



Plenary session

CAN CAREERS SAVE THE PLANET?

MY NAME IS
MIRIAM DIMSITS
I COME FROM
AARHUS, DENMARK

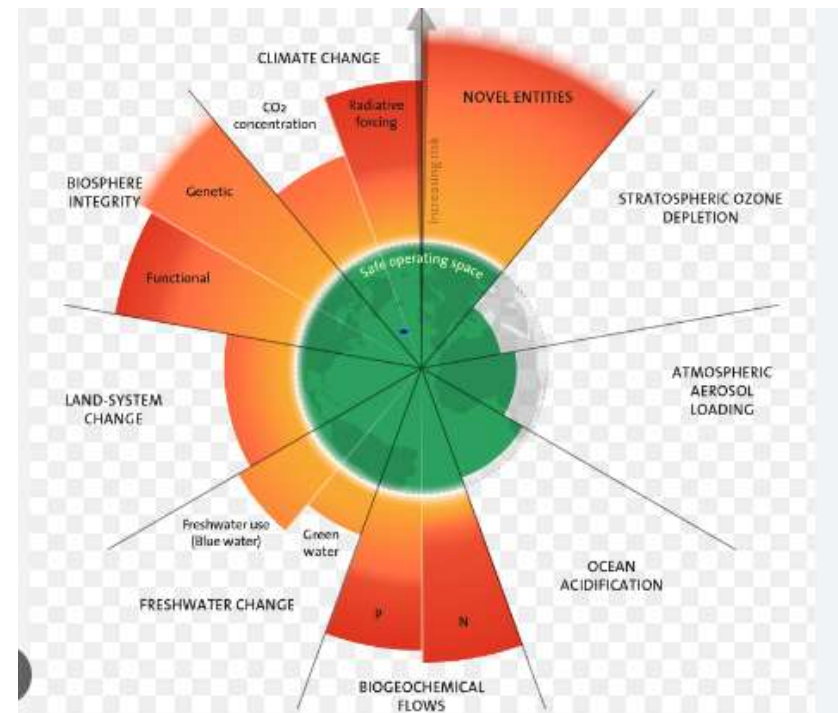


- Associate professor, VIA University College, School of Continuing Education
- My perspective in the plenary session: I speak from the perspective as a lecturer in adult education, developing professional practitioner knowledge, skills and competence on career guidance and sustainability
- Designed a framework for theory and practice for environmentally sustainable career guidance (Dimsits & Hooley, 2024)



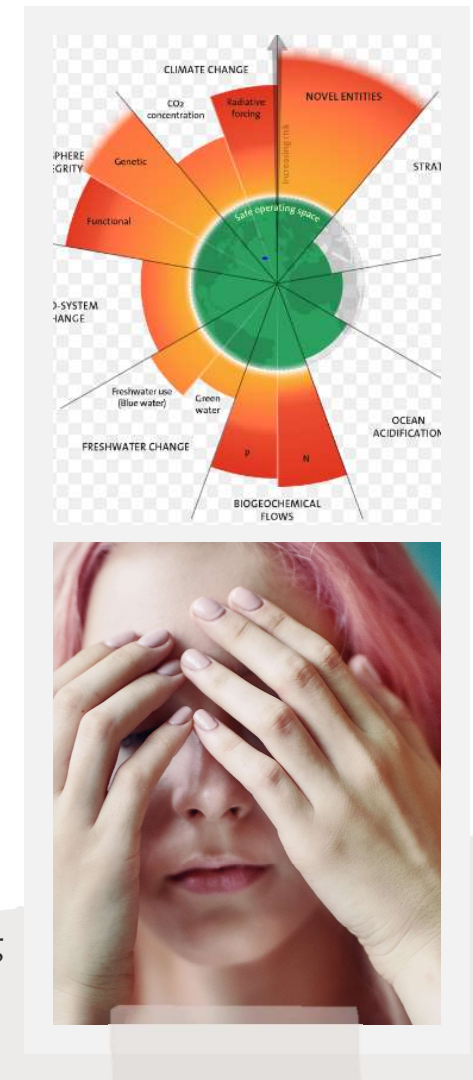
6 OUT OF 9 PLANETARY BOUNDARIES HAVE BEEN EXCEEDED ...

- Calls for urgent action and change of how we produce, what we produce, how we consume
- This means radical change of the labour market, how we work, what we work with, what we produce, and how we nudge people to consume
- A task for career guidance! It's in the DNA of career guidance history
- When career guidance contributes to societal tasks, we are more aware of social justice, and more likely to create opportunities, better living conditions for people, (at risk, marginalised)



PLANETARY BOUNDARIES AND HUMAN WELL-BEING BOUNDARIES HAVE BEEN EXCEEDED... TWO SIDES OF THE SAME COIN

- Increasing distress among young (and adult population) - a symptom of the accelerated society that has led to exceeded planetary boundaries (Rosa, 2021)
- So, how do we radically change the way we live, learn and work?
- This calls for a holistic career guidance practice that entails different dimensions
 1. **Affective dimension:** Re-establish the client's resonance with nature and relationships
 2. **Social-ecological dimension:** Build (client) solidarity with people and nature
 3. **Educational dimension:** Clients learn about out the connection between our careers and nature/the world
 4. **Transformational dimension:** Stimulate client imagination and invention of a future worth hoping for
 5. **Political-ideological dimension:** We engage clients in critical thinking about what career choices to make to lead meaningful lives contributing to a sustainable world, eg. seeking out/challenging "calling", demasking greenwashing and demanding decent jobs



You have to prepare as a CGP

Preconditions: Careers practitioners have capacity to:

Understand and communicate environmental issues *and* Be reflexive about ethics, norms and ideology

We have turned the dimensions into learning areas

Aims

Career practitioners support people to:

Connect career with the world (affective)

Build solidarity with the world through careering (social-ecological)

Learn about careers in a sustainable world (educational)

Imagine and invent the world as you career (transformational)

Change the world through career (political-ideological)

– CGPs can aim for these areas in their design of activities, content and form

Pedagogies

Drawing on:

A wide range of

pedagogic and

counselling approaches

with particular reference

to those informed by

critical theory

Approaches

Working with people in:

Collectives

Communities

Groups

Individual sessions

(Dimsits & Hooley, 2024)

CAREERS CAN SAVE THE PLANET

- The SDG's show us which problems we need to solve
- We need professionals/skilled people to contribute to solving these problems
- Many different jobs/functions can contribute.....





PROGRAMME IMPACT

3,047 students have accessed the student course



4,870 students have heard from a business role model about their sustainable career



263 students have had sustainability workplace experience



162 students from underrepresented groups took part in all 3 programme activities



774 teachers and careers leaders have accessed our training



Behaviour

- *71% did something* to make a difference *to the environment* (57%)
- *71% influenced a family member* or a friend to be doing *good for the environment* (53%).

Attitude

- *86% excited to work in sustainability* in the future (53%)
- *80%* thought it would be *easy to get a job in sustainability in the future* (43%)

Knowledge

- *92%* reported an *increase in their knowledge of sustainability*
- *94%* understood the *role of business in building a sustainable future* (61%)

IMPACT - STUDENTS

You inspired me heavily and I want to 100% pursue a sustainability career.

The Sustainable Futures program has given me a great insight into the world of work and how that factors into Sustainability. It has given me amazing ideas on how sustainability can influence anyone in any job.



Not gonna lie, before this I had no interest, or not being rude, even hated sustainability. It had nothing to do with me. The last 3 sessions have been so fun and engaging and I've learnt so much.



Empowering
planet-friendly
career pathways



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IMPACT – TEACHERS AND CAREERS LEADERS

After CPD training, more teachers and careers leaders reported that their *confidence increased* on the following topics:

- *supporting students into roles linked to sustainability* – 87% compared to 24% pre-CPD
- *the careers and educational pathways on sustainability* – 82% compared to 29% pre-CPD
- *green careers information and its impact on the labour market* – 90% compared to 29% pre-CPD



Empowering
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ecö-

Disrupti>e

What's eco-Disruptive?

eco-Disruptive is a clear signal of our intent to harness the energy and passion of our people and bring innovation to help us accelerate the sustainability agenda.

Fundamentally, it's a talent programme – a global innovation challenge across our business.

Sustainability at Bupa

Sustainability is at the core of our strategy – as a global healthcare company, we want to make a significant contribution to the health and wellbeing of the planet and its citizens - and the time is now. eco-Disruptive also symbolises our commitment to the environment and Bupa's purpose: **helping people live longer, healthier, happier lives and making a better world.**



Programme phases

1. Scout and select

- Squads are assigned to each of the challenge areas
- Start-ups are invited to apply for the programme and after careful consideration, a start-up per squad will be shortlisted to move to the next phase

2. Develop minimum viable product (MVP)

- During this phase, the shortlisted start-ups will work with their Bupa squad to develop their ideas further.
- The objective is to develop a scalable solution that can be presented as an MVP in the third phase. This mutual learning phase is aimed at developing and implementing their idea.
- Subject to an agreement with the organiser, up to GBP 25,000 (or local currency equivalent) will be paid to each start-up to support the development of their MVP

3. PitchFest

- The third and final phase of the programme is PitchFest, which is where the squads and their shortlisted start-ups showcase their MVPs to all Bupa employees
- Every Bupa employee will have the opportunity to formally vote during PitchFest and ultimately decide our eco-Disruptive winner

I've had some amazing development opportunities over the years – still do – but I imagine what it would have been like earlier in my career to come home and tell my loved ones and friends that I'd been picked for this programme. What a feeling...