Fostering programs for passion-based careers for youth

Prof. dr. M. Kuijpers

Questions on career guidance

- Why is another perspective needed?

- How do students make choices?

- How can students learn to choose?

- What kind of learning environment is needed?

- Which changes are important?

Another perspective is needed

Education for specific work or life long learning?

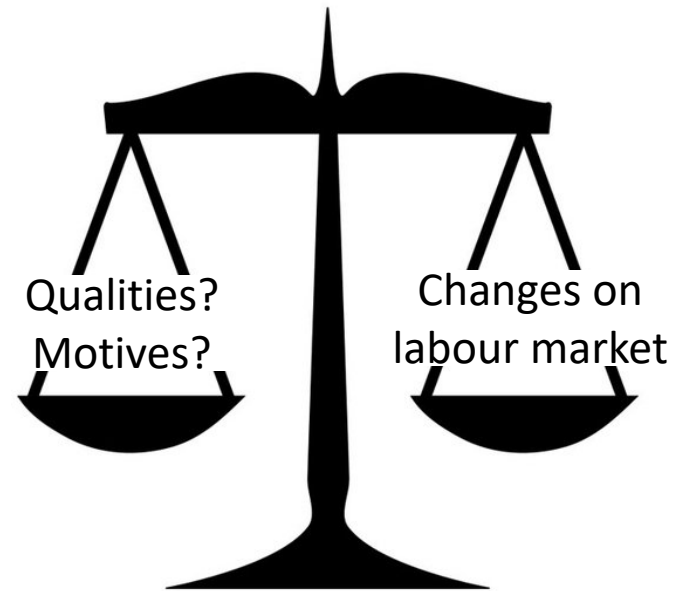# Demands at the workplace

Employers:

"Students do not know what their strengths are,

what they want to learn

and what they can do for the organization."

Changes in society

Career choices demands: quantitative and qualitative

Qualities?
Motives?

Changes on
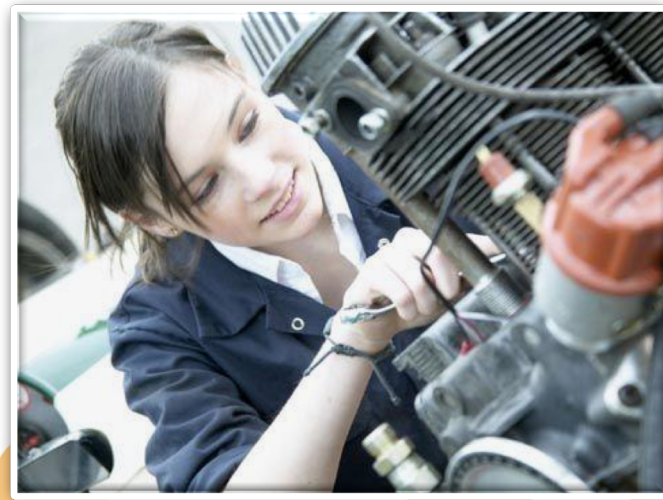labour market

A new task for education

Making choices

Choosing as a rational and incidental process

- Know all possibilities
- Know the consequences
- Weigh pro and cons
- Have a clear goal

Making choices

Systems of thinking by Kahneman:

- System 1:
  - fast
  - preferences
  - experiences

- System 2:
  - slow
  - effort
  - Pre frontal cortex

Career learning
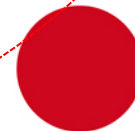
Experience

Dialogue

Choice for next step

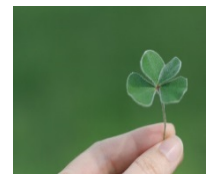Networking

Reflection on capacities and motives
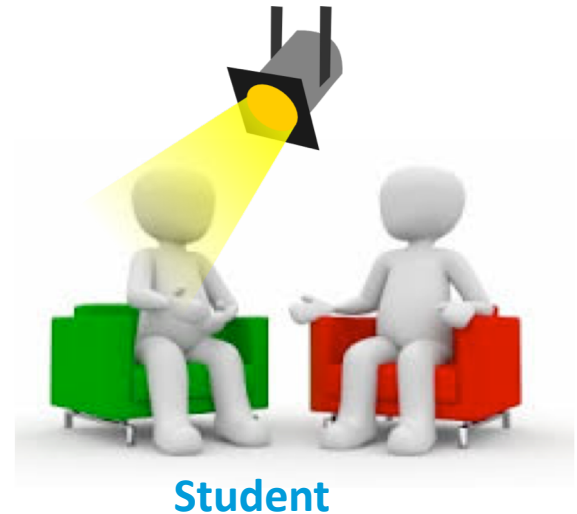
Career capacity

Career action

Work exploration

Study guidance vs career guidance

Teacher

- Study guidance

- Career guidance

Student

Career learning environment

- Experience $\rightarrow$ practice based program organization

- Reflect on experiences that matter and the meaning for learning and future purposes $\rightarrow$ career dialogue

- Participation in own learning process; self direction and making choices $\rightarrow$ inquiry based program organization
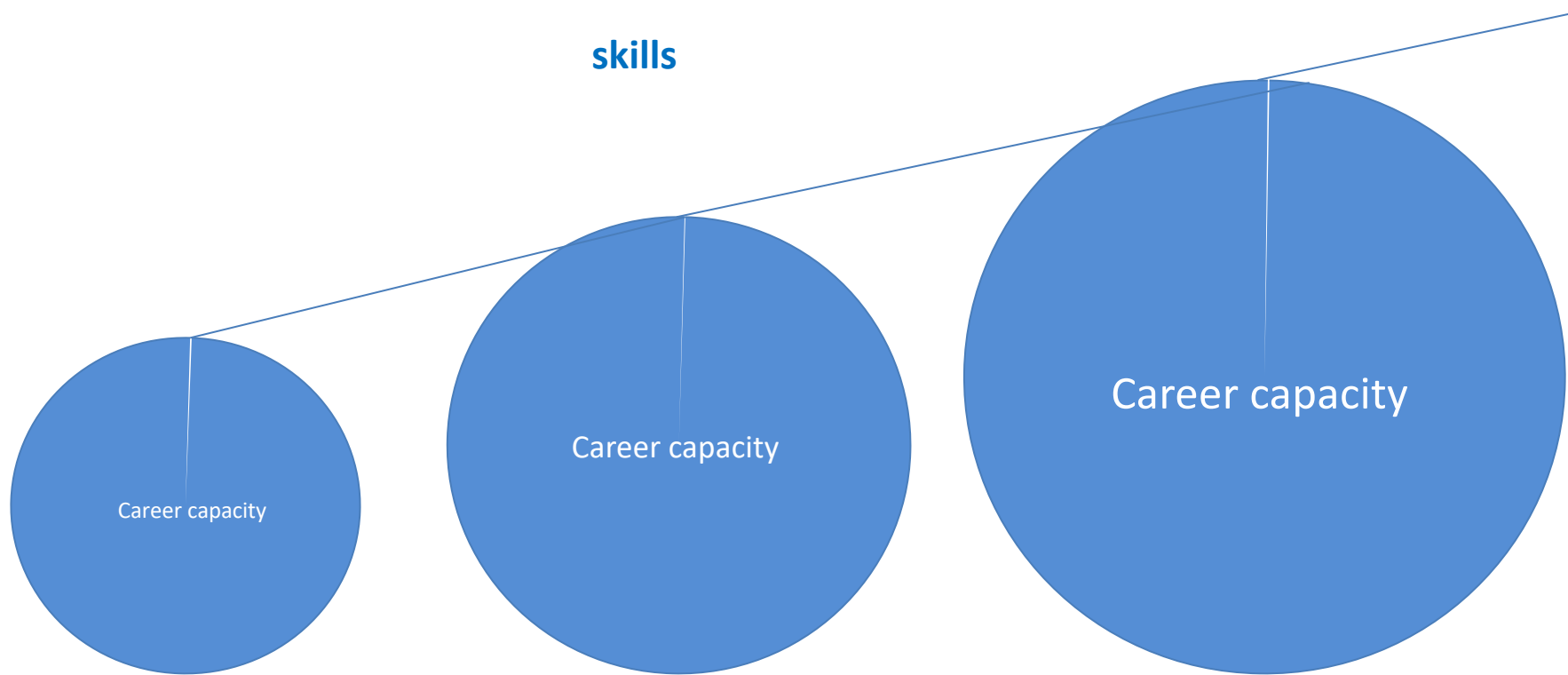
Career learning environment

- Discover capacities and motives
- From capacities to performance
- From motives to development
- From performance to career progress

Skills and career development

-experience-dialogue-choice-experience-dialogue-choice-experience-dialogue-choice-

skills

Career capacity

Career capacity

Career capacity
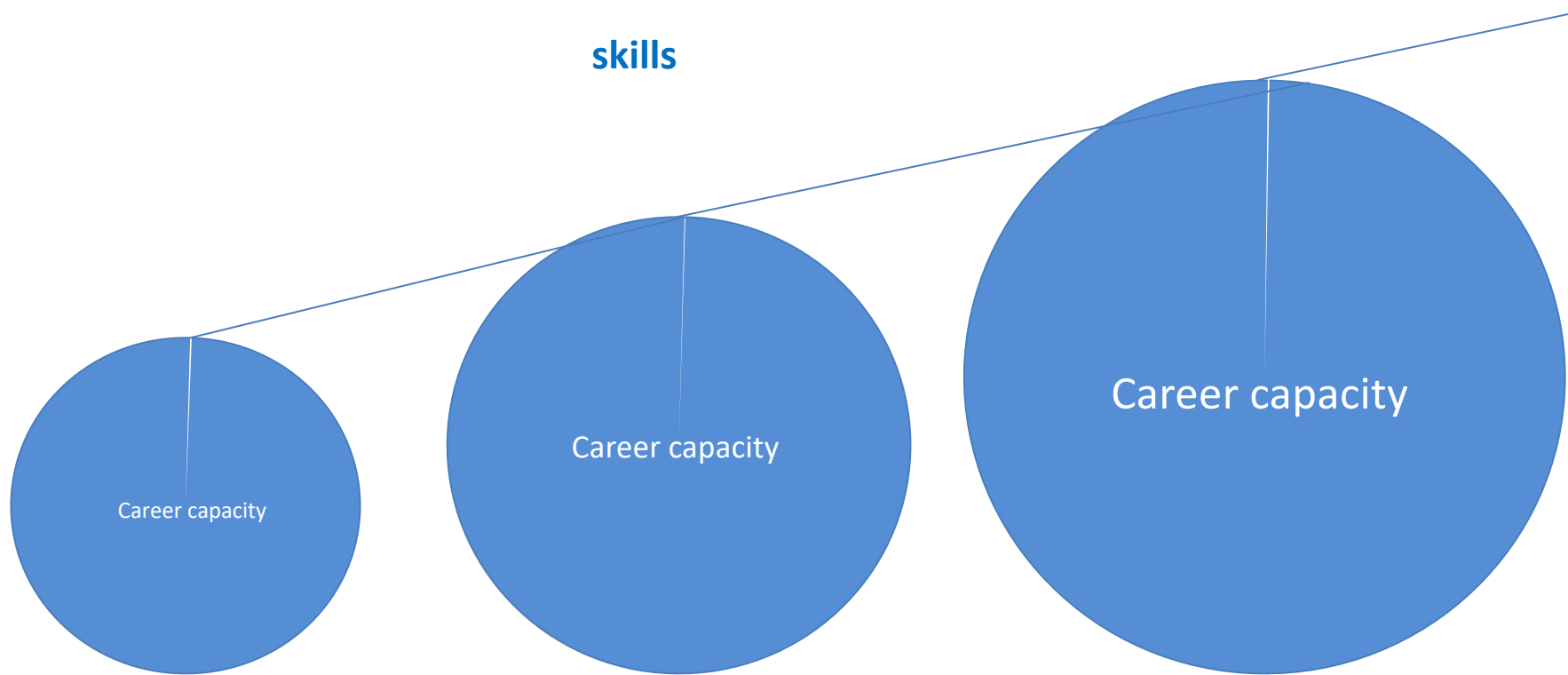
Skills and career development

- How do students prepare for world skills at school?
- How do students reflect on world skills?
- What is the follow up on school?

Skills and career development

-experience-dialogue-choice-experience-dialogue-choice-experience-dialogue-choice-

skills

Career capacity

Career capacity

Career capacity

Dutch policy

- Career competencies in pre vocational and secondary vocational training

- Training on career guidance conversation based on research and accompanied by research

Dilemma's

1. Educating for specific work vs for life long learning

2. Study guidance vs career guidance at 'skills'

3. 'skills' is separated from vs integrated in the learning process

4. 'skills' is good for the school vs the individual student

What is your next step?

Which changes are needed?

- Changes that are achievable and challenging

Which changes are needed?

- Changes that stimulate empowerment
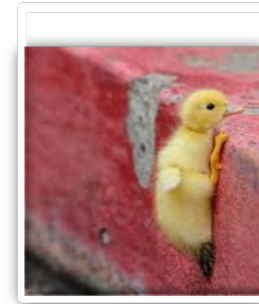
Questions on career guidance

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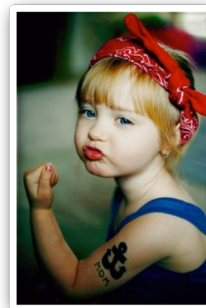
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Changing perspectives