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RESEARCH RESULTS

- Report: Questionnaire for adult learners
- Results of semi-structured interviews with adult educators and counsellors
- Results of questionnaire for adult educators



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Partner organisations:

TYÖVÄEN AKATEMIA

DEINDE SP. Z O.O

LJUDSKA UNIVERZA CELJE

EDUCATION IN PROGRESS

REPORT: QUESTIONNAIRE FOR ADULT LEARNERS

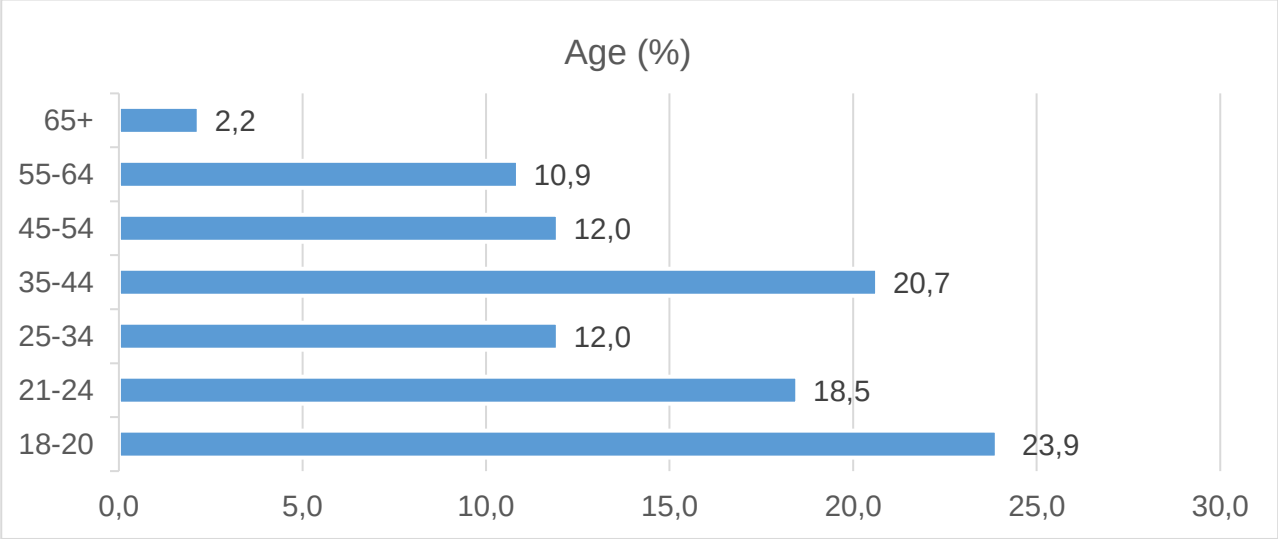
As the first part of the research phase for developing the handbook, the participating organisations of *Reaching the Stars* conducted a questionnaire for at least 20 adult learners from each participating organisation (80 in total).

The questionnaire took a quantitative approach in collecting data about adult learners' needs and expectations concerning guidance and counselling. Besides general topics relating to counselling, the questionnaire included questions relating specifically to the project's theoretical background, based on the concept of hope-based guidance and counselling.

BACKGROUND INFORMATION

In total, 92 adult learners responded to the questionnaire.

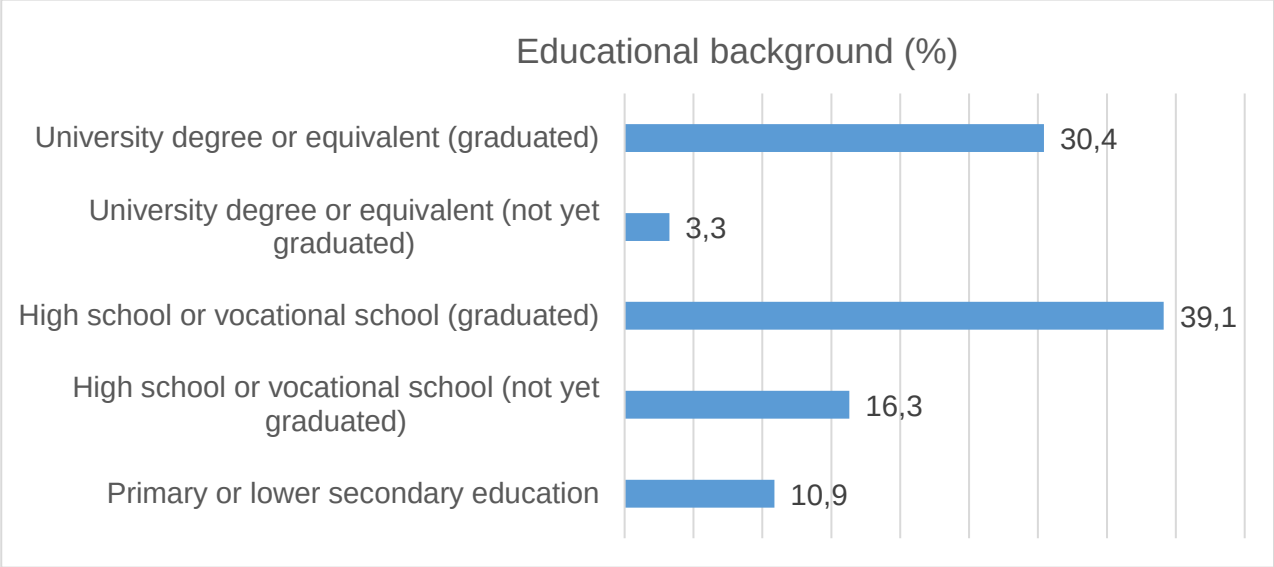
While the largest group among the respondents were adult learners aged 18-20, other age groups were also well represented. For instance, around one fifth of the respondents were aged 35-44, and around one in five were aged 45-64.



Among the younger respondents, a clear majority studied in Työväen Akatemia and Ljudska univerza Celje. In contrast, all respondents over the age of 54 were from Deinde Sp. z o.o, with those aged 55-64 constituting almost half of their respondents.

Out of all respondents, a clear majority were female (close to 75%). Around one in four were male.

Most of the respondents had graduated either from high school or vocational school (39%), or from university (30%). Around one in ten cited primary or lower secondary education as their highest education. The organisations with the highest percentage of respondents holding a university degree were Ljudska univerza Celje (41%) and Education In Progress (40%). In contrast, among the respondents from Työväen Akatemia, less than 10% had a university degree, with most of the learners (almost 80%) being high school or vocational school graduates.



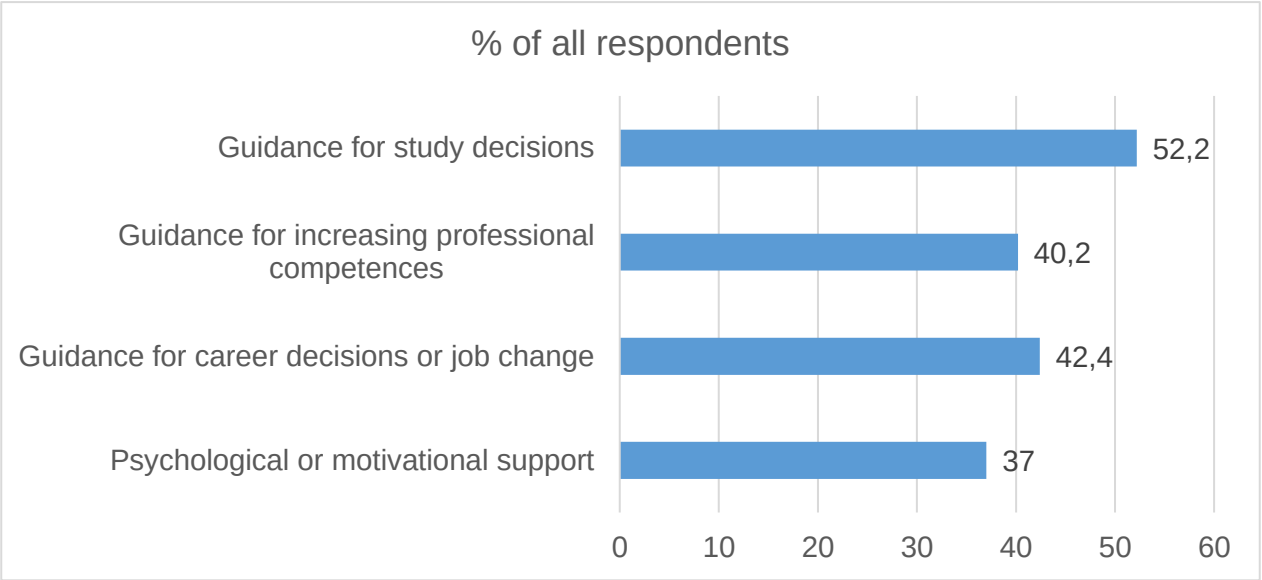
Many of the respondents did not have extensive work experience. Out of all respondents, close to 40% had worked for 1-5 years, while around 15% had no work experience at all. On the other hand, almost one in five had 6-15 years of work experience, and around 17% had 16-25 years of work experience.

Although primarily young adults, most respondents from Työväen Akatemia had already worked for 1-5 years (around 75%). Out of the respondents from Ljudska univerza Celje, 40% had no work experience. In contrast, all of the respondents from Deinde Sp. z o.o. already had work experience, with half of them having worked for 16-35 years.

The most common job sectors among all respondents were education (17%) and administrative services (11%). Other common fields were sales and retail, physical and construction work, as well as arts and recreation (all of these at around 8%).

GENERAL VIEWS ABOUT GUIDANCE AND COUNSELLING

The respondents were asked what kind of help or support they expected to receive during guidance and counselling. Most commonly, the respondents expected to receive guidance for study decisions (52%). On the other hand, around 40% expected to receive guidance for career decisions or a job change, and a similar amount expected guidance for increasing their professional competences. Finally, although the least common answer, over a third of the respondents expected to receive psychological or motivational support in counselling.



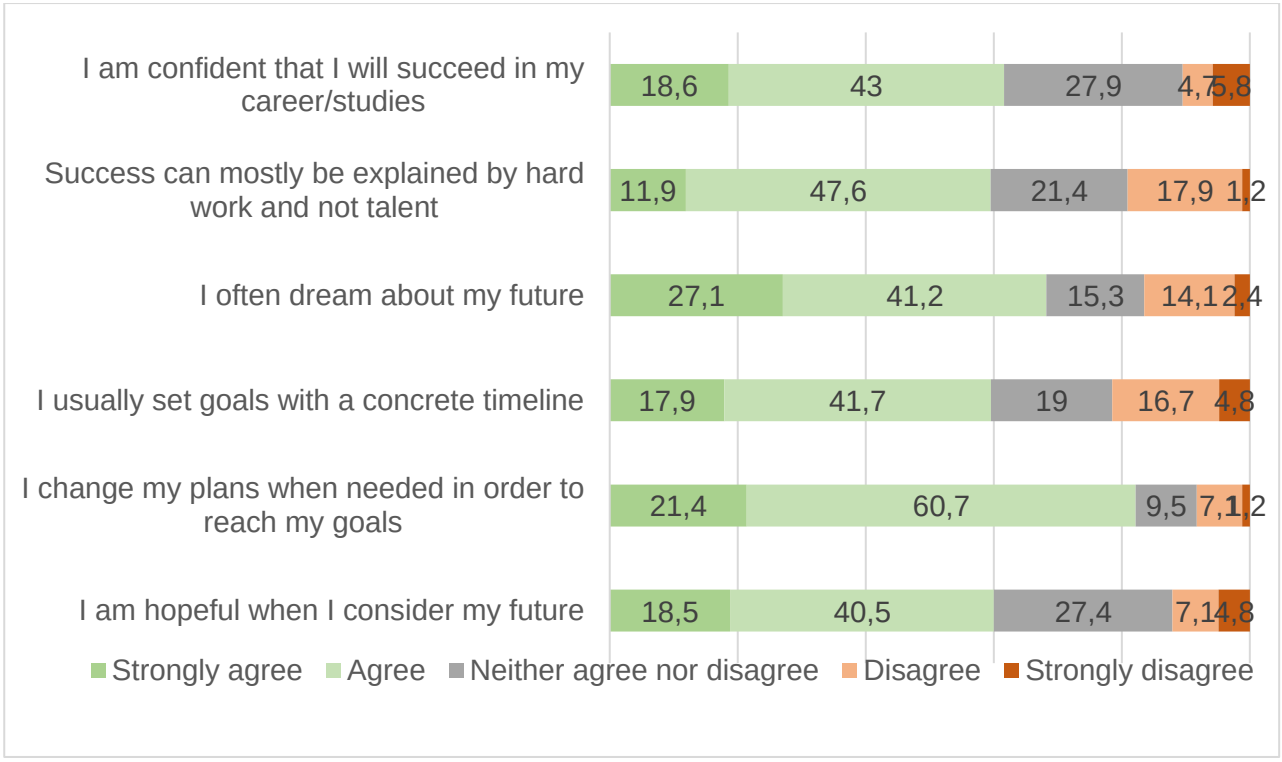
There were clear differences among the organisations, when it came to the adult learners' expectations for guidance and counselling. From Työväen Akatemia, almost 80% stated that they expected guidance for study decisions, with their least common answer being "guidance for increasing professional competences" (less than 40%). In contrast, close to 60% of the respondents from Deinde Sp. z o.o answered that they expected guidance for increasing their professional competences. The respondents from Education In Progress most commonly expected guidance for career decisions or a job change (around 55%), but many of them likewise expected guidance for study decisions (just below 50%). Among the respondents from In Progress as well as those from Ljduska univerza Celje, only under 30% expected motivational or psychological support, while the figure was over 40% for both Työväen Akatemia and Deinde Sp. z o.o. Finally, the responses from Ljduska univerza Celje were quite evenly divided between expecting guidance for study decisions

(around 40%) and expecting guidance for increasing professional competences (just over 35%).

When asked about their previous experiences of receiving counselling, the respondents largely found them positive (45%), or had no previous experience of counselling (32%). Around one in ten gave high praise for the counselling they had received, with some respondents stating explicitly that guidance and counselling had helped them find a career path. On the other hand, around 7% of the respondents had an explicitly negative opinion of the counselling they had received.

HOPE-BASED GUIDANCE AND COUNSELLING

In line with the theoretical framework for *Reaching the Stars*, the learners were asked to reflect on their own competences, and to state how strongly they agreed or disagreed with a set of statements closely linked to the concept of hope-based guidance and counselling. The learners were most commonly in agreement with the statement ”I change my plans when needed in order to reach my goals”: over 80% either agreed or strongly agreed with the statement. Similarly, many of the learners (just under 70%) agreed or strongly agreed that they often dreamed about their future.

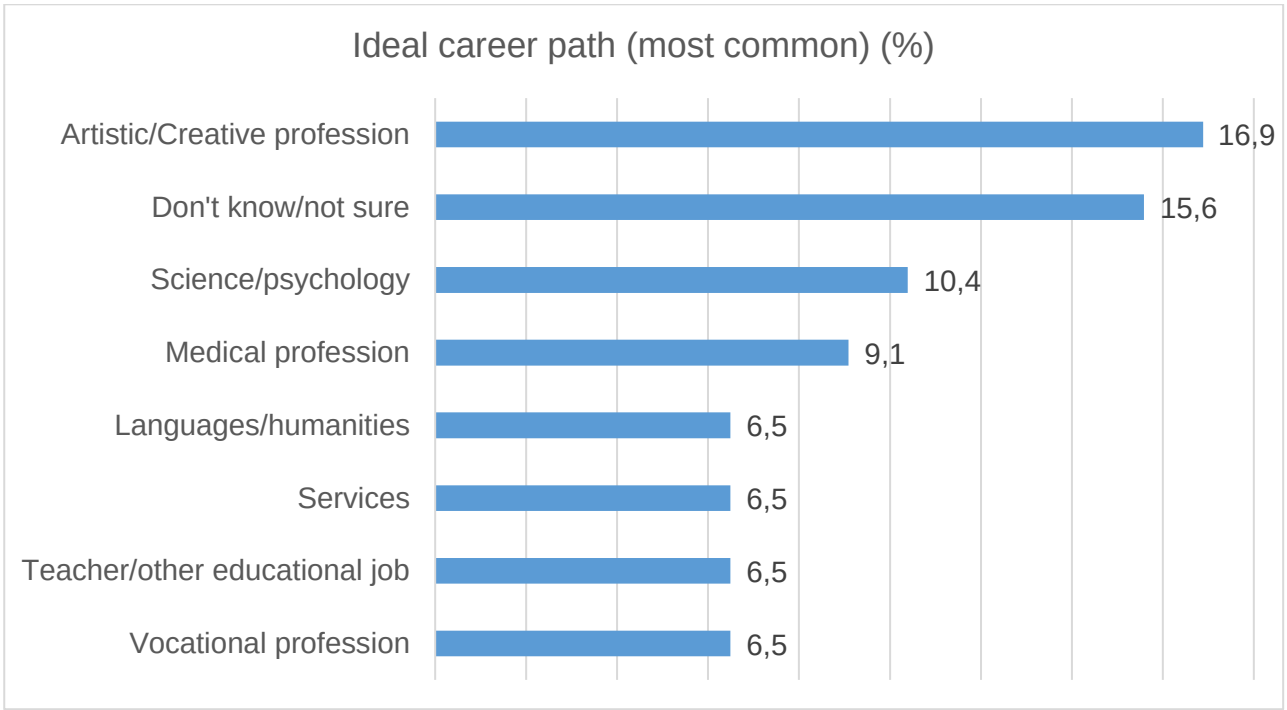


In contrast, the learners most commonly disagreed with the statement ”I usually set goals with a concrete timeline” (around one in five either disagreed or strongly disagreed). The learners’ opinions were also somewhat divided concerning the question of whether success can mostly be explained by hard work rather than talent. While more than half agreed or strongly agreed with the statement, around one in five either disagreed or strongly disagreed with it.

The learners were most undecided over the statements ”I am confident that I will succeed in my career/studies”, and ”I am hopeful when I consider my future”. Over one in four stated that they neither agreed nor disagreed with these statements. On the other hand, 60% either agreed or strongly agreed about being confident that they would succeed in their career/studies, and exactly 60% agreed or strongly agreed that they were hopeful when considering their future.

OPEN QUESTIONS

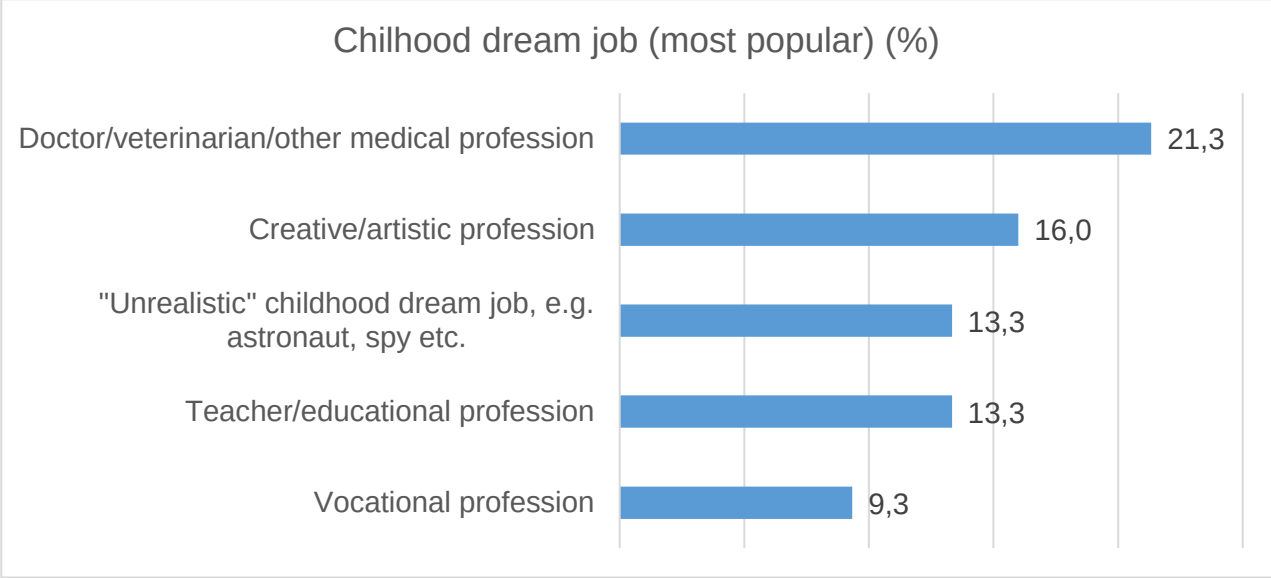
Using open questions, the learners were asked about what they considered to be their ideal career path. Most commonly, the learners responded with an artistic or creative profession (17%). At the same time, many learners answered that they did not yet know or were not sure about their favoured career path (16%).



In addition to their ideal career path, the learners were also asked what their childhood dream job had been. In many cases, the responses seemed to reflect the respondents' current thoughts about an ideal career. For instance, 16% stated that their childhood dream job had been some artistic or creative profession, while close to 17% now held such a profession to represent an ideal path. Similarly, just as many repondents had dreamt of being a doctor, veterinarian, or enganging in some other medical profession (21%), one in ten still held a medical profession as their ideal career path. Many learners had also dreamt of being a teacher or working in education (13%), while around 7% still considered an educational career to be their ideal path.

In addition to 'realistic' career paths such as the ones mentioned above, many learners had had more 'unrealistic' or adventurous childhood dream jobs, such as being an astronaut, a spy, etc (13%). Predictably, these did not appear on the list of current ideal career paths.

As opposed to their childhood dream jobs, a career in science, for instance in psychology, had become one of the more common ideal career paths for the respondents (10%).



Finally, the learners were asked what they realistically saw themselves doing in five years' time. Most commonly, the respondents saw themselves working (24%), though almost no one specified in which profession. The rest of the responses were evenly divided: around 13% saw themselves studying (with no specifications), while 12% saw themselves as having just graduated. Again, 12% saw themselves as retired or engaged in leisure activities. 12% of the respondents stated that they did not know what they would be doing

in five years' time. Lastly, 12% saw themselves as having reached some more specific personal goal or dream.

CONCLUSION

The respondents represented a diverse group of learners, containing people from very different age groups, as well as various educational and professional career paths. This was reflected in the respondents' differing guidance needs: some were learners primarily looking for an eduational path, while others were more oriented towards finding new employment or developing their professional competences. When it came to the learners' needs and expectations regarding counselling, these were often clearly divided according to the organisation which they attended. For instance, while the learners from Työväen Akatemia were strongly focused on receiving counselling for study decisions, the learners from Deinde Sp. z o.o generally expected counselling for matters related to employment.

In general, the responses painted a positive picture about the guidance and counselling the learners had received so far. Yet, at the same time, the responses also reflected a need for the continued development of guidance. Among the learners who responded to the questionnaire, around a third had no prior experience of guidance and counselling, and while around 50% specified that their experiences had been positive or highly positive, the results also suggested that there was still work to be done with making guidance and counselling more approachable for learners.

Moreover, the respondents expressed uncertainty over some of their hope-related competences, such as their ability to set concrete timelines, their confidence in succeeding in their career or studies, as well as their hopefulness regarding the future. While most adult learners still felt confident about these competences, a significant number were undecided in their responses. All in all, the results did not reflect obvious shortcomings in current practices of guidance and counselling from the point of view of adult learners. Yet, they did provide reason for considering whether guidance and counselling could be more geared towards developing hope-based competences, and whether counselling could better reach some of the learners who did not yet have experience of it.

RESULTS OF SEMI-STRUCTURED INTERVIEWS WITH ADULT EDUCATORS AND COUNSELLORS

In the second part of the research phase for Project Result 1, the participating organisations conducted semi-structured interviews with adult educators and counsellors. The purpose of these interviews was to collect in-depth information about current guidance and counselling practices in the participating institutions (20 educators or counsellors in total). Each organisation interviewed five adult educators or counsellors.

The interview questions were divided into three categories: general questions about counselling needs and the objectives of counselling, questions concerning the theoretical framework for *Reaching the Stars*, and finally, questions directly related to the planned project results of *Reaching the Stars*.

GENERAL VIEWS ABOUT GUIDANCE AND COUNSELLING

The interviewees were asked what they considered to be the primary objective of guidance and counselling. Two distinct groups of educators and counsellors stood out: one group felt that the primary aim of guidance was to provide learners with sufficient information for making their own career or study choices, while the other saw the role of guidance in a much more personal way, i.e., as making it possible for learners to better reflect on their subjective interests, needs and competences.

For example, all interviewees from Työväen Akatemia empahsised the role of guidance in helping learners develop an idea of what they would like to do later in life, but their respones were divided between those educators and counsellors, who understood guidance in the more ’informative’ sense, and those who viewed it as a more ’reflective’ practice. For most of the interviewees from Deinde Sp. z o.o and Ljudksa univerza Celje, the primary objective of guidance and counselling seemed to be the sharing of information, while the respondents from Education In Progress clearly emphasised a more personal role for counselling.

In addition, some counsellors and educators from Työväen Akatemia raised the point that, in cases where a learner already has clear idea of what they want to do in the future, the counsellor should focus on allowing them to achieve their goal, rather than suggest alternative goals simply for the sake of it. This suggested that, for many counsellors, in addition to allowing learners to discover new career options, an equally important aim of guidance should be to concretize objectives which the learner has already formed.

When asked about what methods they typically used in guidance and counselling, respondents from all institutions expressed preference for a face to face, conversational approach. Some additional methods were brought up. The interviewees from Ljudska univerza Celje had created personal education plans for their learners, as well as using group counselling and questionnaires for determining learners' competences. For the interviewees from Deinde Sp. z o.o, besides freer discussions and brainstorming, a distinctive aspect of the counselling process was the use of gamification. In Deinde Sp. z o.o, there appeared to be a general preference for methods which aimed to actively engage the learner, with the interviewees specifically criticising the use of presentations and lectures in guidance and counselling as too passive.

In addition to their preferred methods, the interviewees were asked about what they considered to be the main challenges in guidance and counselling. Many respondents stated that issues from learners' lives outside of the educational institution sometimes negatively affected the guidance process. Moreover, the interviewees highlighted low self-esteem, lack of motivation and a lack of trust in the guidance process as challenges. In particular, the interviewees from Ljudska univerza Celje raised the point that one important challenge was how to get learners actively involved in the guidance process. The interviewees from Education In Progress likewise noted that getting learners to engage in self-reflection may at times be challenging.

QUESTIONS FROM THE THEORETICAL FRAMEWORK

During the interviews, the adult educators and counsellors were asked about four factors central to the theoretical framework of *Reaching the Stars*: acknowledging barriers to learners' educational paths, increasing learners' feelings of agency and self-esteem, motivating learners, and broadening learners' future visions. Specifically, the interviewees

were asked whether they used methods to promote these goals in guidance and counselling, and if yes, what kinds of methods they used.

When asked whether they used methods to allow learners to acknowledge barriers to their chosen educational or career paths, many respondents felt that personal conversation itself functioned as such a method. In addition, some interviewees from Deinde Sp. z o.o mentioned using simulated situations such as job interviews. However, not all interviewees used methods specifically to allow learners to acknowledge barriers to their paths.

When asked whether they used methods to increase learners' feelings of self-esteem or agency, interviewees from both Deinde Sp. z o.o and Education In Progress brought up the use of games. Respondents from Celje also emphasised the importance of setting concrete goals in encouraging learners. In general, most respondents felt that personal conversation and simple encouragement, for instance through a focus on positive adjectives, worked best in increasing learners' self-esteem.

The interviewees were also asked whether they used specific methods to motivate their learners. Many of the educators and counsellors from Työväen Akatemia highlighted the importance of getting the learner involved in the guidance process. According to some interviewees, learners should be allowed to affect how the counselling process is organised, and to create their own plans and intermediate goals as well as timetables, even if this might prove challenging at first. Interviewees from Deinde Sp. z o.o and Ljudska unvierza Celje also emphasised that learners should be allowed to set their own goals. Educators and counsellors from both organisations pointed out that, besides results-based motivation, simple conversation, encouragement and feedback functioned as important motivational factors. In addition, the interviewees from Education In Progress highlighted that extracurricular activities played a role in stimulating learners' curiosity about specific topics.

Finally, the adult educators and counsellors were asked whether they used methods to broaden their learners' future visions or to generate new ideas about their study or career paths. Responses were divided into those that emphasised a more general approach towards counselling, and those that concerned specific practices. On the one hand, interviewees from Työväen Akatemia highlighted the importance of focusing on the learner's interests and values, instead of merely directing them towards some specific goal. Similarly, educators and counsellors from Education In Progress encouraged

developing dialogue and openness with learners, as well as allowing them to react from their own, personal perspective. On the other hand, other respondents brought up more conrete examples of practices. For example, the interviewees from Deinde Sp. z o.o mentioned brainstorming and producing mind maps, as well as exchanging experiences with other learners. The adult educators from Ljudska univerza Celje noted the example of creating a personal educational plan, and those from Education In Progress that of taking part in activities such as Erasmus+.

QUESTIONS RELATED TO THE PROJECT RESULTS OF *REACHING THE STARS*

In the final part of the interview, the adult educators and counsellors were asked to answer questions directly concerning the planned Project Results of *Reaching the Stars*. The planned outputs were the following: (1) offline material for counsellors, in the form of a handbook of guidance practices for adult, (2) offline material for adult learners, in the form of a card game to be used in counselling, and (3) online material, in the form a digital tool to support counselling.

Firstly, the adult educators and counsellors were asked whether they had already used handbooks or manuals in counselling, and if yes, what they thought had been good or bad about them. Among all interviewees, the most common response was that they had not used handbooks in counselling. From the interviewees from Deinde Sp. z o.o and Ljudska univerza Celje, some had not used handbooks or manuals, from Työväen Akatemia, most had not used handbooks, and from Education In Progress, none had used handbooks.

Focusing on the responses from those who had used handbooks, answers were varied, and some differences of opinion became apparent among the interviewees. For instance, as positives when it came to handbooks, educators and counsellors from both Ljudska univerza Celje and Työväen Akatemia mentioned examples of practices such as forms and questionnaires. The interviewees from Ljudska univerza Celje also brought up a sound theoretical basis and brevity or conciseness. On the other hand, some interviewees from Celje felt that a handbook should contain more information, and mentioned a lack of information or examples as a negative aspect. Similarly, some educators and counsellors from Deinde Sp. z o.o thought that a positive aspect of previous handbooks had been the

capacity to collect a variety of relevant information in a single location. At the same time, the interviewees from Deinde Sp. z o.o were critical of content not directly of interest to learners, as well as expired or outdated content.

With a view towards gathering data for developing the card game for adult learners, the adult educators and counsellors were asked about the key competences they considered most important from the perspective of entering studies or finding employment. Interviewees from all institutions brought up social skills or communication skills as important factors. In addition, the interviewees from Education In Progress and Työväen Akatemia emphasised the significance of learners' organisational skills in finding a career path, with educators and counsellors from the former organisation in particular highlighting the importance of soft skills for learners. In comparison, the interviewees from Deinde Sp. z o.o and Ljudska univerza Celje laid an emphasis on digital skills as well as the general motivation of learners for acquiring a succesful career. Finally, multiple interviewees brought up the importance of self-reflection skills.

The adult educators and counsellors were asked how long they would see a card game counselling session lasting. The near consensus among those interviewed was that the session should not last very long, perhaps 10-15 minutes, or 30 minutes at most. It should be noted that not all interviewees responded to the question about the length of a card game session, which indicated that in general the idea of using card games in counselling was not very familiar to the educators and counsellors.

The interviewees were asked whether they saw a possibility for using digital tools in counselling, either during a session, between counselling sessions or before a session. Out of all the interviewees, those from Education In Progress were the most enthusiastic, with all of them not only seeing a possibility for using digital tools in counselling, but also considering digital tools to already constitute a significant or even essential part of their process of guidance and counselling. Out of the interviewees from the other insitutions, most educators and counsellors saw a possibility for using digital tools. There was little consensus, however, concerning the question of whether digital tools would be best used during sessions, between them or before them. The interviewees from Työväen Akatemia brought up the possibility of using digital forms or questionnaires as part of a screening process of guidance needs, conducted before face-to-face counselling. On the other hand, some respondents preferred the idea of using digital tools between sessions or during a session.

Finally, the adult educators and counsellors were asked how often they saw themselves using digital tools in counselling. Again, the interviewees from Education In Progress appeared to have the most experience when it came to digital tools, with all of them remarking that they already used them often or at a high competence level. There was more disagreement among the interviewees from the other educational institutions. For instance, the educators and counsellors from Deinde Sp. z o.o were almost unanimous in preferring face-to-face counselling to digital methods. Similarly, the interviewees from Työväen Akatemia stated that they would see themselves using digital tools only a small number of times per semester.

CONCLUSION

The interviews with the adult educators and counsellors reflected two distinct attitudes towards guidance and counselling. One group of educators and counsellors held an idea of guidance and counselling as a matter of providing adequate information for learners to make their own decisions, while another group considered guidance and counselling as a more personal practice of helping learners reflect on their own needs and objectives. At the same time, the educators and counsellors were largely agreed on the idea that guidance and counselling was best conducted in the form of face to face, personal meetings.

When asked whether they had used counselling methods related to the aims outlined in the RTS theoretical background, the adult educators and counsellors often felt that personal conversation itself had fulfilled the function of such methods, for instance, in allowing learners to acknowledge barriers to their chosen study or career paths, in increasing their self-esteem and feeling of agency, or in motivating them. In addition, many educators and counsellors felt that learners themselves should be allowed to affect how the guidance process takes place, which highlighted their views regarding the importance of personal conversation.

Unsurprisingly, given the above, many of the interviewed adult educators and counsellors were to some exent doubtful about the use of additional tools in guidance and counselling. For instance, a majority of the interviewees had never used handbooks in counselling, while a large part of the educators and counsellors were not familiar with the use of card

games or other such gamified tools, nor did they feel a strong need for adding them. Finally, while interviewees from some of the institutions, especially Education In Progress, had more familiarity with the use of digital tools in counselling, others expressed a clear preference for traditional, face to face methods.

All in all, the results reflected the challenges involved in introducing new practices of guidance and counselling in organisation which have already developed set patterns and methods of working. The results suggested that the interviewed adult educators and counsellors did not necessarily see a need for introducing a large amount of new practices. In contrast, many seemed to feel that the aims of the *Reaching the Stars* theoretical background were already being advanced through standard methods of conversational guidance.

On the other hand, the interview results did not suggest that adult educators and counsellors would be critical of the introduction of new methods if they could serve a clear purpose; and, when prompted to think about the planned Project Results, most did see ways of implementing handbooks, card games and digital tools. Neither did the adult educators and counsellors express doubts concerning the aims outlined in the project's theoretical background.

For *Reaching the Stars*, then, the main challenge would be to develop methods of guidance and counselling which, in spite of their relative novelty in the participating organisations, would immediately appear usable to the adult educators and counsellors; that is, methods which could be implemented easily and without the use of too many additional resources.

RESULTS OF QUESTIONNAIRE FOR ADULT EDUCATORS AND COUNSELLORS

As the third and final part of the research phase for Project Result 1, the participating organisations implemented an online questionnaire for adult educators and counsellors. The purpose of the questionnaire was twofold: (1) to provide data corresponding to the project's quantitative indicators (at least 40 responses in total), which could be compared with, and used to confirm, the results acquired through the project's previously implemented interviews with adult educators and counsellors; (2) to collect data relevant for developing Project Results 2 and 3. In accordance with the second aim, the questionnaire contained an added focus on key competences.

The four organisations collected 41 responses in total, with 11 collected by Education In Progress, and 10 by each of Työväen Akatemia, Deinde Sp. z o.o, and Ljudska univerza Celje, respectively.

QUESTIONNAIRE RESULTS

In the first part of the questionnaire, the adult educators and counsellors were asked about their views concerning the aims of guidance and counselling, with the questions focusing on the theoretical framework of hope-based guidance and counselling. In the previous interviews, responses had been evenly divided between those educators and counsellors who viewed guidance and counselling as a matter of providing learners with information, and those who saw it more as a way of helping them to reflect on their personal interests. In the questionnaire, however, when the adult educators and counsellors were directly asked which of these groups they felt they belonged to, a clear majority (63%) stated that they saw their role in terms of discussing their learners' ideas on a personal basis, and getting them to engage in self-reflection. In comparison, just under a third (29%) saw their role more in terms of providing learners with sufficient information to make their own choices.

Other responses, too, suggested a general preference for a more personal or reflective approach to counselling. When asked to choose which aims guidance and counselling should support, four out of five (81%) educators and counsellors stated that guidance and counselling should aim to expand learners' ideas and visions for the future. Similarly, 71% thought that guidance and counselling should allow learners to overcome barriers to their chosen educational paths. However, not all aims relevant to the framework of hope-based guidance and counselling were considered to be equally relevant by the respondents. Only around half of the educators and counsellors thought that guidance and counselling should aim to motivate learners (49%), and just over one third stated that guidance and counselling should aim to raise learners' self-esteem or feeling of agency (37%).

In the second part of the questionnaire, the adult educators and counsellors were asked about the methods they used regularly in guidance and counselling. In previous interviews, it had became apparent that the educators and counsellors working in the participating organisations clearly preferred personal conversation to other methods. For this reason, the educators and counsellors were asked whether they regularly used any other methods or tools in counselling besides having conversations with learners. In total, around 70% of all respondents stated that they used other methods besides conversation. Most commonly, the adult educators and counsellors used various forms and questionnaires (34%). Around one in ten mentioned creating personal education plans with their learners. Similarly, around 10% brought up the use of various visual tools, diagrams and lists.

> ”Questionnaires, tests, career values scale, personality type assessment”

> ”Forms, self-reflection, online questionnaires”

> ”Displaying materials, websites, etc., questionnaires.”

According to the responses, warm-up excercises were less commonly used. Over 60% of the adult educators and counsellors did not use warm-up excercises in counselling, or did not respond when asked whether they did. When they did use warm-up excercises, these consisted most commonly of various forms of group work (around 10%), or ice-breakers (around 7%).

> ”Round table, role plays, group work.”

> ”We play the game of where you see yourself in 2, 5, 10 years.”

Since one of the outputs to be designed during the project was a card game for adult learners, the educators and counsellors were asked, specifically, whether they already had experience of using card games in counselling. An overwhelming majority (88%) stated that they did not, with only 12% having experience of using them. As expected, therefore, when asked whether they had any ideas for card games that could be played during counselling sessions, over a third of the respondents (68%) stated that they did not, or did not respond to the question. When they did bring up ideas, these were either for games intended to determine learners' competences, with a view towards finding a suitable career path (12%), or for games intended to help the learners reflect on their strengths and personal traits (7%).

> ”Identifying competences, positive and negative attributes”

> ”Key competences for achieving the [learner's] objectives.”

The final part of the questionnaire dealt with the adult educators and counsellors' views concerning key competences. The main purpose here was to collect data concerning competences that could be included in the card game produced as Project Result 2.

First, the educators and counsellors were asked which key competences they felt to be most important for gaining employment or getting into a study programme (based on the EU council recommendation on key competences for lifelong learning). The two most common responses (each at 71%) were language skills and interpersonal skills, or the ability to adopt new competences. In contrast, the least common were active citizenship (15%) and entrepreneurship (22%).

Second, the adult educators and counsellors were asked which cognitive or interpersonal competencies they considered most important for having a succesful career. Out of these, the most popular response was creative thinking (78%). The second most common responses were conflict resolution and emotional intelligence, at around 60% respectively. In contrast, the one competence which relatively few teachers considered one of the most important was the ability to focus on customers (around 20%).

CONCLUSION

The questionnaire results indicated that the respondents viewed guidance and counselling as a matter of allowing learners to reflect on their personal goals, and expand their future visions, as opposed to simply providing learners with sufficient information for making their own choices. These results differed to some extent from previous results derived from semi-structured interviews with counsellors and educators, where the interviewees appeared to be more divided over the two approaches to counselling.

A significant result was that most of the respondents were clearly not familiar with the idea of using card games in guidance and counselling. On the other hand, most adult educators and counsellors already used tools such as questionnaires and forms in addition to personal conversation, the results suggesting that adult educators and counsellors would not be adverse to the introduction of new methods in guidance and counselling. Moreover, the results showed that, if designed well, the introduction of card games would have the potential to develop guidance and counselling in new ways in the participating organisations.

The adult educators and counsellors' views concerning key competences were highly encouraging from the point of view of the RTS theoretical framework. In addition to language skills, the respondents favoured intepersonal skills and the ability to adopt new competences. This clearly reflected the need for guidance and counselling to provide learners with the opportunity for expanding their ideas for the future. The conclusion was further reinforced by the fact that the respondents clearly felt that creative thinking was the most important of the various cognitive and interpersonal skills listed in the final question.