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Supporting careers and learning
Towards common standards for monitoring
and evaluation in Europe

21 and 22 March 2022
Virtual event

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

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CONTENT

- Background
- CREAR – the digital service need indicator for career guidance
- Results of the study
- Effectuality and quality in career guidance process





A holistic approach to an individual in the career guidance process

- a paradigm shift – from theory to practice
- a challenge to guidance practitioners and service providers
- a challenge to career guidance professionals' training programmes
- a challenge to trainers' competences
- effectuality of the career guidance process

THEORETICAL
BACKGROUND
OF TOTEEMI
RESEARCH PROJECT



STUDYING

ACQUIRING INFORMATION
STUDY SKILLS
STUDYING IN UAS

RESILIENCE

SOCIAL
PHYSICAL
PSYCHICAL
GENERAL WELL-BEING

AGENCY

TIME MANAGEMENT
ADAPTABILITY
SELF-EFFICACY
DECISION MAKING

CAREER
MANAGEMENT
SKILLS

SEEKING INFORMATION
ABOUT EDUCATION AND
WORKING LIFE
SELF-ASSESSMENT
PLANNING

EMPLOYMENT
SKILLS

WORKING-LIFE SKILLS
JOB-SEEKING SKILLS



TOTEEMI

LAU
REA Edu
GATE



STUDENTS IN HE (Kasurinen 2019) RESULTS OF TOTEEMI RESEARCH PROJECT:

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20 % thought the life has no meaning or direction

40 % felt depressed during the past semester

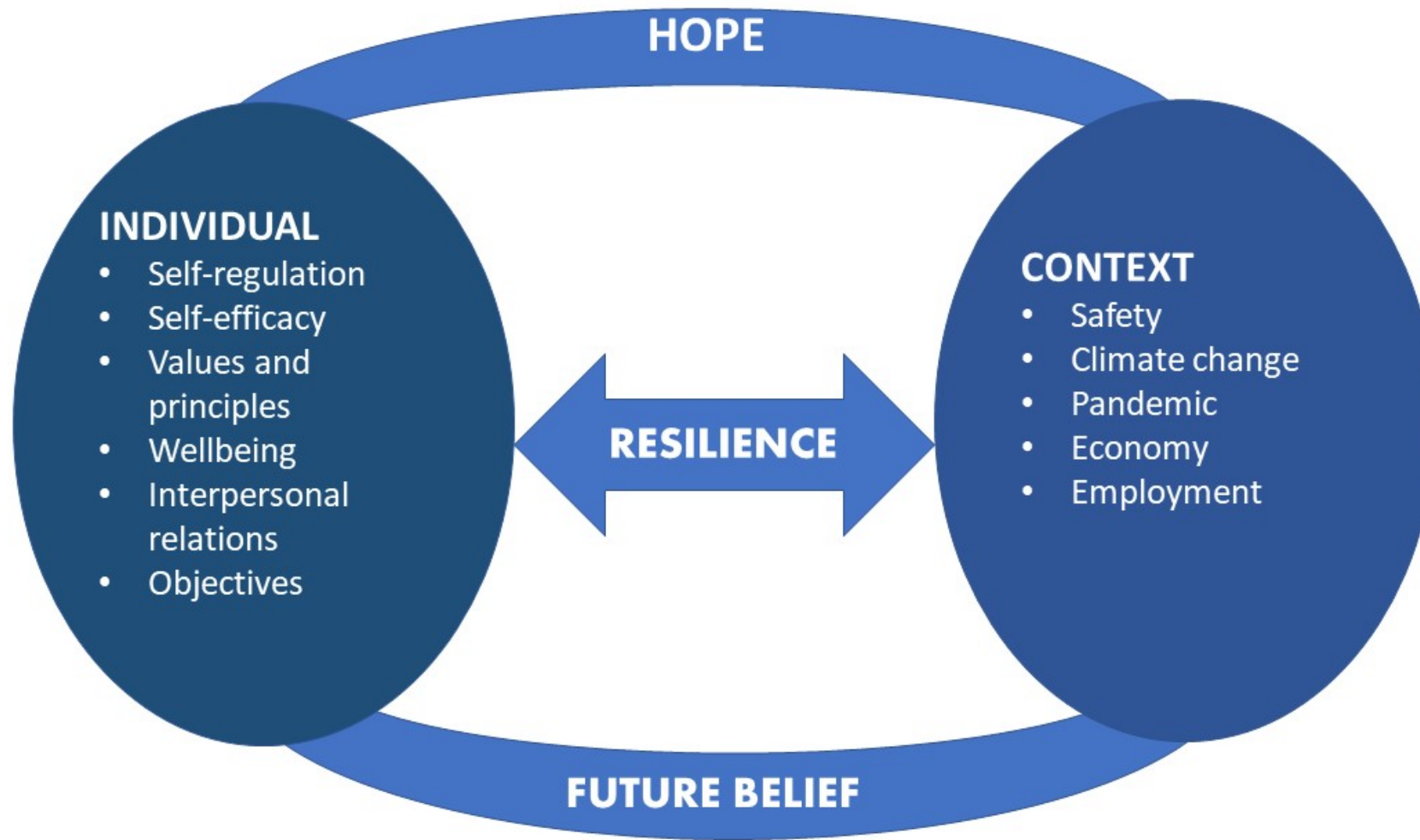
31 % felt being an outsider in a group setting

30 % said I feel myself lonely

38 % my studies have not proceeded according to my study plan



CONCLUSION:
1/3 of students have problems with their studies or in other aspects of life and the situation influences their studying



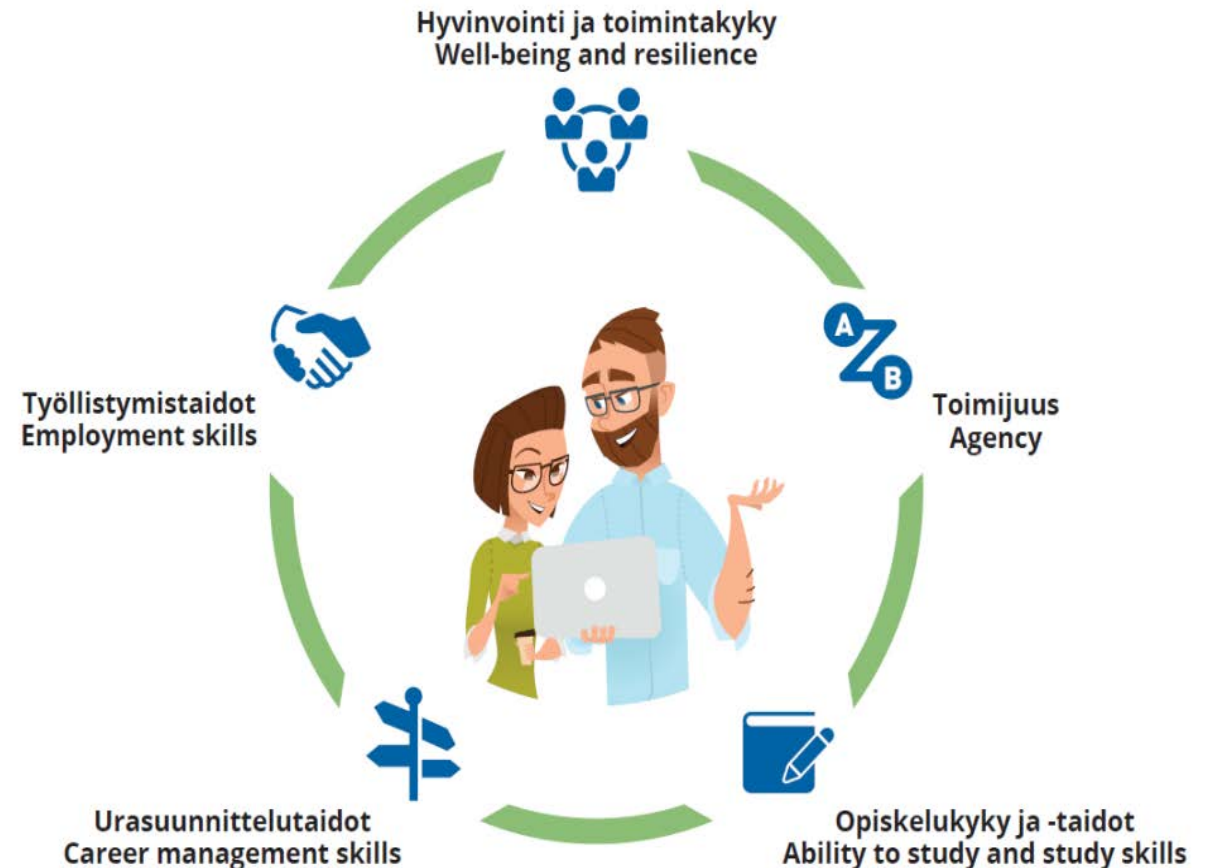
(Kasurinen 2019, 2022)



The Digital Service and Support Need Indicator CREAR www.crear.fi (available in English)

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- The statements are based on TOTEEMI-questionnaire
- The statements were chosen using factor analysis -> reliable series of questions in each dimension
- 5 dimensions:
 1. Well-being and resilience
 2. Agency
 3. Study skills and ability to study
 4. Career management skills
 5. Employment skills





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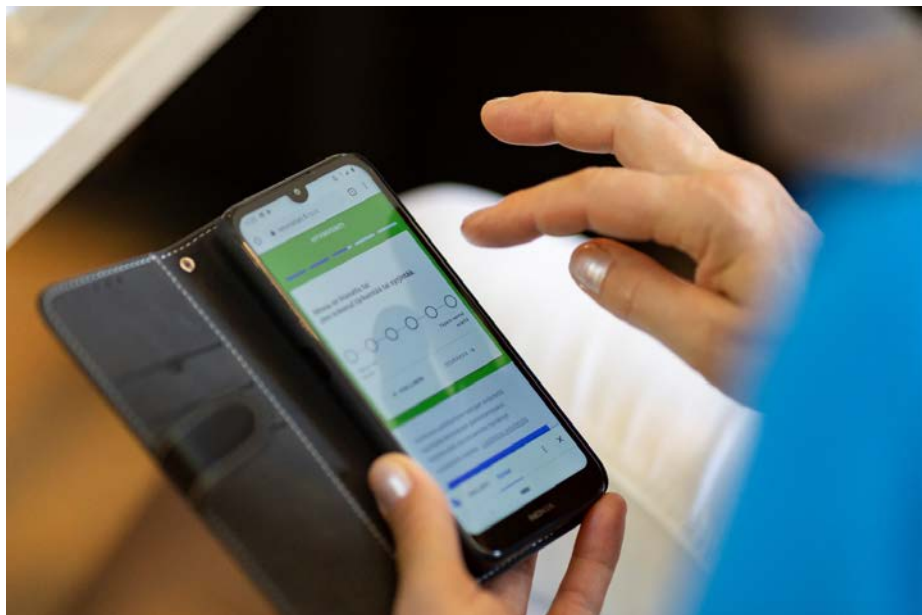


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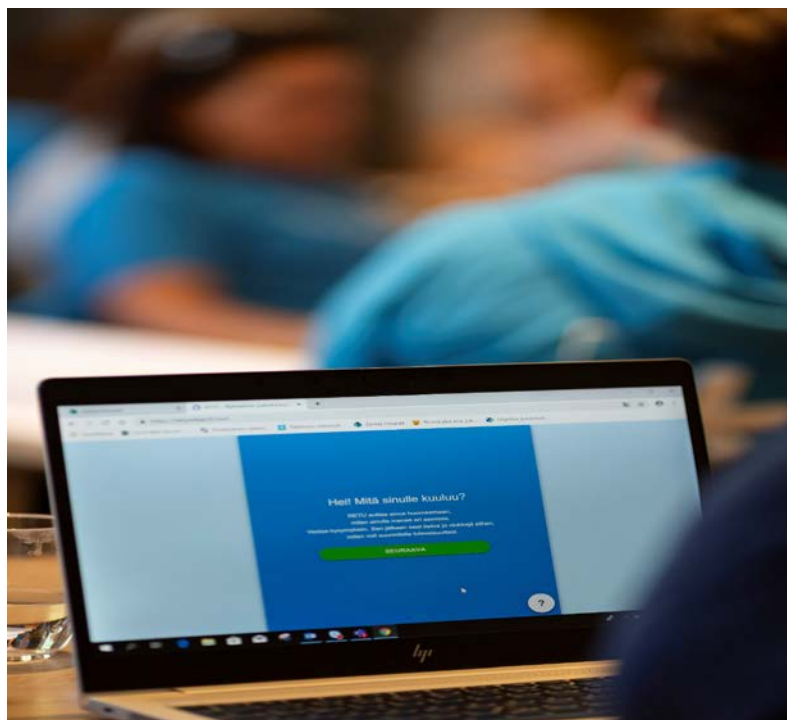
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More information:

[Handbook for CREAR digital service need indicator](#)



CREAR IS EASY TO USE!

LANGUAGE OPTIONS:

FINNISH, SWEDISH, ENGLISH AND

FINNISH PLAIN LANGUAGE

Photos: Jarno Virtanen



PILOTING AND RESEARCH

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

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

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

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

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



FINDINGS 1

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

Guidance practitioners tend to

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

Clients are

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



FINDINGS 2

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

Guidance practitioners

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

Clients can be adversely affected because

- the roles and responsibilities between different professionals involved in the individual guidance process are not transparent and clearly defined.
- multi-professional and cross-sectoral cooperation happens more *ad hoc* and *case-by-case* instead of clear protocols

-> for the above reasons clients may not get the right type of a service meeting their needs



FINDINGS 3

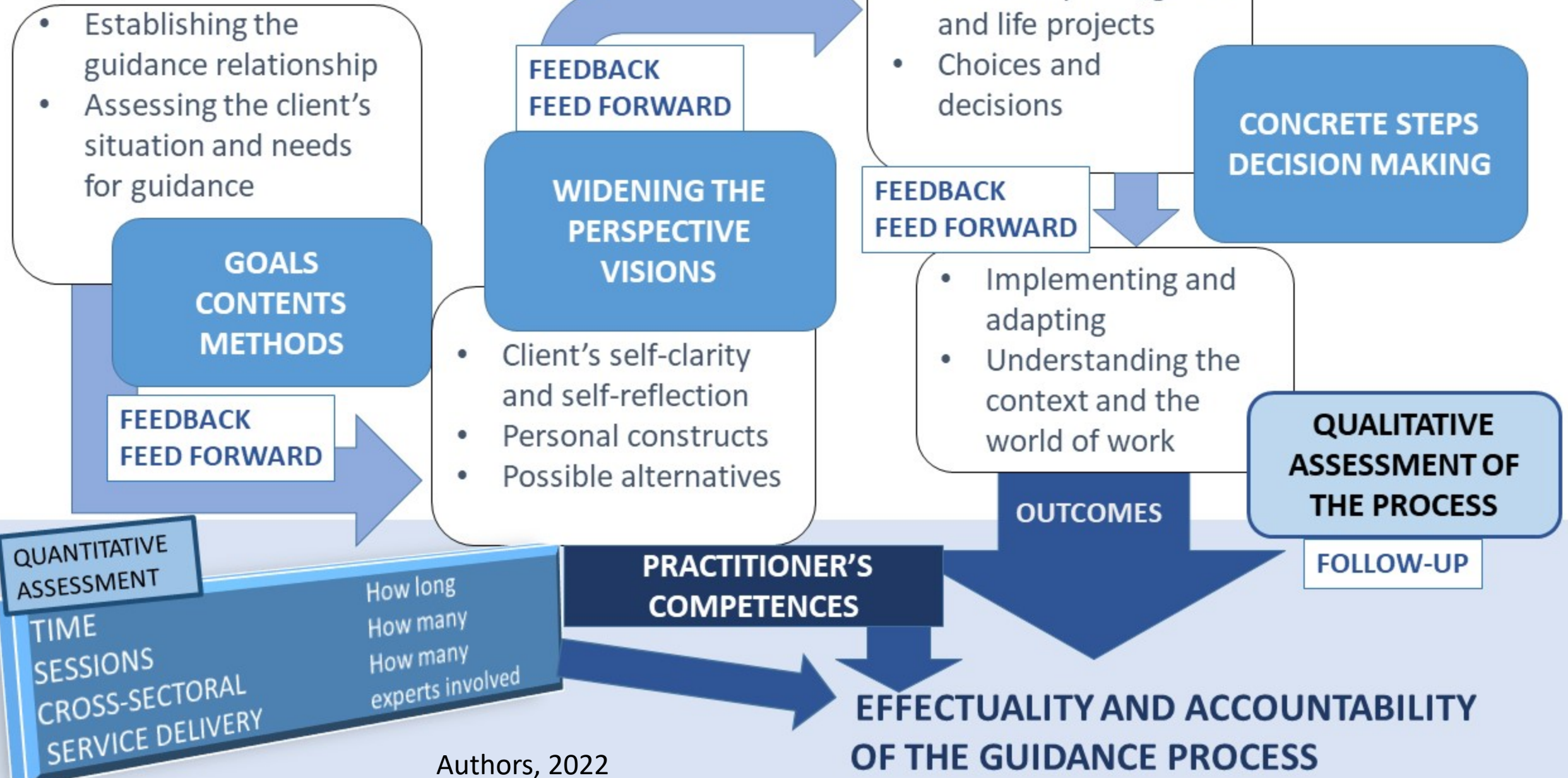
3. Guidance practitioners lack critical self-reflection of their professional performance

Guidance practitioners

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

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

CAREER GUIDANCE PROCESS





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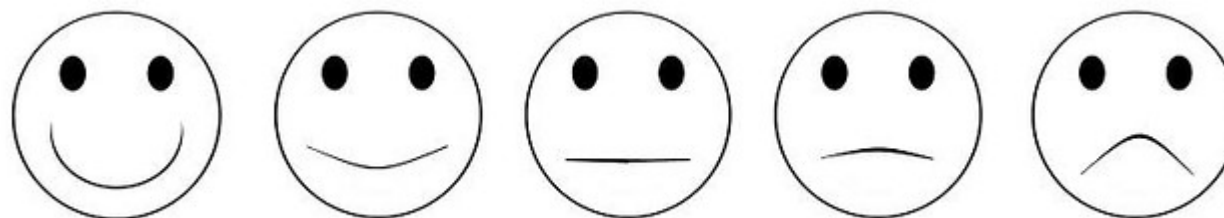


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Just a smiley face does not tell enough if we want to assess whether the guidance process has been effectual or not.



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Thank you

Reference: Kasurinen, H. and Launikari, M. (2022). Towards more effective career guidance processes: the CREAR digital tool improving client-oriented interventions. In Cedefop et al. (2022). *Towards European standards for monitoring and evaluation of lifelong guidance systems and services (Vol. I)*. Luxembourg: Publications Office of the European Union. Cedefop working paper; No 9, pp. 93-109. <http://data.europa.eu/doi/10.2801/422672>

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