



Career Guidance in Schools under European and International Perspectives

27/28 June 2024

Book of Abstracts





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Conference Programme

Day 1 - 27 June 2024

10.30 CET	Arriving and open exchange
11.00-11.15	Welcome by the organizers and the spokesperson of the career lead network <i>Małgorzata Rosalska and Rudolf Schröder</i>
11.15-11.30	Technical briefing and information for orientation during the conference
11.30-12.30	Keynote and Discussion: Conceptualising and Assessing Teenage Career Development Through Analysis of Multi-National Longitudinal Datasets: An OECD Perspective <i>Anthony Mann (Senior Policy Analyst at the OECD)</i>
12.30-13.30	Lunch break, opportunity for exchange in breakout sessions

SESSION 1

13:30-15:30

Section 1 Career Guidance from the Perspective of Young People Chair: Anna Wawrzonek	1.1 Natalia Rodriguez-Muñiz, María-del-Henar Pérez-Herrero, Joaquín-Lorenzo Burguera, Identification of Career Guidance Needs and Career Management Skills 1.2 Csilla Tudlik, Secondary School Students' Vocational Interests Patterns 1.3 Philipp Struck, The Importance of Vocational Identity for Career Guidance in Schools 1.4 Tina Fletemeyer, „Studying Sounds Somehow Smarter Than an Apprenticeship“ – Pupils' Beliefs About the German Vocational Education and Training System (Poster)
Section 2 Digital Tools and Innovations in Career Guidance I Chair: Katja Driesel-Lange	2.1 Marie Tuchscherer, Claudia Wiepcke, Quality Assurance of Digital Educational Measures in Vocational Orientation - A Qualitative Analysis





	2.2 Carlos Infante, Nuria Vallejo, Esther Mariscal, Challenge & Learn: The new Gamified Training Platform of the Andalusian Employment Service 2.3 Katja Driesel-Lange, Jerusha Klein, Career Guidance as a School Development Task - Introducing a Digital Tool to Support School-wide Career Guidance in Germany 2.4 Christine Hoffelner, Albert Düggeli, Christof Nägele Unlocking Hidden Resources: The Potential of Video Game Skills in Student Career Planning
Section 3 Sustainable Development in Career Guidance Chair: Fabian Staudinger	3.1 <i>Fabian Staudinger</i> , Green Guidance for a Sustainable Future 3.2 <i>Rudolf Schröder, Anna-Lena Müller</i> , Sustainability and Labour Market Information in the Regional Economic Area 3.3 <i>Soledad Romero-Rodríguez, Celia Moreno-Morilla, Tania Mateos-Blanco</i> , OCEAN: A Program for the Development of Competencies for Constructing Sustainable Careers 3.4 <i>Anna Bilon-Piórko</i> , Career Learning and Guidance from the Deep Ecology Perspective - A Choice or Necessity?

SESSION 2

16:00-17:30

Section 4 Influences on Students' Career Guidance Chair: Jochen Kinast	4.1 Jochen Kinast, Johannes Riis, The Impact of Media on the Occupational Image of the Police in Denmark and Germany 4.2 Rudolf Schröder, Tina Fletemeyer, Anna-Lena Müller, Students' and Teachers' Beliefs About Professional and Entrepreneurial Self-Employment 4.3 Magdalena Barańska, The Role of Volunteering in Building Students' Career Resources
Section 5 Career Guidance and Social Responsibility Chair: Soledad Romero Rodríguez	5.1 Marcelo Afonso Ribeiro, Building Critical Consciousness Through Career Guidance in Schools 5.2 Lourdes Moulia, Viviana Valenzuela, Laura Luna, Contribution of Guidance to the Construction of Young People's Careers Through Community Workshops in Children's and Youth Orchestras and Choirs 5.3 Nada Kallçiu, Eralda Zhilla, Career Growth Decision-Making Dilemmas in the Postmodern Labour Market (Poster) 5.4 Eralda Zhilla, Nada Kallçiu AL-VET – Quality for All. High Quality and Socially Inclusive VET in Albania (Poster)





Section 6 Transversal Skills and Career Development Chair: Sabine Zenz	6.1 <i>Jennifer Beck-Saiz, Sabine Zenz, Empowering Educators: Promoting Transversal and Green Competences in Career Guidance</i> 6.2 <i>Rebeca García Murias, Career Guidance in the Assessment of Transversal Competences Gained within International Mobility Experiences</i> 6.3 <i>Anna Wawrzonek, Transversal Competences as a Career Resource for Young People</i>
Workshop 1 Chair: Czeslaw Noworol	Workshop: Visual Orientation: Systemic Mapping for Personal Sustainability <i>Isabel de Maurissens, Camila Torna; Visual Orientation</i>

17.30-17.45	Short break, opportunity for exchange in breakout sessions
17.45-18.15	Promotion block for the network presentation of objectives etc., acquisition of new members), Information on the conference proceedings <i>Rudolf Schröder</i>
18.15	Closing and farewell, hints for the next day





Day 2 - 28 June 2024

11.00-11.15	Welcome by the organizers and the spokesperson of the career lead network <i>Małgorzata Rosalska and Rudolf Schröder</i>
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SESSION 3

11.15:00-13:15

Section 7 Support Measures for Teachers in the Context of Career Guidance Chair: Anke Reuter	7.1 Chris Percy, Deirdre Hughes, Caroline Tolond, What Kind of Large Language Model Might be Trusted for Careers advice? Evidence from Student/Practitioner Surveys, Prototype Data, and Sectoral Focus Groups 7.2 Liridona Jemini Gashi, Laura Cakolli, The Impact of Career Guidance Workshops on Career Certainty and Career Indecision: An Intervention Study 7.3 Moet Moet Myint Lay, Professional Development Through a Professional Learning Community for Teacher Educators in Myanmar Education Colleges 7.4 Bernd-Joachim Ertelt, Michael Scharpf, Anke Reuter, Career Guidance and Counselling in Mongolia A Science-Based Academic Study Program for Schoolteachers (Poster)
Section 8 Fostering students' Career Reflection and the Role of Teachers Chair: Christof Nägele	8.1 Lajos Pálvölgyi, Career Choice Difficulties of High School Students in Hungary 8.2 Sonja Susnic, How do the Reflection game THIGRO® - "NEW STUDENT" Contribute to Reflection, Problem-Solving, and Interaction in Students' Onboarding Process in the Transition to Higher Education and What Should Teachers Take into Account at the Start of Their Studies? 8.3 Vivian Valenzuela, Emmanuel Pacheco, Gabriela Aisen-son, Construction of Counselling Professional Competencies: Articulation Between Higher Education and Community Settings in Argentina 8.4 Christof Nägele, Student's Reflection in Career Planning and the Role of Teachers
Section 9 Digital Tools and Innovations in Career Guidance II	9.1 Jana Lindner, Elena Makarova, How to Promote Gender-Sensitive Career Orientation: A Digital Toolbox for Teachers 9.2 Andrzej Pieńkowski, Career Map: Supporting Job Exploration in Schools and Kindergartens





Chair: Elena Makarova	9.3 María José Pérez Albo, Olga FernándezSoto, Cristina Fernández Martínez, Eva Fernández Cabanillas, Digital, Accessible and Meaningful Career Guidance (Poster) 9.4 P. Selva Ramakrishnan, A. Vimala, P. Nagarchunan, Comprehensive Career Navigation Portal Application for Aspiring Higher Education Students – EduConnect India
Workshop 2 Chair: Rudolf Schröder	Career Guidance for Future - What New Alliances and Concepts do we Need for This? Iken Draeger and Krischan Ostenrath, Wissenschaftsladen Bonn e.V., Germany

13.15-14.00	Lunch break, opportunity for exchange in breakout sessions
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SESSION 4

14:00-15:30

Section 10 Heterogeneity and Career Guidance Chair: Anna-Lena Müller	10.1 Nurten Karacan Ozdemir, Chong Park, Scott H. Solberg, Supporting STEM Career Identity of BIPOC Youth, Women, and People With Disabilities 10.2 Anna-Lena Müller, Language as a Possible Challenge in the Context of Career Guidance for Students with Migration Background 10.3 Jennifer McKenzie, School Guidance in a Multicultural Ireland –What does the future look like
Section 11 Career Counselling Chair: Małgorzata Rosalska	11.1 Małgorzata Rosalska, Diagnostic Competences of School Career Counsellors in Poland. Diagnosis and Proposal of a Training Model 11.2 Czesław Noworol, Professional Burnout and Coping Strategies in School Counsellors 11.3 Tomasz Herzog, Academic Advising for career and informed, active, and caring citizenship
Section 12 Challenges in the Area of Supporting Young People's Career Resources	12.1 Gerardo Ivan Larriba, Gabriela Aisenson, Viviana Valenzuela, Construction of Life Projects Among Young People in Socially Vulnerable Situations: Meanings Associated with the Alternative Care Residences 12.2 Izabela Cytlak, Entrepreneurial competence as a Compo-





Chair: Tina Fletemeyer	nent of Career Guidance in Early Childhood Edu-cation 12.3 Sevil Mutlu, Logics of Career choice - An ApprovalSensi- tive Workshop (Poster)
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16.00-16.15	Short break, opportunity for exchange in breakout sessions
16.15	Outlook, farewell and end of the conference





Section 1

Career Guidance From the Perspective of Young People

Natalia Rodríguez-Muñiz, María-del-Henar PérezHerrero, Joaquín-Lorenzo Burguera

University of Oviedo (Spain)

1.1 Identification of Career Guidance Needs and Career Management Skills

Currently, the study of the life and career paths of young people, who will have to face diverse and complex social challenges, is of particular interest in the field of career guidance (Hooley & Sultana, 2016; Meijers et al., 2013). This research is part of a larger project funded by the Government of Principado de Asturias, by means of the “Severo Ochoa” programme for education in research and teaching (Ref. No.: PA-22-BP21-202), which aims to find out the situation of career guidance in schools in Asturias (Spain). The aim of the present paper is to find out the needs of young people regarding career guidance and the development of Career Management Skills (CMS). Following the perspective of quantitative research methodology, an *ad hoc* questionnaire has been designed consisting of a 34-item scale of CMS, organised into 4 sub-dimensions: knowledge of oneself and self-concept; the construction of the professional profile; knowledge and exploration of the academic and professional environment, and planning and management of the professional future. It was applied in a pilot test to a sample of 250 students aged between 13-17 from 3 secondary schools in Asturias. The main results show high perceptions of competences associated with the dimensions *Self-knowledge* ($\bar{x}-s=2.85$, $\sigma=.584$) and *Professional profile* ($\bar{x}-s=2.85$, $\sigma=.650$), followed by *Planning for the future* ($\bar{x}-s=2.74$, $\sigma=.641$); however, the lowest scores were found in the dimension *Knowledge of the environment* ($\bar{x}-s=2.54$, $\sigma=.862$) together with a generalised perception of the absence of guidance support. In conclusion, these aspects point to the need to continue promoting research lines that allow us to understand, from the youth perspective, as well as other educational, social and labour agents, the challenges and needs that arise in order to contribute to the achievement of career guidance committed to the principles of equity, quality and social justice (Álvarez et al., 2015; Romero-Rodríguez et al., 2022).

Key words: Career Management Skills; Needs analysis; Questionnaire

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Csilla Tudlik

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1.2 Secondary School Students' Vocational Interest Patterns

Interest has been proven to have an impact on our personal and academic well-being. The aim of our research was the adaptation of a self-assessment career interest tool, as well as with it to explore the students' interest. We also worked with differentiation and elevation as variables, exploring the relationship between interest and career choice uncertainty, academic achievement and school career orientation. The examination included two stages, 866 high school students were included in the sample (2018-2020). We extended our main investigation to the entire student community of a county high school. Tools used: Career Chart, Career Uncertainty Scale, background questionnaire, and the career guidance questionnaire. With the help of the Career Chart, individual attraction to sixteen areas of career interest can be demonstrated, their strength, and the differentiation and flexibility of interest can be examined. In general, the students of the examined high school have medium or rather differentiated interests, and this also applies to their level of flexibility. The differentiation of career interest shows relationship with career decision commitment, the level of self-knowledge and anxiety. Girls' interest in careers is differentiated, yet they experience greater uncertainty. Some grades report greater self- and career knowledge. Students with insufficiently differentiated career interests show a somewhat high level of anxiety. The degree of high commitment to career decision-making is indicated by the high need for self- and career knowledge, so the more open the student is to career information, the stronger the commitment to career decision-making will be; thus the differentiation of career interest. The result gives the school the opportunity to plan an intervention tailored to the group. The students' feedback revealed that uncertainty and need of school help are the main themes in their thinking.

Key words: career interest, interest differentiation, interest elevation

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1.3 The Importance of Vocational Identity for Career Guidance in Schools

Vocational identity is a crucial predictor for a successful educational and employment career (Heinrichs et al. 2022). Accordingly, it must be discussed to what extent careers guidance can support the beneficial development of a vocational identity.

In addition to careers guidance, parents are key contacts for questions regarding career choices (Neuenschwander 2017). There are certain occupations, such as nursing, that have a higher proportion of family members following in the same career path ("inheritance"). These apprentices start their apprenticeship with the advantage of having a more strongly developed vocational identity.

However, if career guidance aims to address aspects of vocational identity, it is important to consider that different occupations have varying potential for developing vocational identity (Rauner 2017).

The following questions will discuss:

- Which importance does vocational identity have for career choice decisions and later job satisfaction?
- How can career guidance promote vocational identity during the career choice process?

Our quantitative surveys of 645 apprentices from industrial-technical apprenticeships and the healthcare sector show a high correlation between vocational identity and job satisfaction, as well as the meaning of one's own work. These results will be interpreted and discussed.

Career guidance should focus on supporting free career choice (Klotz et al. 2014; Thole 2021), particularly in aspects of realizing one's desired occupation. In choosing an occupation, it is important to avoid compromises that may be perceived as negative. This includes comparing the fit between career aspirations, personal abilities and interests, and available apprenticeships on the market. Such compromises can make it more difficult to develop a vocational identity later on. Furthermore, parents should be involved as active discussion and cooperation partners by the careers guidance.

Key words: Vocational Identity; Career Choices; Career Guidance

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**Tina Fletemeyer**

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1.4 Studying Sounds Somehow Smarter Than an Apprenticeship” -**Pupils Beliefs About the German Vocational Education and Training System (Poster)**

From a pedagogical-psychological perspective and subject didactics, beliefs are a relevant factor for learning experiences. According to Gropengießer (2008), beliefs are understood as subjective mental processes and dispositions that influence learning and the acquisition of new knowledge. They are constructed by the person themselves, who bring them into a learning situation (cf. Hammann/Asshoff 2015, 15). The starting point for beliefs can be one's own experiences or transmitted assumptions and impressions. Beliefs are considered to be quite stable and difficult to change (cf. Miller-Betzitza 2019, 13), but at the same time can be changed based on experience (cf. Reusser et al. 2010, 481). Beliefs form the starting point for the absorption and understanding of new learning content, which is why knowledge of individual student perceptions is essential for the development of learning opportunities (cf. Hammann/Asshoff 2015, 15).

In the field of Career Guidance, pupils' beliefs with regard to selected professions have so far been the subject of research (cf. Haucke 2014). However, a focus on the dual training system is a desideratum. Against the backdrop of demographic change and the shortage of skilled workers, it is important to raise young people's awareness of the dual training system and to communicate its professional and career opportunities in an understandable way. Young people's beliefs must be taken into account here in order to develop target group-oriented learning content in line with didactic reconstruction (cf. Kattmann et al. 1997) that takes existing concepts into account. Knowledge of students' beliefs of dual training offers the opportunity to design appropriate student-oriented learning arrangements and teaching methods.

The first results of an interview study with 20 secondary school students will be presented and discussed in a lecture. The participating students were asked about their ideas on dual training in problem-centered individual interviews using a deductive category system and accompanying materials (assignment tasks).

Key words: Career Guidance, Students' Perceptions, Vocational Education and Training System**Bibliography.**

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Section 2

Digital Tools and Innovations in Career Guidance I

Marie Tuchscherer, Claudia Wiepcke

University of Education Karlsruhe, Germany

2.1 Quality Assurance of Digital Educational Measures in Vocational Orientation – A Qualitative Analysis

Teachers and students are increasingly using digital educational resources alongside analogue educational media. In vocational orientation in particular, a vast number of digital measures have been developed in recent years, which are very differentiated in terms of media type (Tuchscherer & Wiepcke 2024). The potential of digital media for educational processes has already been well researched (cf. e.g. Aufenanger & Bigos 2023, p. 13). In addition to the potential, it has to be noted that many of the offers are not subject to any quality assurance or didactic justification. For this reason, digital career guidance measures need to be assessed on the basis of quality criteria. The lecture examines the question of which quality criteria of digital educational programmes should be used for an assessment and whether the digital educational programmes in vocational orientation fulfil these quality criteria.

Digital education programmes aim to promote subject-related knowledge, skills and competencies in addition to digital and IT skills (Grundschober 2021, p. 13; Aufenanger and Bigos 2023). The quality of the educational measures must therefore be assessed from several perspectives. Models for analysing and evaluating educational measures are available in general didactics (teaching research), media didactics and vocational orientation (Brüggemann & Wiepcke 2023; Goerz 2022; Fey 2017).

The presentation provides an overview of the central quality criteria of the different subject domains and derives quality criteria for a qualitative content analysis of digital educational measures in vocational orientation based on these. Based on the quality criteria, a qualitative content analysis of selected digital educational programmes in vocational orientation was carried out, which will be presented in the lecture. In addition, the results of the qualitative content analysis will be presented and the extent to which the established quality criteria are suitable for the assessment of digital vocational orientation measures will be discussed.

Key words: quality assurance, vocational orientation, digital measures

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Carlos Infante, Nuria Vallejo, Esther Mariscal

Andalusian Employment Service (Regional Government of Andalusia)

2.2 Challenge & Learn: The new Gamified Training Platform of the Andalusian Employment Service

The Andalusian Employment Service has launched a gamified training platform called Challenge&Learn designed to promote the development of transversal skills to facilitate both the labour insertion of job seekers and their maintenance in the job and/or professional promotion within the organization.

This is a project framed in the 2024 Action Plan of the Centre for Guidance, Entrepreneurship, Support, and Innovation for Employment (COE) of Andalusia responding to one of its functions as stated in the normative: the development of innovative and experimental experiences.

It combines gamification with practical tools and updated digital resources to offer an effective learning experience based on connectivism (Siemens, 2004) and constructivism (Vygotsky, 1978).

In the literature there are many experiences that support the usefulness of gamification in the educational field, as seen in the works of Beltrán, Rivera & Maldonado (2008) and Alonso, Martínez, Berral & De la Cruz (2021), but there are still few works in the field of public administrations, and particularly in public employment systems, a key issue in order to address an integrated orientation with education from a career orientation approach.

The program is aimed at job seekers of any age, education, training, or experience, and offers the possibility of developing a gamified training itinerary of six transversal current labour market: learning capacity, decision-making capacity, capacity for skills interpersonal skills, teamwork skills, leadership skills and digital skills.

It includes a dynamization plan where you can follow your progress, compete with other members of the community in a leader board and unlock rewards as you progress in your learning to further personalize the experience.

This gamified experience contributes to generating content of great value for the job seeker linked to the detection of areas for improvement; areas which can keep working with the technical employment personnel.

Key words: transversal skills, gamified training, job seeker

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2.3 Career Guidance as a School Development Task - Introducing a Digital Tool to Support School-wide Career Guidance in Germany

Starting from the necessity of individual support, career guidance should provide opportunities for self-exploration and open diverse experiential spaces in the working environment that can be reflexively utilized for developing career-related perspectives. Schools must make decisions regarding content-conceptual as well as personnel-organisational aspects to enable and support young people (Driesel-Lange et al., 2020). The design of career guidance must therefore always be considered regarding the individual school (Klein et al., in press). Based on various strands of discourse Klein et al. (in press.) identify seven critical areas (e.g. career guidance team, school management) for development. Following this, the question arises as to which strategies and tools schools can use to develop career guidance in a quality-oriented manner, considering the identified areas relevant to school development as well as variable school starting points.

Based on the necessity of systematic evaluation to initiate school development processes (Dedering, 2012), a corresponding digital tool was developed in 2023 in the three-year project "DIGIBO! BEST. Digitally improving and managing career guidance at schools" founded by the German Federal Ministry of Education and Research. The aim of the research and development project is to initially map the current state of career guidance in the seven critical areas based on the digital tool. Schools should thus be supported in promoting data-driven development of career guidance based on individually formulated goals. In collaboration with 20 schools, an intervention study is being conducted over a period of three years, which aims to uncover further school needs in the context of career guidance and its limited resources, in addition to the further development of the evaluation tool. The project's design, the diagnostic tool, as well as initial findings from the initial needs analysis will be presented and discussed.

Key words: Career Guidance, School Resources, Individual School

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2.4 Unlocking Hidden Resources: The Potential of Video Game Skills in Student Career Planning

This presentation delves into the unique role of video games as resources in career planning, specifically in the context of teaching and coaching.

Video games, a global phenomenon among young people, not only entertain but also mirror real-life challenges, fostering essential skills for the future such as strategic thinking and cooperative problem-solving. A central question is whether young people recognize the applicability of these skills from gaming in real-life scenarios, such as career planning.

This study examines the self-reported gaming skills of Swiss secondary school students in the context of the intervention-based research project 'digibe - Digital Guidance in the Career Choice Process'. Specifically, it focuses on the online module 'Skills in Games, Skill in Career Planning'. A quantitative content analysis method is used to assess these skills, which are coded with the career adaptability framework. Insights have been gained through structural equation modeling analyses, which demonstrate the importance of encouraging young people to reflect on their video gaming behavior.

The findings highlight that video gamers engage with a broader and more varied set of skills, which can be coded by the career adaptability resources, compared to those playing other types of games, like sports or board games. More importantly, there is a clear link between the range of these resources used in gaming and the likelihood of adolescents recognizing these skills as valuable for their career planning. The study reveals that young people who possess the ability to reflect more openly are more likely to report a transfer from gaming to real-life situations.

These insights are particularly relevant for integrating video game experiences into vocational education and coaching strategies. By recognizing video games as informal learning environments, educators and coaches can leverage these platforms to promote the development of adaptable, communicative, creative and forward-thinking skills essential for career planning.

This presentation suggests that video games can be a significant, yet untapped resource to prepare adolescents for the challenges and opportunities of the evolving employment landscape.

Video games are a useful resource for young people's career planning. We propose a concrete coaching method and show the effects by a specially created online tool. Reflecting on one's gaming helps to discover yet unconscious resources, which could foster resilience for the complex challenge of career choice.

Key words: video games, career planning, youth

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Section 3

Sustainable Development in Career Guidance

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3.1 Green guidance for a sustainable future

Burning fossil fuels raises CO₂, enhancing the greenhouse effect and causing climate change (Sippl, 2022, p. 170). Based on these circumstances, which led to the manmade geological epoch, the Anthropocene (Crutzen & Stoermer, 2000, p. 17), this lecture explores the Green Guidance approach. Green Guidance is driven by the understanding that career choices, while personal, have broader implications extending to ecological and societal issues (Plant, 2020, p. 4). Well-known and established career development theories are focused on the individual (Plant 2015, p. 115) and “this individual focal point is closely linked with the idea of unlimited economic growth” (Plant 2020, p. 1). In the face of climate change, the Green Guidance concept questions individualistic theories and practices of career development (Plant 2015, p. 115). This paradigm-shift in career guidance is vital because many occupations in today’s economy rely on market-driven principles without acknowledging current eco-logical challenges (Plant, 2015, p. 119; Međugorac et al., 2019, p. 479). The International Labour Organization (ILO) states that the transition to a more sustainable economy will inevitably require workers to be reskilled and upskilled (ILO, 2019, p. 5). Career practitioners can serve as intermediaries between individuals and the labor market, ensuring their guidance has a positive social and environmental impact (Međugorac et al., 2019, p. 481). The Green Guidance approach can be implemented by e.g. raising awareness about the environmental impact of career choices, actively promoting sustainability-focused training and education, and incorporating sustainable aims into career information materials (Plant, 2020, p. 5).

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3.2 Sustainability and Labour Market Information in the Regional Economic Area

The implementation of decarbonisation varies between countries and furthermore between regions. In Germany, the Northwest Metropolitan Region is of outstanding importance for the national energy transition..

In recent years, over 13 million jobs have been created around renewable energies worldwide (cf. IRENA/ILO 2023, 13). In Germany, the situation is characterised by a general shortage of skilled workers. Unfilled apprenticeship places have become a limiting factor in the energy transition (cf. prognos 2023, 8). This problem is particularly relevant in the Northwest Metropolitan Region because this region needs a particularly large number of skilled workers due to its key role in the energy transition

However, young people are not sufficiently aware of the career prospects associated with renewable energies. Existing studies indicate that sustainability values play only a subordinate role in students' career choices (cf. Gebhardt/Beck 2020; Schleer/Calmach 2022). The recently launched project "Perspectives in the Northwest Metropolitan Region - Training with Energy" therefore focuses on Career Guidance in schools.

Dealing with Labour Market Information (LMI) is of central importance for Career Guidance (cf. Alexander/McCabe/De Backer 2019). This applies in particular to the project presented here. The regional economic area is used to explore the significance of the energy transition for the world of work, which in turn broadens the students' view of their own career prospects. This goes hand in hand with the aim of supporting companies in recruiting trainees. Important project measures include the development of learning materials for lessons and the organisation of internships, workplace visits etc. in cooperation with companies. Teacher training and networking activities are also part of the programme. As part of the evaluation, it is necessary to specify which professions are particularly relevant for the energy transition regionally. In the lecture, first results of a survey for the delimitation of regionally important professions for the energy traditions are to be presented and put up for discussion.

Key words: Sustainability; Energy Transition; Labour Market Information

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3.3 OCEAN: A program for the development of competencies for constructing sustainable careers

A career is constructed through the systemic relationships of personal and contextual factors. Critical awareness of these factors and the system of influences between them is a key element in building meaningful careers in tune with sustainable development.

The OCEAN Programme is one of the products of the participatory action-research process developed with Second Chance Schools (Romero-Rodríguez et al., 2022). They aim to accompany young people in their vocational education and training process. The research project was financed with ERDF funds (P20-01131). It was also awarded the Educaweb Prize for Educational and Vocational Guidance (2024).

Qualitative career assessment tools and arts-based techniques were used as data collection procedures. According to the literature (McMahon & Patton, 2015), qualitative career assessment tools are, at the same time, career learning activities, as they allow to develop career management competences. From this work these students are able to construct new narratives of a sustainable future.

The activities were validated through a participatory action research process in 3 Second Chance Schools and 37 students participated. In addition, some of the activities were validated with the participation of intermediate VET students. In each centre, a driving group was set up in which the educators and the students themselves participated as co-researchers.

The Ocean Programme is available in Open Access at

<https://idus.us.es/handle/11441/150035>

Key words: Career management skills, career guidance, sustainable careers

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3.4 Career Learning and Guidance from the Deep Ecology Perspective - A Choice or Necessity?

An ecological crisis is an undeniable reality that cannot be overlooked or forgotten. It shapes individuals' imaginative visions of possible futures. It is evident that an increasing number of academics in the field of career guidance are interested in the consequences the crisis can have on labor markets and individuals' careers. As a result, there is a noticeable rise in the number of papers, conferences, and research projects focused on sustainability as a response to the current ecological crisis.

In this presentation, the author stresses that the idea of sustainability may not be entirely sufficient given the gravity of the situation and the depth of the crisis. Taking Arne Næss's theory of deep ecology as a starting point, the author focuses on the potential consequences for the labor market, career education, and career learning. As deep ecology changes the ontological and epistemological perspectives on human beings, its implementation requires re-consideration of the assumptions used in career learning and guidance. Deep ecology calls for a relational, holistic perspective that aligns with a non-reductionist, non-anthropocentric worldview. Thus, deep ecology redefines the very notion of the self as a subject and opens it up to transformation into an eco-self. Næss advocates for "ecosophy" as a way of living in the world.

This presentation analyzes how deep ecology and ecosophy can be considered in the field of career guidance, specifically in research, policy, and practice.

Key words: deep ecology, career guidance and learning, relationality

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Section 4

Influences on Students' Career Guidance

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4.1 The Impact of Media on the Occupational Image of the Police in Denmark and Germany

European Union's economics face significant skill shortages in professional fields essential for their societies' security and well-being. This also accounts for the law enforcement sector (Ernst, 2021; Politi Forbundet 2023). In Denmark, for example, the number of new police officers is at a record low (Politi Forbundet 2023). At the same time, the German Police proclaims a shortage of officers in all areas of the police force (Tagesschau, 2023). Reasons for shortages of skilled labor are multifaceted. Next to the retirement of older generations from the workforce, one main factor is the unattractive perception of the professional fields (Gaedt, 2021). When tackling skill shortages, it is thus crucial to understand that occupational images play a key role in attracting new generations to careers in law enforcement.

Current media effects research suggests that mass media have a significant impact on such occupational images (Gehrau et al., 2016; Kinast et al., 2023).

Against this backdrop, the joint research project "Streaming for Talents" investigates how fictional and non-fictional media exposure influences the public image of the police in Denmark and Germany. To answer the question, the project conducts a mixed-methods panel study, surveying police officers in both countries. This is achieved with a quantitative online survey and qualitative focus groups, each following individual professionals over a period of three years. Due to its longitudinal design and exclusive research access, the study offers a rare insight into how mass media cultivate occupational images in areas of great importance to the security of EU member states. At Career Lead 2024, we would like to present the first quantitative and qualitative results of the first panel wave and discuss the potential of media for employer branding campaigns

Key words: Media Effects, Professional Image, Police

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4.2 Students' and Teachers' Beliefs About Professional and Entrepreneurial Self-Employment

Self-employment is a constituent feature of market economies as well as a potential career (development) perspective for pupils. Innovative founding as a facet of self-employment within the framework of entrepreneurship education has occasionally found its way into classrooms. However, other forms (e. g. start-ups, intrapreneurship, business succession, franchises, etc.) are hardly ever dealt with (cf. Betker et al. 2021; Schröder/Friebel-Piechotta 2022). Modern Career Guidance is defined as career biographical shaping competence, which includes all relevant employment options - and thus also the previously neglected perspective of self-employment. This substantiates the necessity of anchoring different forms of self-employment in school curricula, especially in economic-related subjects and Career Guidance.

The starting point for the presentation is a research and development project in the federal state of Bremen that is intended to help sensitize pupils and teachers to the hitherto frequently neglected perspective of self-employment in the context of Career Guidance at school.

As part of the research project, a didactic concept with teaching materials has been developed to promote instructional discussion of vocational independence in the upper secondary level schools. In order to obtain information about the initial situation in the learning process, the beliefs of teachers and students were collected in the sense of didactic reconstruction (cf. Kattmann et al. 1997). In this way, the transfer of scientific knowledge can be made more effective, which at the same time increases the acceptance of the planned innovation.

In the context of the lecture, the relevance of self-employment for Career Guidance will first be elaborated. Insights into central findings of the conducted teacher (n=18) and student (n=12) interview study and implications derived from them for the design of instructional materials are provided and presented for discussion.

Key words: deep ecology, career guidance and learning, relationality

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4.3 The role of volunteering in building students' career resources

Research by Serve DC, The Mayor's Office on Volunteerism, volunteers are 27% more likely to be employed than non-volunteers (Kovalic 2014). Volunteering allows active students and graduates to be noticed against other applicants. Volunteering provides the opportunity to expand horizons, overcome restrictions, fulfill dreams, and shape one's character; projecting the educational and professional future enables one to become familiar with the nature of different industries and acquire specific skills. This is a perfect chance to gain experience, increase qualifications, develop in professional terms, and increase one's market value as a worker (Barańska 2016).

The lecture will present the preliminary results of a student survey on volunteering as a career resource

Key words: Volunteering; Student; Career resources

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Section 5

Career Guidance and Social Responsibility

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5.1 Building Critical Consciousness Through Career Guidance in Schools

We aim to discuss how we can widen the margins of guidance in education by building critical consciousness through career guidance in schools. To do this, we will first present the challenges for a more diverse career guidance. Next, we will present an approach articulating career guidance and social justice. Then, we will establish the idea of schools as a significant field of action for career guidance, followed by an example of a model of communitarian intervention based on social justice and diversity, and two scenes of a career guidance intervention in schools held in South America to exemplify the approach taken. And we conclude by outlining the actions needed to change career guidance towards a more diverse practice. The necessary actions are based on a paradigm shift: from regulation through adaptation to emancipation through transformation. They have to generate a change in the social representation of career guidance among teachers, families, students, and society at large to emancipate, not only regulate. It has to prepare career guidance practitioners for this change by fostering the understanding that career guidance is personal and political, and it is necessary to engage in both directions to meet the challenge of social justice. It has to recognize and legitimize the different ways of being, existing, and living. And to build communitarian, dialogic, diversity-based, intersectional, and intercultural career guidance practices. Career Guidance practices should include counter-hegemonic imaginaries and practices, propose practices that should be forged with others, not for others, and help with critical consciousness construction through career guidance in schools.

Key words: Critical consciousness, social justice, Latin America

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5.2 Contribution of Guidance to the Construction of Young People's Careers Through Community Workshops in Children's and Youth Orchestras and Choirs

In the current context, young people face the difficult task of building their projects in an environment marked by constant change and social fragmentation. Thus, it is crucial that they develop competencies constructed in formal and non-formal educational fields. In the face of the evident crisis of traditional educational systems, extracurricular activities are central to complement the training of youth. However, there is still a significant difficulty in giving value to the competencies acquired through non-formal activities and considering them competencies for life (Valenzuela, 2021). Participation in orchestras and choirs provides an enriching musical education and promotes the development of social, emotional and cognitive skills, essential for the integral growth of young people. Interventions in guidance with this population are a strategy to recognize, and appropriate the transversal competencies for life, acquired in significant activities developed. Career guidance can also help students to shape their professional biographies and to recognize extracurricular learning spaces in the construction of life trajectories. In this presentation we describe the program of guidance workshops from UBANEX service project of the Faculty of Psychology, of Universidad de Buenos Aires, Argentina. The objective of these activities is to generate reflection for self-knowledge and future intentions of these young people. The aim is to value their experiences and identify their personal and environmental resources, promoting the capitalization of competencies for life, built in those settings. Future intentions are delineated on the basis of a reflective process that involves reviewing and redefining trajectories in light of present situations (Valenzuela & Aisenson, 2022). The evaluations carried out confirm the importance of accompanying these populations, which is evident in the significance of experiences and the construction of alternative life narratives.

Key words: Guidance – Orchestras and choirs - competencia

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5.3 Career Growth Decision Making Dilemmas in the Postmodern Labour Market

Researchers in career counseling as well as occupational psychology have studied the main consequences of occupational changes and how these affect mental health and stress perception in young people (Blustein, 2008; Duffy et al., 2016).

Working conditions are subject to an increasingly volatile labor market that has created a sense of uncertainty and a rise in levels of stress and anxiety. The globalization of the economy, artificial intelligence, and the many opportunities in the movement of people has led to major change in the labor market and its demand regarding skills and competency requirements.

Young people are concerned by these changes in the professional world and a small percentage of them find work, even less find job satisfaction is high (ILO, 2015). Various studies have shown the high stress levels perceived by young people in their academic and work life.

This research paper aims to better understand the working situation of youths in rural and urban areas in Albania and identify their perceptions and expectations of the demand and supply for the local job market, inquiring low, middle and high income households. A comparison between the objective conditions of the labour market and perceived viewpoints will be drawn.

The results of this study are based on the conclusions we drew from the analysis of 75 surveys, whose results were compared with data obtained from the same group of young people in PGI and CDDQ career instruments with a sample of young people from 5 regions of Albania (Tirana, Shkodër, Durrës, Pogradec, Vlora).

The surveys are based on indexes that measure the professional field accessibility to youths, willingness to participate in decisionmaking roles, perceived stress levels, social and cultural influences. This data was compared with the obtained results from the PGI and CDDQ instrument.

This study discovered that the family unit is the main source of information for youths participating in the labour market. Their knowledge gap about job positions is expected to be compensated by professionals in academic and work environments such as career consulting and educational institutions. Young people specifically expressed their demand for assistance from teaching staff, psychologists and career consultants to aide them in the degree selection process, and helping them choose an academic path that aligns with their character, interests and local market demand. Additionally, we have established from our research that there is no correlation between gender and stress levels. Neither is there any correlation between geographical location and the decision making process in educational institutions and family units, offering all youths in rural and urban areas a similar life path.

Key words: Career choice, stress level , professional development

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ILO 2015 World employment and social outlook





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5.4 AL-VET – Quality for All. High Quality and Socially Inclusive VET in Albania

Career development is a concept that describes the complex, multifaceted, life-long process of an individual's career experience. It encompasses both structure and long-term changes of career behavior. Donald Super and John Holland were some of the first to tease apart the complexity of career development. The many elements that influence the complex experience of career development are outlined in their theories and will be described in detail. While Holland and Super's theories were among the first career theories, they have thrived as working theories despite the emergence of new career development theories. (Hays, et al., 2010). The survey is conducted in the framework of the project "AL-VET – Quality for All. High Quality and Socially Inclusive VET in Albania" funded by the City of Vienna and co-founded and implemented by OeAD, Austria's Agency for Education and Internationalization. The aim of the survey is to understand the modalities of qualification and career choices of pupils in lower secondary education and their parents. The purpose of this study is to explore among a representative number of parents and children in the last year of compulsory education on factors guiding their choices of career paths and VET profiles with special focus on the potential role of gender stereotypes in this process.

Regarding the main purpose, the study collected some reliable and comprehensive information from students and their parents about their perceptions for career choices. These terms/notions, as the main variables of the study, will serve as a direct contribution for future recommendations to better know their paths of education.

Based on a quantitative perspective we used two questionnaires to access the experiences and perceptions of students and parents regarding the near future. Also, the second objective is to explore if there are gender stereotypes in this process and after to develop recommendations for breaking the barriers hindering girls in acquiring further qualifications after compulsory education.

Regarding the purpose of the study, we conducted 392 questionnaires with pupils and 274 with parents in different schools, rural or urban, different region in Albania. The questionnaires were designed regarding the purpose of the study and contained questions aimed at gathering as much data as possible. After reviewing the questions by the expert contracted for this study and the person belonging to the working group, we agreed on a final version.

The students and parents participating in the study are oriented towards education and want to continue their studies after the end of the ninth grade. The majority of them intend to attend a general high school and then university and very few vocational schools. Boys seem more interested in this regard compared to girls.

There are no gender differences regarding attending studies, although in some cases girls express that they feel a greater obstacle compared to boys. In the answers given by the parents, no obvious difference is observed. Parents and students are almost of the same opinion regarding the question of where they rely on the choices they make for their children's education.

Family is the main source of information for most of the participants. They would like the school, teachers, psychologists or career counsellors to help them more to choose the branch that suits them best.

The study showed that there is no difference based on the age of the participants or the place where they lived, village or city, regarding the desire to be educated.

Key words: Career choice, VET, social inclusion



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Section 6

Transversal Skills and Career Development

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6.1 Empowering Educators: Promoting Transversal and Green Competences in Career Guidance

In the field of career guidance, equipping educators with essential competencies is crucial for preparing students to navigate contemporary and future challenges. This lecture examines the integration of transversal competencies and green skills within career guidance, emphasising their collective importance in modern education. Transversal competencies, as defined by ESCO, encompass critical thinking, communication, adaptability, and social responsibility, which are essential for effective and flexible action. Similarly, the OECD has green skills, including knowledge in renewable energy, energy efficiency, and sustainable agriculture, as crucial for a green and sustainable economy (OECD, 2014). This lecture will explore the historical evolution of these competencies, tracing them from the concept of key competences to the current focus on transversal and green skills. It also will highlight research gaps, particularly regarding the status quo and developmental strategies for transversal competencies among teachers. Furthermore, the lecture delineates the core green skills necessary for the green transition and their significance in sustainable education and vocational guidance. These encompass technical skills, critical thinking, teamwork, innovation, and communication skills, which are imperative for preparing students for a sustainable future. Additionally, the lecture examines the synergy between transversal competences and green skills, illustrating how the former can enhance the acquisition and application of the latter. Practical examples are provided to illustrate how educators can integrate these competencies into career guidance programmes, thereby fostering environmental responsibility and sustainable practices among students. The discussion emphasises the importance of professional development and continuous learning opportunities for educators in order to effectively impart these skills.

Key words: Transversal Skills, Green Skills, Career Guidance in Schools**Bibliography.**

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6.2 Career Guidance in the Assessment of Transversal Competences Gained within International Mobility Experiences

The European Commission has diagnosed unemployment and the discordance between the competences acquired in training and those required in the workplace as one of the most pressing issues facing the in-depth transformation of most production systems. One proposed solution involves promoting Work-Based Learning for improving the skills and competences acquired through training and pivoting them to companies' real needs (dual learning). But there is another factor that is becoming more relevant in dual learning, this is the acquisition of skill sets not strictly related to the work sector in which the learning takes place, i.e., transversal competences applicable to different work situations in a variety of environments.

It is worth highlighting the importance of transversal competences as a new feature of the labour market, its progressive internationalisation within the frame of an increasingly interrelated global marketplace. This requires transversal competences linked to internships, but also a kind of training which prepares young people to face the globalisation of markets, internationalisation and the interrelation of procedures. Youngers can acquire these competences through mobility and training in different countries where they should face and solve situations in a foreign cultural environment. This situation helps to the youth learn to adapt to situations and strengthens their transversal capabilities gained from these international experiences.

Facing today's society, individuals need to be prepared for repeated transitions and adaptation to change. Flexible, continuous and more adaptive learning is needed to ensure skills remain relevant to current labour market. All learning might become relevant at some stage in one's life, with non-formal and informal learning becoming as important as formal education in maintaining an adequate level of skills. Career Guidance has a key role to play in assisting individuals, organizations and Member States in adapting to the new reality and creating real lifelong learning systems.

Key words: career guidance, transversal competences, international mobility



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6.3 Transversal Competences as a Career Resource for Young People

Life in the 21st century is about adapting to the environment and circumstances, which seems particularly difficult for young people transitioning from education to the labor market. In this context, it seems essential to equip young people with the right resources, which may also be the right competencies - transversal competencies.

The literature review indicates that vocational education and training (VET) programs include the acquisition of transversal competencies in their curricula to enhance employability. Furthermore, the number of studies in this area has increased rapidly in recent years, highlighting their importance and the numerous approaches and factors involved in the learning process (López, Rodríguez-López, 2020; Whittemore 2018, Hart, Noack, Plaimauer, Bjornavold, 2021).

Therefore, the main focus of the presentation will be to try to answer the question: Which transversal skills and competencies do young people need to master in order to adapt to the dynamic context of life and work? Which are the most relevant, and how do we develop them? Who is responsible for doing so, and what role does career guidance play?

Following Linda Gratton, the following five forces influence the shaping of the catalog of transversal competencies:

- The power of technology
- The power of globalization
- The power of demography and longevity
- The power of society
- The power of energy resources (Gratton 2014).

The identified forces and experiences of the third decade of the 21st century is shaping and enriching a new catalog of transversal competencies.

Steven Glasbek defined transversal competencies as skills, knowledge, and attitudes relevant to a wide range of occupations and sectors. They are also called core, essential, transversal, cross-curricular, or 21st-century skills and competencies. They are, therefore, an important career resource for young people (Glasbeek, 2020) and are also related to the transition from school to work and career management.

The presentation aims to highlight the importance of transversal skills and competencies for young people and their careers in the face of the challenges of today's world. The presentation will also provide an opportunity to reflect on the directions to be taken in career guidance.

Key words: career guidance, lifelong guidance, career choice decision, transversal skills and competences

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Section 7

Support Measures for Teachers in the Context of Career Guidance

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7.1 What Kind of Large Language Model Might be Trusted for Careers advice? Evidence from Student/Practitioner Surveys, Prototype Data, and Sectoral Focus Groups

In partnership with Jisc (the UK technology agency), CareerChat (UK) Ltd and Arden University have been investigating the potential to use large language model (LLM) technology to enhance careers support to secondary and tertiary education students.

Our research corresponds to growing recent discussion of the potential and increasing usage of AI-supported chatbots in careers provision (e.g. Goyal et al., 2023; José-García et al., 2023), alongside concerns about doing so responsibly (e.g. Seo et al., 2024; Alqahtani et al., 2023).

This research has had four strands: (i) the prototyping of a careers advice chatbot (c. 10k unique users to date); (ii) a survey of career practitioners (n=40) and students (n=101); (iii) a literature review of recent studies; and (iv) a series of discussions groups with UK policy officials and sector experts.

The results suggest that most people are currently making little use of chatbots for careers support, but some 35% of advisers and 15% of students are doing so regularly. The main barriers to increased usage were low trust about reliability, followed by concerns about privacy of data/careers questions and access to the technology.

We identified partial, conditional support for a particular career advice LLM implementation, with guardrails and restrictions in place. For instance, the bot should operate within a programmed code of conduct and make users aware that: (i) results are provided by generative AI that summarises large parts of the internet, including its stereotypes, US-bias, and mistakes; (ii) its generic advice may be reasonable, but specific facts are sometimes unreliable and should be checked before relying on them; (iii) professional advice and curated data sources are separately available for users to double check information and extend the conversation with a careers team.

There was also some support for further restrictions, such as suggesting specific data sources to check specific facts, requiring the bot to provide sources for its claims, or requiring users to have had some training in how to use it first. For the vast majority of users, specific forms of evaluation – such as expert panels, user feedback, and comparison trials - would also be necessary before they would support widespread usage.

Key words: Large language models, Chatbots, Careers Advice

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Liridona Jemini Gashi, Laura Cakolli

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7.2 The Impact of Career Guidance Workshops on Career Certainty and Career Indecision: An Intervention Study

Interventions in career orientation play a crucial role in shaping individuals' career paths. The study aims to evaluate the impact of career guidance workshops on career certainty and career indecision. The design of the pre – post - test study included an intervention group of forty-seven adolescents who were in their last year of high school. The workshops are carried out on the basis of the five-step model of career planning: self-awareness, information about occupations, school and career paths, real encounters and decision. The results showed that the workshops influenced the level of young people's career decision-making, leading to a significant increase in career certainty and a significant decrease in career indecision. These results confirm the validity of interventions on the right career guidance, through step-by-step support in planning, and provide a valid basis for policymakers to undertake the necessary actions in the development and advancement of the career guidance component. Practical implications and future directions are also discussed.

Key words: career guidance workshops, career certainty, career indecision

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Moet Moet Myint Lay

Eotvos Lorand University

7.3 Professional development through a professional learning community for teacher educator in Myanmar Education Colleges

One of the most focused concepts in education today is professional learning communities. Teachers must have a wealth of knowledge about teaching and learning, a deep understanding of content, and the ability to relate life experiences to the educational process to succeed. The main requirement for a professional work environment creates instructional support and an engaging professional work environment (Hord & Sommers, 2008, Louis, Kruse, & Bryk 1995). This study explored teacher professional development and teacher professional development in Myanmar to understand teacher professional growth and the educational community in Myanmar. Quantitative research methods were used in this study. The questions raised in this study of 70 teacher educators from five education colleges in Myanmar were: (1) Do teachers understand their school as a professional learning community for professional development? (2) What are the current professional learning practices for continuing professional development of teachers in Myanmar? (3) Is there a relationship between professional learning communities, leadership, and professional development? As a result, it appeared that the teacher educators confirmed the concept that their college is a learning organization. They observed effective leadership that prioritized role-integrated professional development addressed by faculty. Based on the results, participants believe that knowledge sharing, and collaboration are important and beneficial for learning and knowledge creation. In this study, the researcher concluded that PLCs play an important role in the teaching and learning culture of the school community. The connection between PLC practices and teacher growth is viewed as a positive progression and is crucial for determining the overall achievement of schools and students.

Key words: professional learning communities, continuing professional development, teacher education, school improvement

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7.4 Career Guidance and Counselling in Mongolia: A Science-Based Academic Study Program for Schoolteachers

The poster will inform about a planned project with universities from Mongolia under the European Commission's Capacity Building 2025 funding line. The focus of the project is on the role of teachers in the field of career education as well as guidance and counselling in Mongolia. The weaknesses in the qualification of teachers for this task essentially continue to this day and, as a needs analysis shows, there are gaps in this area, which must be urgently addressed. The project is expected to provide innovative impulses for the qualification of teachers, especially in general education schools. In this context, an academic study programme (short-term) – based on international standards – shall to be developed and implemented for the participating partners in Mongolia and their HEIs. After completion the project, results will be integrated into the study offers in a sustainable way.

As early as 2004, OECD and EU Commission, based on comparative international studies, pointed out the importance of good preparation for a successful educational and career path in the various school systems (OECD 2004). Besides parents and career counsellors, teachers are also important – but often neglected – actors in the process of career guidance and orientation. It has been shown that they can have a significant selection function, e.g., in the context of career recommendations (Epp 2018). Although they are central actors, the qualification of teachers – both initial qualification and further development – lacks sufficient offers in the area of career guidance and vocational orientation (Epp 2018).

Based on these considerations, the social role of schools and teachers needs to be adapted. Thus, for the target group „teachers“, the tasks of vocational orientation gain a strong relevance in the sense of accompanying transition counselling of young people into the education and labour market systems. The project partners have identified this evident need (e.g. Ertelt et al. 2020, Dagva-Ochir et al. 2020).

During the conference we would like to report on the following topics:

1. What are the overarching goals of the project?
2. Which main topics should a qualification program for teachers contain?
3. What innovations are associated with this project?
4. What are the benefits and impact of the project?

Key words: career guidance counselling, teachers in general education schools, academic study programme

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Section 8

Fostering students' Career Reflection and the Role of Teachers

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8.1 Career Choice Difficulties of High School Students in Hungary

Abstract. This empirical research examines the process of students' career guidance, highlighting the difficulties of deciding on further education and career choice, and how these are related to certain characteristics of Hungarian 10th and 11th grade high school students (ISCED 344). The presentation uses some results of a Hungarian-language study (Pálvölgyi, 2022). The data was collected online in February 2022 (N=285). Instruments used: CFI Career Factors Inventory (Chartrand et al., 1990; Hungarian validation by Lukács, 2012); CDDQ Career Decision-Making Difficulties Questionnaire (Gati et al., 1996; Hungarian validation by Olteanu, 2022); and a self-developed career guidance questionnaire. Consistent with earlier research, a significant correlation was found between lack of career motivation, career choice anxiety, difficulties and indecisiveness. Students with lower academic performance are less motivated, more indecisive and have more difficulties in making career choices. Females have better academic performance, are more interested in learning, have a higher preference for higher education, are more engaged in a range of career guidance activities, are more motivated but more indecisive and have higher levels of anxiety. The low level of career management skills and competences is very characteristic for the sample. Gaps in self-awareness and career knowledge, and the high incidence of various career difficulties require differentiated pedagogical work. Based on the progress in the decision-making process (decision state) and the level of career management competence, various learner types were defined. The distribution shows that many learners are at risk of making an uninformed decision (early closure). This is related to the fact that in many cases career guidance activities are concentrated in the months before the decision is taken. The presentation concludes with suggestions.

Key words: Career guidance, Career choice, Career management skills

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8.2 How do the reflection game THIGRO® - “NEW STUDENT” contribute to reflection, problemsolving, and interaction in students’ onboarding process in the transition to higher education and what should teachers take into account at the start of their studies?

In my presentation I will explain how new students in higher education experienced playing the digital reflection game ThiGro® - "New student" in the onboarding process to higher education. I wanted to find out how this scheduled career learning activity could contribute to the development of career competencies related to transitions.

In my research, I investigated how the students felt that the game helped to reflect on the various challenge themes: finances, study methods, networking and leisure, which are the categories in the game, by communicating together in small groups. In addition (Susnic, 2019). I investigated how they felt that the game contributed to communication, interaction and inclusion in the student group.

I will also explain the development of the game portal ThiGro® and what the purpose of playing the game is. The game methodology is inspired by reflective team/colleague guidance, where you take the round in the group so that everyone in the group gets the word out equally and can contribute with reflections and sharing of experiences (Handal&Lauvås, 2014).

Problemsolving is a main skill in the future labour market and students need to learn problemsolving strategies in higher education (Susnic, 2020)

Lifelong learning, life skills and knowledge about transitions are key topics related to career learning and the development of career competence. Career learning is for many an unfamiliar concept according to Colijn and is a compound word of career and learning. The word learning is not an unknown one, but it is the juxtaposition of the word that is unknown (Colijn, 2022).

Career learning is about facilitating the development of career competence through varied learning activities and career guidance. In the national quality framework for career guidance, this competence is defined via five competence areas called career buttons (HK.dir, 2024).

Key words: Career learning, reflection, problemsolving, transitions, digital game

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8.3 Construction of Counselling Professional Competencies: Articulation Between Higher Education and Community Settings in Argentina

Abstract. The construction of a career path is a complex challenge for individuals, as it involves acquiring both the behaviours and practices of a specific field, learning ways of being and doing and the consequent identification with a "social category". It is the result of socialization processes that simultaneously construct in interaction individuals and institutions, with the fields of employment as well as training being relevant domains of professional identifications for individuals (Dubar, 2001). The University, as a training institution, has the responsibility to ensure that students build general and specific knowledge for professional practice, and its role is central in the training of competent professionals committed to social development (UNESCO, 1998). In the current context, it is clear that it is not enough just to transmit academic content about the discipline, but to construct practical knowledge: it is essential and is often not guaranteed in curricular subjects.

In Argentina, within the framework of the subject Vocational and Occupational Guidance at the Faculty of Psychology of the University of Buenos Aires, we carry out a service project that articulates knowledge of Career Guidance, Psychology and Health in community settings, with children and youth orchestras and choirs population (UBANEX XII and XIII). The project offers our advanced students the opportunity to actively participate in the design, implementation and evaluation of guidance activities with young people and teachers, promoting the construction of competencies of the guidance counsellor (Valenzuela and Nápoli, 2022). In this presentation, we propose to describe the experience of implementing the project between 2020 and 2023, focusing on the knowledge students built: self-knowledge, the development of social commitment, the assumption of a critical position and the incorporation of a comprehensive approach as a way of thinking about the complex realities of intervention. At the same time, the experience makes it possible to appropriate knowledge as a dynamic process and not as an end state, recognising the active positioning for training and contextualising it in its historical, social and cultural reality.

Key words: guidance, competences, university

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8.4 Student's Reflection in Career Planning and the Role of Teachers

Abstract. Reflection plays a crucial role in career planning by helping to integrate and change different perspectives. We refer to the theory of transformative learning (TL) (Mezirow, 2009). TL aims to develop alternative realities based on an individual examination of the social environment. This allows people to design their career perspective (Savickas et al., 2009). Whether we can support reflection and TL in career planning with digital tools on the lower secondary level in a school context is an open question we address in our project www.digibe.ch.

For years, we have found that the choices of young people in the transition from school to work are rather predictable. Girls with good grades have a higher chance to go to general education, boys to a demanding technical apprenticeship. For girls, jobs in the health sector seem to be more attractive than for boys, whereas boys are more inclined towards skilled trades.

So, we need to discuss the role of teachers in career education and the motivation and engagement of students in relation to their career planning. It is also the question of whether career guidance at the lower secondary level should aim at solving the problem to find a follow-up solution (counselling) or to induce reflection and critical thinking (career education) (Guichard, 2022). In the Swiss context, the momentum is more on counselling than education.

In a longitudinal study (2021 – 2025), students were asked to reflect on their career planning regularly with the help of a digital tool. Teachers play an important role as they steer learning processes in classes.

We see that in the Swiss context, many teachers adapted to the role of career counsellors by focusing on finding a follow-up education in vocational or general education for their students. In this process, reflection often falls short or has the focus on finding the immediate follow-up solution. We find also that some students resist reflection about their career planning. We will present and discuss these findings and probable explanations.

Key words: Career guidance, Career choice, Career management skills

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Section 9

Digital Tools and Innovations in Career Guidance II

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9.1 How to Promote Gender-Sensitive Career Orientation: A Digital Toolbox for Teachers

For young people, the career choice process involves complex challenges, beyond aligning personal interests with available apprenticeships and training opportunities (Makarova & Herzog, 2020). The gender typology of an occupation and its perceived suitability for one's gender outweighs factors like social prestige or personal interests when choosing an occupation (Gottfredson, 2002; Makarova & Teuscher, 2018). However, not only ideas about professions but also about gender roles influence the life and career paths of young people: Young women anticipate reduced professional commitment due to expected family responsibilities, while young men tend to prioritize full-time employment (Baumgarten & Maihofer, 2021). Limited knowledge about professions further narrows career choices for young people (Faulstich-Wieland, 2014). Teachers play a crucial role in challenging (gender) stereotypes and expanding students' career horizons. However, they must examine their own (unconscious) biases about gender and professions to effectively promote gender-sensitive career orientation among students. A digital toolbox has been developed and evaluated as part of an ongoing project to equip teachers with gender-sensitive teaching materials for career guidance and to raise awareness of the importance of this issue. In this context, the presentation will address two questions:

1. How do teachers integrate gender-sensitive career guidance in classrooms, and what support do they require?
2. What features should a digital toolbox for gender-sensitive career guidance offer based on research findings?

The results of an interview study conducted in Switzerland in 2024 among teachers who teach career guidance were used to develop a web-based toolbox, which will be presented at the end of the lecture.

Key words: gender-sensitive career orientation; digital toolbox; teaching materials

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9.2 Career Map: Supporting Job Exploration in Schools and Kindergartens

The choice of a career is a process involving emotions, the stronger the less time is left to make the decision. Emotion-driven decisions leading to regret may be avoided if career awareness is developed years before the age of the first transition. In fact, the entire track of K-12 education would benefit from career-related contextualization of academic knowledge and skills. In Poland, this has been mandated by law since 2019. However, when the law was introduced, school career counsellors, especially those working with young children, had hardly any tools to help them, because to date, career counselling had been provided mostly to adults. Career Map (Mapa Karier), a free digital tool created in 2016 by a non-profit Katalyst Education, bridged this gap by providing an attractive and thoughtful entry point for classroom discussions about the world of work and life strategies. It has been voluntarily adopted by the majority of school career counsellors in Poland and is still being used by over 50,000 visitors per month, on average, which makes it the #1 career counselling tool in the country.

Key words: indirect counselling, web application, digital tool

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María José Pérez Albo, Olga Fernández Soto, Cristina Fernández Martínez, Eva Fernández Cabanillas

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9.3 Digital, Accessible and Meaningful Career Guidance (Poster)

Career guidance is undoubtedly a relevant process that contributes to inclusion and lifelong learning (Cedefop, 2021) and enhances the updating of teachers in their professional practice (UNESCO, 2021). Studies have also emphasized the importance of ICT in guidance, give them greater visibility and expand research on their impact, and contribution to networked guidance (Martínez, 2018; Cronin, 2018; Zapatero, 2019).

In this context, the [Academic and Professional Guidance Notebook](#) and the [Guide for Families](#) are two digital publications of the Community of Madrid aimed at helping individuals make informed decisions about their academic and professional future. Although the content is similar, the Notebook focuses on education professionals, so it includes technical language and legal procedures, while the Guide is aimed at families and students, using simple information.

They are organized in two main interactive and user-friendly sections: the educational system (which provides an overview of the educational and labour options available), and the educational offer, with information about the schools where students can pursue them.

Both are updated regularly to be complete but we try to make them also accessible to all potential users and responding to their needs to be really meaningful. So, we have established different ways (Google Analytics, questionnaires, and interviews) to analyse the use, scope, and improvement needs. Due to these results, we have introduced new content (including special education and alternatives for disabilities), options to guarantee cognitive and physical accessibility, and an interactive scheme of the educational system in which, hovering over any stage, illuminates the immediate options and the subsequent alternatives, quickly tracing possible pathways.

All these strategies lead us to a better digital guidance which supports students in shaping their career design, improves teachers and staff competencies and contributes to inclusion.

Key words: Guidance, ICT, accessibility

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9.4 Comprehensive Career Navigation Portal Application for Aspiring Higher Education Students – EduConnect India (Poster)

Navigating the complex web of academic and professional choices can be daunting for Indian students. Overwhelmed by a plethora of institutions, courses, and career paths, often scattered across fragmented platforms, many make uninformed decisions due to information overload and limited self-awareness. EduConnect steps in as a beacon of clarity, a comprehensive career navigation portal designed to empower students at every step. This user-friendly platform centralizes data on colleges, courses, careers, and industry connections, presenting it in a readily accessible format. Personalized guidance takes centre stage, with recommendations tailored to individual interests, academic backgrounds, and even psychometric assessments. Interactive maps, course filters, and career guides further simplify exploration and comparison, making informed decision-making a reality. EduConnect phased approach ensures a strong foundation. Phase 1 focuses on local exploration, providing detailed profiles and filters for colleges within each district. Phase 2 delves deeper, allowing students to discover courses aligned with their aspirations. For the ambitious, Phase 3 (optional) unlocks access to national colleges and courses. Finally, Phase 4 (optional) introduces personalized career recommendations based on aptitude and interest assessments. Empowering informed decision-making is just the beginning. Edu Connect fosters self-discovery through psychometric tools and personalized guidance, bridging the information gap and creating a reliable source of educational and career data. This revolutionizes the educational landscape, promoting a data-driven approach to career guidance and equipping students with the tools to navigate complex choices with confidence. Ultimately, EduConnect transcends problem-solving, reshaping the narrative of education in India. It empowers students, parents, schools, and colleges to actively participate in a dynamic and evolving educational ecosystem, paving the way for a brighter future not just for individuals, but for the nation as a whole.

Key words: Centralized data, Personalized guidance, College List, Course List, Psychometric tools, Skills, dashboard.





Section 10

Heterogeneity and Career Guidance

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10.1 Supporting STEM Career Identity of BIPOC Youth, Women, and People with Disabilities

Digital transformation and scientific advances in the 21st century have led countries to prioritize STEM (Science, Technology, Engineering, and Mathematics) education and update their education systems accordingly. Although the STEM fields are projected to hire more skilled workers (NCSES, 2023), BIPOC youth, women, and people with disabilities continue to be severely underrepresented (Desikan et al., 2023). To increase the representation of BIPOC youth, women, and people with disabilities in STEM fields, our session will describe how we support the emergence of a STEM career identity using community—based participatory action research. Our approach is to emphasize how a range of social and emotional learning skills are highly valued within STEM occupations to encourage youth to consider pursuing STEM pathways.

This study is part of a larger research project. Based on a STEM career competencies framework (Karacan-Ozdemir et al., 2024a) that includes a range of traditional STEM skills as well as social emotional skills that have been identified as critical to STEM occupations, we developed the STEM Career Competencies Scale (Karacan-Ozdemir et al., 2024b). Next, in collaboration with youth serving organizations, we incorporated STEM Career Competencies Scale into STEM career identity lessons (Who am I Lessons) which the organizations implement as part of a STEM afterschool program with BIPOC youth. We, then, piloted the scale with students as a part of career exploration lessons.

The process integrates academic research into practice in a culturally responsive way by taking into consideration age, developmental stage, gender, ethnic background, and socioeconomic status. The STEM Career Competencies Scale, which has been integrated into the lessons enables educators to utilize the process in fostering youth STEM career identity and discovering their STEM skills. Overall, the process expands the role that research can play in classroom settings and benefits students, educators, the school community, and the researchers.

Key words: STEM identity, BIPOC youth, career lessons

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10.2 Language as a Possible Challenges in the Context of Career Guidance for Students with Migration Background

The transition from school to a post-school alternative poses a particular challenge for young people with a migrant background. Empirical surveys have been showing poorer opportunities for young people with a migrant background in Germany for years (cf. BMBF 2024, 97); they also remain without a vocational qualification more often than average (ibid., 99). Targeted support is needed to enable more pupils to make the transition to a post-school alternative and also to counteract the shortage of skilled labour.

Possible explanations for the problems of transition for pupils with a migration background include the often lower school qualifications and lack of German language skills (cf. ibid.). Despite their many differences (e.g. country of origin, time of immigration to Germany, etc.), what at least the majority of pupils with a migrant background have in common is that they usually did not learn German as their first language. They rarely fail at everyday oral communication, but rather at the more abstract and written-orientated educational and technical language (cf. Laufer 2010, 83). This is also important for vocational orientation, in which students are also confronted with the professional language used in working life (e.g. in the context of practical contacts) (cf. Efing 2013).

The lecture follows the thesis that for a successful Career Guidance of the students, their individual language linguistic knowledge must be taken in account and that they must be enabled to cope with the linguistic requirements. In order to do this, the specific language requirements that students are confronted with in the context of Career Guidance need to be defined in more detail. As a first step, various Career Guidance materials and programmes are examined. First key results of the study will be presented and discussed during the lecture.

Key words: Migration background; possible challenges; migration-specific competences

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10.3 School Guidance in a multicultural Ireland:- What should the future look like?

This Research explored the guidance needs of students of immigrant backgrounds and the competences of the guidance counsellors in post-primary schools to address those needs.

Since 2000, Ireland has become a more multicultural society with many students attending post primary schools (i.e. ages 12-18 years) who may be Irish-born to non-Irish parents, or they may be asylum seekers, refugees, citizens of EU or other countries, or they may have residency in Ireland due to their parents' status on work-visas. According to Irish legislation (Education Act, 1998) a post-primary school must provide 'appropriate' guidance to ensure that students have support to make their careers and education choices, but there is little clarity on what appropriate guidance is for students of immigrant and multicultural backgrounds. In addition, guidance is delivered in post-primary schools by teachers who must hold an additional postgraduate qualification in guidance counselling, yet the current training and professional development for guidance counsellors does not include mandatory intercultural competence development. Reflecting a *Systems Theory Framework* approach, this research identified that the guidance relationship between the student of immigrant background and the guidance counsellor is negatively impacted by various influences, leading to barriers to engagement with guidance, thus impacting on the students' career planning. The research proposes specialised intercultural competence training for guidance counsellors and the development of a standardised model of guidance policy and practice to address the complex guidance needs of students of immigrant backgrounds in all schools.

Key words: Career Guidance, Schools, Multicultural

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Section 11

Career Counselling

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11.1 Diagnostic competences of school career counsellors in Poland. Diagnosis and proposal of a training model

Diagnostic competences are an important part of the competence profile of a career counsellor. They are a prerequisite for professional, accurate and reliable performance of tasks related to the identification of career resources of clients. Their development belongs to the key objectives of professional counselor education. Analysing the competence profiles of career counsellors proposed by the Network for Innovation in Career Guidance and Counselling in Europe, the National Career Development Association and the International Association for Educational and Vocational Guidance it can be noted that competences in identifying career resources in a broad sense are an important element of the professionalism of counsellors.

The presentation will discuss an analysis of the perception of own competency resources in the area of diagnosis by guidance counsellors working in Polish schools. The data comes from survey research on the self-assessment of school guidance counsellors in the area of their competences and their declarations of educational needs concerning professional development. The research was carried out in a group of 259 school career counsellors. On the basis of the analysis, not only competence gaps were identified, but also proposals for educational activities aimed at the elimination of deficits and professional development of school guidance counsellors. Areas of development of school counsellors' competences and possibilities of their development will be indicated.

Key words: Career counsellors, diagnostic competences, training model

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11.2 Professional burnout and coping strategies in school counsellors

Professional staff in educational institutions often have to spend a lot of time in intense engagement with students, parents and other staff members. The work of a school career counselor focuses not only on guidance, but often on the student's ongoing problems, such as psychological, social, lower achievements in learning and even physical, and is therefore charged with feelings of anger, embarrassment, fear or helplessness. Solutions to these problems are not always obvious or easy to come by, adding ambiguity and helplessness to the situation for school career counselors, who constantly work with students in such circumstances, chronic stress can be emotionally draining and creates the risk of professional burnout.

The consequences of burnout are potentially very serious for the staff, the students and the school in which they interact. Many research on this syndrome suggests that burnout can lead to a deterioration in the quality of care or service that is provided by the staff. Burnout seems to be correlated with various self-reported indices of personal distress, including physical exhaustion, insomnia, increased use of alcohol and drugs, and marital and family problems, and it appears to be a factor in job turnover, absenteeism, and low morale.

The article presents the empirical study of 234 school career counselors. They were examined using the Maslach Occupational Burnout Inventory and the COPE Inventory, both in a Polish cultural adaptation. Analysis of the empirical data revealed 6 homogeneous clusters using subscales of occupational burnout as criterion variables. Each cluster was then characterized by associated coping strategies. It turned out that each cluster could be classified into different stages of the professional burnout process based on Noworol's model. School counselors reveal different ways of coping strategies depending on the cluster to which they belong, that is, depending on the structure of burnout. The analyses conducted indicate the need for further longitudinal studies to understand the pathways of burnout in the profession of school counselors.

Key words: Career counselling, Professional burnout, Coping strategies

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11.3 Academic Advising for career and informed, active, and caring citizenship

The conference presentation, "Academic Advising for Career and Informed, Active, and Caring Citizenship," highlights the expanded role of academic advisors beyond traditional academic and career advising. It emphasizes the importance of advisors in shaping students' career paths, promoting informed citizenship, encouraging active community participation, and cultivating caring attitudes.

Strategies include encouraging students to engage with current events, understand socio-political dynamics, and develop critical thinking skills. The presentation suggests integrating interdisciplinary learning to connect academic knowledge with real-world issues and to foster a broader understanding of students' roles and responsibilities in a global context.

The importance of active participation in community and civic life is underscored. Advisors should inspire students to engage in extracurricular activities, volunteer work, and civic engagement projects. Experiential learning opportunities, such as internships and service-learning programs, are highlighted as essential for applying academic knowledge in practical settings, enhancing students' resumes, and instilling a sense of social responsibility and leadership.

The presentation also addresses the role of advisors in fostering caring and empathetic attitudes. Advisors are encouraged to model and promote values such as compassion, integrity, and ethical behavior. Discussions of ethics and social justice should be incorporated into advising sessions. Creating a supportive environment where students feel valued and heard is critical to developing compassionate leaders committed to making a positive impact.

The presentation concludes with a call to action for academic advisors to embrace their expanded role in student development. It highlights the importance of a holistic approach that integrates career guidance with the promotion of informed, active, and caring citizenship. In doing so, advisors can help shape well-rounded individuals who are prepared for professional success and committed to making meaningful contributions to society.

Key words: academic advising, career, citizenship

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Section 12

Challenges in the Area of Supporting Young People's Career Resources

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12.1 Construction of Life Projects Among Young People in Socially Vulnerable Situations: Meanings Associated with the Alternative Care Residences

The Group of Research and Interventions in Psychology of Guidance (GIPO) of the Faculty of Psychology of the University of Buenos Aires, Argentina carries out a project with young people who were separated from their family environment, who are institutionalised and live in alternative care residences and who must face their transition to autonomous adulthood. We start from the premise that life experiences and anticipations of the future are intrinsically related, and that these experiences are influenced by various political, institutional and family factors. These young people with fragmented trajectories in terms of bonds, experiences of abandonment, few networks of belonging and long periods within institutions, are exposed to an accelerated transition, which implies the beginning of a process of forced independence, which confronts them with the challenge of building autonomy and a life project (Incarnato & Segade, 2018). This qualitative research began at the end of 2023: it is an empirical, exploratory, descriptive and longitudinal study. Nine first in-depth interviews have been carried out with young people aged between 17 and 18 years old who are in a situation of leaving residential homes. In addition, we have carried out intervention counselling workshops with this same population, from which significant results have been obtained. We propose to present preliminary results regarding the meaning given by young people to their experience at the residencies and their expectations for the future. In their narratives, residence is meant in an ambivalent way, on the one hand as a limiting place, and on the other as a place that gives organization and helps constructing competences for the future. These results allow us to analyse the role that alternative care residences play in the lives of young people, especially in their development and assumption of roles of greater responsibility, contributing to the conceptualisation of "Guiding Institutions" (Aisenson, Legaspi & Valenzuela, 2018). We consider it urgent to understand a population that is highly socially vulnerable, whose problems need to be made visible with the aim of promoting policies and practices that favour satisfactory social, educational and labour insertion and towards the construction of a more inclusive society.

Key words: Youth alternative; Care institutions; Future prospect

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12.2 Entrepreneurial competence as a component of career guidance in early childhood education

The aim of this presentation is to indicate the place of entrepreneurial competence in the profile of competences related to planning and pursuing careers. Entrepreneurial competence is seen as a core competence and is seen by both educational theorists and practitioners as part of key competencies. The issue of opportunities for developing entrepreneurial competences will be presented in the context of activities undertaken in early childhood education. The assumptions and goals of the educational program 'Entrepreneurial Wilderness' will be discussed. Conclusions from the evaluation of activities carried out under this programme and implications for career education implemented in early childhood education will also be indicated. The relationship between economic education and career education at such an early educational stage will also be indicated.

A sub-issue that will be analysed during the presentation is the question of what solutions can foster real and not only declared competence development. It will be pointed out which teaching solutions are aimed at developing the individual components of entrepreneurial competence.

Key words: Entrepreneurial competence, early childhood education, career guidance

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12.3 Logics of Career choice - An Approval Sensitive Workshop

The expectation of a lack of approval for a profession in the social environment is an important reason for occupational exclusion (Matthes, 2019). In addition, young people already have a limited field of occupational aspirations in the dimensions of gender and prestige at the end of their school years due to assessments of suitability and realization (Steinritz et al., 2016). Based on this the "Logics of Career Choice" workshop was designed to encourage young people to reflect on their need for approval and the social categorization of occupations (Oeynhausen & Mutlu, 2022). The workshop was evaluated in a quasi-experimental design (BIBB-TUDa Career Orientation Study) with more than 1500 students. A central question is whether and to what extent young people can be activated by the irritations triggered to make a reflective career choice.

First results show that the effectiveness of the workshop is moderated by decision confidence and that young people who are particularly uncertain about their decisions are activated. Further detailed analyses will be presented in the conference.

Key words: Need for social approval, career guidance, approval-sensitive career guidance

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