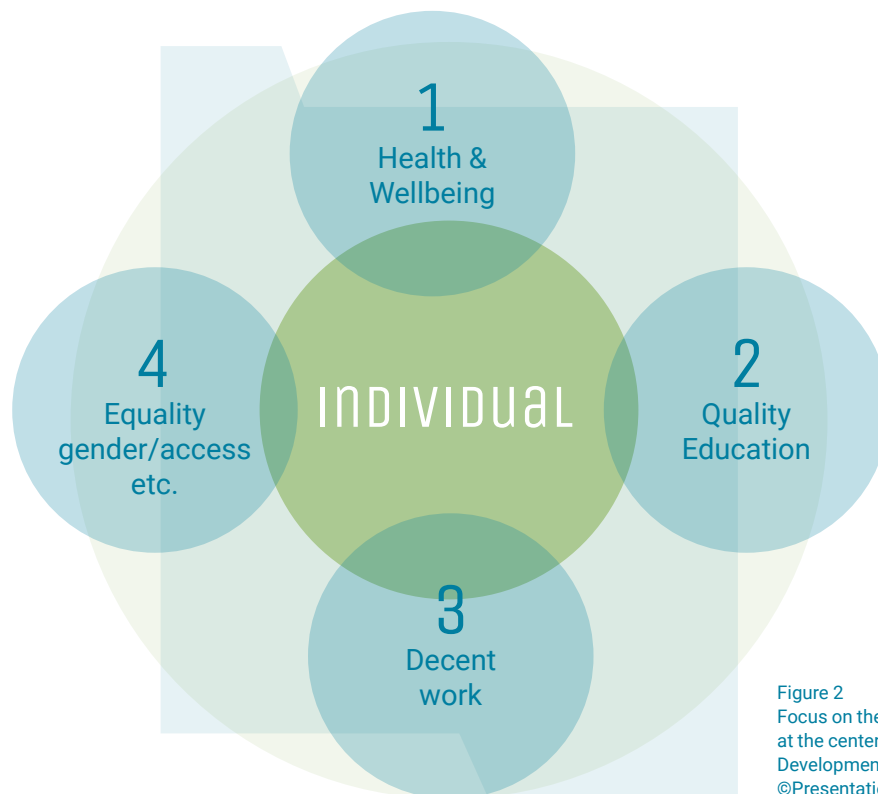


Figure 2
Focus on the individual being
at the center of Sustainable
Development Goals (SDGs)
©Presentation McKenzie

We investigated Goal 4.7 that seeks to ensure that all learners acquire knowledge and skills needed to promote sustainable development.

It was highlighted that the quality education goals listed resonate with the goals of guidance naturally - in supporting an individual to make their decisions for their career and life plans. We considered Goal 8 - looking at development-oriented policies that support decent job creation, achieving full and productive employment and decent work for everyone who can avail of such work and reducing the proportion of young people who are unemployed. Again, crucial elements that link to guidance. By accepting that these goals are at the heart of the work that we do is to embrace the concept of the individual, this is illustrated above. On a macro level, reflective of systemic theory, guidance just doesn't operate in isolation. We work in an education sector, we work in a labor market sector, we work in a personal development sector. All of these are subject to ongoing shifts and changes.

A key message to the Forum in October 2020, from Dr Mary McMahon, was that guidance remain needed and relevant, we must keep pace and seek to positively engage with relevant developments as they occur. If we do what we always do, we may become irrelevant. This adaptation to change is a core tenet of true sustainability.

Where does Guidance have a role & why?

So, as guidance professionals and guidance practitioners and managers and policymakers, we need to look at where does guidance fit in in the wider world. As highlighted, we introduced the Sustainable Development Goals, and we referenced the International Labour Organization definition of 'decent work'. We began to look at how, where and when guidance policies, systems and practices can and do support individuals, communities, and government departments to achieve sustainable development and reach sustainability targets.

We are not suggesting that the guidance profession is the solution to everything, but we have a role to play. Just like this conference is providing an opportunity for workshops, we provided an opportunity for our attending participants to consider various questions on what they are already doing that would suggest that their guidance policy or practice is already contributing to the goals. From the presentations given, what could they take away and begin to implement into their work, and what were the key messages that the forum could summarise. The associated reports are available on our website (see first link below).

Following the October 2020 Forum on the topic, as a team we felt that the conversation had not ended. We could not introduce sustainable development goals and then say, “that’s it, that’s that topic”. We felt that there was a life to this conversation. Therefore, it was decided to extend discussions on the theme. Through the subsequent April 2021 Forum, we looked further into what is the contribution of lifelong guidance in promoting sustainable development and change. We introduced the European Pillar of Social Rights. We introduced the EU Green Deal and again made sure we were talking about the individual, the end user.

Because of the work undertaken in October and because of ongoing Irish Department of Education recognition and support, April 2021 Forum participants were asked for contributions to a public consultation on the Department’s ‘Strategy for Education for Sustainable Development to 2030’. So, where the previous strategy was in place from 2014 to 2020, there was now a clear recognition of the role of guidance now and the input of guidance stakeholders to the next version. We were delighted that the Department of Education felt it appropriate to present to the forum participants and invite their contribution to that consultation process. The final submission, on behalf of Forum participants, submitted by NCGE, included reference to goals four, goal five and goal eight. We provided clarity, based on the information provided by the Forum, as to where we all felt the role of lifelong guidance fitted in.

What’s next ...

From a national perspective there is a genuine focus on where we go from here. We felt that the submission to the Department’s Strategy for Education for Sustainable Development, whilst contributing again to the conversation, was only a part, we’re not quite there yet, nor will we likely ever be! So as a Forum, in two weeks’ time we continue under the theme with a specific focus of ‘Career Guidance for the Green Economy’.

The Irish Minister for the Environment, Climate and Communications will address the topic with participants, and we will also have presenters from a regional education and training organisation outline work undertaken in that region in relation to the 'Green Economy' and the role of Guidance in supporting learners and individuals to consider courses and jobs in this sector.

After the Forum, we will have further consultation with national stakeholders, and it would be our hope that we will consult further afield too, particularly with our colleagues here in Euroguidance Austria, to compare notes and see where we go from here. Our overall aim being to begin the conversation on the development of green principles, core principles informing a 'green guidance' sustainable approach.

So, to summarise, again we've merely begun the conversation. We are not the experts, we will maintain discussions nationally and ensure relevant developments and information are shared with all colleagues, including Euroguidance Network members, so we can continue to learn from each other in this crucial and evolving area.

FOR MORE INFORMATION VISIT:

- **Government of Ireland – Education Act 1998**
www.irishstatutebook.ie/eli/1998/act/51/enacted/en/html
- **Dept of Education Guidelines on Implications of Education Act (Section 9c)** www.ncge.ie/sites/default/files/ncge/uploads/pp_guidelines_second_level_schools_9c.pdf
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www.cedefop.europa.eu/en/publications-and-resources/publications/2227
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www.gov.ie/en/publication/dce0a0-programme-recognition-framework-guidance-counselling
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<https://bit.ly/3CcP9wg>
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www.gov.ie/en/publication/984d2-climate-action-and-low-carbon-development-amendment-bill-2020/

ADDITIONAL REFERENCES:

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Career readiness and “green” career choices

Over recent years, the OECD has explored teenage attitudes towards climate change and other environmental concerns from a number of perspectives. In this article, I highlight findings from three studies which draw on statistical data to help build understanding of student attitudes and approaches to career guidance that can be expected to enhance understanding and ameliorate pathways into sustainable employment.

Insights from PISA on student perspectives on green futures (OECD countries)

Every three years, 15 year old students in dozens of countries around the world (both OECD member countries and others) complete a series of questionnaires testing their proficiency in mathematics, reading and science and gathering a wide range of information about their attitudes and experiences. In addition, in this PISA study (www.oecd.org/pisa) data are collected about the schools they attend and their social backgrounds. This unique dataset tells us much about the lives of young people as they move towards the end of their secondary schooling. The latest PISA results relate to questionnaires completed in 2018 when 600 000 students from 79 countries and economic areas took part.

The green generation: What 15 year olds have to say about the environment¹

Firstly, there are many positive results. Overwhelmingly, students say that school is the place where they expect to learn about the environment and nine school principals out of ten say that global warming or climate change is covered in the curriculum. Most students (72%) say they are confident that they can explain why some countries suffer more from global climate change than others. Many (65%) say they could discuss the consequences of economic development for the environment or explain how carbon dioxide emissions affect global change (63%).

Around the world moreover, eight out of ten students across the OECD agree or strongly agree that "looking after the global environment is important to me personally." Many students actually take part in activities to try and support environmental protection. They say they try and reduce the energy they use at home (71%) and that they choose certain products for ethical or environmental reasons (45%). What's more, students also are in favour of activism to actually support improvements in climate change.

¹ See: OECD (2020), PISA 2018 Results (Volume VI): Are Students Ready to Thrive in an Interconnected World?, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/d5f68679-en>.



Many students say that they:

- take part in activities in favour of environmental protection (39%),
- boycott products or companies for political, ethical or environmental reasons (27%), and
- sign environmental or social petitions online (25%).

However, PISA finds that students with poorer knowledge and skills around environmental science often report an almost naïve optimism that the environmental challenges will simply go away in the future. Better knowledge enables students to realistically assess the magnitude of the challenges that lie ahead. Many students also feel powerless to effect positive change in the world. Only six out of ten (on average across OECD countries) agree that “I can do something about the problems of the world.” In Austria for example, some two-thirds of students agree or strongly agree that looking after the global environment is important to them personally, but fewer than half agree that they can do something themselves to address global challenges.

Do young people aspire to ‘green’ careers?²

So given the strength of young people’s concern about the environment, do we see them aspiring to ‘green’ careers? In PISA 2018, students were asked what kind of job they expected to do at age 30. Typically, across OECD countries around half of boys and girls at fifteen naming an expected occupation select one of just 10 professions. This level of concentration has been growing since the start of the century and in some countries, particularly outside of the OECD, now exceeds 70%. Among the most popular expectations – and it should be stressed these are the expectations of students, not their hopes – are professions like doctor, teacher, lawyer and police officer.

In the PISA assessments, students write in their occupational expectation and it is then coded using the International Standard Classification of Occupations (ISCO) which was last updated in 2008. At first glance, it is difficult to identify interest in green careers.

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² See: Mann, A and Besa, F, Looking for green engineers – Insights from PISA 2018, OECD Education Today Blog, March 22 2021.

As the International Labor Organisation explains:

“Few occupations defined in the ISCO classification system are specifically associated with improving sustainability. Environmental professionals and refuse sorters are about the only ... classifications that are specifically green, and even jobs in refuse sorting will not be green where the work produces damaging emissions or waste, or where it fails to comply with standards for decent work. Most green jobs are in occupations that also cover non-green jobs. For example, a mechanical engineering technician working in renewable energy or waste processing may be regarded as being in a green job, while a mechanical engineering technician with broadly similar skills working in manufacturing or a fossil-based energy industry is not, unless the job is focused primarily on process improvement.”³

However, it is possible to drill down into interest in engineering. The challenge of climate change demands a new generation of engineers to enhance sustainability across a wide range of areas – manufacturing, transportation, construction, energy production – all requiring skilled engineers.

On average across the OECD, 7.8% of boys and 1.8% of girls at age 15 with an occupational expectation say that they will be an engineer by the age of 30. This gender gap is important and deserves attention, but it is not the subject of this paper. Rather, our investigation has focused on whether students who feel more passionately about the environment are more or less likely to express an interest in a career in engineering than their peers who do not. Is engineering seen as a ‘green’ career? Does it attract greatest interest from those who are most concerned by climate change? The answer to both questions is no. Across OECD countries, 4.4% of all 15-year-olds who agreed strongly that that looking after the global environment was important to them personally anticipate working as an engineer by age 30, compared to 4.3% of students who are less concerned by green issues.

Effective career guidance: the OECD Career Readiness study⁴

This result can be understood from two perspectives. On the one hand, it may well be that in many countries, engineering can still not be reasonably be considered as a green profession, that manufacturing, transportation, construction and so on are failing to adapt to the existential challenge of climate change. From another perspective, it may be that the profession has adapted or is in the process of adapting, but that adaptation is not being understood by young people, that the labour market is not yet signaling effectively to young people.

While the guidance community cannot be expected to change the engineering profession, it does have a responsibility to ensure that young people understand its contemporary character. There is good reason to believe however, that many students go through their education with a poor understanding of the world of work in all its guises. The PISA2018 survey for example finds that only 50% of students have (on average across participating OECD countries) spoken to a career advisor in school by the age of 15 and that fewer than 40% have participated in a job fair, attended a workplace visit or undertaken an internship. One in four students is unable to name the kind of job that they will do by the age of 30 and one in five (rising to one in three of the most disadvantaged) aspire to a career typically requiring university level education but do not plan on continuing to higher education.

Over the last year, the OECD Career Readiness team has undertaken an unprecedented review of the datasets investigating the link between teenage career-related attitudes and experiences and employment outcomes in adulthood.

³ See: Gregg, C. et al. 2018, Anticipating skill needs for green jobs A practical guide, ILO

⁴ See: www.oecd.org/education/career-readiness



Overview of results: Career Readiness Indicators confirmed in 3+ countries

Better employment outcomes (lower unemployment, higher wages, greater job satisfaction) are associated with the following teenage attitudes and experiences by the age of 15:

Exploring the future	Experiencing the future	Thinking about the future
Career conversations – inc. with teachers	Part-time working	Career certainty
Engaging with people in work through career talks or job fairs	Volunteering	Career ambition
Workplace visits or job shadowing		Career alignment
Application and interview skills development activities		Instrumental motivation towards school
Occupationally-focused short programmes		

Figure 1
Overview career readiness indicators, presentation@Anthony Mann

The study focuses on longitudinal datasets in 10 countries (Australia, Canada, China, Denmark, Germany, Korea, Switzerland, United Kingdom, United States and Uruguay). Such datasets follow large representative samples of children through their teenage years into adulthood. By using statistical controls for those aspects of lives that commonly shape labour market outcomes (gender, social background, academic achievement, geographic location etc.), it is possible to identify which aspects of teenage lives around age 15 can be associated with lower unemployment, higher wages and greater job or career satisfaction around age 25. For the first time, a multi-country review on this scale has sought to identify such indicators of teenage career readiness. The study concluded by confirming 11 such predictors.

Confirmed indicators of teenage career readiness

A first insight to highlight from the results is how strongly first-hand engagement with the work of work features within the indicators. Students attending career talks or job fairs, visiting workplaces or undertaking job shadowing can be expected to do better later on, as can students who participate in activities to develop their application and interview skills – provision that is often delivered with employers. Participation in occupationally-focused short programmes that are especially popular in Australia, Canada and the United States also typically involve employer engagement whether through work placements, curriculum enrichment or career guidance. Such courses typically last a day or two a week and take place within general education. Finally, first-hand experiences of work through part-time employment or volunteering can be consistently related to better outcomes. It is worth noting here that some evidence also exists that school-managed work placements can also be beneficial, but the data is too limited to confirm the activity as an indicator.

Effective programmes therefore should focus on giving students plentiful opportunity to engage directly with people in work and to see workplaces for themselves. It is their opportunity to gain information that is new and useful because it broadens and personalises career thinking through interactions that are difficult to ignore because they are more likely to be perceived as authentic.

Through such exploration, it is possible to see young people becoming more mature in their career thinking – a second important insight. Plentiful evidence is found in the PISA2018 dataset that students who take part in guidance activities can expect to be clearer, more ambitious and more aligned in their career planning. They are more likely moreover to see a positive relationship between what they do in the classroom and who they may become professionally in adulthood.

This statistical relationship underpins the importance of schools encouraging and enabling a culture of curiosity and exploration among their students. One of the most striking indicators relates to career conversations with career advisors, teachers, family members and friends of the student. It may be difficult to imagine a student gaining insights of such value in a single conversation as to enhance career outcomes ten years later, but this is what the data show. It can perhaps best be understood in terms of what it says about the attitude or disposition of the student. A young person who is engaging in conversations with people around them is showing an important degree of engagement. They are actively seeking to visualize and plan a future for themselves. Such engagement cannot be left to the end of lower secondary education or other such high stakes decision-making points.

Effective guidance will be, as Australia scholar Jim Bright argues, early, often and integrated into educational provision. It will also be rich in multiple opportunities to engage with people in work and workplaces that will broaden, raise and challenge emerging thinking and provide young people with information and experiences that will underpin the personal agency increasingly expected of them as they navigate their choices through education and training.

Effective guidance begins in primary school, helping young people to build their understanding of the links between education and employment and to challenge stereotypical thinking about what is 'right' by way of vocation for any individual to pursue.

What are the implications of the OECD career readiness study for supporting the development of green guidance?

The OECD's analysis shows that routinely labour markets are not signaling well to young people. The career ambitions of 15 year olds have little changed since 2000 when PISA first asked them about the jobs they expected to be doing at age 15. It cannot be taken for granted that students will understand the breadth of the contemporary world of work, the trends within it or the relationships between educational provision and employment outcomes.

This can be expected to be a particular challenge during periods of labour market disruption as is currently being experienced due to digitalization/automation and the Covid-19 pandemic. A green future depends upon green skills. The ILO anticipates millions of new green jobs emerging over coming decades. Recruitment planning requires effective signaling to young people about such careers.

The OECD Career Readiness study highlights the essential importance of ensuring that students are given plentiful opportunity to understand these emerging occupations and pathways into them. Here, it is the task of governments to ensure that it is easy for schools and employers alike to connect. In many countries, intermediaries fulfil this role. Some like, Inspiring the Future in the UK harness online technologies to reduce the costs and increase the effectiveness of connecting the right professionals with the right students at the right time. Where it is quick, easy and free for both sides to engage, such innovations have an important place in the strategic toolkit of administrations responding to the deep challenges of climate change.

Colleagues may also be interested to see the ways in which education systems are responding to climate change within subject pedagogy with key global statistics on the challenge at hand to secure an environmentally sustainable future.⁵

Finally, during 2022 the OECD plans to continue its work on Career Readiness, including new analysis on how schools can best support the progression of young people towards green employment. To join our mailing list for free monthly updates on the work which will also focus on guidance to address social inequalities and the use of digital technologies in guidance, please email career.readiness@oecd.org.

⁵ See: OECD (2022), Trends Shaping Education 2022, OECD Publishing, Paris, <https://doi.org/10.1787/6ae8771a-en>.



Euroguidance: current developments

Green issues have become a central topic in recent years. This is also reflected by initiatives of the European Commission such as the Green Deal and Green Erasmus in the area of education, youth, and sport.

In the 2021 to 2027 **Erasmus+ programme**, the topic Environment and Fight Against Climate Change forms one of four central priorities next to Inclusion and Diversity, Digital Transformation, and Participation in Democratic Life, Common Values, and Civic Engagement. Among other measures, Erasmus+ funding is used to promote knowledge and understanding of sustainability and climate protection.

The EU has made climate neutrality one of its objectives for 2050 by means of the so-called **Green Deal**. The intention is to achieve this via a series of measures, such as the development of competences for green jobs. Green Guidance plays an important role in this context. It starts with raising awareness: What are green skills and green jobs? To what extent do they match our own interests? Where is there a demand, and for which types of skilled labour? And what can one hope to achieve through a green job anyway?

The education and training sector has also been mobilised to create awareness for the promotion of green skills. The **Education for Climate Coalition project** of the European Education Area, which is to be implemented by 2025, is relevant in this context. The project is aimed at increasing green skills and competences through appropriate teacher training as well as by connecting education and science. The objective is to develop innovative educational solutions for environmental sustainability together with educators and learners.

Guidance has an impact at the interface between education and the economy – or the world of work – and it therefore plays an important role in the transformation towards a greener economy. However, a green, sustainable (economic) development is only possible in an inclusive, socially just world. For this reason, we will take a look at some political initiatives in this area in the following.

Guidance in the context of the skills policy of the European Commission

The **Sustainable Development Goals** of the United Nations from 2016 paved the way for subsequent policy documents. Goal no. 4: Quality Education is of particular importance here, as well as Goal no. 8: Decent Work and Economic Growth and Goal no. 13: Climate Action.

In 2016, the **Upskilling Pathways Initiative** was presented. This initiative was primarily aimed at assisting less-qualified adults in developing their basic skills and basic competences so as to improve their prospects in society and in the working world.

The **European Pillar of Social Rights**, which was presented by the European Commission in 2017, contains 20 principles that focus on equal opportunities, inclusion, and social rights in the working world and in society in general.

The **European Pillar of Social Rights Action Plan** was agreed in March 2021. This plan has three main goals leading up to 2030: At least 60% of adults should receive further education and training every year; at least 78% of people between the ages of 20 and 64 should be employed; and at least 15 million people should be less threatened by poverty and social exclusion.

The **European Skills Agenda** from July 2020 consists of 12 elements, including the Pact for Skills, the European Universities Initiative, micro-credentials, the Skills for Life initiative, and the Europass portal, which was also launched in July 2020.

Guidance bridges the gap between these political initiatives and their practical implementation.

What role will Euroguidance play in future?

Euroguidance must act as an intermediary between the educational policy initiatives in Europe and the guidance community at the national level. This happens mainly by:

- providing advice and training for the guidance community on Europe's possibilities in education, training, and work (guidance courses) as well as Europass;
- developing the competence of guidance counsellors and helping them to be more professional;
- promoting and advertising European skills and qualification instruments;
- and advancing cooperation and mutual learning among guidance counsellors.

At the same time, Euroguidance events serve as a networking platform for Erasmus+ projects. This opens up opportunities to develop new pathways, ideas, and innovations, and thus to access pathways for the practical implementation of educational policy objectives. Thus, this year's Euroguidance symposium is also seen as a source of inspiration and as a platform for exchanging ideas about future Erasmus+ projects. In Austria, the OeAD is the national agency for the Erasmus+ and European Solidarity Corps EU programmes, as well as the national Euroguidance centre, the national Europass centre, and the national coordinating office for the national qualification framework (NQR).

Euroguidance in the Europass portal

The **Europass portal** (www.europass.at) is an information portal for citizens of Europe and provides an e-portfolio with a focus on CVs as well as a digital credentials infrastructure. In its final version, it will connect important European initiatives such as the national qualification framework and learning opportunities, thus making these easily accessible.

By means of the Europass portal, users shall gain direct access to guidance-related information in the following areas:

- labour market trends;
- job opportunities;
- and the connection of learning opportunities and qualifications.

These features cannot and are not intended to replace individualised guidance, but should instead serve as an interesting and sensible supplement to it.

Guidance acts as a bridge between European initiatives, educational policy initiatives, and the national and European guidance community. The development of skills and the mega topic "green" are linked. An even greater connection between these two topics is vital in order to achieve a lasting impact. We have contributed towards this goal with the 2021 Euroguidance symposium.

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Green Career Guidance

“Crows may soon be Sweden’s newest litter pickers,” I read on the news today. A Swedish start-up is training wild crows to pick up cigarette butts and place them in a machine which dispenses food. A perfect example of what green guidance can be in practice.

I can see a cooperation of humans, the modern world (machine), and nature (crows). Our needs (clean streets) have been satisfied along with the needs of crows (food). We all want to live better, but it must not be at the expense of our planet. And as the world changes, we need to find new ways to live in harmony with nature. We humans have been blessed with creativity, so let’s use it – like our colleagues in Sweden who have found a way to make both birds and people happy.

Each of us can contribute in some way, every job can be both profitable and sustainable. Let’s look for ways together – there’s an almost unlimited number of possibilities, it just takes creativity and common sense. I am a career counsellor, my job is to support people in self-exploration, self-development, and looking for career paths. I also love nature and at the same time cities, architecture, and art. I want my clients to be happy, but I also want to keep the world beautiful for future generations. And so I draw inspiration to enrich my professional work and find my own path to sustainable (green) guidance. My inspiration is mainly **eco-psychology, eco-art therapy, and art therapy**. In this article, I would like to share with you my practical experience with this experimentation and my perspective on career guidance and green career guidance. In addition, you will also find some tips for simple activities you can try with your clients.



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has been dedicated to education, with particular emphasis on career and personal development. Originally, she studied social management and marketing, but she also enjoys taking advantage of her other educational opportunities: a two-year career counselling course at Stockholm University; the Youth, Workforce Development, and Closing the Skills Gap summer school programme at the University of Montana in the USA; the ICT counselling course at the University of Jyväskylä; art therapy training; eco-art therapy training; improvisational studies theatre; and the training of assessment centre assessors as well as her study visits to the UK and Scandinavia. She enjoys working with her clients the most, but also pursues career counselling at the research level as part of her doctoral studies at the Faculty of Education at Charles University in Prague. She holds a second level degree license to teach the Swiss CH-Q method for mapping competencies.

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Let's start with **eco-psychology**. The concept of eco-psychology originated about 100 years ago. Sigmund Freud was the first to explore the idea of the interconnection between the inner life of people and the environment in his book *Civilization and Its Discontents* (*Das Unbehagen in der Kultur*). According to Stephen Palmer, eco-psychology is a synthesis of psychology and ecology and the promotion of sustainability, and it focuses on studying the emotional bond between humans and the Earth – it's a partnership. And partnership works both ways: When we offer something to our partner, we can also gain something. Importantly, eco-psychology emphasises the positive aspects of the partnership. Instead of forcing people to protect the environment (because we should, because we have to, etc.), there are respectful invitations and understanding. As green counsellors, we don't tell people what they should do ("you should care about the environment..."). Instead, the green counsellor supports clients in finding their own way, their own reasons for why they should care about nature and the environment. And it means that in the end, both partners are happy, not only the people, but nature too (like the people in the Swedish city of Södertälje and the crows). As part of the green counselling process, we help the clients to build their own lifestyle that is sustainable not only for the planet, but also for themselves. And the client's well-being is an important part of the outcome.

On my way to my own version of green guidance, eco-psychology is not the only discipline I have encountered. There are other inspiring approaches that have influenced me, such as "forest bathing" and "forest therapy", which come from Japan. And last but not least, a method invented by Joseph Campbell: "The Hero's Journey". What all these approaches have in common is that they are experiential. As experts in career counselling, we know that people learn through their experiences. Not only do we learn skills, but we also learn something new about ourselves. And when we know ourselves, we can better manage our career path. Nature is close to us, nature is there for all of us, and it's free. Just set out on a journey and the experiences will come to you. The role of green career counsellors is to help clients understand these experiences through guided reflection.

My suggestion is, let's try **eco-guidance**, i.e. guidance with roots in eco-psychology, art therapy, "The Hero's Journey", and forest therapy. I am sure you can find a way that suits you the best. Let's care for the Earth, but also let the Earth care for us. In recent years, people have become more disconnected from nature. And as a result, we are disconnecting from ourselves. I would like to encourage you to experiment, to incorporate the inspiration of green guidance into your daily work. Here are some tips on how I do it.

TIP 1

Take your clients to nature at different times

Whether you're working with individuals or a group, no matter the age of your clients, just take them out into nature. The woods will serve you just as well as a city park. Repeat your visit, ideally under different conditions – a different season, different time, different weather, etc. You can accompany them or ask them to go on their own. Ask them to find "their" place to be alone for a while (the longer the better). Now it's time "to be fully present", observe the nature and their own feelings. Use all the senses (What can I see, hear, touch, smell, etc.?).

The client can try to answer the following questions, for example: How do I feel? Why did I choose this place? What do I appreciate here? How comfortable am I in the situation? The next step is another visit to the same place (under different conditions). The set of reflective questions might include the following: What can I see, hear, touch, smell, etc. today? Is it different? Why, what exactly is different? What does this situation remind me of? What can I learn from it? How can I use this knowledge in my career? The comparison of two (or more) experiences at the same place can help the client to understand his/her own career management skills better, it can help to be able to see the situations from a different perspective. To get the most out of this activity, ask the client to compare the experience in nature and some real career experience. Every place and every experience has its pros and cons. We may find that a sunny meadow in the daytime becomes a crossroads for wild animals in the evening. The cave is cool and dark, but it also protects you from the rain and wind. Some things you just don't notice at first glance, and that's why you have to go back to the same place and look again. And that's exactly what happens in our lives and careers. Just try to find the similarities.

Let us not forget that difficult moments and challenges are also learning opportunities. Did something happen and you made it through? Congratulations. What helped you? What strategies did you use to get through the situation?

TIP 2

Drawing in the rain

This exercise is a fusion of eco-art therapy and art therapy. Wait for a rainy day and go outdoors to draw with your clients. It's recommended that you dress appropriately for the activity, and you need a large sheet of paper (at least A3 size) as well as paints that can be washed off with water (watercolour). Ask everyone to find a convenient place where they can stand to draw for at least an hour (or more). The challenge is to cooperate with the rain, create, and observe what is happening. In this exercise, we can observe our own approach to collaboration (How did I collaborate with someone who is stronger than me? What conditions must be met for me to feel comfortable in collaboration? Would I do something differently next time?).

The reflection phase is very important in this exercise. Ask the client to describe the whole process of creation. In your questions, focus mainly on the learning points and the positive impact of the experience: What did you learn from this? How does this experience help you to learn something new? (rather than "what were the problems?"). Another set of questions can be: Which part did you enjoy the most? Were you able to cooperate with nature? What did you notice/observe? What did you learn about yourself? Was there any challenging part? How did you overcome it? What does the experience remind you of?

TIP 3

Creative writing – What if...

Sometimes circumstances don't allow us to work outdoors. Still, we can strengthen our clients' relationship with nature indoors. For example, you can try a method of creative writing. Creative writing is a method where a person continuously writes whatever comes to mind at that moment for a certain period of time (e.g. 5 minutes). It doesn't have to be logical, it doesn't have to make sense or have a structure, and spontaneity is an important part of the process. When giving an assignment, we usually give a topic or unfinished sentence and then let the students write. In our case it might be, for example, the following: What if there were no bees? What if we couldn't use paper? What if the trees disappeared? After a given amount of time, we ask students to read their text and continue working with these ideas.

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How does the “eco-guidance” concept fit into career guidance counselling? What are the benefits of integrating it into our work?

- By going into nature or staying there in any conditions, you can develop sensitivity towards yourself.
- Being in nature also develops sensitivity towards other people (or animals).
- It can be a tool for fostering career development skills (CMS).
- Being in nature contributes to personal well-being, it replenishes our energy, helps prevent burnout syndrome, and can strengthen personal resilience.
- Mindful visits to nature develop responsibility – for nature as well as for our own lives.

Becoming a green counsellor doesn't always have to take a lot of effort. And it's worth it. Think about how many people you can influence through your work. Your clients? Their parents? Their children? Their children's children? Maybe teachers and their students, maybe colleagues. As career counsellors, we can have a big impact on our community and the world. Let's get started today.



Green Guidance: Integrating an ecological vision into career guidance

Switzerland and Europe are committed to reducing greenhouse gas emissions to zero by 2050. This endeavour will have an impact on jobs, careers, and professions, which will undergo fundamental changes. Given these demands, what are the new challenges for career counsellors? How can jobseekers be supported in their decisions and ecological concerns? We propose the integration of an ecological and multidisciplinary vision into career guidance in order “to promote the creation of active lives’ form that lead to sustainable development by decent humans” (Guichard, 2018).

Methodology:

This presentation comes from our experience as guidance counsellors. We have developed seven-session guidance workshops that take into account the consequences of our choices and where guidance is conducted with a focus on all living things and planetary boundaries (Steffen et al., 2015).

Results:

People will increasingly suffer from eco-anxiety or ecological suffering and we, as career counsellors, will need to be able to identify this in our clients (Marks et al., 2021). Indeed, the consequences of inaction on global issues, as well as the increase in greenhouse gases, resource extraction, and loss of biodiversity, will increasingly be felt in people’s psyches. We believe, moreover, that it is healthy, in a fair proposal, to feel eco-anxiety and that the opposite is more problematic. Eco-anxiety or ecological suffering manifests itself in different ways such as behaviours, cognitions, emotions, physical symptoms, etc. (Clayton and Karazsia, 2020; Desbiolles, 2020; Pihkala, 2020).

To support the orientation process in our consultations and workshops, we have integrated a reading of the labour market with a sensitivity to ecopsychology (Egger, 2016). Indeed, following successive industrial revolutions, human beings have become increasingly disconnected from nature and as a result, today we are extracting unreasonable amounts of resources from the planet and emitting greenhouse gases that are causing us to change the Earth's living conditions. We therefore believe that the phenomenon of individual burnout, which has been on the rise in recent decades, should also be seen in conjunction with the state the planet is in (Steffen et al., 2015). We are pushed as workers to perform increasingly meaningless work, while considering our planet to be a reservoir of resources from which we can draw endlessly. And this has consequences in terms of human suffering and the destruction of life that are beyond measure.

Like Plant and Guichard (Plant, 2015; Guichard, 2016), we believe that guidance counsellors need to become more active in promoting the ecological transition. To broaden the focus beyond the usual variables of interests, values, and aptitudes, we need to take into account the question of planetary boundaries and the Earth system, the concern for all living things, and the notion of dignified, decent, and sustainable work (Masdonati and Rossier, 2021).

To do this, we have already developed and adapted tools, such as the use of symbolic support to bring out unconscious content and exercises that allow emotional support, and also set up frameworks for group reflection. RoCHAT and Masdonati (2019) created a card game called "your turn" based on the UN's 17 Sustainable Development Goals. RoCHAT (2021) has developed a questionnaire on eco-orientation difficulties. It is clear that both the tools and our position are set to advance in the coming years.

The professional world of tomorrow does not yet exist. It is not easy to switch to a profession that takes into account the planetary boundaries. Some people have already worked on their professional transition towards sustainability, and we can benefit from their examples. Indeed, we must co-construct these new professions, new practices, and new narratives so that our world becomes sustainable.

In our readings, workshops, and other testimonies under the moniker "Slow ta carrier!", we have found that there are **six possible paths that people take in an ecological transition**.

1. Some people change to or choose a job that is directly related to the environment. These professions exist in the earth sciences or sustainability domain and are directly accessible via the traditional curriculum.
2. Other people choose professions that give more meaning to their work or their life, such as social professions; here again, the training path is generally very clear.
3. For others, the solution is eco-entrepreneurship, in other words, becoming independent and creating a sustainable business with less of an environmental impact. It can be relocating a business or opening a company that repairs or promotes low-tech, for example.

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4. We also met people who promote sustainability in their company, for example someone who analyses the ecological footprint of the business and suggests improvements to reduce the impact or trains their colleagues on global crises; we call this “eco-intrapreneurship”.
5. Other people have chosen to rearrange their lifestyles by decreasing the amount of time they spend on their day job and engaging in activities that make sense for the world of tomorrow.
6. For others, activism seems to be a full-time activity, as the perceived urgency for these individuals is such that it requires a full-time commitment.

It is clear that our position as career counselors is also in transition. We must all reflect on our current status and collaborate to develop new tools to support our clients.

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10

by Dóra Stefánsdóttir and
Margrét Kristjana Sverrisdóttir

Education towards Sustainability: A green Nordic Region – Vision 2030



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We are going to present very briefly a new project under the Nordic Council of Ministers. The Nordic Council of Ministers has put a vision forward that we should be the most sustainable and integrated region of the world by 2030, which is of course very ambitious and they need to do something about it, therefore they are funding six different projects.

Support has been granted to six different projects

1. Sustainable culture
2. Sustainability linked to equal opportunities
3. Sustainability and healthy food
4. Interaction with and between young people
5. The Nordic Swan ecolabel
6. **Education for Sustainable Development** (under IS Rannís supervision)

The project "**Education for Sustainable Development**" is a four year's project (2021-2024). The main goal is to form a cooperation network where all relevant stakeholders participate in this quest to coordinate education towards sustainability at all levels of education (from pre-primary to adult).

The project starts with a survey of the present situation in each country. For this purpose, the members of the main target group, the teachers, are interviewed. We need to be able to reach teachers and people who are learning to become teachers. The plan is to develop learning outcomes for them, and also to produce some learning materials so that they can, through their work later on, make sustainability an integrated part of their teaching in every level, from kindergarten to adult education.

Activities & events

The main activities and events during the project lifecycle are:

- **2021–2024**
Arrange a thematic discussion on education for sustainable development
- **2021–2024**
Management of funds for teacher training networks (with eventual open calls for cooperation partnerships)
- **2022**
Norwegian presidency policy conference on teachers' competences
- **2023**
Nordic Youth Summit in Iceland
- **2024**
Co-organize the final conference in Sweden (TBC)

Cooperation network

The cooperation network consists of national authorities (contacts with the Ministry of Education, the directory of education are already established); teacher training and other educational experts; institutions in charge of continuous education for teachers, teachers' unions, students' unions and other youth associations; relevant NGOs as well as the Nordic Network for Adult Learning – NVL. The Nordic network for adult learning is one of the main cooperation bodies with its ongoing networks on sustainability and sustainable education.

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supporting choice of subjects to study

develop practical tools

Role of guidance: Encouraging green thinking, sustainability. Advocate, bring in the voice of students for feedback

Hungary: School project, European Solidarity corps. making the personal micro-environment of young students greener (Gyöngyi (HU)

Project in Ireland in primary schools - sustainable education by learning in students own personal environment. Flag-Ceremony to mark the "green school" (Jennifer)

counsellor has to identify better "what are green jobs" "green skills"

During the workshop at the Austrian Euro-guidance Conference 2021, the following two questions were asked to participants: "What role does guidance have in Sustainable Education? Do you have good practices to share?" In one of the discussion groups, a representative from Norway had very positive news. Norway had changed the curricula at all levels to have sustainability integrated in all subjects. The need for a status report and new teaching material was stated. Sustainability is one of the leading themes for the presidency of the Nordic Council of Ministers for next year.

As young people are the main target group of the project, we need another type of teaching material especially for them. Young people won't read thick books on sustainability, they want to see the information for instance on video or work on their ipads. They are working with new techniques like SnapChat, watch Tedtalks etc.

At the youth conference next year we are going to ask these young people what kind of tuition would you like to see, what kind of material? Can you help us develop it? They are much further than we are, already protesting every week... it is no coincidence that this protest against climate change started from the young people in Sweden.

Resistance

One discussion group reported on a conversation on the subject of what we call 'resistance', with two concrete examples of work with coal miners and work with fishermen, where 'all that green stuff and sustainability' was met with what you might call 'resistance'. But for these groups, it was about protecting their livelihood and protecting their way of life. How can we deal with acknowledging this valid 'resistance', how can these kinds of attitudes be recognized by pedagogy?

Indeed, a new kind of pedagogy will be needed. A meeting with an expert in future pedagogy will be used to ask the question on how this kind of resistance can be tackled. The problem of apathy or consumerism will also have to be addressed.

More information on the project "Education for Sustainable Development":

<https://www.norden.org/da/project/baeredygtig-livsstil-i-norden>

identify better green skills and green jobs in order to guide youth

Market is asking for VET skills (technical) but government are promoting higher education. There is a skills mismatch at the moment.

Cross-curricular approaches: se e.g. <https://dpu.au.dk/om-dpu/nyheder/nyhed/artikel/climate-change-and-sustainable-development-the-response-from-education/>

Mentimeter Survey © OeAD GmbH



GREENOVET

European VET excellence platform for green innovation

The European Erasmus+ funded project “Greenovet: European VET Excellence Platform for Green Innovation” is part of the Centres of Vocational Excellence programme that is funded by Erasmus+ and implemented by the European Commission. This is a relatively new programme funding instrument, with Greenovet now being part of the second tranche of funded projects.

The GREENOVET project

- GREENOVET brings together regional VET providers at different levels (upper-secondary VET and higher VET), local companies (larger ones and SMEs), sector and employer representatives, regional governments, as well as regional innovation agencies. It also stretches to a national level by involving national ministries and social partners as associated partners, assuring coordination and coherence across governmental levels.
- GREENOVET will foster the development of Vocational Education and Training (VET) Excellence in Green Innovation across Europe and through the establishment of Centres of Vocational Excellence (CoVEs) that will enable an innovative, inclusive, and sustainable economy.
- The CoVEs will focus the knowledge, resources, and infrastructures of the key stakeholders into the development of innovation and skills ecosystems, contributing to regional development and promoting environmental, social, and economic development in Europe through green and sustainable innovation processes enabled by VET Excellence.
- In an early stage, the project includes four regions in different parts of Europe, with different development and challenges: Styria (Austria), Vaasa (Finland), Skopje (North Macedonia), and Leiria (Portugal). The project runs from 2020 to 2024 and has a budget of EUR 4 million, mainly through an EU grant plus national funding.

Centres of Vocational Excellence programme

The Centres of Vocational Excellence programme is a scheme funded through the Erasmus+ budget that tries to bring together a broad range of stakeholders in specific regions to develop vocational education training excellence. That means bringing together educational institutions at all levels (higher education, VET, and technical or general secondary education) alongside businesses and labour market institutions, such as chambers of commerce, business organisations, trade unions, and employee organisations. The idea is to build very broad inputs from different types of institutions that will support the development of excellence in specific areas.

Green skills and sustainability

The focus of GREENOVET is green skills and sustainability. This is not specifically a project that is about career guidance, but it has some interesting elements, especially around bringing together stakeholders to build strong connections between employers and those being trained to go into work, which can support and enhance career guidance provided by educational institutions.

The understanding of green skills is to encompass a set of interconnected technical and generic skills needed for the development, implementation, spreading, and scaling up of green innovation. And the crucial thing about the centres of vocational excellence is that we are not developing a “one-size-fits-all” set of services and instruments for all four regions but that each region develops its own strategy linked to its own specific businesses and priorities that are aligned to the regional smart specialisation strategy.

The areas that the GREENOVET project is focusing on are the European qualification levels (EQF) four to eight, and it includes formal learning as well as non-formal and informal learning spaces. This covers workplaces as well as education institutions and VET institutions, and also links to lifelong learning approaches provided through upskilling and VET providers. The consortium is composed of formal and non-formal education institutions and teachers (EQF levels four to eight), companies and business industry representatives, and government institutions and NGOs. The four or five main regional partners are supplemented by associate partners who are not as deeply involved in the project management implementation of the project but are involved in the content development and the strategy development.

There are regional committees made up of around 10 to 15 members in each region, who are responsible for approving and designing the final strategy and the final approach that we select in each region.

Just to give you an indication of the type of coalition or the type of consortium that is being built in the Austrian federal province of Styria, you can see that there are higher education institutions such as the University of Applied Sciences and Technical University in Graz; 3s, a research organisation producing research and analysis of education and training approaches; the Green Tech Cluster (a group of 80 sustainable and green businesses in Styria); a higher federal technical college (Höhere technische und gewerbliche Lehranstalt); and the Styria Economic Chamber, which also includes the main VET training provider in the region.

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GreenoVET objectives



To establish **four fully functional and interconnected CoVEs in Green innovation**, embedded in the local innovation and skills ecosystems.



To enable **green-tech projects**, conducted by education providers of secondary and tertiary students, jointly and in interconnected VET scenarios.



To **interconnect the industry with VET providers** on EQF levels 4-8.



To establish and strengthen **innovative teaching methods and educational trends in VET** through the CoVEs.



To **bring green innovation opportunities closer** to a broader public in Europe.



To **foster the employability and entrepreneurial readiness of VET students**, preparing and connecting them to the labour market.



To adapt **technical, pedagogical and didactical skills of VET teachers** to the upcoming environmental, social and economic challenges.

Presentation©
Frederick Elliott
Gaved

Through the very design of the project, we try to capture the key stakeholders in all phases of the education, training, and labour market system. There are quite a large number of objectives that reflect the relatively large number of partners and the broad scope of the project. We are still in the process of designing the strategies and designing the approach within each region. I just want to share with you the draft of what this might look like broadly for one region which is exterior in Austria to perhaps give a bit more of a concrete understanding of the kind of topics and focus areas of the GREENOVET Centres of Vocational Excellence (CoVEs).

We have identified a number of topics and then gone down to a more granular level, beginning with cross-cutting topics and then focusing on specific technologies linked to industry in Styria. This has meant that we have identified the types of topics to be discussed and developed new pedagogies, new content, and new ways of educating students to gain sustainable skills and competencies. The next step is to integrate these skills and competencies into educational formats, covering a wide spectrum of types of educational programmes, from formal BA and MA programmes to micro-credentials for upskilling people who are in work. The teaching methods will cover a whole range of options, including modules, case studies, seminars, short courses, school courses, specific challenges,

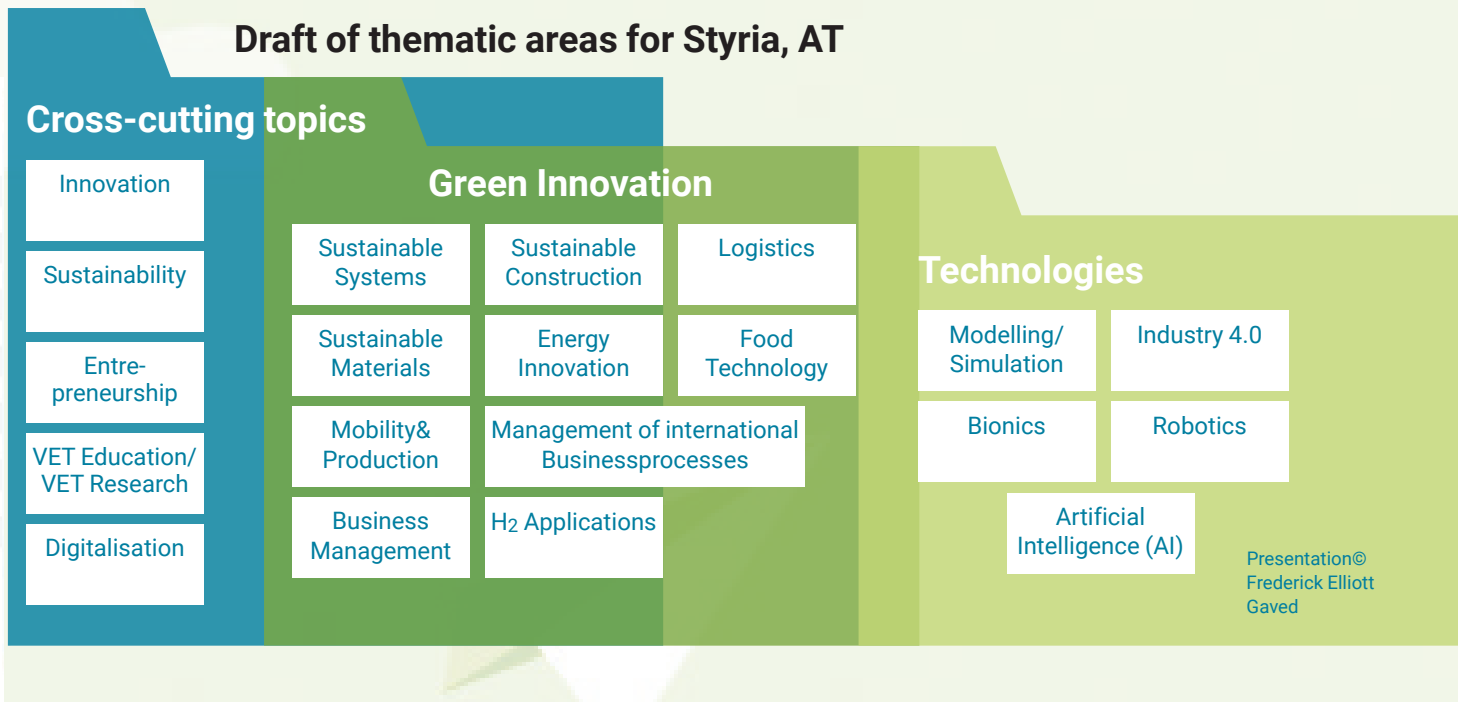
competition challenges that will be conducted alongside the other regions, workshops, and host company visits and assessments.

What role does guidance have in GREENOVET?

After this overview of the project, I wanted to share a few words about how this perhaps could be interesting in a career guidance context. This project has some interesting insights into how career guidance can be used to support sustainability in education and training systems.

So, firstly, GREENOVET aims to build a skills ecosystem in each region that ensures the learners gain high-quality vocational skills and competencies, but also that these skills and competencies are closely linked and co-developed to reflect industry and regional needs. We are aiming to build a mutually supporting system where everyone involved is investing in developing appropriate skills and competencies that can benefit individuals, businesses, and regions. This requires a wide coalition of stakeholders to develop and implement the CoVE strategy. These stakeholders have an active and engaged role in ensuring that the instruments and services developed in each region are used and useful. This is to try and avoid a “superficial” engagement of each of these types of institution and to avoid a “one-size-fits-all” approach between the four regions.

Draft of thematic areas for Styria, AT



A lifelong learning component is also planned, to deliver modules and agile programmes that have digital and learning components. This is supported by the shift to digital and online learning that has been a major trend over the past two years of the Covid-19 pandemic. This allows those already in employment to build their skills and continue learning over the course of their career. Our educational partners are supported by their own internal career guidance services. Developing green skills, competences, and content within the schools will hopefully lead to integration into the career guidance options presented to students, allowing them to gain more insight into sustainable and green jobs within their region and the skills profiles they will need to have within those industries. Finally, the private sector is engaged to utilise products and services to help with the development of skills within their workforce.

A key point is the role of collaboration and learning between career guidance professionals, educators, and businesses engaged in or developing green and sustainable practices. GREENOVET provides a way to better link the education sector to students and learners looking to make informed decisions about the skills they will need to pursue their career in green industries.

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Green Guidance

Green Skills

Green Jobs