



**WHAT'S THE POINT OF HAVING A CAREER WHEN
THE PLANET IS BURNING?**

**GREEN GUIDANCE IN UNIVERSITY CAREER
COUNSELLING**

Discover Together NUAS 15.6.2023
Heini Hult-Miekkavaara



Getty Images

What's the point of having a career when the planet is burning?

In this presentation of green guidance in university career counselling:



1. Why?

Indicators showing us that we need a paradigm shift into green guidance.



2. When?

Critical transition and impact points.



3. What?

Green guidance in principle and in practice.

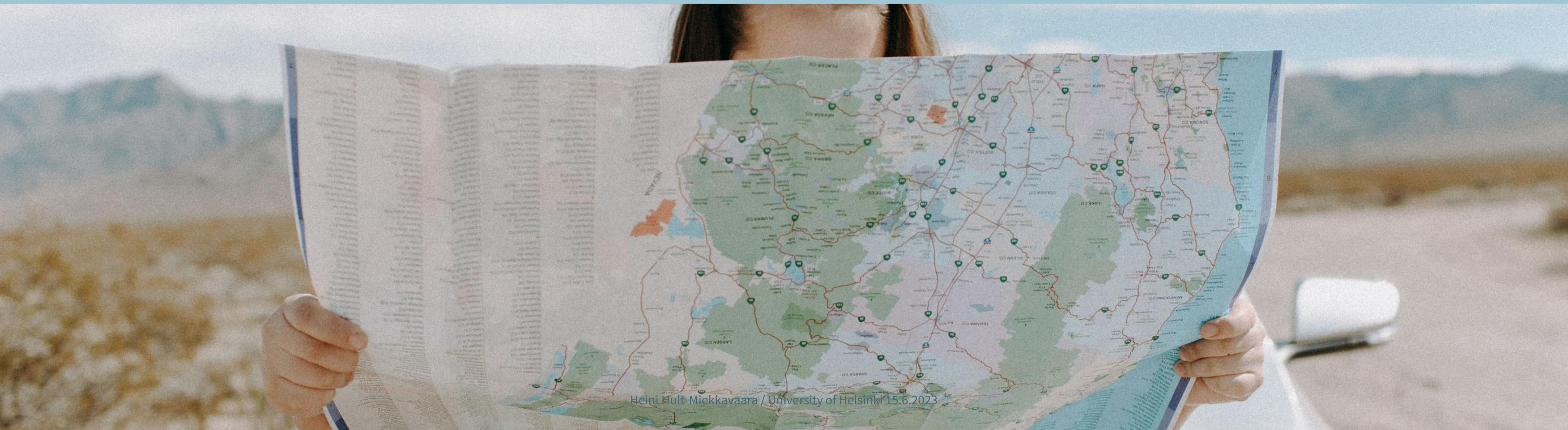


4. How?

What we're doing at the University of Helsinki.

1. Why?

What are the indicators showing us that we need a paradigm shift into green guidance? Where on Earth are we now?



3°C

High seas treaty: historic deal to protect international waters finally reached at UN

After almost 20 years of talks, United Nations member states agree on legal framework for parts of the ocean outside national boundaries

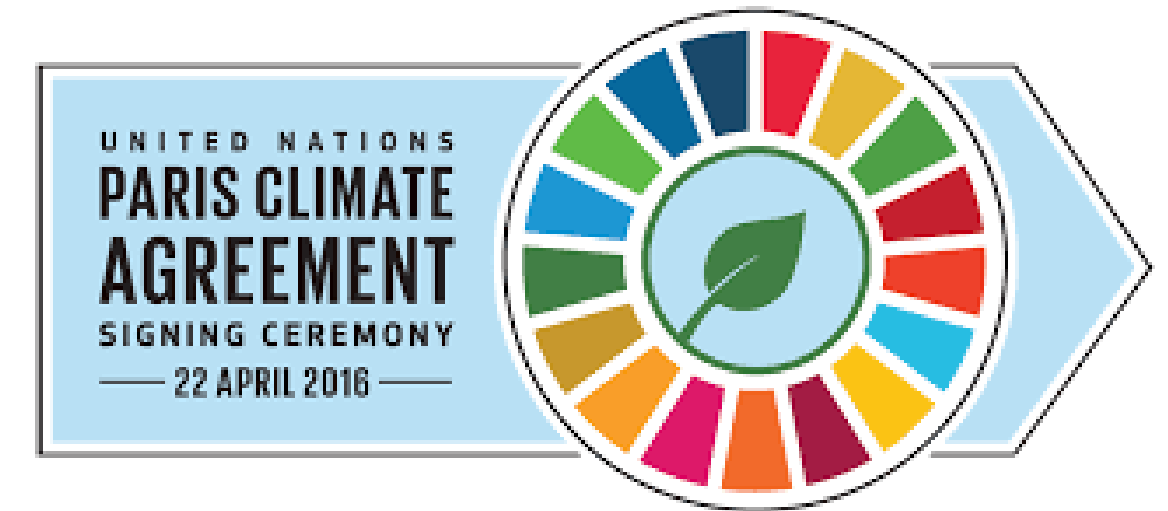
● **The most important talks no one has heard of: why the high seas treaty matters**



By UN Biodiversity - 22dec07-COP15-Sec-Gen-Media-3206, CC BY 2.0,
<https://commons.wikimedia.org/w/index.php?curid=126536988>



<https://www.theguardian.com/environment/2023/mar/05/high-seas-treaty-agreement-to-protect-international-waters-finally-reached-at-un>



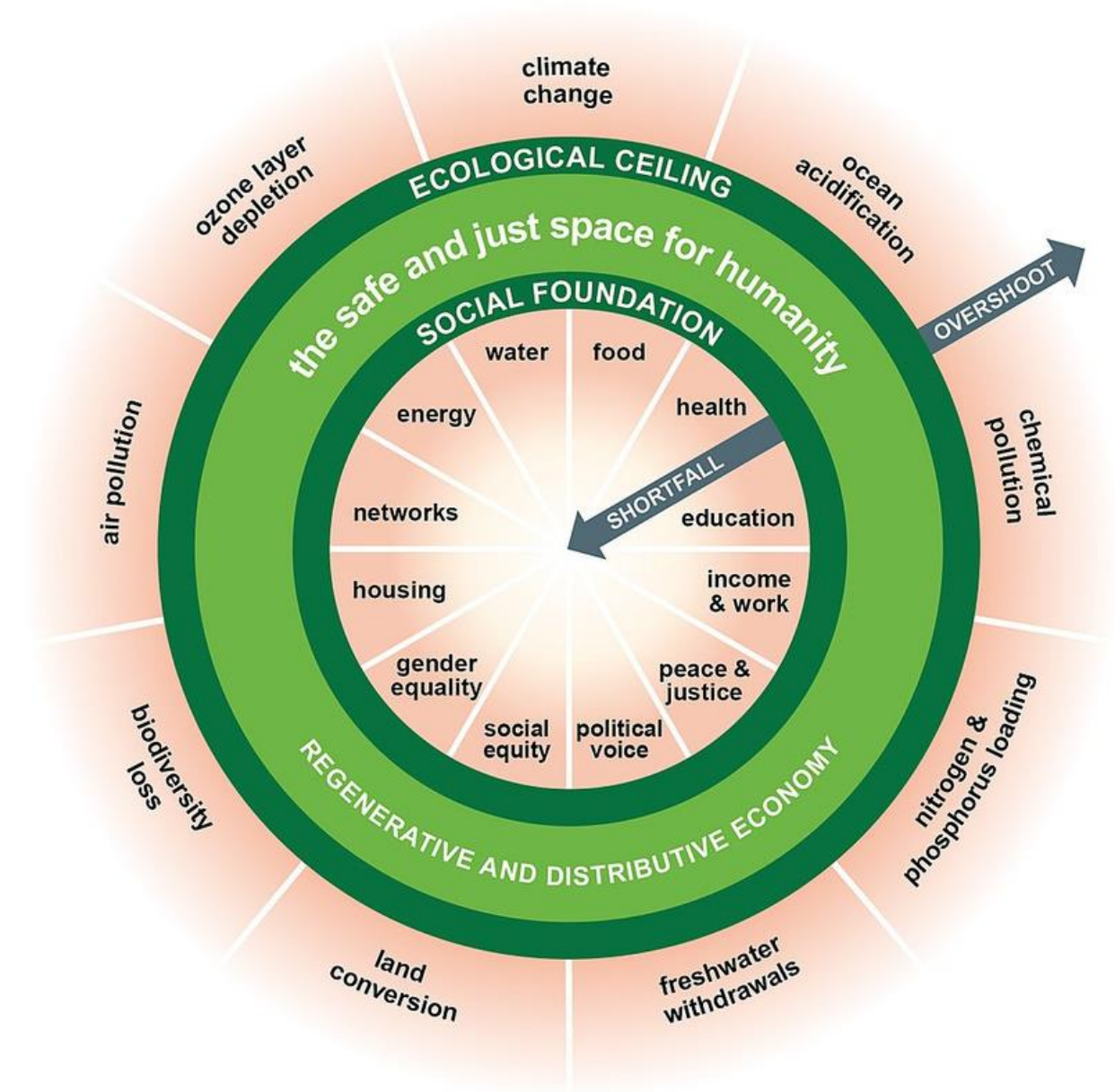
Legislation, treaties and guidelines.





AP Photo/Vadim Ghirda

Work and careers are affected and changing.



Engineers Finland: Talent shortage threatens the green transition

Work life

4.3.2022 | News article

Writers: Heidi Tomperi, Jussi-Pekka Teini, Translation: Apr

TEK Graduate Survey 2022: 63% of graduating engineers and architects graduated from study programmes with weak or passable competence in sustainable development.

Competence needs for the green transition.

Heini Hult-Miekkavaara / University of Helsinki 15.6.2023

Cross-cutting sustainability skills among graduates in 2022

Weak

Science and Engineering
Automation Engineering
Information Technology

Passable

Architecture
Landscape Architecture
Surveying Technology
Wood Processing
Technology
Materials Technology
Rock Engineering
Energy Engineering
Chemical Engineering
Mechanical Engineering

Satisfying

Building Construction,
Community Development
Industrial management
Electrical Engineering
Engineering Physics
Telecommunications
Technology
Biotechnology

Good

Environmental Engineering

Engineers Finland: Talent shortage threatens the green transition | TEK
<https://www.tek.fi/en/news-blogs/sustainability-transition-requires-more-engineers-broad-expertise-and-attractive-goals>

juststopoil.org/2022/10/02/jus...



twitter.com/cameraZoe/status/1576831006375809024



Lise Åserud / NTB Scanpix via AP



People & Planet @peopleandplanet · 43m

Universities are acting as recruitment pipelines into the industries responsible for the climate and ecological crisis.

We're taking a stand against fossil fuel recruitment on our campuses 🌱

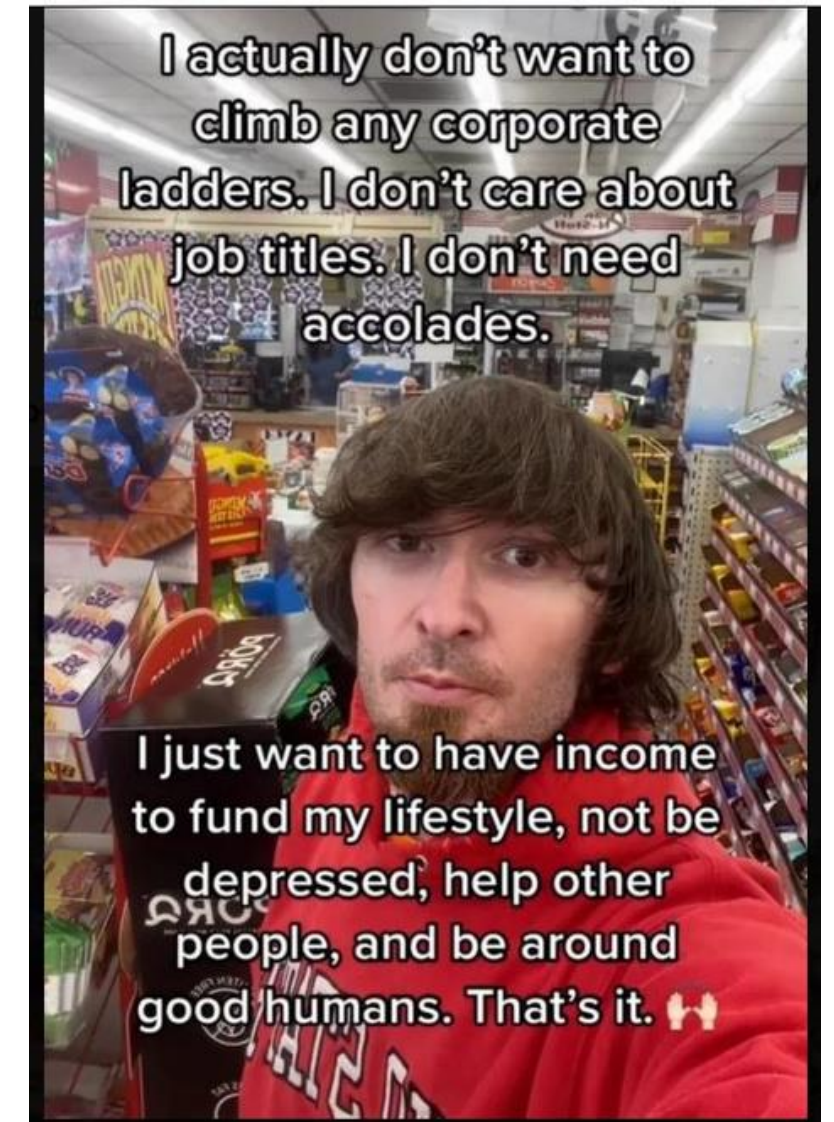
Will you sign our petition for Fossil Free Careers? 📝



peopleandplanet.org

Demand Fossil Free Careers: End extractive industry recruitment

Add your voice, sign the petition.



Students' individual and collective concerns and ambitions.



scientistrebellion.org

Our own concerns and ambitions, and the ethical guidelines for counselling work.

Summary: Why do we need green guidance?

1

We are facing an existential eco-social crisis, which has its inevitable effect on the environment, human life and work.

2

We are obligated and guided by legislation, treaties and frameworks.

3

We must prepare for and start building green jobs and careers and enter the era of post-fossil careers.

4

Organisations and sectors have an increasing need for sustainability expertise for the needs of the green transition.

5

Students' ambitions and concerns are urging us to answer their needs.

6

We ourselves have ambitions and concerns, moral and ethical obligation as CGC experts and practitioners to act.

2. When?

Some critical transition points, where the need for green guidance (and education) is especially crucial.



Bridging gaps



**Gaps between
education transitions.**



**Gaps between fields of studies
and especially between
sustainability education and
"other" education.**



**That devious gap
between studies and
employability.**



**Gap between a
sustainable life
orientation and
career.**

When could and should we use green guidance?

1

When we need to bridge gaps between critical education and career transitions – and studies and career.

2

When we need to make multi- and transdisciplinary connections visible for systemic transformation.

3

When we need to clarify how a student's competence and field of study support the sustainability transition.

4

When we need to clarify and emphasise how a student's career decisions advance the sustainability transition.

3. What?

What is green guidance in principle and in practice? A brief theoretical glimpse and practical methods.



Green guidance is concerned with sustainable development, environmental conscientiousness, and responsibility for the ecosystem.

It deals with the choice of work and jobs that minimize environmental harm and that heighten awareness of the importance of green careers.

It encourages individuals to consider the environmental implications of their career choices and to balance work and other aspects of their lives, thereby sustaining a way of life that promotes health, economic security, and social justice.

Di Fabio A and Bucci O (2016) Green Positive Guidance and Green Positive Life Counseling for Decent Work and Decent Lives: Some Empirical Results. Front. Psychol. 7:261.doi: 10.3389/fpsyg.2016.00261

- Guidance should take into account and create awareness of the environmental impact of career choices and career development;
- Guidance should play an active role in establishing training and education opportunities with a positive contribution in terms of sustainability;
- Informational materials on career options should include environmental aspects;
- Guidance results should be measured, not only by an economic yardstick, but also by green accounting, i.e. by relating sustainability goals to guidance activities;
- Guidance theories and practices should address broader sustainability career development issues.

Plant, P. (2020). Paradigms under Pressure: Green Guidance. *Nordic Journal of Transitions, Careers and Guidance*, 1(1), pp. 1–9.
DOI: <https://doi.org/10.16993/njtcg.25>

	Focus on society	Focus on individual
<p>Focus on change</p> <p>DARK GREEN (Ecologism)</p>	<p>RADICAL (social change)</p> <p>In careers practice this might look like: helping individuals to see social and environmental challenges as group – rather than just individual – challenges, e.g. through green critical pedagogy.</p>	<p>PROGRESSIVE (individual change)</p> <p>In careers practice this might look like: encouraging and empowering individuals to make individual career choices that take ecological wellbeing into account.</p>
<p>Focus on status quo</p> <p>LIGHT GREEN (Environmentalism)</p>	<p>CONSERVATIVE (social control)</p> <p>In careers practice this might look like: acting as a ‘gatekeeper’, assisting individuals to develop their skillset/attributes for a greener economy.</p>	<p>LIBERAL (non-directive)</p> <p>In careers practice this might look like: helping individuals who are environmentally-minded to make career choices in line with their personal values and skillset.</p>

Plant, P. (2020). Paradigms under Pressure: Green Guidance.

Nordic Journal of Transitions, Careers and Guidance, 1(1), pp. 1–9. DOI: <https://doi.org/10.16993/njtcg.25>

An example activity



Divide students into small groups and encourage them to investigate different sectors of the economy.

Sector	Key companies	Typical jobs	How does this sector impact the climate	How will climate change impact on this sector

Resources might include:

All your usual LMI sources plus others like...

Corporate Watch <https://corporatewatch.org/> / How Climate Change Impacts the Economy
<https://news.climate.columbia.edu/2019/06/20/climate-change-economy-impacts/> / Emissions by sector
<https://ourworldindata.org/emissions-by-sector> / CNBC
<https://www.cnbc.com/2014/10/22/7-industries-at-greatest-risk-from-climate-change.html> /
Newspapers

A sustainability competence empowers learners to embody sustainability values, and embrace complex systems, in order to take or request action that restores and maintains ecosystem health and enhances justice, generating visions for sustainable futures.

Sustainability competence can also be recognised by recognising the roles and jobs, which require sustainability competences.

https://joint-research-centre.ec.europa.eu/greencomp-european-sustainability-competence-framework_en

Green skills vs. sustainability competence

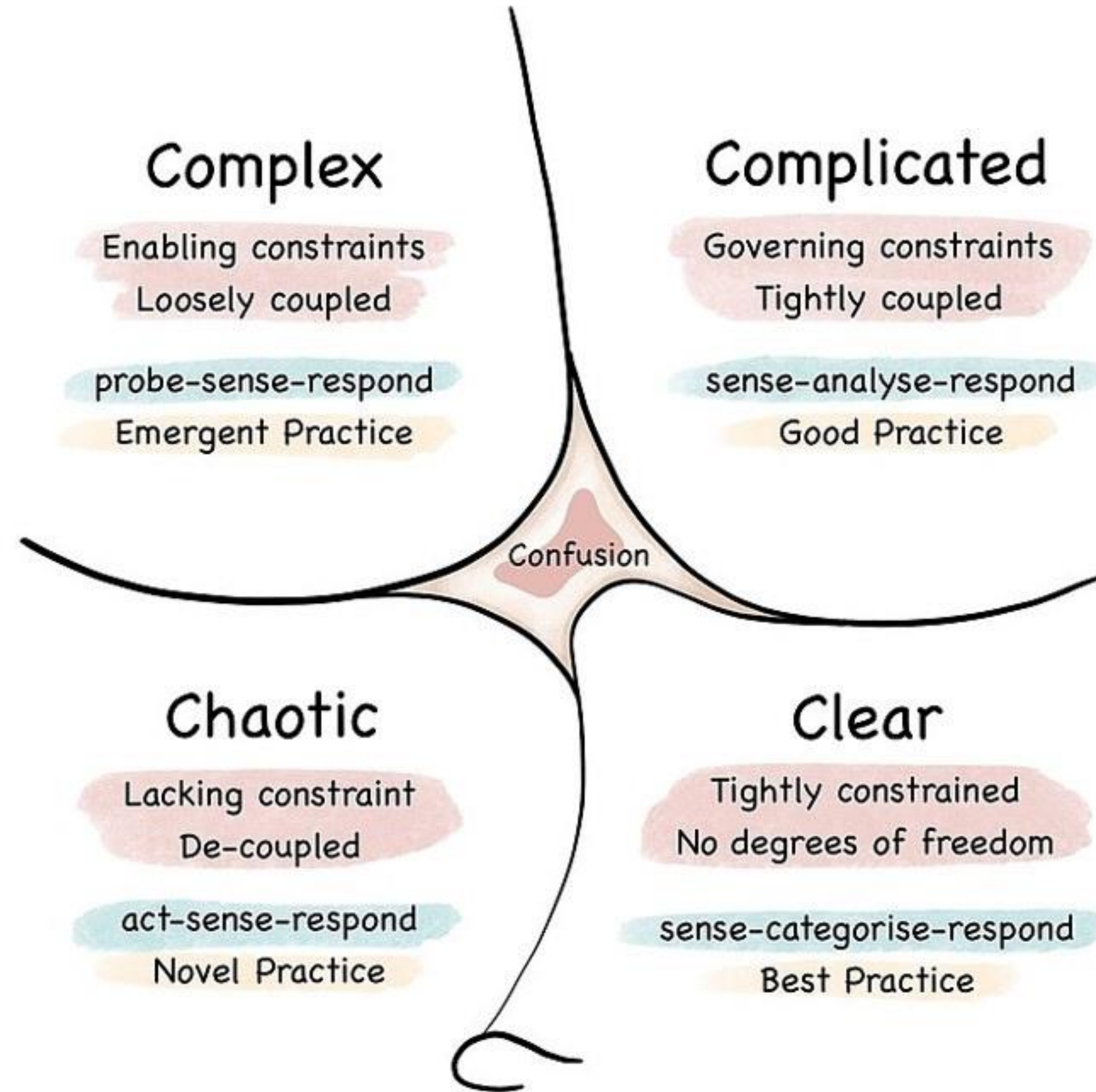
- Green skills for a green economy
 - Skills and competence for green jobs
 - Skills, which are needed in novel green fields and sectors
 - Based on the hope of a green economy
 - Specific skills, eg. new energy solutions, sustainable travel etc.
- Transformative sustainability competences
 - Competences based on ecosocial bildung
 - Transformative learning (changes society)
 - Lifelong learning
 - Knowledge, thinking and action skills, values and attitude towards the surrounding world

GreenComp consists of 12 competences (in **bold**) organised into the four areas (in *italics*) below:

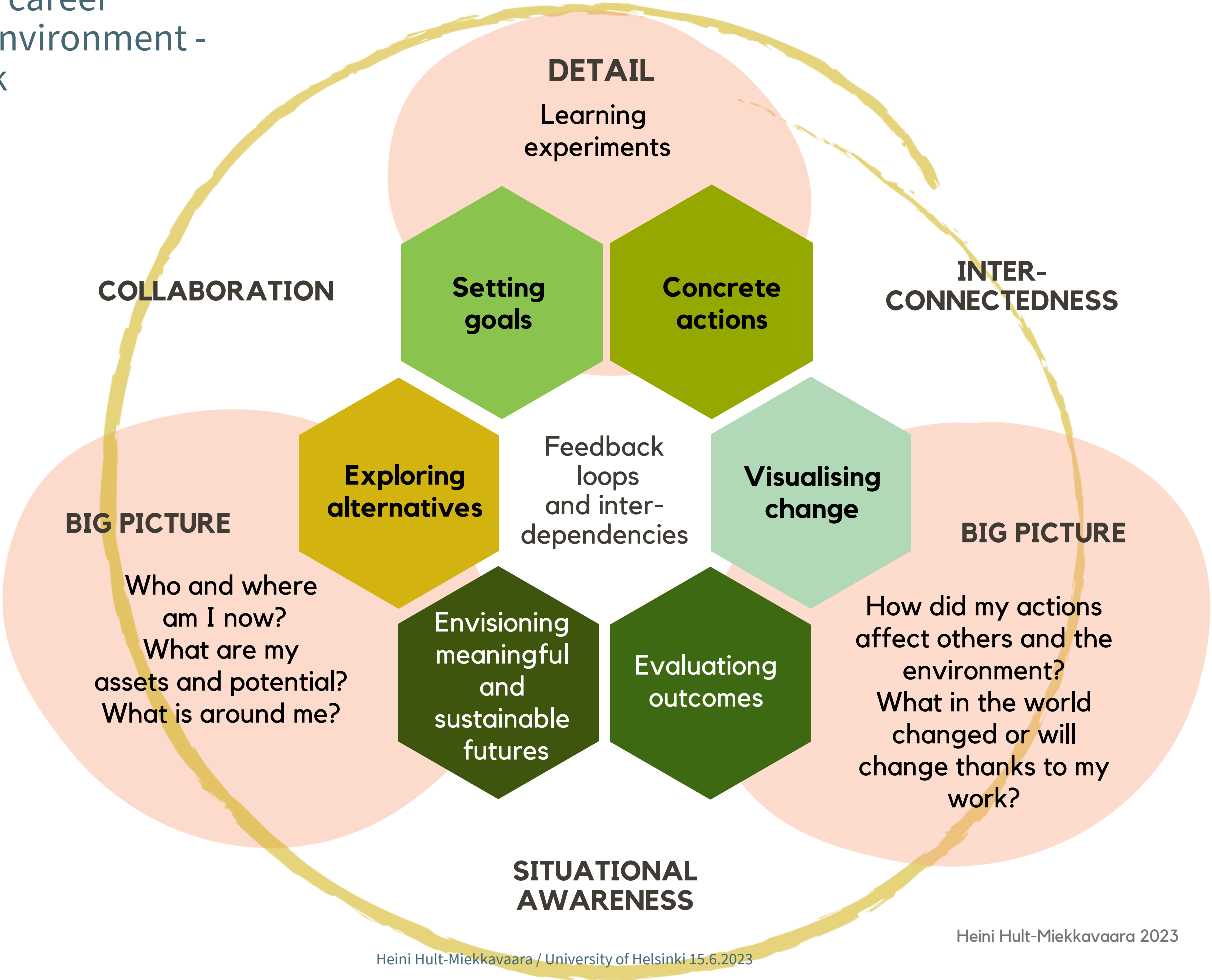
- *Embodying sustainability values*, including the competences
 - **valuing sustainability**
 - **supporting fairness**
 - **promoting nature**
- *Embracing complexity in sustainability*, including the competences
 - **systems thinking**
 - **critical thinking**
 - **problem framing**
- *Envisioning sustainable futures*, including the competences
 - **futures literacy**
 - **adaptability**
 - **exploratory thinking**
- *Acting for sustainability*, including the competences
 - **political agency**
 - **collective action**
 - **individual initiative**

**Sustainability
competences =
career competences =
guidance and
counselling
competences**

**We need a
systemic
approach in a
complex world.**



Exploring sustainable career
moves in a complex environment -
A systemic framework



What are we aiming at with green guidance?

Job opportunities in green jobs and careers?

Providing sustainability experts for the labour market?

Bridging gaps in education and career transitions?

A systemic framework for students' career planning?

Over-generational well-being within the planetary boundaries?

Ecosocial bildung?

Responsible and post-fossil careers?

A just green transition?

Transformative learning and education?

Systemic change in society?

A paradigm shift?

All of these?

What could green guidance be used for?

1

It is a tool to help create systemic awareness and make sustainable career decisions.

2

It is method to enhance sustainability education, both for students and staff.

3

It is a methodology in sustainability science and education.

4

It is a method for CGC professionals to analyse and conceptualise complexity.

4. How?

A brief look at what The University of Helsinki is doing to educate sustainability experts.



ICATING SUSTAINABILITY EXP

asiantuntijoita kouluttamassa / Utbildning av hållbarhetsexperter



SCIENCE
FOR THE BEST
OF THE WORLD

4

CAMPUSES

11

FACULTIES

8,241

EMPLOYEES,
58% TEACHING AND RESEARCH STAFF

30,800

STUDENTS

SUSTAINABILITY AND RESPONSIBILITY PLAN 2022-2024

FROM AMBITION TO ACTION



UNIVERSITY OF HELSINKI

**The theme of sustainability will be
comprehensively integrated into the
University's education programmes.**

- Sustainability and responsibility form one of the focus areas for curriculum design for 2023-2026
- Specific sustainability related goals in curriculum design:
 - Strengthen discipline-specific sustainability expertise
 - Strengthen sustainability skills as part of generic academic expertise
 - Support student learning to become a sustainability expert
- Seed funding for developing sustainability teaching in 2023 - 13 seed funded development projects in eight faculties
- Support materials and workshops for the education coordinators and teachers; courses
- Teachers for Sustainability Network
- Networks with other universities:
 - climateuniversity.fi
 - www.biodiversityeducation.fi
 - www.kestavyyysopinnot.fi

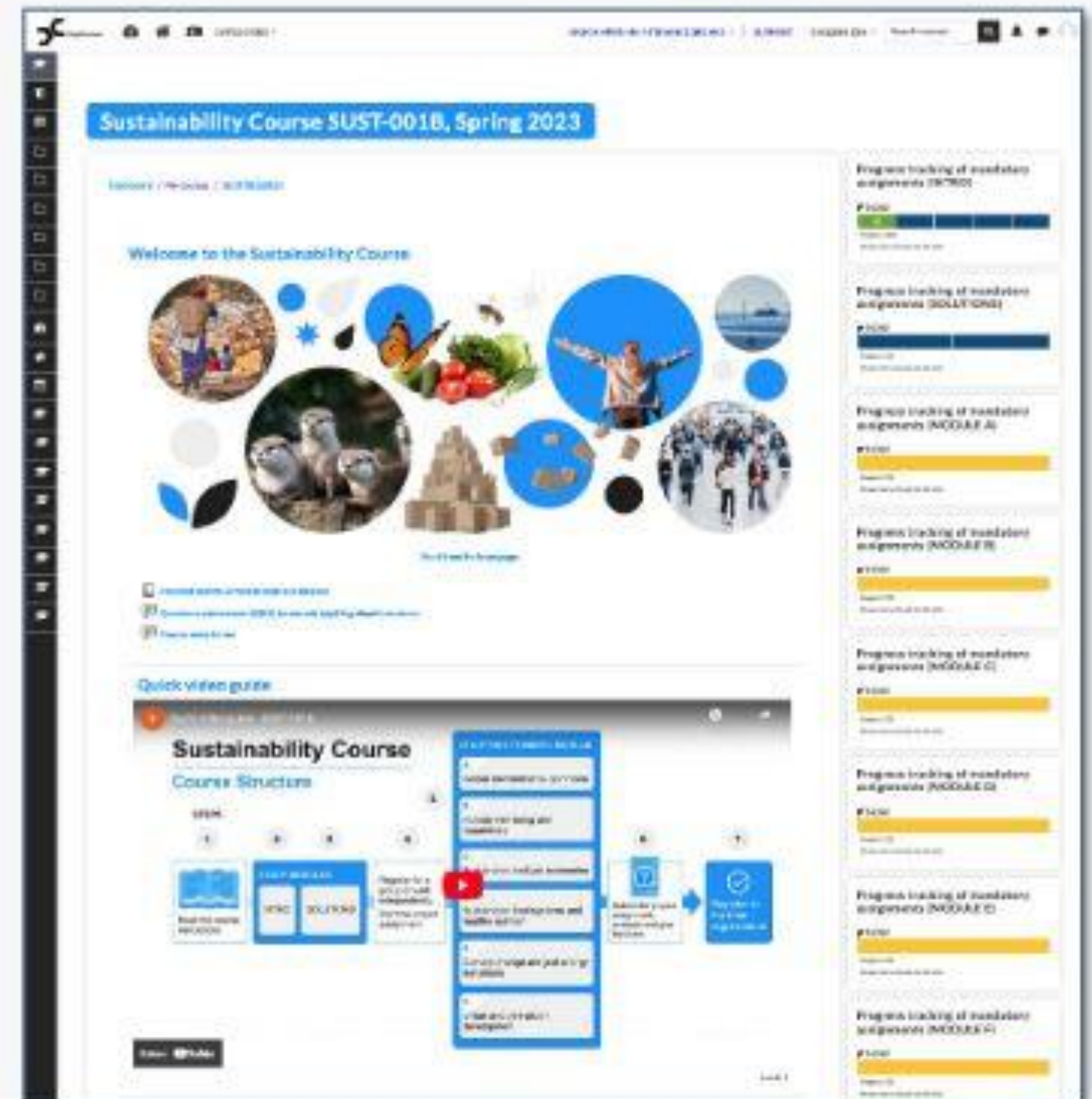
Career services:



- Is Working for Everyone? Podcast series
- Working Life Now webinar series
- Build a Sustainable Future smallgroup
- Covering the topic on lectures for study programmes
- Covering the topic in counselling conversations

BACKGROUND

- New strategic plan: The theme of sustainability is to run through all of the University's educational offerings. This means making sustainability expertise part of discipline-specific knowledge and skills as well as generic expert skills
- A new multidisciplinary Sustainability Course for all students of the University of Helsinki
- Co-developed with 160+ members of the university community (students, teachers, researchers & other staff) from all faculties in semester 2020–2021
- Online-course (MOOC, in development), 3 ECTS common part (open now) + 2 ECTS discipline-specific parts (in development), bachelor level course
- Currently in English, will be translated into Finnish and Swedish
- A fifth pilot course for 140 students in period IV (spring 2023).





SUSTAINABILITY COURSE (3 ECTS) LEARNING OBJECTIVES

AFTER COMPLETING THE SUSTAINABILITY COURSE YOU...

- Have become acquainted with the complexity and multidisciplinary nature of sustainability issues and the ethical and philosophical dimensions of sustainability.
- Understand the changes, and the related processes, phenomena and potential solutions to sustainability challenges related to course themes. You have become acquainted with the themes and in more depth with one of six themes: a) Global environmental commons, b) Human well-being and capabilities, c) Sustainable and just economies, d) Sustainable food systems and healthy nutrition, e) Climate change and just energy transitions f) Urban and peri-urban development.
- Have considered your roles as experts, actors and members of society in solving sustainability issues and have been given tools for solutions.
- Are able to discuss sustainability-related questions in an empathetic and constructive manner and understand other people's viewpoints and be able to take them into account.
- Can apply knowledge and skills related to sustainability in multidisciplinary project work and as experts in your field.

5. Thoughts?

What would you want to explore further? How, and with whom?



Are we educating enough sustainability experts to get us through the sustainability transition?

Whose interests are served by sustainability education?

Whose sustainability competence is attractive on the job market?

Is green guidance limited to career counselling and helping to make sustainable, meaningful career decisions?

How could it be a cross-cutting method for helping students understand how their competence and field of studies is supporting the green transition and systemic change in society?

What else can it be? Can career counselling be a space for environmental education?

Green guidance can be a way to link competencies, to make sense in a complex world.

To give clarity and tools for having a career in a world where career concepts are changing.

Green guidance, especially coupled with other sustainability sciences, is a lever for a paradigm shift to restorative, post-growth societies.

Are counselling institutions, systems, discourse and practices upkeeping the current, unsustainable way of work, working life and building careers?

How could they instead be enhancing the sustainability transition?

What does a paradigm shift require of us CGC professionals?



Getty Images

**The whole point of having a career
is to stop the planet from burning.**

Thank you!



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Taipale, t. & Houtbeckers, E., 2021

https://acris.aalto.fi/ws/portalfiles/portal/78101130/Kest_vyysajattelu_ILOn_vihrean_tyon_raporteissa_ja_tyoelaman_tutkimus_kestavyysirtymassa.pdf

Paradigms under Pressure: Green Guidance - Nordic Journal of Transitions, Careers and Guidance (njtcg.org)

<https://njtcg.org/articles/10.16993/njtcg.25>

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Di Fabio A and Bucci O (2016) Green Positive Guidance and Green Positive Life Counseling for Decent Work and Decent Lives: Some Empirical Results. Front. Psychol. 7:261.doi: 10.3389/fpsyg.2016.00261

<https://www.frontiersin.org/articles/10.3389/fpsyg.2016.00261/full>

<https://www.ecowelfare.fi/en/2023/03/30/blog-fostering-a-just-transition-beyond-growth/>

<https://globalcommonsalliance.org/news/earth-commission/safe-and-just-earth-system-boundaries-published-in-nature/>

Sustainability transition requires more engineers, broad expertise and attractive goals | TEK

<https://www.tek.fi/en/news-blogs/sustainability-transition-requires-more-engineers-broad-expertise-and-attractive-goals>

<https://www.tek.fi/en/news-blogs/engineers-finland-talent-shortage-threatens-the-green-transition>

The Effects of the Green Transition to the Employment and Educational Requirements of Engineers Finland_0.pdf (tek.fi)

https://www.tek.fi/sites/default/files/attachments/The%20Effects%20of%20the%20Green%20Transition%20to%20the%20Employment%20and%20Educational%20Requirements%20of%20Engineers%20Finland_0.pdf

Abstract: Sustainable Science Days Sara Peltola, University of Jyväskylä

https://docs.google.com/document/d/14bxEERWaEDTr5MD4J0DPA8Y_uA603YbvFNKiaDIHSGM/edit

The Abstract for FERA Conference on Education 2022

https://drive.google.com/file/d/16dfiDRuolKfBJw10v_PUqOeN7SvPMZDm/view

See what three degrees of global warming looks like

<https://www.youtube.com/watch?v=uynhvHZUOOo>

<https://www.stockholmresilience.org/research/research-themes/anthropocene-dynamics.html>

<https://www.bloomberg.com/news/features/2023-01-05/how-to-quit-your-job-to-fight-climate-change>

<https://climate-laws.org/>

<https://www.sitra.fi/en/publications/gaps-in-our-bildung/#towards-eco-social-bildung-and-planetary-responsibility>

<https://studies.helsinki.fi/instructions/news/working-life-everyone-podcast-discusses-career-age-ecological-crises>