

Green guidance and vulnerable groups – between opportunity and luxury: overcoming attitudinal barriers

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Co-funded by the
Erasmus+ Programme
of the European Union



 **Green
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Quizz



IS THIS OUR
JOB?



DO WE HAVE
THE EXPERTISE?



SHOULD WE BE
DIRECTIVE?



IS IT TOO
POLITICAL?



CAN WE MAKE A
DIFFERENCE?



Literature: Four views on our role...

- Practitioners **must be socially and politically committed to change** - question the role of research and practice in maintaining oppression and social injustices (Pouyaud, Cohen-Scali, 2016), commitment to resolving multidimensional crises (Guichard, 2016), practitioners as political actors to promote social justice and sustainable development (Rossier and Masdonati, 2023), *"think more deeply about whose interests we serve, what it is we should be seeking to achieve for the individual and society, and what contribution we can make in relation to a "green" justice future, and present"* (Roe, 2020).
- **Change of paradigm** of career guidance (Plant, 2020): fundamentally rethink the guidance practice to ensure its full participation in the development of social justice and climate transition, educate individuals about climate change (Cohen-Scali, 2022), *"even if it means sacrificing the neutrality and impartiality of the guidance process"* (Masdonati and Rossier, 2021). Discussing both individual and collective well-being in career decision-making (Pouyaud and Cohen-Scali, 2016), start guidance process from the "needs of the world", rather than the liberal individualistic perspective of "needs of the individual" (Chauvet, 2024).
- **Enlarging perspective does not significantly alter the underlying paradigm** - Introducing the question of *"the needs of the world"*, adding another topic for discussion alongside interests, values, competencies, and other decision-making factors (Rochat, 2021). Ethical commitment to consistently consider these aspects in client interactions, without necessitating a fundamental overhaul of their skills and practice.
- **Green transition as an integral aspect of professional life.** *"An increasing number of clients are likely to proactively raise concerns about the environment,"* entailing that guidance practitioners address these concerns and proactively introduce the ecological transition "as a key contextual issue that is shaping career development."(Hooley, 2022)



Sustainability is multidimensional... gradual?



Decent work (salary, hours, health & safety)

- Promote empowerment, engage in advocacy

Dignity (autonomy, meaning, satisfaction)

- Help access jobs meaningful for the client

Sustainable career (continuity, agency, sense)

- Career security, stability, securing transitions

Ethical imperative (needs of the community and world)

- Discuss social, environmental impact of career choices, sustainability



Approaches to ethics/practitioners' role

- We are never neutral.
- We are bearers of change.
- Values (and sustainability is one of them) are a natural part of the counseling process.
- We are not imposing, but asking questions.
- We do not push, we open topics. Naturally, in a language that our client understands.
- We include the green topic naturally in the exploratory process with the client.
- We use less" loaded" words like sustainability, nature, animals, plants, earth, planet.
- We are non-judgmental, focusing on the needs of our clients.
- We are authentic, close to clients and to their life situation.



Recommendations for practice

- We can focus on how the client sees the world, how his work can affect the environment in the future.
- We can shift the focus from client himself/herself, asking: "And what does the world need? What he would like to bring to this world?"
- We don't have to go the full way. We can aim for greener, not fully green jobs. For example, "You work in a factory, what can you specifically do there to make it greener?".
- It's about changing the mindset, freeing yourself from stereotypes and broadening perspectives. The paradigm shift applies to all contexts, all professions have an impact on the environment.



Recommendations for practice

- Close link to social justice – we should focus on/promote dignified work, good working conditions, good and healthy working environment.
- We need education, legislation and a whip (legislative nudges that support green transition).
- For our generation perhaps sustainability topics are a matter of controversy and debate, but for the new generation it will be natural as long as it is introduced into the curricula.
- Having more LMI specifically focused on green jobs would be useful for the counseling process.



How could the topic of sustainability be introduced in career practice with these 3 groups based on their attitudes towards climate change? Divide in 3 groups.

1. **Doubting** – unconvinced about climate change, not feeling the impacts, climate transition is just an artificial burden, rising energy prices caused by the EU and eco-fanatics. Conservative, free market. Little trust towards medias, institutions. Low interest in the issues of environment. Doubting about human cause of CC, about impact of individual actions.

2. **Reserved** – Believe in climate change and its impacts, but does not feel them. Afraid of the negative impact of economic transformation, think we should not exaggerate, because individual efforts don't change anything, don't support strikes, taxation and limiting consumption. Catholic, rural identity. Low trust in science. Left leaning. Positive relation to nature.

3. **Ambivalent** – Engaged citizen (petitions, NGO support), strong negative emotions related to CC (powerlessness, anger), unclear vision of its impact. willingness to change things, but don't know how - frustration, powerlessness.

(Source: Survey "Slovak climate 2022", <https://institut2050.cz/reprezentativny-vyskum-slovenska-klima-2022>)



Snippets from the discussion...

- 1) **Doubting:**** It is very difficult, because you should meet clients where they are. At the same time it would be unethical not to talk about the impact of climate change on the labour market (withholding the information). One way could be to integrate a career learning activity, such as “Jobs of the future” (not explicitly talking about climate change to avoid resistance). Importance of the language, terminology, the meaning of the words are for clients. We should not use our words, but clients’ words, connect with them where they are. Use statistics, labour market information.
- 2) **Reserved:**** Ask exploratory questions (e.g. aims and values driving your career) to develop opportunities for follow-up questions. Invite clients to tell more about their concerns related to the economic transformation can help us better understand what that means for them. Half of clients under 25 are driven by meaning in their career, half by stability - identify their drivers and connect with them. Rural identity may lead to being more sensitive to the effects of climate change, but difficulties with transport, mobility might be hindering “greener” career projects.
- 3) **Ambivalent:**** Very difficult, because you don’t want to push your values on your clients. But we can try to open up the conversations, maybe suggest some values related to social justice and than connect it to climate change in a way that it does not look like you are pushing it.



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