

WELCOME TO IAEVG CONFERENCE 2018

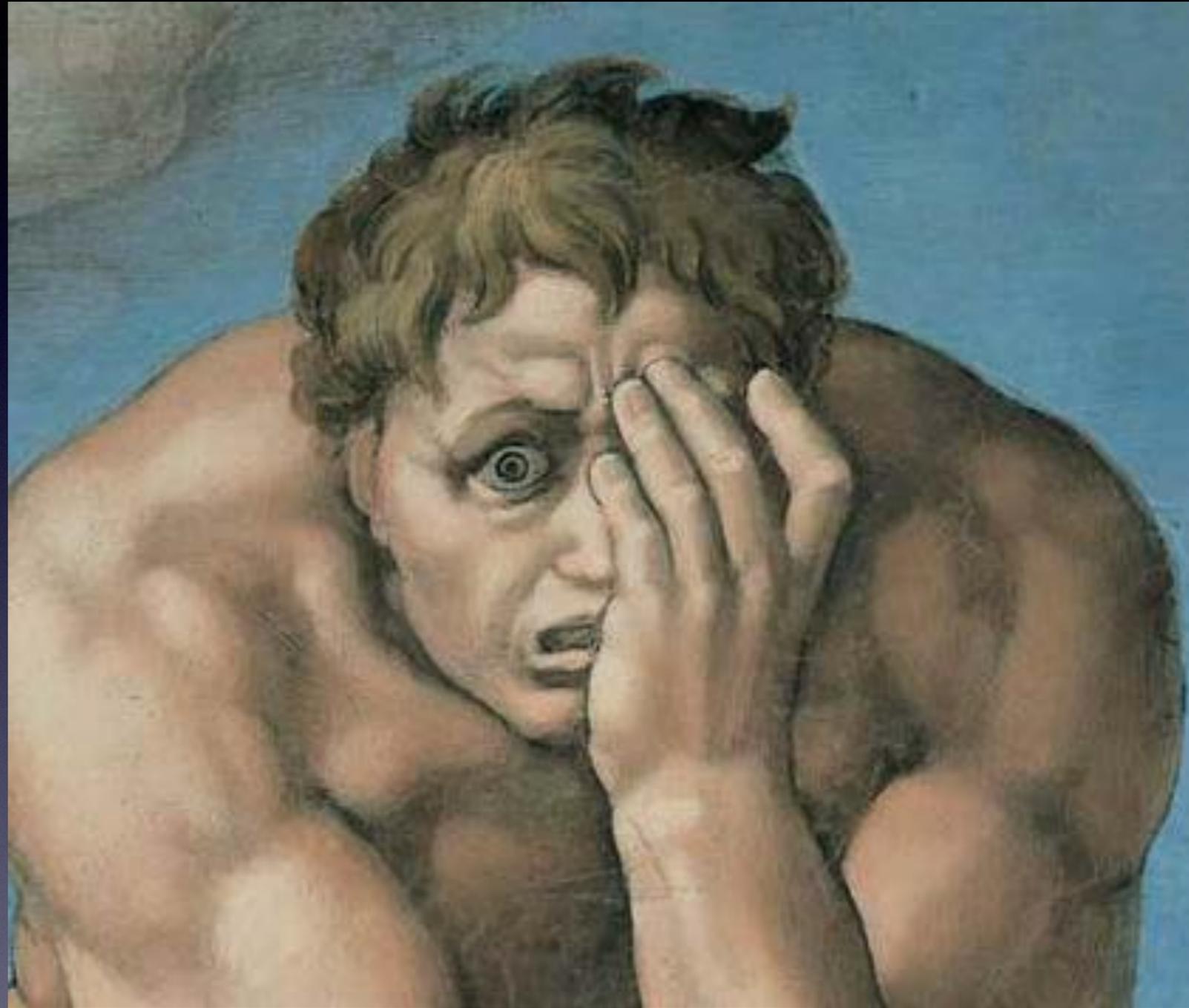


2-4 OCTOBER

SWEDISH EXHIBITION AND CONFERENCE CENTRE
GOTHENBURG – SWEDEN

Andreas Frey

Jean-Jacques Ruppert



Thank you for coming !



SCIENTIFIC STUDIES
AND PROJECTS





Prof. Dr. Andreas Frey

Rector

**University of Applied Labour Studies
of the Federal Employment Agency**

HdBA

University of **Applied Labour**
Studies of the Federal
Employment Agency



Applied Vocational Psychology
and Policy research unit

INTERNATIONAL CONFERENCE 2014

IN GUIDANCE AND CAREER DEVELOPMENT, JUNE 4 – 6, QUÉBEC, CANADA



Ordre des conseillers
et conseillères d'orientation
du Québec



Québec 

Guidance, Career Counselling and Social Justice:

Mission Impossible ?

Jean-Jacques Ruppert, Andreas Frey and Bernd-Joachim Ertelt



Applied Vocational Psychology and Policy
Research Unit

HdBA
Hochschule der
Bundesagentur für Arbeit
University of Applied Labour Studies

social justice

equality of **outcomes**

versus

equality of **opportunities**

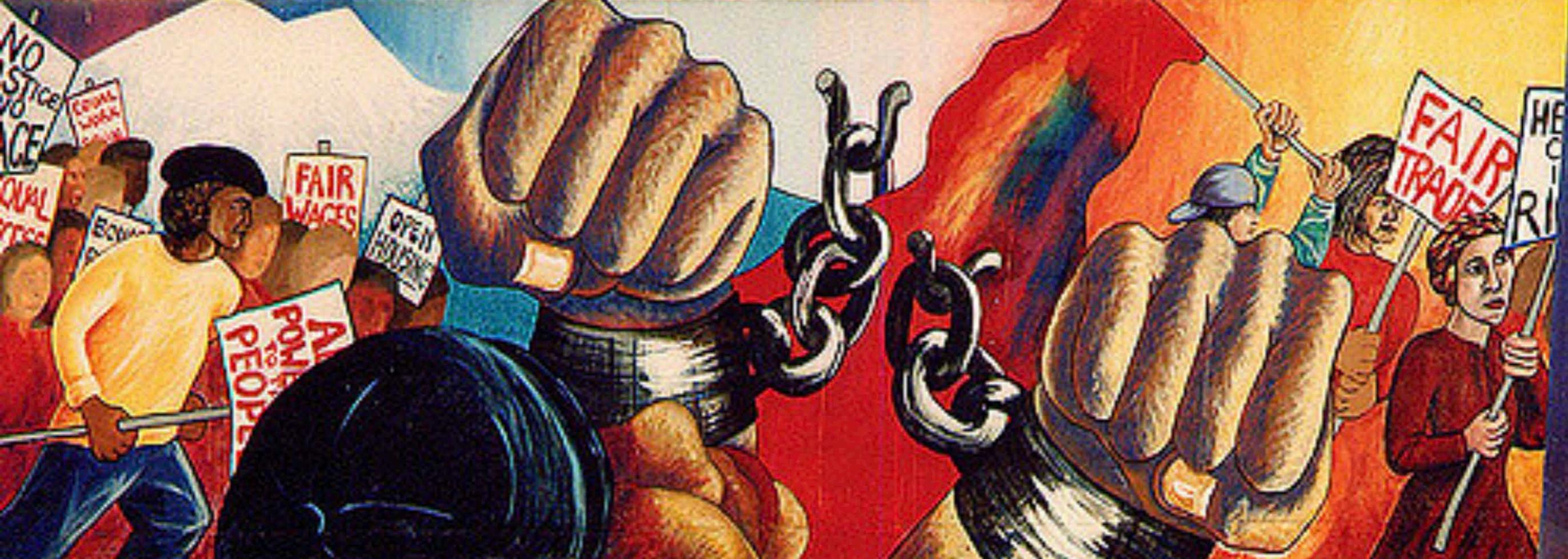
“First the Dodo marked out a race-course, in a sort of circle, (‘the exact shape doesn't matter,’ it said,) and then all the party were placed along the course, here and there. There was no ‘One, two, three, and away,’ but they began running when they liked, and left off when they liked, so that it was not easy to know when the race was over. However, when they had been running half an hour or so, the Dodo suddenly called out ‘The race is over!’ and they all crowded round it, panting, and asking, ‘But who has won?’

This question the Dodo could not answer without a great deal of thought, and it sat for a long time with one finger pressed upon its forehead (the position in which you usually see Shakespeare, in the pictures of him), while the rest waited in silence. At last the Dodo said, ...”



“Everybody
has won, and
they all must
have prizes.”

Lewis Carroll: Alice's Adventures in Wonderland



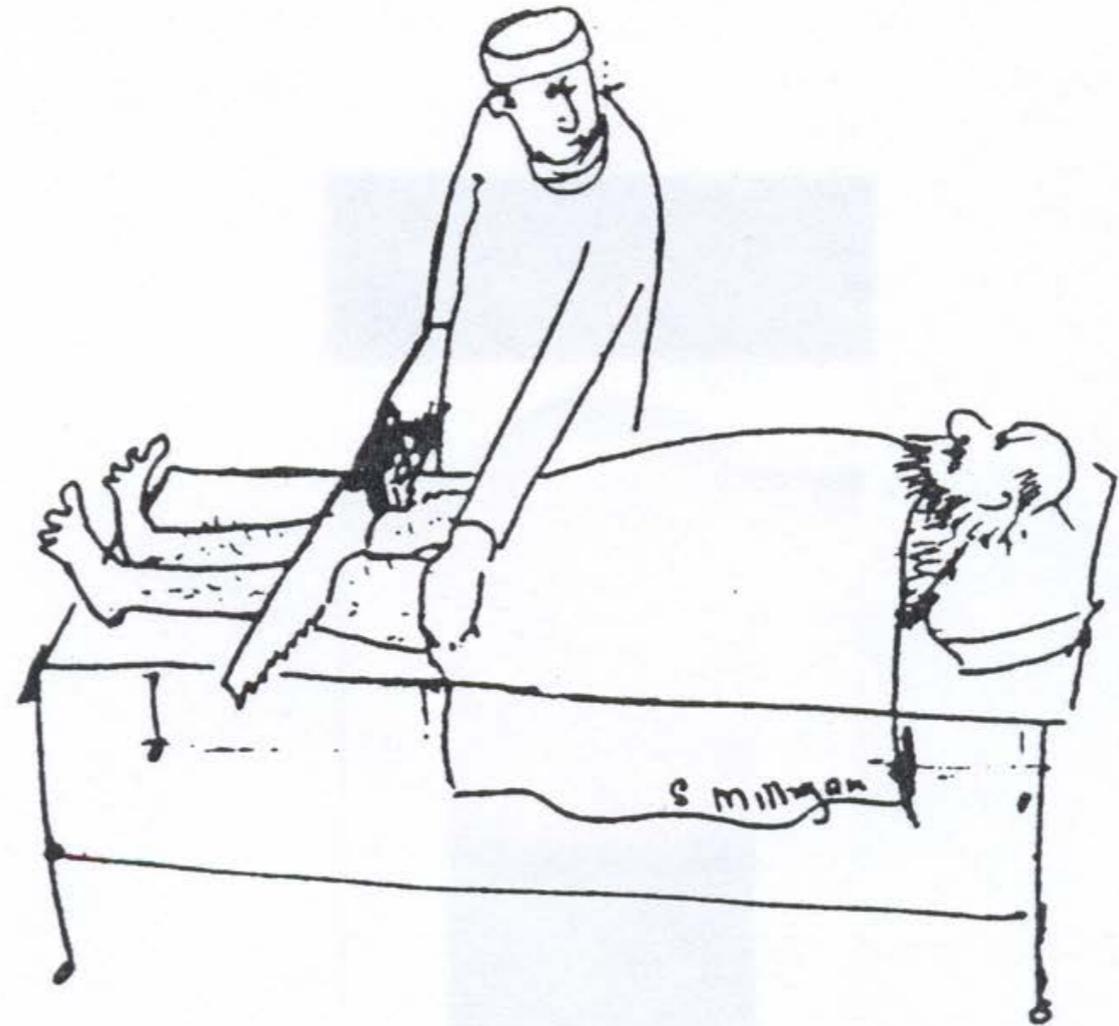
COUNSELLORS OF THE WORLD UNITE

(YOU HAVE NOTHING TO LOSE BUT YOUR CHAINS)

or

**CHANGE
WHAT YOU CAN,**

**ACCEPT
WHAT YOU CAN'T**



*"This doesn't necessarily mean you'll
paint like Toulouse Lautrec."*

4 Precarity, Austerity and the Social Contract in a Liquid World

Career Guidance Mediating the Citizen and the State

Ronald G. Sultana

Introduction

Over the past 15 years, career guidance has featured highly on the policy horizons of several countries across the world. Stimulated in part by a severe economic downturn, and, in response to that, by policy steers from such supranational and transnational entities such as the OECD, the World Bank and the European Union (Watts & Sultana, 2004; Watts, 2014). Career guidance is back in fashion—at least as a policy topic. This chapter sets out to unpack the discourses that have developed around the field of career guidance, drawing on a three-fold typology proposed by Habermas (1971), and pointing out the implications that each discourse has for career guidance policy, practice and research. This chapter furthermore explores the three discourses—technocratic, humanistic, and emancipatory—in relation to the current historical conjuncture marked by austerity measures and the rise of the precariat (Standing, 2011). In doing so, the chapter draws on Zygmunt Bauman’s notion of ‘liquid modernity’ in order to make a case for what I refer to here as ‘emancipatory career guidance’. The latter involves taking a normative stand that is critical of the neoliberal regimes that have thoroughly colonised our lifeworld, and adopting instead a social justice agenda. Such a stance, it is argued, carries repercussions for the way we ‘imagine’ career guidance, and for the way we practice it.

Routledge Studies in Education, Neoliberalism, and Marxism

**CAREER GUIDANCE FOR
SOCIAL JUSTICE**
CONTESTING NEOLIBERALISM

Edited by

Tristram Hooley, Ronald G. Sultana, and Rie Thomsen





Professionell beraten: Kompetenzprofil für Beratende in Bildung, Beruf und Beschäftigung

UNIVERSITÄT
HEIDELBERG
Zukunft. Seit 1386.

Forschungsgruppe Beratungsqualität
am Institut für Bildungswissenschaft

nfb Nationales Forum Beratung in
Bildung, Beruf und Beschäftigung

GEFÖRDERT VOM



Bundesministerium
für Bildung
und Forschung

Gesellschaftsbezogene Kompetenzen (G)

Die gesellschaftsbezogenen Kompetenzen beschreiben Anforderungen an Beratende in Hinblick auf die Berücksichtigung relevanter gesellschaftlicher Rahmenbedingungen (z. B. Bildungswesen, Berufe und Arbeitsmarkt) und Förderung allgemein akzeptierter gesellschaftlicher Ziele (z. B. Förderung der Selbstorganisation der Ratsuchenden; Erhöhung der Beteiligung an Bildung, Beruf und Beschäftigung; Abnahme individueller und gesellschaftlicher Fehlinvestitionen und Fehlallokationen; Förderung gesellschaftlicher Teilhabe sowie sozialer Inklusion).

Kompetenz G1

Berücksichtigen gesellschaftlicher Rahmenbedingungen

Beratende sind bereit und fähig, die für das Anliegen der Ratsuchenden sowie für die (Weiter-)Entwicklung der Beratungsangebote relevanten gesellschaftlichen Rahmenbedingungen in ihrem Beratungshandeln zu berücksichtigen.

Kompetenzindikatoren	<p>Beratende</p> <ol style="list-style-type: none"> I1. setzen sich mit der Relevanz gesellschaftlicher Rahmenbedingungen bzw. Einflüsse für die (Weiter-)Entwicklung der Beratungsangebote auseinander; I2. beteiligen sich aktiv an der Aufbereitung und Nutzbarmachung von Wissen zu gesellschaftlichen Rahmenbedingungen für die Beratung und die Ratsuchenden (z. B. Wissensmanagement); I3. berücksichtigen die für die jeweiligen Anliegen der Ratsuchenden relevanten gesellschaftlichen Rahmenbedingungen (z. B. Arbeitsmarkt, Bildungssystem) (s. P1–P5).
Kognitive Ressourcen	<p>Beratende kennen</p> <ol style="list-style-type: none"> R1. relevante gesellschaftsbezogene Wissensbereiche (z. B. Arbeitsmarkt, Wirtschaft, Bildungssystem, Berufskunde, Berufs-, Kompetenz- oder Qualifikationsanforderungen, Fördermöglichkeiten); R2. gesellschaftliche Entwicklungen (z. B. Globalisierung, zunehmende Komplexität, demografischer Wandel, lebenslanges Lernen, Diversität); R3. Datenbanken, Wissensressourcen und Verfahren des Wissensmanagements.

Kompetenz G2

Berücksichtigen gesellschaftlicher Ziele

Beratende sind bereit und fähig, in ihrem beraterischen, organisationalen sowie beratungsrelevanten gesellschaftlichen Handeln Zielsetzungen (wie z. B. die Informations- und Wissensvermittlung, die Förderung von Kompetenzen zur eigenverantwortlichen Gestaltung bildungs- und berufsbiografischer Entwicklungsprozesse, die Erhöhung der Beteiligung an Bildung, Beruf und Beschäftigung, die Abnahme individueller und gesellschaftlicher Fehlinvestitionen und Fehlallokationen, die Förderung gesellschaftlicher Teilhabe sowie die soziale Inklusion tendenziell benachteiligter Personengruppen u. a.) zu berücksichtigen.

Kompetenzindikatoren	<p>Beratende</p> <ol style="list-style-type: none"> I1. setzen sich mit gesellschaftlich relevanten Zielen für die arbeitsweltliche Beratung auseinander; I2. setzen sich mit den Auswirkungen des Beratungshandelns (und deren Begrenzungen) auf die gesellschaftliche Umwelt auseinander; I3. bringen Erfahrungen und Erkenntnisse aus der Beratung in gesellschaftliche Prozesse (z. B. auf der lokalen Ebene, in Berufsverbänden) ein; I4. wirken in der Organisation daran mit, die für das jeweilige Angebot relevanten Zielsetzungen zu definieren (diese können u. a. als „Outputkriterien“ für die Evaluation genutzt werden); I5. unterstützen die Ratsuchenden dabei, ihre individuellen Ziele in einen sinnvollen Zusammenhang mit gesellschaftlichen Zielvorstellungen zu bringen (s. P1–P6).
Kognitive Ressourcen	<p>Beratende kennen</p> <ol style="list-style-type: none"> R1. die mit Bildungs- und Berufsberatung verbundenen gesellschaftlichen Ziele (z. B. Förderung der Selbstorganisation, gesellschaftlicher Teilhabe, sozialer Inklusion); R2. Ansätze zur Förderung der Selbstorganisationsfähigkeit sowie gesellschaftlicher Teilhabe und sozialer Inklusion; R3. Problemfelder im Bildungs-, Berufs- und Beschäftigungssystem (z. B. Benachteiligung, Beteiligungschancen) sowie Maßnahmen zu deren Bewältigung.

Survey

20 Ronald Sultana items such as:

“I develop a heightened awareness of issues specific to the marginalisation of groups – including youths, the elderly, migrants, indigenous groups, single parents, differently abled, GLBTQ, and long term unemployed and complement such awareness by building up their skills and a power base that facilitates advocacy in support of the rights of vulnerable groups.”

14 nfb items such as:

“I know relevant societal domains (e.g. labour market, economy, education system, occupational, competence or qualification requirements, funding opportunities).”

The 5 **highest** ranked Sultana items

I build up skills to become an advocate for marginalised people's rights (GLBTQ).

I am sensitive to the ways segmented labour markets may exploit various groups.

I have zero tolerance regarding violence, including institutional violence.

I try hard to empower vulnerable groups (migrants and refugees).

I learn to be the voice of "oppressed" people in the public sphere.

The 2 **lowest** ranked Sultana items

I am willing to contest the way difference is rendered invisible, and equally committed to acknowledging and respecting alternative visions of life, and of ways of being in the world.

I am also prepared to shield and defend clients from institutional intimidation.

The 5 **highest** ranked nfb items

I help to bring client's goals into a meaningful relationship with social objectives.

I take into account individual client's relevant social framework (education system).

I know relevant societal domains (labour market, qualification requirements).

I am aware of societal developments (globalization, demographic change).

I engage with counselling's impact and limitations on the social environment.

The 2 **lowest** ranked nfb items

I bring experience and insights from counselling into social processes (e.g. at a local level, in professional associations).

I help within their organization to define those objectives that are relevant for the respective offer (which can also, among other things, be used as "output criteria" for evaluation).

The questionnaire

I learn to be the voice of “oppressed” people in the public sphere.

I build up skills to become an advocate for marginalised people’s rights (GLBTQ).

I know relevant societal domains (labour market, qualification requirements).

I have zero tolerance regarding violence, including institutional violence.

I engage with counselling’s impact and limitations on the social environment.

I help to bring client’s goals into a meaningful relationship with social objectives.

I try hard to empower vulnerable groups (migrants and refugees).

I am aware of societal developments (globalization, demographic change).

I am sensitive to the ways segmented labour markets may exploit various groups.

I take into account individual client’s relevant social framework (education system).

Ronald Sultana items

nfb items

The questions

INTEGRATION INTO ACTIVITY

This statement corresponds to my actual work.

IMPLEMENTATION WISH

I would like to translate this statement into my work.

INSTITUTIONAL FACILITATION

The institution I work for allows me to translate
this statement into my work.

1=applies 2=rather applies 3=partly applies 4=does rather not apply 5=does not apply

Findings

The respondents

75 career counselling workers

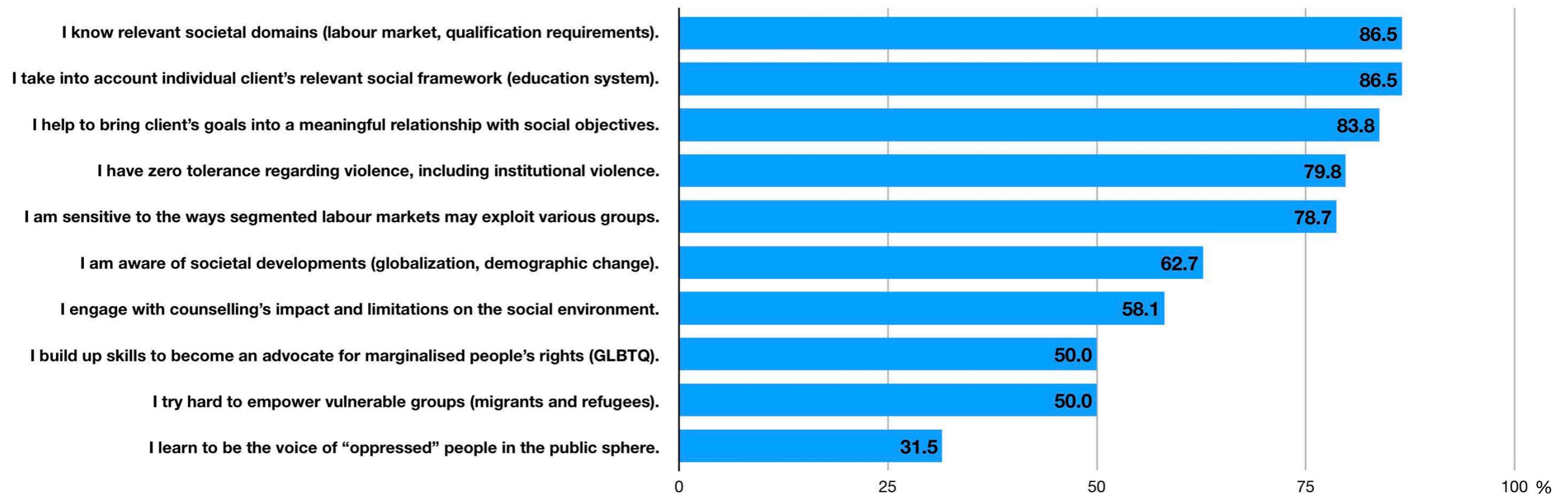
65 from Germany and 8 from Luxembourg

44 female and 31 male

average age: 39.75; from 23 to 65

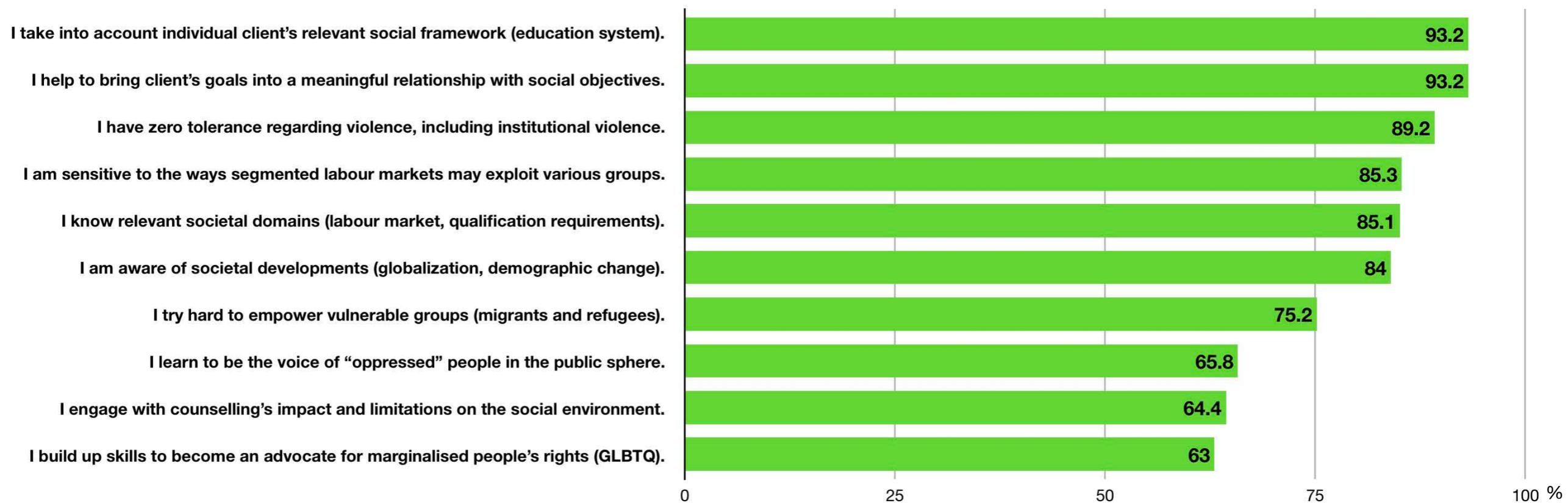
average of years of service: 13.72; from 1 to 44

To what extent do these statements correspond to your actual work ?



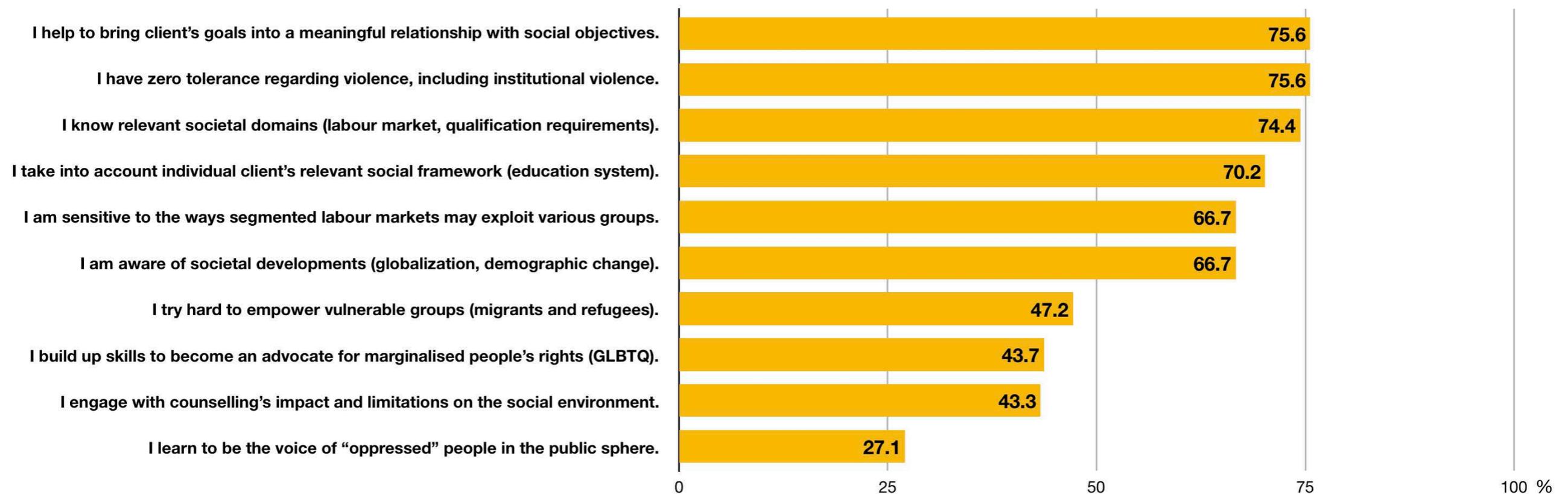
do so - rather do so

To what extent do you personally wish to translate these statements into your work ?



do so - rather do so

To what extent does the institution you work for allow you to translate these statements into your work ?

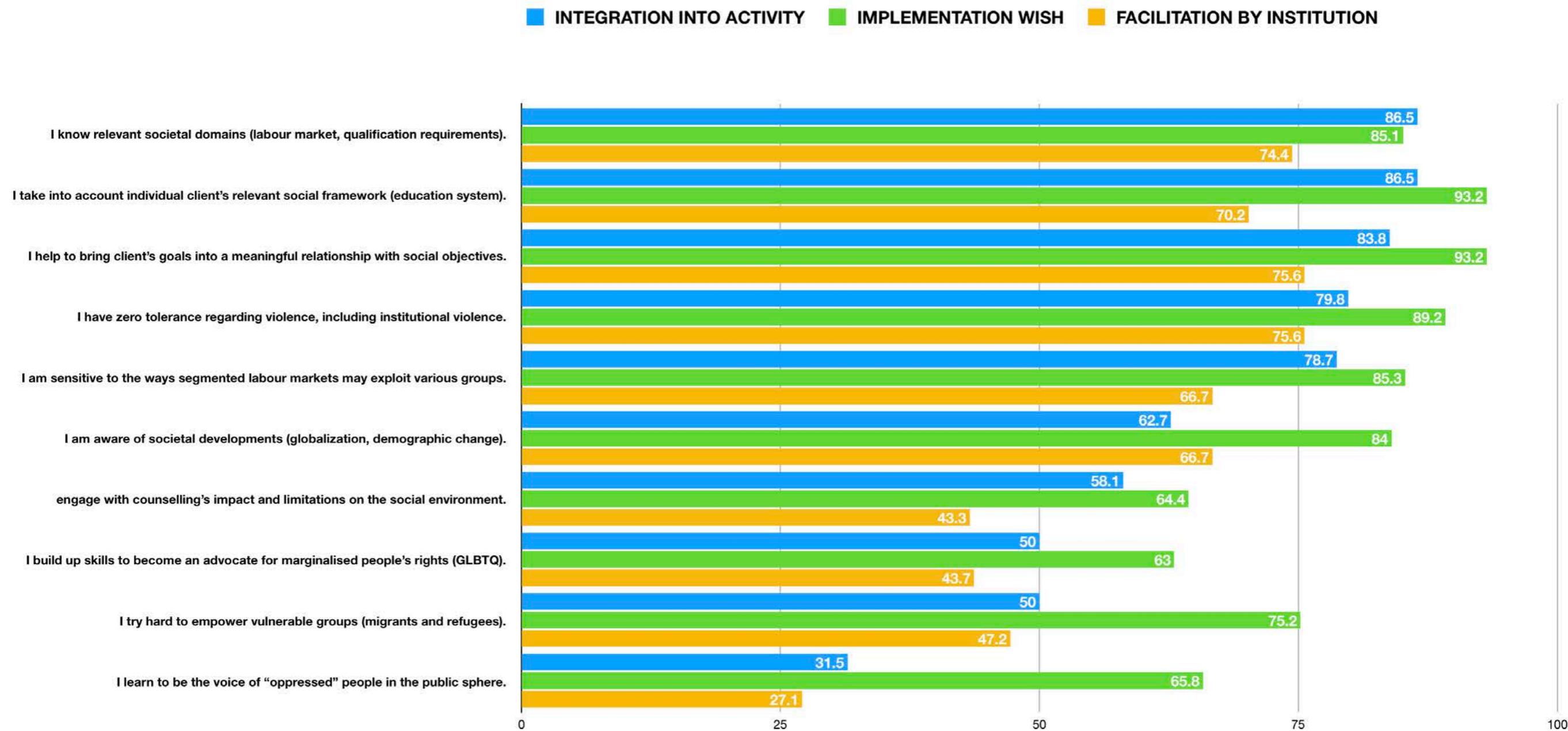


does so - rather does so

To what extent do these statements correspond to your actual work ?

To what extent do you personally wish to translate these statements into your work ?

To what extent does the institution you work for allow you to translate these statements into your work ?



do so - rather do so

do so - rather do so

does so - rather does so

This statement ...	corresponds to my actual work activity (%)
I know relevant societal domains (labour market, qualification requirements).	86,5
I take into account individual client's relevant social framework (education system).	86,5
I help to bring client's goals into a meaningful relationship with social objectives.	83,8
I have zero tolerance regarding violence, including institutional violence.	79,8
I am sensitive to the ways segmented labour markets may exploit various groups.	78,7
I am aware of societal developments (globalization, demographic change).	62,7
I engage with counselling's impact and limitations on the social environment.	58,1
I build up skills to become an advocate for marginalised people's rights (GLBTQ).	50,0
I try hard to empower vulnerable groups (migrants and refugees).	50,0
I learn to be the voice of "oppressed" people in the public sphere.	31,5

nfb items

Ronald Sultana items

applies/rather applies

I would like to ...	translate this statement into my work activity (%)
I take into account individual client's relevant social framework (education system).	93,2
I help to bring client's goals into a meaningful relationship with social objectives.	93,2
I have zero tolerance regarding violence, including institutional violence.	89,2
I am sensitive to the ways segmented labour markets may exploit various groups.	85,3
I know relevant societal domains (labour market, qualification requirements).	85,1
I am aware of societal developments (globalization, demographic change).	84,0
I try hard to empower vulnerable groups (migrants and refugees).	75,2
I learn to be the voice of "oppressed" people in the public sphere.	65,8
I engage with counselling's impact and limitations on the social environment.	64,4
I build up skills to become an advocate for marginalised people's rights (GLBTQ).	63,0

nfb items

Ronald Sultana items

applies/rather applies

The institution I work in ...	allows me to translate this statement into my work (%)
I help to bring client's goals into a meaningful relationship with social objectives.	75,6
I have zero tolerance regarding violence, including institutional violence.	75,6
I know relevant societal domains (labour market, qualification requirements).	74,4
I take into account individual client's relevant social framework (education system).	70,2
I am aware of societal developments (globalization, demographic change).	66,7
I am sensitive to the ways segmented labour markets may exploit various groups.	66,7
I try hard to empower vulnerable groups (migrants and refugees).	47,2
I build up skills to become an advocate for marginalised people's rights (GLBTQ).	43,7
I engage with counselling's impact and limitations on the social environment.	43,3
I learn to be the voice of "oppressed" people in the public sphere.	21,1

nfb items

Ronald Sultana items

applies/rather applies

Conclusion

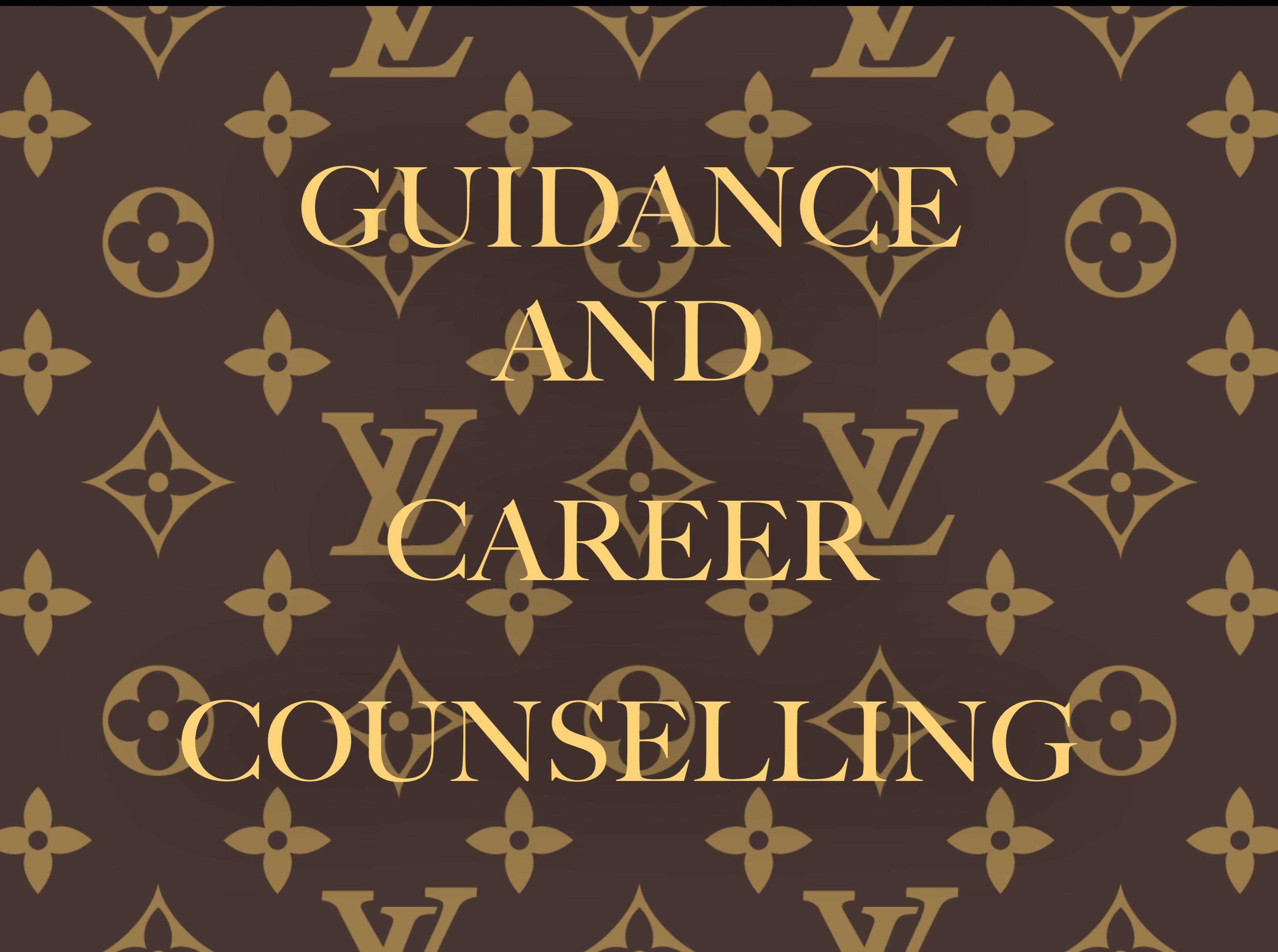
As a counsellor, ...	INTEGRATION INTO ACTIVITY (%)	IMPLEMENTATION WISH (%)	INSTITUTIONAL FACILITATION (%)
I know relevant societal domains (labour market, qualification requirements).	86,5	85,1	74,4
I take into account individual client's relevant social framework (education system).	86,5	93,2	70,2
I help to bring client's goals into a meaningful relationship with social objectives.	83,8	93,2	75,6
I have zero tolerance regarding violence, including institutional violence.	79,8	89,2	75,6
I am sensitive to the ways segmented labour markets may exploit various groups.	78,7	85,3	66,7
I am aware of societal developments (globalization, demographic change).	62,7	84,0	66,7
I engage with counselling's impact and limitations on the social environment.	58,1	64,4	43,3
I build up skills to become an advocate for marginalised people's rights (GLBTQ).	50,0	63,0	43,7
I try hard to empower vulnerable groups (migrants and refugees).	50,0	75,2	47,2
I learn to be the voice of "oppressed" people in the public sphere.	31,5	65,8	21,1

nfb items

Ronald Sultana items

applies/rather applies

**Some
thoughts
beyond
this survey**

The background of the slide is a dark brown color with a repeating pattern of the Louis Vuitton monogram. The monogram consists of the letters 'LV' in a stylized, serif font, surrounded by a four-petaled flower design. The pattern is arranged in a grid-like fashion, with the 'LV' monograms and flowers alternating in a regular, repeating sequence.

GUIDANCE

AND

CAREER

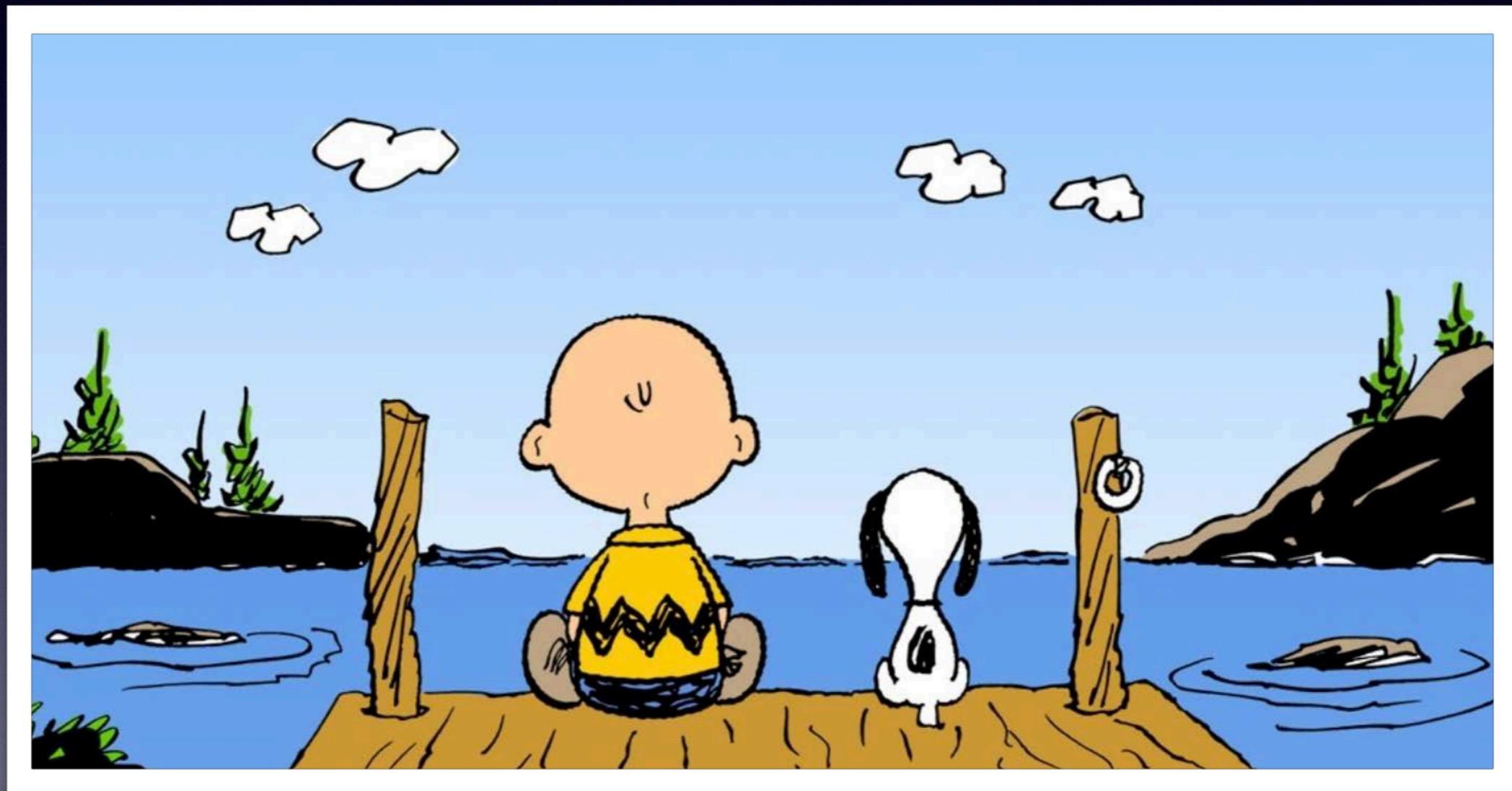
COUNSELLING



"Never, ever, think outside the box."

from The New Yorker

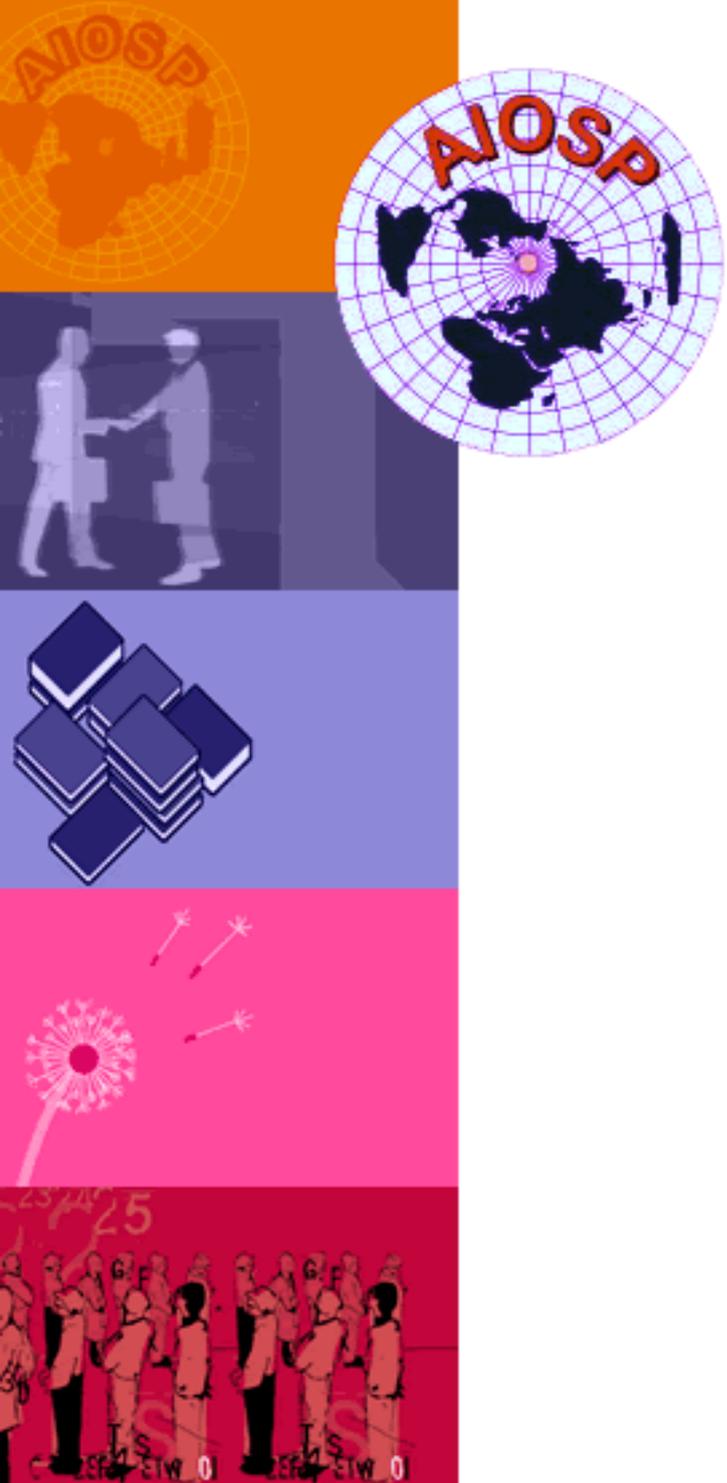
BLUE SKY THINKING



“Ich weiss nicht, ob es besser wird, wenn es anders wird. Aber es muss anders werden, wenn es besser werden soll.”

“I cannot say whether things will get better they we change. What I can say is that they must change if they are to get better.”

Georg Christoph Lichtenberg (1742-1799)



“The IAEEVG, ... appeals to providers, practitioners, academics and policy-makers, to increase their efforts by embracing **social justice** as a core value that guides their practices.”

IAEEVG communiqué
Montpellier, France (2013)

And yet ...

“noble savage”

John Dryden (1631-1700)

The Conquest of Granada, (1672)

“We resent everyone ... who run at our side, who hamper our stride or leave us behind.

In clearer terms, all contemporaries are odious.”

Emil Cioran (1911-1955)

“... these new active **life-design** interventions cannot refer to the existing forms of work within the dominant economic models. Their reference must be to a **world that is still to be built.**”

Jacques Pouyaud and Jean Guichard
A Twenty-First Century Challenge

How to Lead an Active Life Whilst Contributing to Sustainable and Equitable Development,
in **CAREER GUIDANCE FOR SOCIAL JUSTICE (2018)**

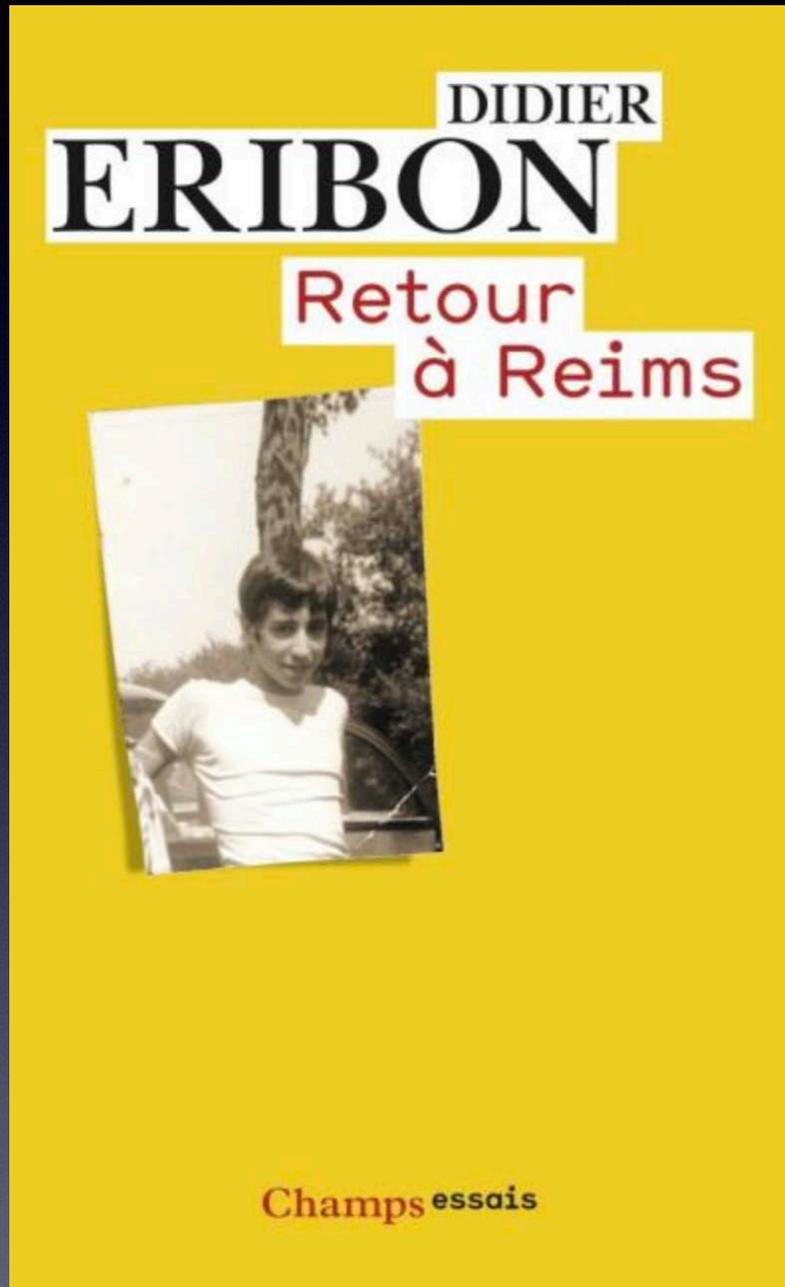
“... two avenues One is more specifically about humane and decent work.”

Jacques Pouyaud and Jean Guichard
A Twenty-First Century Challenge

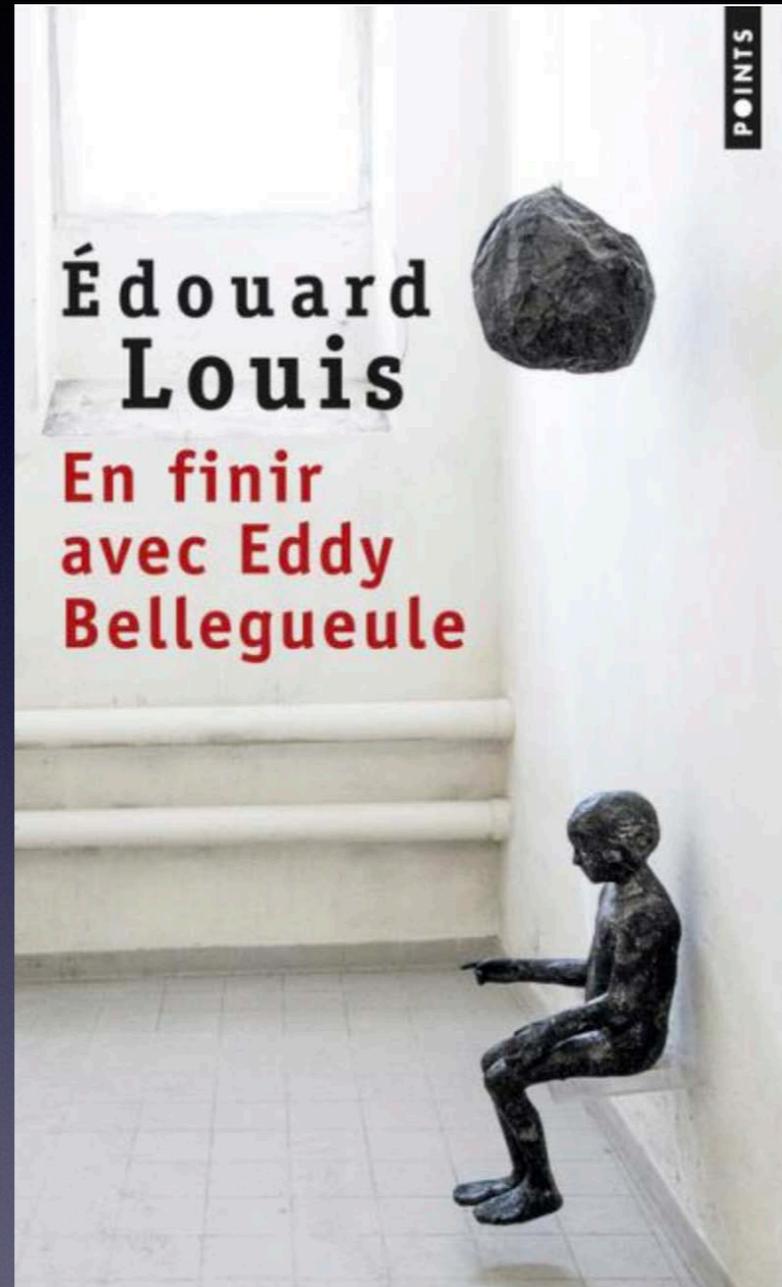
How to Lead an Active Life Whilst Contributing to Sustainable and Equitable Development,
in **CAREER GUIDANCE FOR SOCIAL JUSTICE (2018)**

“... the mass of men lead lives of quiet desperation.”

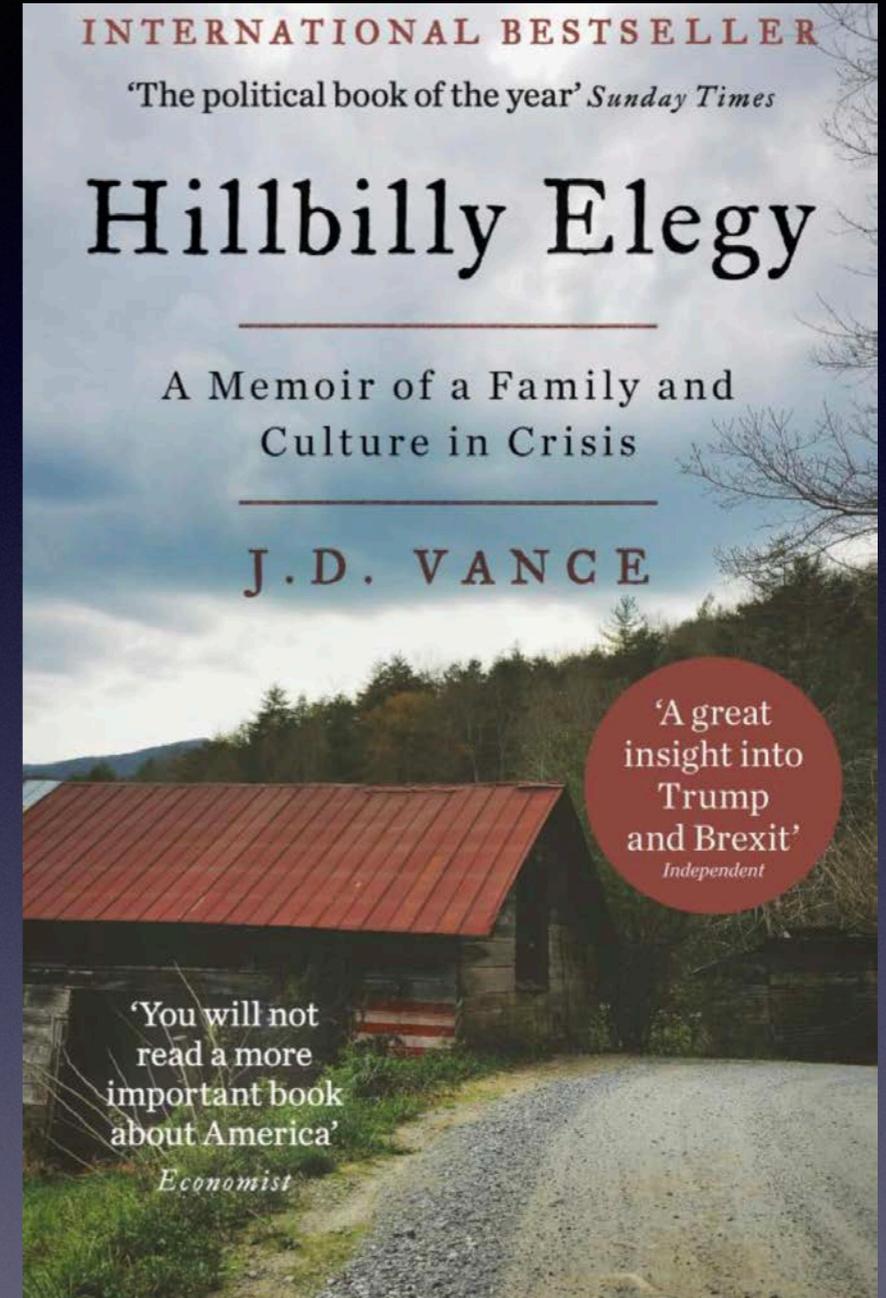
Henry David Thoreau (1817-1862)
Walden, (1854)



2010



2015



2016

“... The second one relates to the **ecological footprint of working.**”

Jacques Pouyaud and Jean Guichard
A Twenty-First Century Challenge

How to Lead an Active Life Whilst Contributing to Sustainable and Equitable Development,
in **CAREER GUIDANCE FOR SOCIAL JUSTICE (2018)**

A NEED



FOR CHANGE

“It is the economy, stupid.”

Bill Clinton
US president (1993-2001)

“... in the slogan of the French Revolution ‘Liberty, **Equality**, Fraternity’, there is a contradiction between freedom and equality. One opposes the other. There can be no equality in a country where each individual is free to emancipate him- or herself since each one is endowed with different talents and desires. If each one has the liberty to emancipate him- or herself as he wishes, it will necessarily result in an inequality in society since one person will have become rich and another not.”

François Mitterrand (1916-1996)
in ‘Bouillon de Culture’, (1995)

“In order to survive and flourish in the 21st century, humankind needs effective global cooperation, and so far the only viable blueprint for such cooperation is offered by

liberalism.”

Yuval Noah Harari

*“Sapiens: A Brief History of Humankind” (2014),
“Homo Deus: A Brief History of Tomorrow” (2016)
“21 Lessons for the 21st Century” (2018)*

**“Die Botschaft hör ich wohl,
allein mir fehlt der Glaube.”**

**“The message well I hear,
my faith alone is weak.”**

**Johann Wolfgang Goethe (1747-1832)
in Faust. Der Tragödie erster Teil (1808)**

**Thank you
for your
attention**

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