## Slide 1

# Hellin Conference 2019

*What can guidance counselling practice tell us about adult learners lifelong learning and career development?*

Dr. Lucy Hearne, School of Education, University of Limerick

*Funded by National Institute of Studies in Education (NISE) Bursary*

UNIVERSITY OF LIMERICK OLLSCOIL LUIMNIGH

## Slide 2



- GOI/DES POLICY
- ADULT GUIDANCE PRACTICE
- CLIENTS
- The RESEARCH Study

UNIVERSITY OF LIMERICK OLLSCOIL LUIMNIGH

## Slide 3

### Guidance Counselling

- A professional role and qualification at PG level with unique set of skills and competencies for lifelong/lifespan guidance work
- Underpinned by Professional Code of Ethics
- Employs a humanistic approach and integrated model of guidance counselling, i.e. personal/social, educational and career with adults in a range of different adult learning settings (DES, 2000, 2012)

*Includes:*

Guidance, counselling and information services incorporating learning options, career options, employment and progression options in the context of matching the right person to the right opportunity (SOLAS, 2014, 2018)

06.11.19

UNIVERSITY OF LIMERICK OLLSCOIL LUIMNIGH

## Slide 4

### Guidance's Contribution to Public Policy Goals

1. **Lifelong Learning goals**: development of human resources, efficiency of education systems and improve the fit between education and the labour market
2. **Labour Market goals**: improve match between supply and demand, help improve labour mobility and support ability of the labour market to manage change
3. **Social Equity goals**: support of equal opportunities and the promotion of social inclusion

(DES, 2000; OECD, 2004; SOLAS, 2014)

UNIVERSITY OF LIMERICK OLLSCOIL LUIMNIGH

## Social Cognitive Career Theory (SCCT)

- **Propositions:** people have capacity for some degree of **personal agency** or **self-direction** in their lifelong career development
- Direct relationship between **self-efficacy beliefs, interests** and **outcome expectations**
- Career choice **influenced** by individual's beliefs derived from four major sources of self-efficacy:
  1. personal performance accomplishments (successes)
  2. vicarious learning or modelling (observation)
  3. social persuasion (feedback, realistic/unrealistic behaviour)
  4. physiological states and reactions (low/high anxiety)

(Lent, 2013; Lent et al. 2017)

Dr. L. Hearne, SoE

UNIVERSITY OF LIMERICK
OLLSCOIL LUIMNIGH

## Career Construction Theory (CCT)

Globalised workplaces, economic instability and external forces creating:
- Non-fixed and non-linear lifelong career paths (role of lifelong learning here)
- Shifting terminology – from **career development** to **life design**
- Clients construct careers by ascribing **meaning** to **career-related behaviour**
- Adaptation to environment and events is necessary – **career adaptability**
- Client career story is a **narrative** – their view of their education and career development over the lifespan

(Savickas, 2011; Savickas et al. 2009)

06.11.19

UNIVERSITY OF LIMERICK
OLLSCOIL LUIMNIGH

## CCT - Constructing Self and Identity

- Based on **biographicity** and **identity** work
- Accompanied by **interventions** dealing with employability, adaptability, resilience, emotional intelligence, and lifelong learning
- Construction of a **self as a life project**
- Responds to needs of **mobile workers**, develops a 'grounded' sense of the self
- Connecting who we are to what we do **for our wellbeing**

(Savickas, 2011)

Dr L Hearne, SoE

UNIVERSITY OF LIMERICK
OLLSCOIL LUIMNIGH

## Adult Learner Needs

Heterogeneous group with complex motivations for engaging in learning - dispositional and societal:
- actualising potential,
- gaining meaningful employment,
- increasing general life satisfaction,
- improving the life chances of family members

(BeLL 2014; European Commission/EACEA/Eurydice 2015; Kearns 2017; Phipps et al. 2013).

UNIVERSITY OF LIMERICK
OLLSCOIL LUIMNIGH

## Barriers to Learning for Adults

- poverty and socio-economic class,
- institutional practices,
- cultural values,
- time constraints and family responsibilities,
- low literacy and numeracy skills
- accessing decent work

(Blustein et al. 2019; European Commission 2015; European Commission/EACEA/Eurydice 2015; Fleming et al. 2017)

UNIVERSITY OF LIMERICK
OLLSCOIL LUIMNIGH

## FET Research Study - Context

- Structural and systemic changes in the FET sector since 2013 (Government of Ireland, 2013)

- Proposed new **Adult Guidance and Information Service** (SOLAS 2014) to align provision across the sector

- Neo-liberal emphasis in lifelong learning (FET, HE) to lubricate human capital in labour market and meet employers' needs (Fleming, 2016; Grummell and Murray 2015; SOLAS, 2018; Tuckett, 2017).

UNIVERSITY OF LIMERICK
OLLSCOIL LUIMNIGH

## FET Research Study

**Aim:**
Explore current guidance counselling provision in FET in context of the proposed expanded Adult Guidance and Information Service (AGIS).

**Objectives:**
- (a) examine how adult guidance is being delivered to adults across different FET
- (b) enhance understanding of the role of guidance counselling to adults in the FET sector
- (c) establish the level of engagement amongst stakeholders on the establishment of AGIS in FET sector
- (d) identify the CPD needs of guidance counsellors working in the FET sector

UNIVERSITY OF LIMERICK
OLLSCOIL LUIMNIGH

## Method

- Online survey (SurveyMonkey) disseminated to adult guidance counsellors working in the FET sector: January - April 2018
- Sample: non-probability purposive sampling as all guidance counsellors in the FET sector were included
- Primarily quantitative data with some qualitative responses
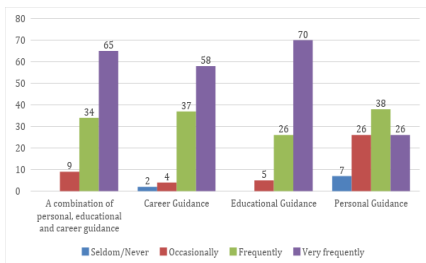- *n131* participants responded - total valid responses = *n111*

UNIVERSITY OF LIMERICK
OLLSCOIL LUIMNIGH
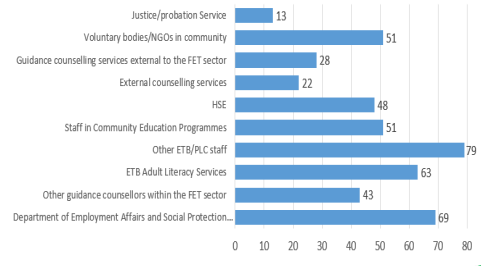
## Length of time as Guidance Counsellor in FET
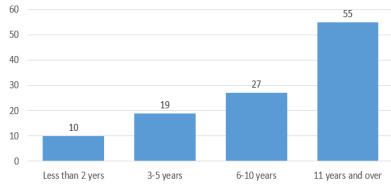


## Guidance Work Setting
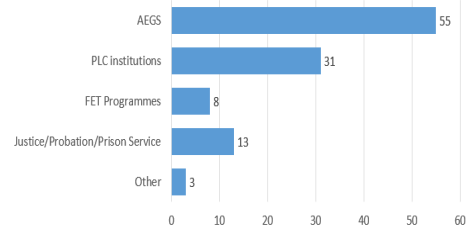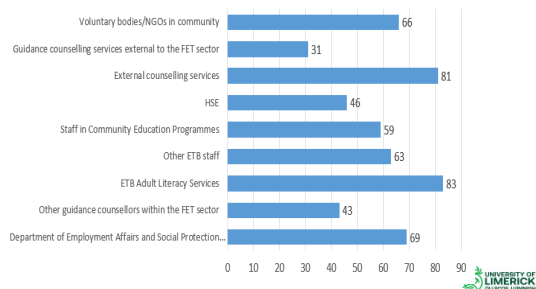


## Types of Guidance Provided to Learners



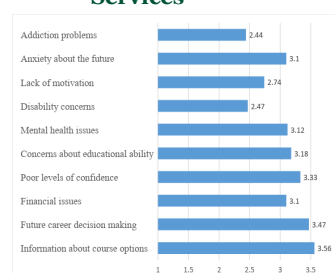## Sources of Inward Referral to Guidance Service

## Outward Referral from Guidance Service



| Category | Value |
|---|---|
| Voluntary bodies/NGOs in community | 66 |
| Guidance counselling services external to the FET sector | 31 |
| External counselling services | 81 |
| HSE | 46 |
| Staff in Community Education Programmes | 59 |
| Other ETB staff | 63 |
| ETB Adult Literacy Services | 83 |
| Other guidance counsellors within the FET sector | 43 |
| Department of Employment Affairs and Social Protection... | 69 |

## Key issues of learners attending Guidance Services



| Category | Value |
|---|---|
| Addiction problems | 2.44 |
| Anxiety about the future | 3.1 |
| Lack of motivation | 2.74 |
| Disability concerns | 2.47 |
| Mental health issues | 3.12 |
| Concerns about educational ability | 3.18 |
| Poor levels of confidence | 3.33 |
| Financial issues | 3.1 |
| Future career decision making | 3.47 |
| Information about course options | 3.56 |

## Key Issues: Qualitative Summary

• *n41* qual responses. Subject to content analysis and categorised as:

**1. Personal/family circumstances:** childcare and transport issues, lack of support within the family, housing and homelessness, trauma and personal crisis experiences, age related difficulties, gender identity, health/illness/medical card applications, cultural issues and stress of balancing education with family and/or work

## Key Issues: Qualitative Summary

**2. Educational concerns**: course availability and suitability, English language skills, suspected learning disabilities, educational transitions, educational retention, qualification recognition and recognition of prior learning, and concerns about the link between course completion and social welfare entitlements

**3. Career Management Skills (CMS)**: education transitions, job seeking skills, coping, decision-making and life-management skills

06.11.19

## Role of Lifelong Guidance Counselling

- Promote aspirations and interests in learners over the lifespan
- Help clients to finding meaning in their lives (personal, education, work)
- Facilitate educational and career decisions – expand choices, help clients 'cope' with barriers, encourage personal autonomy
- Provide appropriate support in complex situations
- Help learners to set goals and deal with self-regulation
- Promote education and work satisfaction in learners

(Lent, 2013; Savickas, 2011)

Dr. L. Hearne, SoE

**UNIVERSITY OF LIMERICK** OLLSCOIL LUIMNIGH

---

## References

BeLL (Benefits of Lifelong Learning) (2014) *Benefits of Lifelong Learning in Europe: Main Results of the BeLL-Project Research Report*, available: www.bell-project.eu/cms/wp-content/uploads/2014/06/BeLL-Research-Report.pdf

Blustein, D.L., Kenny, M.E., Di Fabio, A. & Guichard, J. (2019) 'Expanding the impact of the psychology of working: Engaging psychology in the struggle for decent work and human rights', *Journal of Career Assessment*. DOI: 10.1177/1069072718774002

Department of Education and Science (2000) *Learning for life: White paper on adult education*, Dublin: The Government Stationary Office, available: www.education.ie/en/Publications/Policy-Reports/fe_aduled_wp.pdf

Department of Education and Skills (2012) *Adult Education Guidance Initiative: Operational guidelines*, available: https://www.ncge.ie/sites/default/files/AEGI_Operational_Guidelines_2012__FINAL.pdf

European Commission/EACEA/Eurydice (2015) *Adult Education and Training in Europe: Widening Access to Learning Opportunities - Eurydice Report*, available: eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/179EN.pdf

Fleming, T. (2016) '*The Labour Market and Further Education: An Ally?*' Paper at Conference of The Further Education and Training Forum at the National College of Ireland, March 14th 2016, available: www.tedfleming.net/doc/The_Labour_Market_and_Further_Education_2.pdf

06.11.19

**UNIVERSITY OF LIMERICK** OLLSCOIL LUIMNIGH

---

## References

Fleming, T., Finnegan, F. & Loxley, A. (2017) *Access and Participation in Irish Higher Education*, London: Palgrave Macmillan.

Government of Ireland (2013) *Further Education and Training Act 2013*, No.25/2013, Dublin: Stationery Office, available: http://www.irishstatutebook.ie/eli/2013/act/25/enacted/en/pdf

Kearns, M. (2017) 'Mature Students in Higher Education' in Fleming, T., Finnegan, F. and Loxley, A. (eds.) *Access and Participation in Irish Higher Education*, London: Palgrave Macmillan, pp. 177-195.

Lent, R.W. (2013) 'Social Cognitive Career Theory', in Brown, S.D. & Lent, R.W. (eds.) *Career development and counseling; putting theory and research to work*, 2nd ed., Hoboken, NJ: John Wiley & Sons, Inc.

Lent, R.W., Ireland, G.W., Penn, L.T., Morris, T.R., & Sappington, R. (2017) 'Sources of self-efficacy and outcome expectations for career exploration and decision-making: A test of the social cognitive model of career self-management', *Journal of Vocational Behavior*. DOI:10.1016/j.jvb.2017.01.002

Phipps, S., Prieto, L. and Ndinguri, E. (2013) 'Teaching an old dog new tricks: Investigating how age, ability, and self-efficacy influence intentions to learn and learning among participants in adult education', *Academy of Educational Leadership Journal*, 17(1), 13–25.

06.11.19

**UNIVERSITY OF LIMERICK** OLLSCOIL LUIMNIGH

---

## References

Savickas, M.L. (2011) *Career counseling*, Washington DC: APA.

Savickas, M. L., Nota, L., Rossier, J., Dauwalder, J.-P., Duarte, M. E., Guichard, J., & van Vianen, A. E. M. (2009) 'Life designing: A paradigm for career construction in the 21st century', *Journal of Vocational Behavior*, 5(3), 239-250.

SOLAS (2014) *Further Education and Training Strategy 2014-2019*, Dublin: SOLAS, available: https://www.education.ie/en/Publications/Policy-Reports/Further-Education-and-Training-Strategy-2014-2019.pdf

SOLAS (2018) *The 2018 Further Education and Training (FET) Services Plan*, available: http://www.solas.ie/SolasPdfLibrary/14691_SOLAF_FET_services_plan_R9.pdf

Tuckett, A. (2017) 'The rise and fall of life-wide learning in England', *International Journal of Lifelong Education*, available: doi: 10.1080/02601370.2017.1274546.

06.11.19

**UNIVERSITY OF LIMERICK** OLLSCOIL LUIMNIGH