KEYWAY Map of Impacts of Academic and Career Guidance

Interviews with Key Stakeholders: Feedback Summary

This publication was prepared by ISON PSYCHOMETRICA within the framework of the Keyway Project.

Table of Contents

I. Introduction

The aim of O1 is to define the diverse impact areas of academic and career guidance actions in the lives of citizens. Furthermore, the Project intents to analyze and place the impacts/outcomes into the appropriate categories and provide an Impact Map.

In order to create the Keyway impact map of guidance services, the partnership after having collected existing studies on guidance, in a brainstorming session evaluated the most important and relevant impact to be included in the conceptual map.

The next step for each partner was to make Interviews with 3 experts, in order to give their feedback and ideas on the construction of the Impact Map.

The intention of the interviews was to gather information by asking individuals to respond to questions posed by the moderator, and then asking them to prioritize those ideas or suggestions.

The experts first answered questions regarding the Impact of Guidance, without having seen the results of the brainstorming session of the partnership. Then, after having a preview of the results they gave their feedback, making changes, adding outcomes, proposing new ideas.

The results of the interviews that all partners conducted are presented below:

II. Participants

In the interviews organized by the partners 11 experts participated.

1. **Màrius Martinez Muñoz**

   Position: Associate professor on Career Guidance.

   Organisation: Universitat Autònoma de Barcelona (UAB). Faculty of Education. Department of Applied Pedagogy.

2. **Rafael Sánchez Martínez**

   Position: Head of the Information and Vocational Guidance Service.

   Organisation: Servei d'Ocupació de Catalunya (SOC) (Work placement Service of Catalonia).

3. **Clara Sanz López**

   Position: Education inspector

   Organisation: Ministry of Education, Youth and Sports of the Autonomous Region of Madrid.

4. **Dr. Istvan Kiss**

   Position: Dr. in Psychology and Euroguidance Bologna with the specialization into Career Guidance and Couselling (CGC) and European Higher Education

   Organisation: Hoschschule der Bundesagentur für Arbeit (HdBA). University of Applied Labour Studies (Mannheim, Germany).

5. **Karen Schober**

   Position: President at National Forum for Education, Vocational, Training and Employment (nfb)

   Organisation: National Forum for Education, Vocational, Training and Employment (nfb).

6. **Fabrizio Rota**

Position: Freelance guidance counselor

Organisation: Fabrizio Rota Training & Coaching System

7. **Romano Calvo**

Position: University teacher and Senior consultant for various Italian public administrations

Organisation: University Milano-Bicocca, Department of sociology and social research

8. **Maria Graziella Pellegrini**

Position: Manager of guidance programming

Organisation: Friuli Venezia-Giulia Region

9. **George Koukoulas**

Position: President of IEPAS

Organisation: Institute of Career Guidance and Counseling – private NGO

10. **Nancy Karagiannaki**

Position: Career Counselor- Head of HR Dpt

Organisation: Manpower employment organization – public organization

11. **Panagiotounakou Elpida**

Position: Psychologist – Career Counsellor

Organisation: Freelancer

III. Feedback

The main answers on the given questions are presented below:

1. According to your experience, which are the main areas of guidance impact?

The main area for all the interviewees was the Individual. The second main area is the social (6/11 answers) and follows the economic (5/11 in the same area are included the business competitiveness and the job market). There were also references (1 vote for each) on the personal wellbeing, the school, the organisations and the family.

2. Which are the main impacts of career guidance?

Personal level: *Subareas of impact:*

- *Change on the personal level, in order to have a higher level of self-organization.*
- *Solve different problems, set new goals, develop new skills, and create a new balance between the person and his /her environment.*
- *Increase or improve motivation, expectations and self-esteem.*
- *Satisfaction of the user.*
- *Self-evaluation-Provide individuals with tools to be autonomous in managing their careers (e.g. definition of objectives, job search).*
- *Career objectives definition should be one of guidance impacts, and furthermore to define viable objectives and within appropriate timescales.*
- *Improve employability by taking a course or improving transversal competences.*

- *Better reconciliation between private life and working life due to the search for opportunities more appropriate with the sustainability of your professional project.*
- *Improve skills to elaborate the curriculum vitae, or how to manage in a job interview.*
- *For "pre-labour users" the impact could be to acquire hygiene or work habits, self-esteem.*
- *For "post-labour users" for example people more than 60 year old without serious economic problems (e.g. receiving a subsidy), guidance could help them to define a more personal project, for example voluntary work or to collaborate in a non-profit entity.*
- *information and knowledge on the socio-economic context and the world of professions*
- *right decision, better planning development, lower unemployment, motivation, satisfaction*
- *Self-awareness, awareness of individuals' own strengths, aspirations and inclinations in respect to the professional future*
- *know how to deal with change by adopting a strategy and a method*
- *better financial status of the person*

__Social and community__: Related to the idea of guidance as a source of social justice and way to connect the individual with the community, to support social network building and connect the person with other services and other people in similar situations. Also, to help the individual to develop competences that will allow them to act as a member of a community, to take an active role as a citizen and take responsibility to associate with or to help others.

__Education and training system__

- *less school dropout*
- *greater participation and commitment of students*

_Economic area__: Referred not just to access to work but to find a job with adequate conditions (not precarious, unstable or low paid)._

World of work

- _Less mismatching between demand and job supply_
- _Greater occupation_
- _Less inactivity and / or unemployment_
- _Better utilization of workforce, better alignment of demand_

For the organizations: find the right applicants who are really interested, for example, in a study program or on a special job because of their intrinsic motivation. They can save costs because of less drop out, I mean, at the University or less burnout at the company. Guidance and Counselling can support engagement.

There are some categories which are mixed. Namely, beneficiaries of the impact (organisation and community) are mixed with types of impact (employment, education, etc.). Besides, I consider "Employment and Education" should be separated in two categories or dimensions.

Furthermore:

- _Types and Levels of impact (Educational, Economic, employment, Social inclusion- ie. diversity, gender …)._
- _Beneficiaries of guidance action: individual, community (organisation as enterprises, universities, schools, health organizations …), public or private sector, country, etc._
- _Sectors: education (schools, VET, HEI, adult education, …), work (guidance for employment people, unemployment, return to labour market, retired people, youth transitions, etc.)_
- _Categories could be reorganized following ELGPN outlines._

3. Do you agree with the categorisation of Impact of the KEYWAY Project?

Most of the participants (9/11) almost agree with the categorisation of KEYWAY, though they insist that there are changes that should be made, as it seems to be a theoretical list of all possible impacts. It should be adapted to the guidance policy or target group. They share the individual and social area but it is difficult to quantify the economic effects and also despite the fact that the most critical impact is the reduction of unemployment, they don't think that guidance has a decisive impact on the problem.
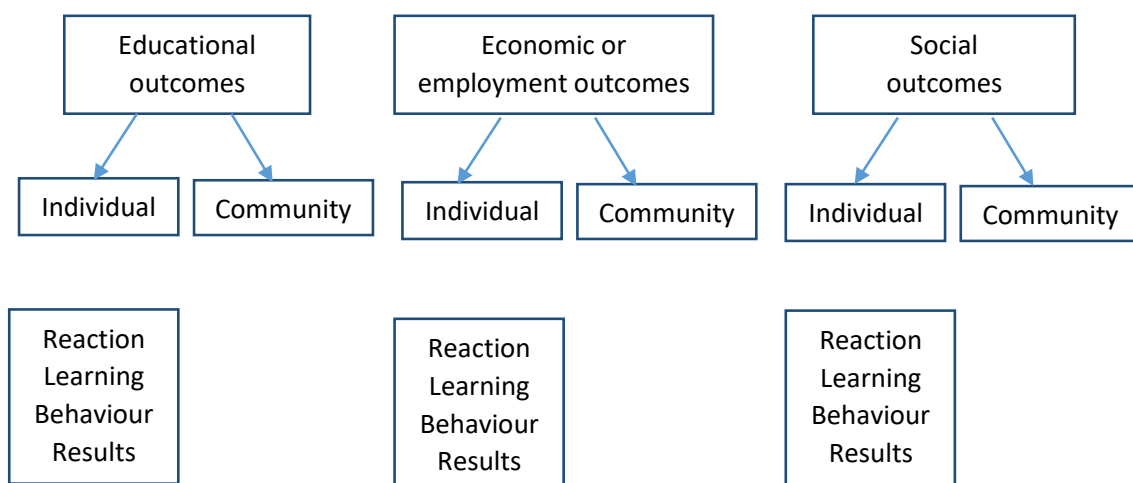
There were also 2 participants that don't agree with the categories and proposed to reorganise it, taking into account the categories of ELGPN.

4. Are there any changes you would like to make? (add areas or sub levels or impacts, etc.)?

Among the changes that were proposed are:

- Add the Emotional component: Optimistic, Positively, Stress Reduction, Well-being, Proper coping-strategies, Clearance of motives and goals, diminishing the feeling of relative/subjective deprivation, coping with negative emotions, reduction of skill gaps.
- Add change in the job seekers profiles which means closeness to the labor market.
- Add the area of work life balance
- It lacks a social point of view. It lacks the idea of social commitment, fighting inequities, and help to the most disfavoured. The indicators should also take into account the most vulnerable people.
- For each guidance policy, it should be defined which of those impact indicators are going to be evaluated(Some areas or impacts like "more job applications", "less drop-outs"... are desired outcomes but more difficult to be associated with a specific guidance policy).

- Avoid repeating the same secondary level within each area
- Remove the following items: well-being - health benefits - higher salary - financial success - emotional control.
- Omit the impact of "reduction in crime and offending behavior" or keep only the direct impact which can be measurable.
- Add the impacts of "better relationships with family members" under individual and "cost saving for family budget" under economic
- Keep only the categories Person with all the sub categories and for the Economic and Social Areas we could keep the sub category of Organisation.
- There are categories mixed as Beneficiaries of the impact (organisation and community) are mixed with types of impact (employment, education, etc.)
- In the individual area, "personal" and "competence" are very similar. "Competence category" does not follow any of the established classifications of CMS (Career Management Skills) in order to measure skills.
- "Employment and Education" should be separated in two categories or dimensions.
- Some indicators could be misinterpreted for example "career adaptability". This concept could be dangerous if for someone means to accept any work conditions.
- Categories should be reorganized following ELGPN outlines:

Educational outcomes	Economic or employment outcomes	Social outcomes
Individual Community	Individual Community	Individual Community

Reaction Learning Behaviour Results	Reaction Learning Behaviour Results	Reaction Learning Behaviour Results

Some examples:

1. Educational outcomes

1.a. Individual

- *Reaction: perception of improvement in CMS, better attitude to education*
- *Learning: more competences, knowledge, self-knowledge, planning, personal abilities*
- *Behaviour: more participation in educational activities*
- *Results: higher qualification*

1.b. Community:

- *Less public spending in education associated to less failed transitions.*
- *Lower early school leaving or drop-outs.*
- *Higher qualification of the population.*
- *Higher educational fidelity or more people involved in lifelong learning.*

2. Economic or employment outcomes

2.a. Individual

- *Reaction: perception of improvement in work competences.*
- *Learning: learning of CMS referred to work: entrepreneurship, knowledge labour marked, work habits, search job competences.*
- *Behaviour: efficient use of CMS: transferring learning or knowledge, better performance in work.*
- *Results: more involvement in work, successful transitions to work, adjustment between competences and expectations, higher salary, higher work satisfaction.*

2.b. Community:

- *Work placement in the area of interest or chosen.*
- *Level of satisfaction of companies with their employees.*
- *Level of satisfaction of employees with the companies.*
- *Higher company benefits.*
- *Higher productivity.*

- *Less unemployment.*
- *Higher tax revenues or social security benefits.*

3. Social outcomes

3.a. Individual

- *Reaction: perception of more social competence*
- *Learning: learning of CMS referred to the social area: communication, social participation abilities.*
- *Behaviour: level of participation in the community.*
- *Results: better life conditions.*

3.b. Community:

- *Less social exclusion.*
- *Higher security related to lower criminal activity*
- *Less health expenses related to anxiety problems, stress or difficulties to manage adversities.*
- *More social equity.*
- *More social participation and community support.*

5. For each sub level put the impacts you think are most relevant in order of importance.

The given answers are summarised as following:

*On the **individual level**:*

- *Self- efficacy. Everything else is depending on the self-efficacy.*
- *Wellbeing*
- *Clarification of motives and values, set up of goals and improvement of competences - career adaptability.*
- *Competence; Knowledge and skills: More facilitations in identifying KPIs in carrying out work*
- *Networking*

- *Career prospects more fulfilling on motivation and professional satisfaction.*
- *Decidedness*
- *Time management*
- *Decision making*
- *Negotiation*
- *Access to information and use the information*
- *Better coping with transitions*
- *Job search skills*
- *Labor knowledge: in this area, one should be able to give particular value to those activities that make emerge the less well-known professions and the trends of innovative and developing sectors*

Social – Community *(in this level are included also **employment and education**):*

- *Awareness of new options.*
- *Implementation of culture and values related to work from early school age*
- *Better choices on the education field, selection of course,*
- *Greater access in education and training*
- *Less drop-outs*
- *Higher skill levels, and social inclusion*
- *Lower levels of unemployment*
- *Alignment of demand and supply*
- *International mobility: In this area, we should be able to give particular value to interventions that help people working in an organization to live the organization differently, for example not considering roles but objectives of work*
- *Social inclusion*
- *Information and knowledge on the socio-economic context and the world of professions.*
- *Higher degrees / skills*
- *Health benefits*

Economic outcomes:

- *Responsible and flexible workforce*
- *More job applications*
- *Cost saving by effective job placement*
- *Less drop-outs*
- *Improved productivity*
- *Better financial status of the person*
- *Lower levels of unemployment*
- *Encouraging start-ups of self-employment and entrepreneurial activity*

General comments*:*

- *All impacts are relevant, but it will depend also on the questions asked, the objectives or the situation of the client... The economic and social areas of impact are very important and it must have a correspondence with the individual area.*
- *All impacts are relevant, some of them will depend on the job characteristics.*
- *We should try to identify those on which it is likely to be less complex to identify objective indicators and tools.*

6. Is there anything we should bear in mind in order to make the final version of the intellectual impact map?

- *The intellectual map is a good tool to develop and implement training programs for counsellors and collect data to evaluate the real impact of our guidance services.*
- *It's a suitable instrument to advance and progress into the training of counsellors and collect data to evaluate the impact of Guidance Services. We should highlight the role of emotions in change process with clients as a possible new aspect for including into the Keyway Intellectual Map.*

- *To measure impact we should define well the control group, a big progress would be that public services include a control group in the assessment of their impact.*
- *There should be time scales to evaluate indicators. Indicators in the individual area referred to perception can be measured within 2 months, those referred to learning could take more time, and those referred to behaviour even more for example 6 months.*
- *Community economic and social indicators take more time to change, so should be assessed in a longer time frame from 2 years to 5 years.*
- *The elements to valorise should be: Self-esteem, Leadership, Educational Opportunities, Financial success, International Mobility, Social inclusion*
- *Individual aspects remain central to the very nature of guidance activities and therefore that is an area that needs to be greatly considered.*
- *In order to be sure that the impact is really coming from career guidance, there should be included only the impacts that can be directly measured and there is clear evidence of them.*

7. Other comments

It should be abandoned the term "impact" to use the concept of "evaluation of outcomes".

The system of indicators to be identified should be able to guarantee two main features: simplicity and cost-effectiveness.