Career Guidance in Science and Practice: How can the Transfer be designed?

03/04 April 2025

Book of Abstracts

Conference Committee

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Professor Michael Scharpf, University of Applied Labour Studies, Germany

Professor Rudolf Schröder, Institute for Economic Education, University of Oldenburg, Germany

Professor Sabine Zenz, University of Teacher Education Lower Austria

Conference Programme

Day 1 - 03 April 2025

10.00 **CET**	Opening of the 2nd CLC Welcome by the organizers and the spokesperson of the CareerLead network **Rudolf Schröder**
10:15	Keynote 1 **Cynthia Mary Harrison**, Policy officer– VET Supporting Policies – Guidance, Cedefop **Why Research and Policy Need to Be Connected to Develop Quality Guidance Systems**

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SESSION 1

11:30-13:00

Section 1 **Empowering Cancellors by Tools** Chair: Fabian Staudinger	1.1 Bernd-Joachim Ertelt, Peter C. Weber, Artificial Intelligence (AI) in Career Counselling and in the Training of Counsellors Based on Speech Recognition (E-KI-B) 1.2 Carlos Infante Rejano, Nuria Vallejo Acebal, The Role of Career Advisors in the Development of Transversal Skills in Job Seekers and Students With Virtual Reality (VR) Simulators. 1.3 Ingo Blaich, Tillmann Grüneberg, Checklists and Benchmarks – Valuable Tools for Enhancing Career Guidance at Schools?
Section 2 **Competencies and Roles of Career Counsellors A** Chair: Soledad Romero-Rodríguez	2.1 Bors Tibor Borbély-Pecze, Lajos Pálvölgyi, Career Guidance Competency Profiles of Teachers and Psychologist Working With Primary and Secondary School Students in Hungary 2.2 Dipak Tatpuje, Yogeshwari L. Giri, A Study on Competencies of Career Advisors from Counselling Practices 2.3 Ewa Dębska, Teachers as a Career Counsellors - Contradictory Roles or Complementary to Each Other
Section 3 **Between theory and everyday career guidance practices** Chair: Christof Nägele	3.1 Marcelo Riberio, Articulating Sciences, Practices, and Everyday Life for Working to Heterogeneity: Dialogical and Collaborative Production of Knowledge and Interventions in Career Guidance 3.2 Christoph Krause, Thomas Morris, Transformations Towards Integration of Theory and Practice in Vocational Orientation and Career Counselling – "The Bridge of Change" 3.3 Liridona Jemini Gashi, Career Guidance Workshops in Science and Practice: Their Impact in Career Indecision, Certainty and Mental Wellbeing

13:00-14:00	Break		
14:00	Keynote 2 **Tristram Hooley**, Professor of Career Education at the University of Derby, **Leading Good Career Education and Guidance in Schools**		
15:00	Break		
15:15 **Session II**	Career guidance in a heterogeneous world	Digitalization in career guidance	Career guidance in a sustainable world
16:45	**Meet the Prof - Meet the Peer**		

Day 2 - 04 April 2025

08:30 **CET**	Opening ZOOM
08:45	**Welcome / Introduction Day**

SESSION 3

09:00-10:30

Section 4 **Competencies and Roles of Career Counsellors** Chair: Czesław Noworol	4.1 Viviana Valenzuela, Emmanuel Pacheco, Construction of Counseling Professional Competencies 4.2 Amina Isanović Hadžiomerović, Application of Transformative Learning Theory in a Training Program for Career Counsellors 4.3 Anna Wawrzonek, Małgorzata Rosalska, Career Guidance in Pre-school and Early Childhood Education - Polish perspective
POSTER SESSION Chair: Chair: Katja Driesel-Lange	• Frank-Michael Henn, Networks as Bridge Builders: Science, Educational Practice and Administration in the Context of Entrepreneurship Education and Career Guidance • Tina Fletemeyer, Isabelle Penning, Survey on the Career Choice Status of Pupils with Special Needs in Berlin and Brandenburg • Hatice Kübra, Nurten Karacan Özdemir, Proposing Model for Green Counseling in the Context of Sustainable Development and Green Jobs
Symposium on Choosing Vocational or Academic Pathways and the Guidance Young People Get Chair: Christof Nägele	1. Soledad Romero-Rodríguez, Tania MateosBlanco, Celia Moreno-Morilla Collaboraction as a Key Element in Young People'S Career Education and Guidance 2. Tobias Prill, Claudia Kalisch, Benjamin Strohner, Anja Krüger, Esther Zimmermann, Franz Kaiser, Teachers as Companions in Vocational Orientation – Findings from the "Mission ICH"- work 3. Annika Wyss, Christof Nägele, Stimulating Career Planning Reflection in Students' Works Through an Online Intervention 4. Elsa Eiríksdóttir, Vocational or Academic PathWays: Examining Student Perspectives and Experiences Related to the Choice of Upper Secondary Education Pathways

10:30	Break
10:45	Keynote 3 **Anthony Mann**, Senior Policy Analyst at the OECD, **Teenage Career Development: What Can We Learn From Pisa 2022**
11:45	Break

SESSION 4

12:00-13:30

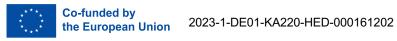| **Section 5** **Diagnostic Inspirations in Career Guidance** Chair: Małgorzata Rosalska	5.1 Nada Kallçiu, Rovena Cakaj, Career Counseling in the Pre-University System in Albania. Challenges, Dilemmas, and the quality of service 5.2 Csilla Tudlik, Career Adjustment Characteristics of High School Students 5.3 Camilla Torna, Isabel de Maurissens, Anna Wawrzonek, Visual Orientation Method: Transfer to Practice - Research Findings
Section 6 **Career Guidance Towards Enhancing Students' Career Resources** Chair: Tina Fletemeyer	6.1 Moet Moet Myint Lay, Professional Development Through a Professional Learning Community for Teacher Educator in Myanmar Education Colleges 6.2 Dilara Kına, Nurten Karacan Ozdemir, Enhancing Social Emotional Learning Skills Through Parents and Teachers Involvement 6.3 Natalia Rodríguez-Muñiz, María-del-Henar Pérez-Herrero, Joaquín-Lorenzo Burguera Marta Virgós-Sánchez, Career Guidance Actions From Students' Perspec-Tive. An Analysis of the Degree of Perceived Usefulness
Symposium on The Role of Digital Media in Career Guidance Across Europe Chair: Elena Makarova	1. Christine Hoffelner, Elena Makarova, Christof Nägele, Of Killers and Socializers: Gender-Sensitive Career Planning Through Game Types and Skills Development 2. Jana Lindner, Elena Makarova, Empowering Teachers with Digital Media: A Practical Toolbox for Gen-der-Sensitive Career Guidance Sonja Susnic, The Innovation of the Gameportal Thigro® and Benefits of Using the Games 3. Sonja Susnic, The Innovation of the Gameportal Thigro® and Benefits of Using the Games

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	4. M. Jose Pérez Albo, A New Approach to Career Guidance: Mapping the Way for Educational Return

SESSION 5

14:00-15:30

Section 7 **Career Guidance at Schools - International Perspective A** Chair: Anke Reuter	7.1 Alison Etches, Vocational Subject Teachers (Vsts) as University Advisers in Three English Low Participation Neighbourhood (LPN) Schools. Findings From a Small Scale, Q-Metodological Study 7.2 Jerusha Klein, Katja Driesel-Lange, Fabian Staudinger, Sabine Zenz, Career Guidance as a Task of School Develop-Ment - Presenting a Comparative Design of a Study Conducted in Austria and Germany 7.3 Rovena Cakaj, Nada Kallçiu, Career Counseling in Pre-University Education. Analysis of Policies and Development of Effective Practices in Albania
Section 8 **Between Education and the Labour Market** Chair: Bernd-Joachim Ertelt	8.1 Magdalena Barańska, Specialized Support for Doctoral Students in Academic Career Offices – Needs, Tools, and Effectiveness 8.2 Nora Hegyi-Halmos, Labor Market Expectations for Graduates: A Content Analysis of Hungarian Job Advertisements 8.3 Nazli Gonul Kocaman, Bridging Research and Practice in Career Education: The Role of KARMER and the "Adaptation to Professional Life" Course

Section 9 **Theoretical Basis of Career Guidance Practices** Chair: Dipak Tatpuje	9.1 Czesław Noworol, Choosing a Career Path Based on Professional interests and Decision Heuristics 9.2 Angela Russo, Andrea Zammitti, Celia Moreno_Morilla, Soledad Romero-Rodriguez, Mapping Career Sustainability: A Systematic Scoping Review to In-form Guidance Practice 9.3 Selva Pranambika Ramakrishnan, A. Vimala, The Four-Factor Model for Holistic Career Guidance in India

Keynotes

Cynthia Harrison
Cedefop
Why research and policy need to be connected to develop quality guidance systems
It is important to build awareness and a shared understanding on designing and sustaining quality lifelong guidance systems and provisions, including in career education, responding to today's requirements. This includes cooperation to promote tools, frameworks and methods, networks, that facilitate responsive and inclusive monitoring and evaluation strategies connecting the sectors and stakeholders where lfelong guidance is provided. Especially important are collaborative and networked approaches that aim at holistic systems and services improvement, are aligned with field and existing national standards and aims of lifelong guidance, use research, and help build an evidence base for improving policy and services development to increase benefits for service users.   To move forward on these aims to support stakeholders, and to prepare for future work on the topic of policy that supports the search for common grounds for quality, Cedefop produced three volumes on the topic and a dedicated expert workshop was held. The key note will be based in some of the outcomes of this work, which will continue in the coming year, and familiarise the audience with Cedefop's resources that can be useful for researchers, and help build the evidence base
Key words: policy, research, cooperation
Bibliography.   https://www.cedefop.europa.eu/en/events/supporting-careers-and-learning-towards-common-standards-monitoring-and-evaluation-europe (International workshop)   https://www.cedefop.europa.eu/en/publications/6209   (Harrison, C.; Villalba-Garcia, E. and Alan Brown, A. (2022). Towards European standards for monitoring and evaluation of lifelong guidance systems and services: Vol. 1. Luxembourg: Publications Office. Cedefop working paper, No 9.)   https://www.cedefop.europa.eu/en/country-reports/inventory-lifelong-guidance-systems-and-practices   (online EU+ Inventory of lifelong guidance systems and practices)

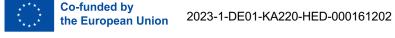| |
|---|
| **Tristram Hooley** |
| University of Derby |
| **Leading Good Career Education and Guidance in Schools** |
| There is a wealth of evidence that supports the value of young people learning about education and work whilst they are in education. Yet, all too often, schools find it difficult to make space in the school calendar for career education and guidance. In the presentation will draw on international research to set out basic principles for the effective organisation of

careers provision in schools. The focus of the presentation will argue that it is critical to think about both the learning out-comes (career management skills) and the approach to deliv-ery (e.g. England's Gatsby Benchmarks). But in addition, it is necessary to consider the kind of leadership that is needed to bring about change within a school (careers leadership). The presentation will present evidence and best practice and con-sider what careers professionals, policy makers and educa-tors can do to move careers forwards in the schools in their countries. |
| **Key words**: career education, careers leaders, schools |
| **Bibliography.**

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Andrews, D. & Hooley, T. (2022). The careers leaders handbook: Second edition. Trotman.

Rice, S., & Hooley, T. (2025). How can and should sec-ondary school teachers be involved in building stu-dents' career knowledge and skills? A Delphi study of the expert community. Journal of Education and Work. https://doi.org/10.1080/13639080.2025.2456849 |

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Anthony Mann
Organisation for Economic Cooperation and Development
Teenage career development: what can we learn from PISA 2022
The 2022 round of the OECD Programme for International Student Assessment (PISA) represents the most extensive international survey of teenage career development yet undertaken. Drawing on representative samples of more than half a million students from more than 70 countries, PISA provides unprecedented insight into the attitudes and experiences of students aged 15-16. The survey includes questions on occupational expectations, educational plans, participation in career development activities, perspectives on enablers and barriers in career development and in many countries information on participation in part-time employment. In this presentation, Anthony Mann (Senior Policy Analyst) will present insights from PISA 2022 in context of longitudinal studies and wider evidence which highlights forms of career development which are strongly associated with better employment outcomes for young people. For more information about the work of the OECD Career Readiness team that Anthony leads, visit: https://www.oecd.org/en/about/projects/career-readiness.html.
Key words: Quantitative, outcomes, longitudinal
Bibliography.   Covacevich, C. et al. (2021), "Indicators of teenage career readiness: An analysis of longitudinal data from eight countries", OECD Education Working Papers, No. 258, OECD Publishing, Paris, https://doi.org/10.1787/cec854f8-en.   Mann, A., V. Denis and C. Percy (2020), "Career ready? : How schools can better prepare young people for working life in the era of COVID-19", *OECD Education Working Papers*, No. 241, OECD Publishing, Paris, https://doi.org/10.1787/e1503534-en.   OECD (2024), *Challenging Social Inequality Through Career Guidance: Insights from International Data and Practice*, OECD Publishing, Paris, https://doi.org/10.1787/619667e2-en.   Mann, A., J. Diaz and S. Zapata Posada (2024), "Teenage career development in England: A Review of PISA 2022 Data", *OECD Education Working Papers*, No. 315, OECD Publishing, Paris, https://doi.org/10.1787/13452cbe-en.   Mann, A., & Percy, C. (2013). Employer engagement in British secondary education: wage earning outcomes experienced by young adults. *Journal of Education and Work*, *27*(5), 496–523. https://doi.org/10.1080/13639080.2013.769671

Section 1

Empowering Cancellors by Tools

Bernd-Joachim Ertelt, Peter C. Weber
Hochschule der Bundesagentur für Arbeit (HdBA) – University of Applied Labour Studies
1.1 Artificial Intelligence (AI) in career counselling and in the training of coun-sellors based on speech recognition (E-KI-B)
Our E-KI-B project at the University of Applied Labour Studies (HdBA) aims to develop an innovative AI-based system that uses speech recognition technologies to help careers counsellors support clients in their career decision-making processes. The Federal Employment Agency's BerufeNet serves as the vocational database. The question of how much information the individual needs to make an appropriate decision is of central importance for information management in counselling. To understand these needs we use the three approaches from the perspective of information structural methodology (Ertelt/Schulz/Frey 2022): Phases in the decision-making process; types of in-formation included rational and heuristic behaviour. Use of artificial intelligence (AI) for demand-oriented advice based on heuristics: AI as support for the iterative reduction of the problem space in fvour of the construction of a solution space as a tentative experience space. We use speech recognition as the basis for the development of a pilot ap-plication: There are three prerequisites for speech recognition:
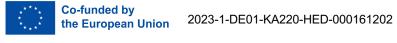
1. it must be possible to translate the language of the consultant into the terminology of the database (ontology) in such a way (question of fuzzy logic) that an adequate response (data output) is possible. 2. the type and scope of the data provided should be orientated to the course of the conversation, i.e. already filtered, so that to a certain extent it takes on the character of advisory information (no information overload). 3. the AI should be able to document the construction of solution spaces (consisting of constraints/criteria and alternatives) and thus make them transparent for the dialogue partners. Limitations in the linking of algorithmically working AI systems and heuristic-oriented individual decision-making behaviour are also addressed. In the lecture we present the results so far and the current challenges.
Key words: AI in Career Guidance heuristic decision-making speech recognition
Bibliography. Ertelt, B. J., Schulz, W. E., & Frey, A. (2022). The Integrative Model of Ertelt and Schulz: Information Structural Methodology (ISM). In Counsellor Competencies (pp. 155-217). Springer. European Parliament (2024). EU AI Act: first regulation on artificial intelligence. Article. 18-06-2024. 20230601STO93804. https://www.europarl.europa.eu/pdfs/news/ex-pert/2023/6/story/20230601STO93804/20230601STO93804_en.pdf

Maletzki, C., Rietzke, E., & Bergmann, R. (2024). Empowering Large Lan-guage Models in Hybrid Intelligence Systems through Data-Centric Pro-cess Models. Proceedings of the AAAI Symposium Series, 3(1), 167-174. DOI: 10.1609/aaaiss.v3i1.31196.

Weber, P (2021). Beratung konsequent entwickeln. Ki-Anwendungen und Augmented Intelligence als neue Wege in der Berufsberatung. In Scharpf, M., & Frey, A. (2021). Vom Individuum her denken: Berufs-und Bildungsberatung in Wissenschaft und Praxis (pp. 461-474) Bielefeld: wbv Media DOI (E-Book): 10.3278/6004851w.

Carlos Infante Rejano, Nuria Vallejo Acebal

Center for Guidance, Entrepreneurship, Support and Innovation for Employment of the Andalusian Employment Service (Regional Government of Andalusia)

1.2 The role of career advisors in the development of transversal skills in job seekers and students with virtual reality (VR) simulators

The evolution of a pioneering project carried out by the Andalusian Employment Service since 2023 is presented through the Center for Orientation, Entrepreneurship, Support and Innovation for Employ-ment (COE) of Andalusia, a space for innovation and experimentation in employment, career guidance and entrepreneurship. This project focuses on improving the employability of job seekers and students by training transversal skills through virtual reality (VR) sim-ulators. It also constitutes a useful work tool for educational and em-ployment practitioners in their work of developing personal and pro-fessional processes. Six VR experiences have been designed based on Bowman's "4 Cs model" (2009) and the implementation of agile methodologies asso-ciated with project management. These experiences facilitate the cre-ation of pedagogical environments linked to guiding practice, through the precepts associated with knowledge management (Nonaka and Takeuchi, 1995), collaborative learning (Vygotsky, 1979), to the man-agement of awareness around the different levels of learning (Maslow, 2004) and to decision-making that contributes to dealing with uncertainty from a complex and systemic analysis of reality (Ge-latt, 2003). This work describes the process followed from the design and experi-mental piloting of VR experiences to their integration as a permanent service in the employment offices and available to educational enti-ties, and the role developed by career advisors. Different resources associated were designed to coordinate the man-agement of this service between the SAE Central Services and the 193 employment offices in Andalusia. This project has been enriched with the creation of a collaborative group formed by different COEs in Spain to share and exchange the design of new immersive experiences at the service of career guid-ance. Finally, the next steps that will be taken regarding this project are outlined to continue innovating in the way of providing public guidance services.

Key words: transversal skills, virtual reality, employment offices

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Maslow (2004). Jerarquía de necesidades. Méjico: Quetzal.

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Vygotsky, L. S. (1978). Mind in society: The develop-ment of higher psychological processes. Harvard University Press.

Ingo Blaich Tillmann Grüneberg

IU-Internationale Hochschule HdBA- University of Apllied Labour Studies

1.3 Checklists and Benchmarks – Valuable Tools for Enhancing Career Guidance at schools?

The implementation of vocational orientation in European secondary schools has prompted education policymakers to focus on enhancing the quality of career guidance (Hooley & Rice, 2019; Sultana, 2018). This initiative addresses pressing issues such as skill shortages, school dropouts, training deficits, and youth unemployment (Blaich, Grüneberg et al., 2022). Career guidance is now recognized as an integral aspect of holistic school development, involving the headteacher, faculty, social workers, and other stakeholders (Andrews & Hooley, 2022). Effective vocational orientation programs require a science-based approach, with frameworks like the Gatsby Benchmarks serving as guiding standards (Gatsby Foundation, 2024). Nationally developed checklists should be critically compared to these benchmarks to ensure alignment. Over the years, diverse actors from academia, industry, ministries, and associations have created various tools to support schools in improving career orientation quality (e.g. Netzwerk Berufswahl-Siegel, 2022; ThüBOM, 2010; Maison de L'Orientation, 2022). However, these tools often coexist uncoordinatedly, with limited transparency regarding their objectives and links to scientific evidence. We analyzed those checklists from German-speaking countries to determine whether they primarily serve as scientific instruments for quality assessment or as practical guides for quality improvement. Drawing on the Erasmus+-Project "Guiding Schools" project involving multiple focus groups, we developed a checklist as a synopsis to help schools evaluate their career guidance efforts and identify areas for enhancement (Blaich, Grüneberg et al., 2022). We aim to discuss with conference participants how effectively this and similar approaches bridge the gap between scientific research and practical application.

Key words: benchmark, cecondary School, diagnostics

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https://myfutureproject.eu/io3-enhancing-the-quality-of-career-guidance-in-secondary-schools-handbook/, zuletzt geprüft am 25.09.2020.

Section 2

Competencies and Roles of Career Counsellors A

Bors Tibor Borbély-Pecze, Lajos Pálvölgyi

Eötvös Loránd University

2.1 Career guidance competency profiles of teachers and psychologist working with primary and secondary school students in Hungary

The presentation will review the career guidance competences of teachers, special education teachers and psychologists working with students in primary and secondary schools of general education, based on their tasks defined in Hungarian legislation. After referring the main theoretical foundations, it briefly summarises the key features of Hungarian public education in terms of career education and career guidance services available for students and parents. It presents the principles of division of labour between the different actors such as the head teachers, special teachers, school psychologist and career teachers. For teachers, it reviews the requirement areas outlined by the expert consensus (Borbély-Pecze & Suhajda, 2017), presenting competence model based on the Hungarian Qualification Framework (using the concepts of knowledge, skills, attitudes, autonomy and responsibility), which is the national version of the European Qualification Framework. The other pillar of the model presented is the DOTS
model (Law & Watts, 1977, 2003), describing the process of career development. The competency profile of teachers can be interpreted as a matrix-based combination of these two models. For special edu-cation teachers and psychologists' different government edicts de-scribe the qualification and skill requirements these will be also presented and compared with the teachers' competency profile. Although there are many good practices, career guidance is not al-ways given sufficient priority in mainstream educational practice to be implemented on a continuous (rather than campaigning) basis. This is because there is little dedicated teaching time in the curriculum for career education, students and teachers are overloaded with subject-based learning tasks, there is a lack of adequate support materials, and there is little teacher training and in-service training on modern methods of career guidance and career education. Addressing these challenges is an important task for the period ahead.
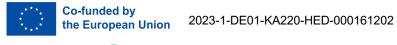
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Dipak U. Tatpuje, Yogeshwari L. Giri

Sanjay Ghodawat University (SGU), VidyaDeep Foundation

2.2 A Study on Competencies of Career Advisors from Counselling Practices

Career advisors are pivotal in shaping students' future, especially those in the critical age group of 15 to 17 years. In the context of the Indian education system, most students choose a career stream after passing the secondary school certification. This period is marked by significant developmental changes and the need to make crucial career decisions. The effectiveness of career guidance largely depends on the competencies of career advisors, which are influenced by their ability to assess personality factors, employability quotient, and career aptitude of the students. The listed competencies came out with the Career guidance practice of the researchers of this study over three decades. Career advice should be made more practical on the field by adding these components of interaction with students and parents.

Personality assessment is a fundamental aspect of career guidance. Career advisors must be adept at evaluating various personality traits to understand students' strengths, weaknesses, and preferences. The "7-Point Career Aptitude Test" was developed and tried out by Tatpuje, D., & Shende, S. (2002), that gives parameters of competencies to assess six personality traits, behavioral factors, employability quotient, aptitude towards career options of the career aspirants. This test consists of seventy questions for the assessment with the quotient of six behavioral factors and employability. It includes Emotional Intelligence, Open-ness, Neuroticism, Conscientiousness, Extraversion, Agreeable-ness, and employability. Other Key competencies in this area provide knowledge of Personality Theories, Assessment Skills, Empathy and Active Listening, and Communication Skills. Familiarity with theories such as Personality Traits, MBTI Indicators (Myers, I. B., & McCaulley, M. H., 1988), and RIASEC model (Holland, J. L., 1959) always helps advisors in identifying personality types and their implications on their career choices. Proficiency in administering and interpreting personality assessments is crucial. Advisors should be trained to use standardized tools and techniques to gather accurate data. Building rapport with students and understanding their perspectives further re-quires empathy and active listening skills. This helps create a supportive environment where students feel comfortable sharing their thoughts and concerns about their dreams and passion for the career streams. Effective communication is essential for the career advisor as a counsellor to explain assessment results and provide constructive feedback. Advisors should be able to con-vey complex information clearly and in a relatable way. Employability quotient refers to skills, attributes, and attitudes that enhance a student's ability to secure and retain employment. Career advisors must assess and develop these attributes to en-sure students are well-prepared for the job market, including the new trends related
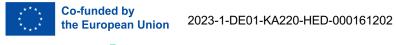
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to the 4th and 5th Industrial revolutions and the changing skills scenario. Key competencies include Knowledge of Employability Skills, Career Development Techniques, Industry 4.0 and 5.0 Awareness, Networking and Relationship Building, and reskilling-upskilling. Understanding the core employability skills such as intercultural competencies, teamwork, problem-solving, communication, and adaptability is essential. Advisors should be able to identify gaps in these skills and provide targeted interventions for career aspirants and their parents. Familiarity with career development frameworks and techniques, such as career planning, goal setting, and job search strategies, is essential. Advisors should

guide students in creating effective career plans with skills mapping, setting realistic goals, and keeping abreast of industry 4.0 and 5.0 trends, job market demands, and emerging career opportunities. Advisors should provide up-to-date information about career streams and interdisciplinary options to help students make informed career choices. Encouraging students to build professional networks and relationships is vital for their career growth. Advisors should have the skills to guide students in developing networking strategies, collaborations, and leveraging connections. Career aptitude assessment helps identify students' inherent tal-ents and interests, aligning them with suitable career paths and multidisciplinary mapping of supplementary skilled courses. Key competencies in this area include Knowledge of Aptitude Tests, Interpretation of Results, Guidance and Counselling Skills, and Motivational Techniques. Familiarity with various aptitude tests, such as cognitive ability tests, technical skills assessments, and interest inventories, is essential. Advisors should be skilled in selecting and administering appropriate tests based on individual, customised student needs. The ability to accurately interpret test results and draw meaningful conclusions is crucial. Advisors should provide insights into the student's aptitudes, align with potential career options, and further design career maps. Providing personalized guidance based on aptitude assessment results requires strong counselling skills. Advisors should help students explore career options that match their aptitudes and interests. Encouraging students to pursue careers that align with their aptitudes requires motivational skills. Narrative career counselling is presented as a predominant variant of constructivism. Constructivist theories have recently emerged as a significant force within vocational psychology and career counselling (McIlveen, P., & Patton, W., 2007). The systems theory framework and career construction theory are introduced as theoretical frameworks amendable to constructivism and narrative career counselling. Advisors should inspire confidence and enthusiasm in students to follow their chosen paths using transdisciplinary aspects. Practical career guidance involves integrating personality fac-tors, employability quotient, and career aptitude assessments to provide holistic support to students. Key competencies include Analytical Skills, Personalized Approach and Guidance, Continuous Learning, and Ethical Practices. Driesel-Lange, K., Ertelt, B.-J., Makarova, E., Nägele, C., University of Applied Labour Studies, Noworol, C., Romero Rodríguez, S., Rosalska, M., Scharpf, M., Schröder, R., Wawrzonek, A., & University of

Teacher EducaGon Lower Austria., (2024) gave various perspectives on career options and their contexts. The ability to an-alyse and synthesize data from multiple assessments is also essential. Advisors should identify patterns and correlations to pro-vide comprehensive interactions and guidance. Tailoring guidance to meet the unique needs of each student requires typical treatment

of interactions. Advisors should consider individual differences and provide customized recommendations. Staying updated with the latest research, tools, and techniques in career guidance is essential. Advisors must engage in continuous professional development to enhance their competencies. Adhering to ethical standards in assessment and guidance is paramount. Advisors should ensure confidentiality, fairness, and transparency in student interactions. The competencies of career advisors are critical in shaping the career trajectories of students aged between 15 and 17 years. By assessing personality factors, employability quotient, and career aptitude, advisors can provide tailored guidance that empowers students to make informed career decisions using career option repositories. The advisors should guide and give customized solutions to design career maps and thus further career plans. The interdisciplinary, transdisciplinary, and multidisciplinary knowledge helps create more robust career mapping that aligns with career aspirations. Career Advisors should provide such resources during the counselling. Continuous professional development, knowledge enhancement, updating knowledge about revolutionary industrial trends, and adherence to ethical practices are essential for advisors to maintain their effective-ness and support the holistic development of students. There is a need to upgrade the assessment processes with the timely changing parameters when choosing career options, thus re-skilling the competencies of career advisors.

Key words: career aptitude, career mapping, career counselling, behavioral factors, personality traits, and employability quotient

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University of Warsaw

2.3 Teacher as career counselor - contradictory roles or complementary to each other

Serving simultaneously as a teacher and a career counselor at school is a challenge. It requires him not only the competence related to teaching lessons, but also to support students in their personal and educational development, as well as career construction. In my forthcoming presentation, I will share the results of qualitative research that investigated the perspectives of 15 teacher-career advisors on the roles they undertake.

Key words: career counselor, teacher, role

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Section 3

Between theory and everyday career guidance practices

Marcelo Afonso Ribeiro
University of São Paulo, Brazil

3.1 Articulating sciences, practices and everyday life for working to heterogeneity: Dialogical and collaborative production of knowledge and interventions in career guidance

Science has established a system of knowledge production in which researchers use participants to understand reality and propose theoretical and technical innovations. They are assigned the role of informants. In addition to establishing a power relationship that imposes a way of understanding and acting, this modus operandi hinders a view of diversity and generates a production of knowledge in which one privileged group tells the other who they are or how they should act. We therefore aim to present and discuss a dialogical and collaborative proposal for producing knowledge to which everyone involved in the process contributes (researchers and people from the contexts being researched). We believe researchers have conceptual and technical knowledge (generalizing scientific etic knowledge). In contrast, research participants have everyday knowledge (specific everyday emic knowledge), both of which have incomplete know-ledge that requires articulation to be legitimized. We propose a logic of knowledge production based on intersectional and intercultural diversity and dialogicity with four principles: (1) all knowledge pro-duction is incomplete and is based on a vision of reality; (2) the rese-archer has the role of producing knowledge; (3) it is necessary for the researcher to validate this knowledge by including all participants in the knowledge production process, not just as informants; and (4) knowledge must be the result of co-construction between everyone involved. The result is the production of contextualized, intersectional, and intercultural knowledge that will help to deconstruct and reconstruct existing concepts and practices validated by science, legitimizing sociocultural specificities (everyday emic knowledge) without denying generalities (etic scientific knowledge). It potentially contributes to fairer and more plural scientific production. Practical examples of this way of doing research in the field of career guidance will be presented and discussed.

Key words: dialogicity, intercultural knowledge, Latin America

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3.2 Transformations Towards Integration of Theory and Practice in Vocational Orientation and Career Counselling

The aim of this contribution is to propose a theoretical framework that can (a) contribute to better integrating education professionals and career guidance practitioners into innovation and learning processes driven by societal transformation and (b) facilitate the integration of theory and practice. This discussion will particularly highlight learning theories that foster adaptivity, enabling both young people and professionals to actively shape transformation processes in dynamic contexts.

We discuss in this contribution that vocational orientation and pedagogic practice in vocational education and training, as well as career counselling, face significant challenges in times of societal transformation, uncertainty, and unprecedented, rapidly changing social contextual conditions (cf. Hodge et al., 2024). In the context of vocational orientation for young people, the scientific discourse already offers approaches to address these challenges, such as by focusing on real-world, action-oriented, and self-directed learning contexts in vocational orientation programmes (cf. Krause & Freiling, 2023; Driesel-Lange & Klein, 2024).

For professionals, such as teachers and guidance and counselling practitioners, these challenges are crucial throughout their careers but are particularly pertinent in the design of vocational education and training and in biographical planning – specifically in terms of self-directing and shaping one's own career trajectory (Öztürk & Yildirim, 2024). However, the question remains: how can education professionals be supported to better address future challenges as stakeholders of transformation?

Key words: career education, lifelong learning, learning theory

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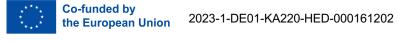
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Liridona Jemini Gashi

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3.3 Career Guidance Workshops in Science and Practice: Their Impact on Career Indecision, Certainty and Mental Well-being

Career guidance plays a crucial role in helping adolescents make informed career choices, which can significantly influence their future professional paths. Research consistently highlight the growing need for structured career guidance programs among young people (Jemini Gashi & Kadriu, 2022). Career counseling interventions have proven to be highly effective in supporting adolescents to identify and achieve their career aspirations. Previous studies emphasize the importance of such interventions in enabling adolescents to make well-informed decisions about their future careers (Jemini Gashi, Bërxulli, Konjufca, & Cakolli, 2023; Jemini Gashi & Kadriu, 2022; Mohammed, Kumar, & Padakannaya, 2021; Whiston, Goodrich Mitts & Wright, 2017; Savickas, 2012). This study examines the impact of career guidance workshops on career certainty, indecision, and mental well-being among 33 high school students in Kosovo. Using a pre- and post-test design, participants engaged in a structured five-step process, including self-awareness, career exploration, and decision-making activities. Measurements from the Career Decision Scale (CDS) and Kessler Psychological Distress Scale (K10) revealed significant improvements in career certainty and reductions in indecision and distress. The findings emphasize the dual role of career guidance workshops in promoting informed career decisions and enhancing adolescent mental health. This study highlights the importance of integrating mental health considerations into career guidance practices to foster holistic adolescent development.

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Key words: career guidance workshops, career certainty, career indecision, mental well-being

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Section 4

Competencies and Roles of Career Counsellors B

Viviana Valenzuela, Emmanuel Pacheco

University of Buenos Aires

4.1 Construction of counseling professional competencies: systematization of an experience in evaluating educational practices
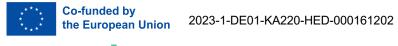
We will share results that contribute to the systematization of an evaluation tool for educational practices within the framework of community interventions. From the Chair of Vocational and Occupational Guidance at the University of Buenos Aires, Argentina, we are interested in analyzing the construction of professional competencies based on a University Extension Program aimed at children's and youth orchestras and choirs (Valenzuela & Pacheco, 2022). The project offers our advanced students of Psychology, the opportunity to actively participate in the design, implementation and evaluation of guidance activities with young people and teachers, promoting the construction of specific technical competencies, as well as transversal competencies or knowledge. In a previous communication (Valenzuela et al., 2024) we presented the results of a survey carried out on students participating in the project. The objective was to identify the competencies involved, using the competency model of the International Association of Vocational and Educational Guidance (IAEVG, 2024). Preliminary results on developed competencies include ethical behavior, appreciation of cultural contexts,

social sensitivity, program design and implementation, effective communication, and appropriate use of technology. Students recognize a strengthening of their knowledge and skills throughout their training. On this occasion, we present the results of an in-depth inter-view conducted with a student who participated throughout the project. This methodological tool allows us to make the understanding of the competencies constructed in the process more complex. The purpose is to build a valid instrument to evaluate educational practices within the framework of the project, involving educational practitioners in the research. Systematizing experiences to evaluate competencies built in university training spaces is a fundamental tool for designing meaningful pedagogical proposals for constructing the professional role in Lifelong Guidance and Counseling.

Key words: lifelong guidance and counseling, competences, university

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Amina Isanović Hadžiomerović

University of Sarajevo

4.2 Application of Transformative Learning Theory in a Training Program for Career Counsellors

This paper analyses the potential of Transformative Learning Theory (TLT) to serve as a framework for a training programme for career counsellors. The programme is offered at an Adult Education Centre in Sarajevo (Bosnia and Herzegovina, BiH) to professionals in education sciences, psychology, social work or similar fields who seek to develop competencies in career counselling, specifically for working with unemployed women. The first group of career counsellors completed the programme at the beginning of 2025. Given the underdevelopment of the career guidance system in BiH, the programme represents a pioneering attempt to shift the paradigm in career guidance and counselling from the previous individual–environment 'fit' approach to a new learning-centred approach. Transformative learning prompts changes in a person's perception of themselves, their lives, and their careers. It becomes possible to understand how individuals integrate new

information, perspectives or practices into their worldview during the learning process. According to Boyd (1991), those who engage in transformative learning are empowered to pursue a lifelong process of discovering new talents, cultivating a sense of security in a changing environment, deepening their under-standing of personal identity, and developing a greater sense of responsibility. For this reason, it was hypothesised that TLT has the potential to serve as a framework for training career counsellors. This assumption was empirically examined using interpretative phenomenological analysis (IPA) of trainees lived experiences during the programme. Based on interviews with seven trainees, it was possible to out-line the process of

transformative learning they experienced throughout the training. Three key stages were identified: 1. Expanding and revising existing systems of career-related knowledge 2. Moving towards learning new meaning schemes in the domain of career management 3. Recognising the limitations of previous meaning schemes and the need to reorganise and transform them.

Key words: career counsellors, transformative learning theory (TLT), training program, interpretative phenomenological analysis (IPA)

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4.3 Career Guidance in Pre-school and Early Childhood Education - Polish perspective

In the Polish education system, career guidance is implemented at all educational stages. The aim of the presentation is to indicate the objectives, content and methodological solutions that are used in Polish kindergartens and primary education. The legal acts regulating the implementation of career counselling at these early stages of education and selected methodological projects will be discussed.

The analysis of activities undertaken in Polish kindergartens and grades 1-3 will be accompanied by a reflection on the objectives of career education in the early stages of education and pitfalls to watch out for when designing career education offers for children.

The scope of content and methodological solutions in the field of counselling provided in schools are regulated by the ordinance of the Minister of education from 2019. Since then, kindergartens and schools have had to develop their own ways of implementing tasks related to career education. The content should be integrated with other content implemented at this stage. The

speech will present selected solutions illustrating the implementation of general assumptions in everyday educational practices.

Key words: early chilhood education, career guidance, competences

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Poster Session

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Networks as bridge builders: science, educational prac5ce and administration in the context of entrepreneurship education and Career Guidance
Networks of science, educational practice and educational administration are essential instruments for promoting modern educational approaches, especially in the field of entrepreneurship education (Ebbers et al., 2024), which has been qualified by the EU as one of the central key concepts of lifelong learning (EU Commission 2019). It aims to promote entrepreneurial thinking and action, which is not only important for business start-ups, but also as a key competence for professional orientation and career development (Wiepcke, 2008, Schröder & Friebel-Piechota, 2022). Against the backdrop of dynamic labor markets and complex professional requirements, entrepreneurship education is becoming increasingly relevant as it teaches skills such as problem-solving skills, innovative thinking, courage, drive and personal responsibility (Euler, 2012; Scheunpflug, 2018; Arnold & Gonon, 2019). This contribution examines the theoretical positioning of networks in the educational landscape and identifies models that are crucial for the development and implementation of practical entrepreneurship education. Drawing on theories such as social capital theory (Coleman, 1988; Putnam, 2000), actor-network theory (Latour, 2005) and systemic approaches (Luhmann, 1997), networks are described as dynamic structures that enable the exchange of knowledge, resources and innovations. Models such as the Triple Helix model (Etzkowitz & Leydesdorff, 2000) and the Quadruple Helix approach (Carayannis & Campbell, 2009) illustrate the importance of interactions between educational actors and their influence on the connection between theory and practice. A central focus is on the role of networks as a link between entrepreneurship education and Career Guidance. These networks offer adolescents and young adults access to realistic learning segngs that support both career exploration and preparation for entrepreneurial challenges. The results provide impetus for educational stakeholders to strategically design networks.
Key words: entrepreneurship, education, networks
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Tina Fletemeyer, Isabelle Penning

University of Oldenburg (Tina Fletemeyer), University of Potsdam (Isabelle Penning)

Survey on the Career Choice Status of Pupils with Special Needs in Berlin and Brandenburg

So far, there has been little research into the post-school careers of pupils with diagnosed special educational needs. Reliable statistics on the further educational and life path of graduates or leavers of special needs schools are only available in isolated cases (cf. e.g. Lind-maier/Schrör 2015: p. 152). A review of the employment opportuni-ties of people with disabilities in the current labour market indicates that they have less access to employment opportunities than people without disabilities (cf. Jochmaring 2019). The transition to the pri-mary labour market is particularly challenging for people with intel-lectual disabilities. In order to support their transition from school

to employment, it is particularly important to focus on the circumstances of young people and their career guidance process. From there, fur-ther recommendations for action can be derived, e.g. for schools, that can help to implement and plan needs-based and individualised sup-port measures as part of career guidance. The project uses a standardised questionnaire in simple and easily comprehensible language to conduct a quantitative survey of young people's career choice status. The questionnaire is based on existing research on career choice competencies and primarily focuses on young people's individual confidence in their career choices (cf. e.g. Ratschinski 2014). It was used in three special needs schools in Berlin and Brandenburg in grades 8 to 10 (n=59). Three subscales can be used to describe pupils' career choice status in terms of (un)certainty about personal interests and abilities, (un)certainty about profes-sional requirements and (un)certainty about the personal decision. The results of the study will be presented as a poster during the lecture.

Key words: career choice status, special needs, inclusion

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Proposing a Model for Green Career Counseling in the Context of Sustainable Development and Green Jobs

Career counselors should support green changes and integrate environmentally friendly green jobs and skill development into their practices (Plant, 2014; 2020). The authors propose a green career services system by adapting Savickas's (2013) three career interventions (education, guidance, and counseling) to the green career context. Green Career Education (GCE). GCE aims to include an environmental awareness component in career services that will contribute to career adaptability such as exploration of occupations and self in terms of interests, talents, values, skills, personality traits, developing decision-making skills, setting goals and creating a career plan, and structuring and transforming them in a way to develop a sensitivity towards the environment. Green Career Guidance (GCG). GCG is about upskilling and reskilling of the existing workforce or young adults and adults who prepare to join the workforce, in line with workforce analyses, to respond to the needs related to green careers. Green Career Counseling (GCC). GCC, it is about supporting individuals to make a career decision, plan and structure their careers by exploring their goals, interests and values within the framework of environmental sensitivity, a just and sustainable society and future based on a social constructivist approach. In this framework, the proposed Green Career Services System sup-ports individual career development within sustainability principles at the micro level, while offering inclusive services that contribute to economic, social, and environmental sustainability at the macro level.

Key words: Green career counseling, sustainability, green jobs

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Symposium on Choosing Vocational or Academic Pathways and the Guidance Young People Get

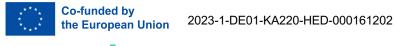| **Soledad Romero- Rodríguez, Tania Mateos-Blanco, Celia Moreno-Morilla** |
| --- |
| Facultad de Ciencias de la Educación, Universidad de Sevilla |

Col-labor-action as a Key Element in Young People'S Career Education and Guidance

Different reports defining policies for the development of quality guidance highlight the need to build a common working "culture" among the different guidance actors, which favor the configuration of integrated guidance systems OECD (Mann et al., 2020), the International Centre for Career Development Practice and Policy (ICCDPP, 2019), CEDEFOP (2020a and b) or the Council of Europe, in the Recommendation of 24 November 2020 on Vocational Education and Training for sustainable competitiveness, social justice and resilience or in the Osnabrück Declaration (November 2020). However, there is still a long way to go for teachers, guidance counselors and different social actors (companies, local bodies, etc.) To work collaboratively to develop lifelong guidance processes.

From a systemic perspective of guidance the guidance task to be developed in educational centers cannot be developed in isolation. Collaboration between the educational sphere and social agents, however, is carried out through differentiated rather than shared responsibilities (Kuijpers, 2019). However, schools can be dynamizers of collaborative proposals for the development of a culture of lifelong learning and guidance, accessible to all people and, especially, to the most vulnerable groups (Olmos-Rueda & Mas-Torrelló, 2019). The lack of agreement on the essential elements and the multitude of strategies used for career guidance makes it necessary to develop studies that provide evidence to support approaches that favor a more ecological and systemic action, combining research, policy and practice (Nassar, et al. 2020).

Participatory Action Research has been shown to be a tool that favors the co-creation of systems and integrated proposals for guidance in vocational training (Romero-Rodríguez et al., 2022). It has also allowed us to demonstrate the possibilities of workspaces where researchers, policy makers and practitioners have an equal participation in all phases of research (Nassar et al., 2020). In addition, its contribution has been shown in the co-design processes of proposals to improve the provision of public services oriented to social welfare (Brandsen et al., 2018).

In this paper we will present the results obtained in four studies (Romero-Rodríguez et al., 2020; Romero-Rodríguez, et al., 2023) developed by our research team in which the use of Participatory Action Research methodologies has favored the shared work of teachers, counselors and social agents to develop career guidance processes in which the importance of the role of teachers and collaborative work with other agents has become evident, favoring an effective guidance committed to social justice.

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Teachers as Companions in Vocational Orientation – Findings from the "Mission ICH"-work

In academic discourse, teachers are considered to play a 'key role' in vocational orientation at school. They accompany young people over many years as they develop their skills and find their

identity, they create the appropriate learning spaces and maintain contact with legal guardians and extracurricular stakeholders, ideally working together in a multi-professional team (e.g. Kayser, 2013, p. 9; Dreer, 2013, p. 150ff.; Kalisch et al. 2020, p. 190).

Interestingly, however, students do not assign such a prominent role to their teachers and assign parents and peers a more important role in their career choice processes (e.g. Calmbach et al., 2020, pp. 237-238; Hurrelmann et al., 2019, pp. 80-86.). Teachers themselves also tend to see their role in other areas of school and identify a number of challenges in the implementation of vocational orientation at school (e.g. Fletemeyer et al., 2022, pp. 24-25, 31-34, 37; Knauf, 2009, pp. 241-253; Ohlemann, 2021, pp. 26-29.).

Schools in the north-eastern German state of Mecklenburg-Western Pomerania (M-V) are also facing the challenge of implementing a cross-grade and interdisciplinary educational concept for vocational orientation at lower secondary schools. In the period 2017-2019 the University of Rostock developed a vocational orientation programme called „Mission ICH" on behalf of the Ministry of Education of M-V in cooperation with 12 general education schools. Pupils are sent on a 'journey' to explore their 'universe ME' as well as the world of work and careers. Subject teachers and class teachers become 'travelling companions' and support the young people in grades 7 to 9 on their explorations.

In this contribution we will take a look at the positive effects of „Mission ICH", which can be traced through a longitudinal student survey. On the other hand we will identify the various challenges faced by teachers who are supposed to implement „Mission ICH" in their lessons and at their school. To this purpose, we will look at the feedback from teachers in the context of further teacher training and from school management representatives in the context of implementation workshops. The contribution ends with an outlook on future needs for action and research.

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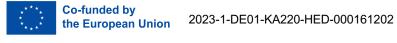
Stimulating Career Planning Reflection in Students' Works Through an Online Intervention

Background: Reflection is a fundamental component of career planning, enabling adolescents to critically examine their beliefs, experiences, and aspirations. Grounded in transformative learning theory (Mezirow, 2009), this study examines the role of reflection-inducing tasks in fostering criticality, self-reflection, and insight during career planning among lower secondary school students in Switzerland. These metacognitive outcomes are crucial for developing lifelong career management skills and navigating the complexities of modern career pathways.

Methods: A four-year intervention (2021–2025) implemented via an online platform engaged 1,748 students from grades 9 to 11 in reflective tasks. The intervention aimed to stimulate reflection through personalized tasks, addressing students' interests, emotions, and aspirations. Linear mixed-effects models analyzed the relationships between task-induced reflection, task completion, and metacognitive outcomes, accounting for individual and class-level variance.

Results: As hypothesized, task-induced reflection was positively associated with criticality, self-reflection, and insight. Furthermore, baseline measures strongly predicted follow-up outcomes, emphasizing the importance of initial dispositions toward reflection. However, against our hypotheses, the number of tasks completed negatively correlated with criticality. Exploratory analyses revealed that this effect was moderated by motivation levels: students with high motivation in career planning benefited from more tasks, while those with low motivation experienced diminishing returns. Across all models, random intercepts revealed substantial variance at the student level but minimal variance at the class level, underscoring the individualized nature of career planning.

Conclusion: Reflection-inducing tasks effectively promote criticality, self-reflection, and insight, particularly when students are motivated and experience task-induced reflection. These findings emphasize the importance of integrating reflective practices into career education and highlight the highly individual process underlying career planning. Future research should explore how teachers can support students to enhance critical thinking and explore career trajectories beyond immediate

solutions. By fostering metacognitive skills within a supportive and reflective framework, educators may play a critical role in preparing students for lifelong adaptability and successful transitions in an evolving workforce.

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Vocational or academic pathways: Examining student perspectives and experiences related to the choice of upper secondary education pathways

Increasing vocational education and training (VET) participation widely been emphasised by education authorities, and Iceland is no exception. Regardless, the majority of young people choose general education pathways at the upper secondary education level rather than VET. In Iceland, only about 15% of students on average apply for VET directly after graduating from

compulsory education and overall enrolment in VET has been around 30%, and lower than the EU and OECD averages. The disparity of esteem between VET and academic pathways is a commonly cited explanation for this difference, especially in Iceland which has a strong societal emphasis on academic education.

The aim of the study is to understand what influences students to choose vocational rather than academic pathway at upper secondary school and how their views and experiences at school differs. A questionnaire was administered to all upper secondary school students in Iceland during the school year 2023-2024 (32% overall response rate), and included questions on rationale for choice, views on the purpose and importance of their studies, and school engagement (interest, participation, and social relations) in relation to their educational choice (vocational or academic). Some of the questions were administered to the population, while a subset of the question was administered to a random sample.

The talk will focus on comparing students enrolled in VET and academic pathways, discussing the rationale provided for their choice as well as their views and attitudes towards their studies and school engagement. Prior and preliminary analysis has shown that these groups of students provide different reasons for their educational choice, and that VET students generally have greater interest in their studies and believe that it prepares them well for the future. Academic students on the other hand show higher social engagement with the school community and their peers. The results provide insights into how upper secondary school students frame and experience their choice of either academic or vocational pathway.

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Section 5

Diagnostic Inspirations in Career Guidance

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5.1 Career Counseling in the Pre-University System in Albania. Challenges, Dilemmas, and the quality of service

Globally, and in Albania, there is increasing attention on education systems to develop individuals equipped with skills both technical and soft skills that align with labor market demands. Career counseling services, now introduced in schools, aim to bridge the gap between education and employment readiness.

In this context, the Ministry of Education and Sports, in alignment with a series of directives and initiatives from the European Union, introduced a novel reform through Order No. 463, dated 30.08.2024. This reform defines two new roles in schools: the career counseling coordinator and the quality assurance coordinator. This initiative represents a qualitative step forward, aiming to ensure better education standards and improved integration of youth into the labor market.

This study aims to analyze the actual implementation of career counseling services, the role of career counselors, and the challenges and limitations encountered in the school setting. Employing a qualitative methodology, the research incorporates three focus groups involving school administrators, teachers, and students in Tirana. It explores the dynamics, experiences, and perspectives of career counseling coordinators and students in schools, aiming to identify challenges and barriers faced by these actors today. The study emphasizes transparency and documentation of data while adhering to ethical research principles.

The study also identifies a lack of clear strategies to integrate career counseling as a key component of the educational system. Teachers report confusion about their roles and responsibilities related to career counseling, while students' express dissatisfaction with the lack of clarity and support offered.

In conclusion, the study reveals that career counseling services in Albania are still in their early stages and face numerous challenges related to insufficient professional preparation, inadequate resources, and a lack of necessary infrastructure. To successfully implement this reform, an

integrated approach is required, including specialized training for teachers, detailed guidelines, dedicated resources, and stronger connections between schools and the labor market. These measures are essential to ensure that career counseling services help students orient themselves toward successful professional futures.

Key words: career counseling, schools, teachers, students, skills, labor market

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5.2 Career Adjustment Characteristics of High School Students

Savickas (2013) described four interdependent dimensions of the career adaptation model (adaptive readiness, resources, responses, and results). These things constitute the optimal process of career selection and the transition from school to the world of work. Among the elements, we scrutinized the third one in our study, as it shows the path traveled between resources and results, the thinking and behavior that promotes and creates harmony, stability, and satisfaction between the individual and the career based on the desire of the individual. In our study, we focused on how the students behave in the tasks before them, what is the level of career adaptation of high school students in general. For this, we used the Student Career Construction Questionnaire (SCCI) prepared by Savickas et al. (2018). The general and the four specific factors show the level of self-knowledge, decision-making, information acquisition and commitment of the high school age group on a scale of 1-5. Our sample consists of high school students (2023-2024) from different schools (N=149, 55 boys and 94 girls, 60 10th, 26 11th, and

63 12th grade) of Szabolcs-Szatmár-Bereg County Pedagogical Service. The results showed that the students of our sample were in some cases below the average of other groups examined. Based on the overall average of career adaptation (M=2.28), the students just perceive the career decision task and how they should cope with it. The discovery of the field of work and the crystallization process of the decision started, but less progress was made in terms of preparation. There is a difference between the factors in terms of gender, girls find more joy in exploring occupations, but boys focus more on preparation. No differences were found between grades. The essence of the results is that we can mobilize resources and strengthen the decision by increasing career adaptation behavior. In a counseling situation, we can get an idea of where the students are in the career decision process and which elements need support.

Key words: career, student, career adaptation

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5.3 Visual Orientation Method: Transfer to Practice - Research Fundings

The Visual Orientation Method is a dialogical career counseling me-thod designed in Italy for high school students and teachers that can also be used in universities, employment centers, and counseling for unemployed and career change professionals. The method uses a visual and systems approach, using personal and customized images for reflective and metacognitive mapping and to
tap into lifelong learning and employability. It uses the semantics of images to mediate between the individual and the counselor, and syntactics as the same images are organized into three maps that de-velop one from the other through narrative, exploratory and syste-mic stages that reflect the three main approaches to career guidance. It is integrated with European competency frameworks such as Key Competencies for Lifelong Learning, LifeComp, Ent-reComp and GreenComp to provide a solid foundation for the rapidly changing labor market. The presentation will be divided into two parts. The first part will present the method itself, and the second part will present the re-sults of current evaluation studies. The evaluation research is conducted with middle school, high school and university students in Italy and Poland, with the support of Adam Mickiewicz University, and DSW University of Lower Silesia. During the presentation, based on the

evaluation, we will try to point out the strengths of the presented method, as well as opportunities for application and possible risks associated with the use of the method.

Key words: career guidance, systems thinking, visual mapping, personal sustainability, capabilities.

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Section 6

Career Guidance Towards Enhancing Students' Career Resources

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6.1 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
Bibliography.

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6.2 Enhancing Social-Emotional Learning Skills Through Parents and Teachers Involvement

Social-Emotional Learning (SEL) skills have a significant role children's successful transition into adulthood, their integration into the labor market (OECD, 2015), and their career development (Curtis et al., 2022). Therefore school based SEL practices are important in achieving student's academic (Durlak et al., 2011) andpositive career outcomes (Bacanlı et al., 2022) This study is based on the first author's doctoral dissertation and primarily aims to enhance the SEL skills of middle school students to promote positive academic and career outcomes. The researchers adopted a school-based approach to fostering students' SEL skills by actively involving teachers and parents in the process. In addition to implementing a psychoeducation program for students, teachers and parents completed checklists to observe and document changes in students' SEL skills throughout the intervention. The use of checklists with teachers and parents provided valuable insights into the effectiveness of the psychoeducation program and allowed stakeholders to play an active role in the process. Furthermore, it was observed that both educators and parents became more attentive to students' SEL-related needs. However, the findings revealed that teachers faced challenges in allocating additional time for these tasks due to their heavy workloads and demanding curricula. In schools, academic achievement often takes precedence, leaving little room for social-emotional development. This situation hinders the fulfillment of students' developmental needs, negatively impacting their SEL skills and career development. It has been observed that such initiatives are often expected solely from school counseling services. These factors make it challenging to plan and implement SEL-focused practices in an organized manner. Furthermore, this underscores the importance of implementing such programs within a school-based framework.

Key words: social emotional learning (SEL), parents, teachers

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6.3 Career guidance actions from students' perspective. An analysis of the degree of perceived usefulness

Career guidance has focused on promoting career readiness of young people, with the aim of facilitating their access to and permanence in the world of work (Cedefop et al., 2021; OECD, 2021). In this process, the study of professional expectations and visions of the occupational future is articulated as a key factor in the guidance process of students, which requires schools to guide their practices towards the development of these aspects (Mann et al., 2020). In this sense, the transference between science and practice is essential. This work is part of a larger project funded by the 'Severo Ochoa' Grant Pro-gramme (Ref.Num.: PA-22-BP21-202). The aim of the paper is to ana-lyse the secondary students' perceptions of the degree of usefulness of career guidance actions. Following a quantitative research methodology, an ad hoc questionnaire was designed and applied in a pilot study to a sample of 351 students from five secondary schools in Asturias (Spain). The results obtained indicate high degree of perception of the usefulness of activities related to the construct of experiencing

the future, which includes actions related to participation in real contexts such as internships or volunteering activities. This is followed by a high degree of perceived usefulness of actions linked to exploration. In contrast, guidance actions linked to thinking about the future have lower scores. Analyses by gender show that there are no significant differences in perceptions. However, in the analysis by grade, it is observed that in the exploration variable, there are significant differences, second-grade students obtain lower perceptions of the useful-ness of these activities. In conclusion, there is a need for students to have opportunities to participate in professional experiences during secondary education, as well as to continue promote critical exploration on their professional future (Covacevich et al., 2021).

Key words: career readiness, career guidance actions, usefulness assessment

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Symposium on The Role of Digital Media in Career Guidance Across Europe

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Of Killers and Socializers: Gender-Sensitive Career Planning Through Game Types and Skills Development

The transition from compulsory education to vocational training or secondary school marks a critical phase in adolescents' educational trajectories. In Switzerland, career guidance is systematically integrated into lower secondary education to ensure a smooth transition while fostering self-reflection and awareness of gender norms influencing career decisions (D-EDK, 2016). Despite these efforts, adolescents continue to make gender-typical career choices, and there is limited understanding of the gendered differences in skills required to approach career choice as a coping process (Gottfredson, 2002). The gaming world offers unique opportunities to address this gap.

This study is grounded in the Life Design framework (Savickas, 2012) and its concept of career adaptability, linked to Jane McGonigal's Challenge Mindset approach (2016) and Bartle's taxonomy of gaming archetypes (Bartle, 2003). It is part of the longitudinal d*igibe* project, which investigates how reflection using a digital tool can support career planning. A specific module examines the relationship between gaming experiences and career planning.

The research adopts a quantitative approach, applying chi-square tests to identify significant differences in gaming behaviors between male and female adolescents. Based on these findings, subgroups were formed, and Mann-Whitney U tests were used to evaluate the effects of gaming behaviors on coping skills relevant to career planning.

Preliminary results indicate that male adolescents, particularly those aligning with Bartle's "Killer" archetype, favor competitive gaming but demonstrate limited collaboration skills. Female adolescents, more often associated with the "Socializer" archetype, prefer cooperative strategies in gaming and career planning. These findings suggest that integrating game-design-based workshops into vocational orientation programs could foster critical skills such as teamwork, collaboration, and network-building, especially for male gamers who may lack these competencies.

Given the widespread popularity of video games among adolescents across Europe, this approach holds significant potential for enhancing gender-sensitive career guidance. By addressing skill gaps and promoting adaptability, this research offers innovative insights into leveraging gaming to prepare young people for the challenges of career planning in an evolving labor market.

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Empowering Teachers with Digital Media: A Practical Toolbox for Gender-Sensitive Career Guidance

The process of career choice presents young people with complex challenges that extend beyond aligning personal interests with available apprenticeships or training opportunities (Makarova & Herzog, 2020). Gender stereotypes play a pivotal role in shaping occupational decisions, often outweighing considerations such as social prestige or personal interests (Gottfredson, 2002; Makarova & Teuscher, 2018). These stereotypes, coupled with traditional gender role expectations, further constrain career paths. For instance, young women often anticipate reduced professional engagement due to family responsibilities, while young men prioritize full-time employment (Baumgarten & Maihofer, 2021). Moreover, limited awareness of career opportunities intensifies these constraints (Faulstich-Wieland, 2014).

Teachers play a pivotal role in challenging these stereotypes and broadening students' career perspectives. To support them in this mission, digital media offer a promising avenue for gender-sensitive career guidance.

This presentation addresses two central questions:

How can a digital toolbox be designed to effectively support teachers in gender-sensitive career guidance?

Which features of a digital toolbox are particularly effective in fostering reflection on gender roles and career choices?

As part of a project funded by the Swiss Federal Office for Gender Equality (FOGE), a digital toolbox was developed to provide teachers with practical tools and resources. The primary goal of the project was to challenge gender biases and expand students' career opportunities, ensuring

unbiased choices for all students, regardless of gender. To this end, the project began by assessing teachers' needs and practical experiences.

Between December 2023 and February 2024, a prototype of the toolbox was evaluated through semi-structured interviews with six teachers from lower secondary schools in German-speaking Swiss cantons. The data was analyzed using Mayring's qualitative content analysis, employing a theory- and research-guided deductive category system (Mayring, 2022).

The findings reveal that teachers often feel inadequately equipped to implement gender-sensitive approaches due to a lack of resources and training. The results underscore the need for accessible, user-friendly materials and pre-designed teaching units that can be seamlessly integrated into the classroom. These tools seem to be essential for effectively challenging gender stereotypes and fostering gender-sensitive career guidance.

This presentation will provide insights into the development and evaluation of the digital toolbox, emphasizing its potential to empower teachers and promote equitable career opportunities for all students.

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The innovation of the gameportal ThiGro ® and benefits of using the games

At OsloMet, the project *"Ready for Working Life – Career Learning on the Schedule"* (September 2020 to December 2023) aimed to enhance students' career learning in line with the National Quality Framework for Career Guidance. Recognizing that the concept of career learning remains underdeveloped in European contexts (Coljin, 2022), the project sought to address this gap by creating innovative tools to support students during critical educational transitions.

The theoretical foundations and essential outcomes of the project will be presented to show how innovative tools can be designed. One of the project's central outcomes was developing the digital reflection board game *Think&Grow*, tested with 1,700 students over two years at two universities in southern Norway. The game demonstrated significant potential in fostering reflection, problem-solving, communication, and inclusion skills.

Following a successful pilot, OsloMet decided to innovate further by creating the *ThiGro®* gaming portal, designed to expand the scope of career learning tools.

The project explored key research questions, including how students experienced the game's impact on their learning and development and how teachers could leverage these findings to facilitate effective student transitions. These findings will be presented at the symposium, along with pedagogical insights.
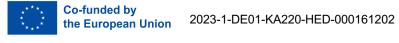
To build the *ThiGro®* portal, OsloMet partnered with CoreTrek in 2023, selected for their technological expertise. This collaboration resulted in the development of 13 games tailored to four distinct target groups:
high school students, higher education students, Folk high school pupils, and participants in labor market schemes.
Developed with input from focus groups, the games address specific challenges faced during educational transitions. While the core gameplay remains consistent across all groups, the categories and questions are customized to reflect the unique needs of each audience.

The *ThiGro®* games are played in small reflective teams, promoting collaboration, growth mindsets (Dweck, 2017), and problem-solving skills (Susnic, 2020). These interactive tools provide a supportive framework for students to navigate complex educational and career pathways effectively.

This project highlights the potential of digital tools like *ThiGro®* to revolutionize career guidance by fostering inclusivity, adaptability, and personalized learning solutions. The initiative underscores the importance of interdisciplinary approaches in developing impactful career learning resources by emphasizing collaboration among educators, researchers, and technology experts.

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Echanges et mobilité
Scambi e mobilità
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A new approach to career guidance: mapping the way for educational return

A key focus of European educational policies is analyzing early school leaving, understanding its causes, reducing its occurrence, and promoting second-chance education and school reincorporation programs (Gutiérrez, 2023; OECD, 2023). Although research about motivations to return has been carried out, there is still a gap around how this return occurs and what is the role of guidance in the adjustment of this reincorporation (Bernárdez et.al., 2021). At the same time, vocational guidance has gained importance in preventing dropouts and enabling those who left their studies to return to education and training (Vélaz, 2023).

Digital tools play a vital role in providing and disseminating information across contexts. This project aims to improve career guidance using digital media as a resource to promote educational

return, focusing on three main goals:

- Understanding the situation of educational return in the Community of Madrid by identifying the most common profiles of those who leave their studies and the challenges they face when returning to formal education or lifelong learning.
- Identifying relevant guidance content for individuals seeking to re-enter the education system or improve their training, understanding their needs, and offering key resources to support them effectively.
- Developing a digital resource that facilitates educational reintegration by guiding users through tailored pathways.

To achieve these goals, a study is being conducted with focus groups involving students who left their studies, their families, counselors, school management teams, and staff from employment and youth organizations. This process aims to identify the profiles of individuals re-entering the system, their barriers, and the specific guidance they need. Additionally, a survey of counselors has been conducted to map how educational reintegration takes place.

The results will serve two purposes. First, they will enhance the available information, providing a comprehensive understanding of the educational system's options and helping to reduce early school leaving. Second, they will incorporate an "educational return map" into a digital career guidance publication for Madrid. This map will guide users through simple, step-by-step questions to identify their educational or professional situation and lead them to specific resources for rejoining formal education, obtaining qualifications, or improving their skills.

Furthermore, the project will establish collaboration networks among organizations to ensure resources are accessible to those who need them. Finally, specific training activities will be designed to assist individuals in successfully returning to their studies, promoting inclusivity and lifelong learning opportunities.

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Section 7

Career Guidance at Schools - International Perspective

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7.1 Vocational Subject Teachers (VSTs) as University Advisers in Three English Low Participation Neighbourhood (LPN) Schools. Findings from a Small Scale, Q-Methodological Study.

This lecture will focus on one element of findings in my PhD field-work. Vocational qualifications are known to be an important route of access to Higher Education (HE) for pupils from less well-re-sourced family backgrounds (Gicheva and Petrie, 2018; Banerjee and Myhill, 2019). I mobilised Q Methodology (Stephenson 1953) to ex-plore how vocational subject teachers (VSTs) participate in the uni-versity advice process in order to examine ways in which they assist their pupils with higher education information advice and guidance (HEIAG) to assist pupils in making informed career path choices. Vo-lunteer participants were Leaders of Sixth Form (n=3), VSTs (n=5) and sixth form pupils of level 3 vocational courses (n-19). During the time in which the research was being undertaken, the Gatsby Bench-marks (DfE, 2017) became part of the Ofsted framework in England (Ofsted, 2021). Benchmark 4 requires subject teachers to link the curriculum to careers. This study, therefore, also enabled me to cap-ture a glimpse of the extent to which Benchmark 4 was influencing the practice of VSTs with their sixth-form pupils. Participants identified not only that there was inconsistency in the extent to which VSTs participated in assisting pupils with HEIAG, they also outlined reasons why they believed this was the case. This lecture will explore those three reasons. I conclude that participants believed that HEIAG is part of a VST's role, although they feel enga-gement in HEIAG by VSTs varies. VSTs also reported that they are not being awarded sufficient time or access to training in HEIAG skills; furthermore, VSTs who participated were motivated in their commit-ment to assisting pupils with university advice by personal and social justice beliefs, as opposed to Gatsby Benchmark 4.

Key words: Vocational Teachers; University Advice; Inconsistency.

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7.2 Career Guidance as a Task of School Development - Pre-senting a comparative design of a study conducted in Austria and Germany

Career guidance is internationally seen as a whole school task. Schools are called upon to create programmes that support young people in their career development. The project 'DIGIBO BEST!' aims to support schools in this task by analysing the design and further development of career guidance in schools in a quality-oriented way based on the individual starting position of the school. Kick-off workshops were held with 22 participating schools in North Rhine-Westphalia, which used a digital tool to visualise the status quo of career guidance in schools in seven development-critical areas (Klein et al. 2024). Building on this, specific needs and thematic priorities will be addressed in further workshops to enable scientifically based further development.

Based on this experience, the next step is to analyse whether this approach to assessing career guidance can be applied in Austrian polytechnic schools. These schools must implement career guidance sustainably and effectively within one school year, while responding to a heterogeneous student body. The central task is networking with companies and organising work placements/company visits.

The aim of this research project is to analyse similarities and differences in approaches to career guidance in a first cross-country comparison between German vocational schools and Austrian polytechnic schools. The first step will focus on a structured comparison of school forms and the selection and adaptation of a digital tool for the Austrian schools. Based on this, first workshops will be held at polytechnic schools, the results of which will be documented on video and compared with the findings from Germany in a deductive-inductive qualitative approach. The study design presented not only provides insights into the transferability and further development of career guidance concepts, but is also intended to contribute to establishing this task as a sustainable component of school development processes.

Key words: career guidance, school development, comparative study
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7.3 Career Counseling in the Pre-University System in Albania Challenges, Dilemmas, and the quality of service
Globally, and in Albania, there is increasing attention on educa-tion systems to develop individuals equipped with skills both technical and soft skills that align with labor market demands. Career counseling services, now introduced in schools, aim to bridge the gap between education and employment readiness. In this context, the Ministry of Education and Sports, in align-ment with a series of directives and initiatives from the Europe-an Union, introduced a novel reform through Order No. 463, dated 30.08.2024. This reform defines two new roles in schools: the career counseling coordinator and the quality as-surance coordinator. This initiative represents a qualitative step forward, aiming to ensure better education standards and im-proved integration of youth into the labor market. This study aims to analyze the actual implementation of career counseling services, the role of career counselors, and the chal-lenges and limitations encountered in the school setting. Em-ploying a qualitative methodology, the research incorporates three focus groups involving school administrators, teachers, and students in Tirana. It explores the dynamics, experiences, and perspectives of career counseling coordinators and students in schools, aiming to identify challenges and barriers faced by these actors today. The study emphasizes transparency and documentation of data while adhering to ethical research prin-ciples. The study also identifies a lack of clear strategies to integrate career counseling as a key component of the educational sys-tem. Teachers report confusion about their roles and responsi-bilities related to career counseling, while students' express dissatisfaction with the lack of clarity and support offered. In conclusion, the study reveals that career counseling services in Albania are still in their early stages and face numerous chal-lenges related to insufficient professional preparation, inade-quate resources, and a lack of necessary infrastructure. To suc-cessfully implement this reform, an integrated approach is re-quired, including specialized training for teachers, detailed guidelines, dedicated resources, and stronger connections be-tween schools and the labor market. These measures are essen-tial to

ensure that career counseling services help students ori-ent themselves toward successful professional futures.

Key words: career counseling, schools, teachers, students, skills, labor market

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Section 8

Between Education and the Labour Market

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8.1 Specialized Support for Doctoral Students in Academic Career Offices – Needs, Tools, and Effectiveness
The decision to pursue education at a doctoral school involves significant challenges, including temporary detachment from the labor market for at least four years, or even longer in some cases. This process requires participants to engage in a wide range of activities, such as conducting scientific research, publishing, attending conferences, teaching, and undertaking internships. While these endeavors are crucial for academic development and a future scholarly career, they pose the risk of limiting or even completely preventing the establishment of a professional position in the non-academic sector.   As a result, doctoral students often face the dilemma of choosing between engaging in academic pursuits and actively participating in the labor market. The European Charter for Researchers (European Commission, 2005) emphasizes the need to support young researchers in developing their careers through professional counseling. In this context, the role of supporting institutions, such as career offices, becomes vital in equipping doctoral students with the tools and resources necessary to effectively balance academic activities with professional development outside the academic environment (McAlpine & Emmioğlu, 2024)   Career offices can assist doctoral students by providing materials, organizing webinars, and offering training in soft skills and career management. Additionally, they facilitate individual consultations and support the preparation of professional application documents tailored to the specific characteristics of academic experience (Duke & Denicolo, 2017). A key area of their activity is building networks with employers in the non-academic sector, which helps doctoral students transition into the labor market.   The aim of this presentation is to discuss possible strategies for supporting young researchers in developing career paths, both within and beyond academia. Special attention is given to recommendations for career counseling and the role of career offices in integrating the academic community, particularly doctoral students, with the labor market.
Key words: Doctoral students, Career Counseling, Academic Career Offices
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8.2 Labor Market Expectations for Graduates: A Content Analysis of Hungarian Job Advertisements

The labor market is undergoing continuous evolution, particularly in-fluencing graduates who must align their competencies with the de-mands of a dynamic workforce. This study investigates the trans-ferable competencies currently expected of graduates in the Hunga-rian labor market, focusing on skills deemed essential across multiple job roles and industries. To address this aim, over 500 online job advertisements were syste-matically analyzed using a content analysis methodology. The analysis prioritized competencies frequently required across various sectors, reflecting employers' expectations. Key findings indicate that the most critical competencies include communication skills, problem-solving abilities, teamwork, and digital literacy. Additionally, trans-ferable skills such as project management, adaptability, and auto-nomous work were prominently featured. The results underscore that, in 2024, the competencies most valued by employers are those that can be broadly applied across diverse ro-les and are essential for successful adaptation to the rapidly changing work environment. These findings directly align with the thematic focus of the con-ference, offering practical insights for enhancing graduate prepared-ness. They underscore the importance of educational institutions and career advisors in equipping students with these key competencies. Furthermore, the study emphasizes the pivotal role of teachers and career counselors in bridging the gap between academic preparation and labor market expectations. This research contributes to strengthening collaboration between educational institutions and employers, integrating scientific insights with practical applications to facilitate the successful labor market in-tegration of graduates.

Key words: labor market, job advertisements, key competences

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8.3 Bridging Research and Practice in Career Education: The Role of KARMER and the "Adaptation to Professional Life" Course

Ankara University Career Planning and Human Resources Application and Research Center (KARMER) uniquely integrates its dual roles as a research center and career services office to bridge research and practice in career development. KARMER supports students and alumni in their transition to professional life by fostering collaborations with public and private sector organizations. Announcements regarding job postings, internships, trainings, and career events are shared via Talent Gate, a platform managed in cooperation with the Presidential Human Resources Office. Additionally, students are guided to leverage the Turkish Employment Agency (İŞKUR) for private sector opportunities.

In line with its mission, KARMER has developed the online course "Adaptation to Professional Life", with the aim of enhancing students' career readiness. The course helps students identify their abilities, skills, and career values while offering practical tools for realistic career planning. The curriculum incorporates digital tools such as educational videos, a career planning e-book, and İŞKUR's digital media, alongside opportunities for students to explore the labor market through platforms like Talent Gate. Over 10,000 students across the university are expected to participate in this course, making it a large-scale initiative with the potential for significant impact.

This presentation will focus on the process of designing and implementing the course, highlighting how the curriculum was developed to address students' needs and the institutional collaborations involved. By detailing the creation and early implementation phases, the presentation will offer insights into the practical steps required to integrate research and practice in career education. Additionally, the planned quantitative evaluation of the course will be outlined, showcasing how the course's impact on students' self-awareness and career planning competencies will be systematically assessed in the future.

Key words: career education, assessing, career competencies, digital career development tools

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Section 9

Theoretical Basis of Career Guidance Practices

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9.2 Mapping Career Sustainability: A Systematic Scoping Review to Inform Guidance Practice

Introduction. In recent years, the concept of *career sustainability* has attracted increasing attention in the field of career development, especially in response to global disruptions, socio-economic instability, and changing work paradigms. While some studies involving high school students have explored the role of sustainability-related interests and future-oriented interventions, there is a lack of consensus and clarity in the definitions, models, and operationalization of sustainable careers. This scoping review aims to fill this gap and inform practice in career guidance.

Method. The review was conducted following the PRISMA guidelines, and the inclusion and exclusion criteria were defined according to the SPIDER framework. The five-step review process included: a) Search in Scopus and Web of Science databases; b) Screening of titles, abstracts, and full texts; c) Quality assessment using Joanna Briggs Institute (JBI) tools; d) Data extraction based on a pre-defined coding structure; e) Data charting using thematic synthesis and text-mining techniques. The final corpus included 93 peer-reviewed articles (62 empirical and 31 conceptual).

Results. Over 40 distinct definitions and several theoretical models of sustainable careers were identified, with contributions from De Vos et al. (2020), Chin et al. (2022), and others. From the synthesis of definitions and frameworks, the review proposes an integrative definition of sustainable careers as *a non-linear sequence of work experiences across the lifespan and social contexts, aimed at fostering health, happiness, productivity, and social empowerment*. Findings reveal that most research has been adult-focused, yet studies involving youth and

educational contexts (e.g., high school students) indicate the critical importance of early guidance that includes sustainability and future perspective dimensions.

Conclusions. Sustainable careers should not only support individual well-being and long-term employability but also be rooted in ethics and social justice, with a positive impact on both individuals and the broader social and environmental context (e.g., Rochat & Masdonati, 2019; Romero-Rodriguez et al., 2022; Russo et al.; 2025). This review provides a conceptual foundation and practical recommendations for educators, career professionals, and policymakers to integrate sustainability into school-based guidance, ensuring that career support is aligned with the Sustainable Development Goals and the demands of an evolving labor market.

Key words: career sustainability, guidance practice, systematic scoping review

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9.3 The Four-Factor Model for Holistic Career Guidance in India

 An examination of the theoretical foundations of career guidance practices, particularly within the complex socio-cultural and academic landscape of India, is presented. Traditional career guidance models, often rooted in individualistic frameworks like trait-factor theory and Holland's RIASEC, tend to overemphasize personality and interests, neglecting the significant impact of contextual factors. To address this, a theoretical expansion is proposed, advocating for a four-factor holistic model that integrates personality, academic performance, socio-economic and socio-cultural influences, and value systems. Grounded in a systems theory perspective and informed by cultural psychology, this model argues that effective career guidance in India must consider these interconnected elements. By providing a more comprehensive theoretical framework, this work aims to empower higher secondary students to make informed career decisions that align with their strengths, realities, and aspirations. Future efforts will focus on

operationalizing and validating this model within the Indian context, ultimately enhancing the efficacy of career guidance practice.

Key words: career guidance theory, socio-cultural factors, holistic model, India

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