



Career Guidance in Changing Times: How Can Schools Contribute to Sustainable Careers?

1-2 June 2026

Book of Abstracts





Conference Committee

(alphabetical order)

- Dr Christoph Krause, Institute for Economic Education, University of Oldenburg, Germany
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Conference Programme

Day 1 - 1st June 2026

9.30 - 10.00 CEST	Registration and technical checks
10:00	Welcome and overview of the conference program - Prof. Dr. Rudolf Schröder
10:15 - 11:15 CEST	Keynote 1: Katja Driesel-Lange - Supporting (primary) schools in developing concepts of individualized career guidance in times of societal challenges
11:15	Break

Session I - 11:30-13:00 CEST

1. Symposium: Self-Employment as a Topic of Career Guidance: A Reflection from Various National Perspectives Chair: Rudolf Schröder 1.1 Rudolf Schröder: Linking entrepreneurship education, career guidance and economic education in Germany 1.2 Dipak Tatpuje: The Triadic Model of Career Preparedness 1.3 Tobias Chibueze Orji: Linking Purpose-Based Career Guidance and Career-Oriented Entrepreneurship	2. School as a Career Development Environment Chair: Christof Nägele 2.1 Katja Driesel-Lange, Jerusha Klein, Meike Nienkötter: Career Guidance as a School Development Task 2.2 Tomasz Herzog: Rethinking Career Guidance: Why the School Matters for Work, Citizenship, and the Common Good 2.3 Christof Nägele, Barbara E. Stalder: Teachers as Key Actors in Career Education and Guidance	3. Inclusion and Vulnerable Groups Chair: Moromoke Nimota Raji 3.1 Rasa Rudaitienė: Sustainable Career Transitions for People with Disabilities 3.2 Laroui Iman: Guidance on decision-making among students from disadvantaged backgrounds 3.3 Moromoke Nimota Raji, Ogunsola Jamiu: Navigating the Counsellors' Role in Advancing Inclusivity in Nigeria
13:00 - 13:45	Lunchbreak	

Session II - 13:45-15:15 CEST

4. School-to-Work Transitions Chair: Benjamin Strohner 4.1 Pallavi R, Tanushree Das, Priyanka Sanghal, Swati Mohan, Priya Agarwal: Career Guidance for Informed School to Work Transitions 4.2 Thomas Benesch: From Production Schools to Classroom Practice 4.3 Benjamin Strohner: The Relevance of Career Guidance in University Studies	5. Systems, Policies and Career Guidance Reforms Chair: Cheung Ellie 5.1 Zenebe Uruguchi, Valbona Rraci: Can Career Guidance Reform Improve School-to-Work Transitions? 5.2 Viviana Valenzuela, Gabriela Aisenson, Andrea Ciccone: Bridging Policy, Institutions, and Practice 5.3 Cheung Ellie: A Systematic School Self-Evaluation Model for Sustainable Careers	6. Career Development in Context: Parental Support, School Hierarchies, and Institutional Guidance Chair: Anna Wawrzonek 6.1 Antonia Landgraf, Julia Dietrich, Bärbel Kracke: Parental support behavior in adolescents' career choices 6.2 Ayşe Yavuz: School Hierarchies and Students' Horizons of Possibility 6.3 Anna Wawrzonek, Małgorzata Rosalska: Parents as Key Non-Professional Career Counselors
15:15 - 16:15 CEST	Meeting CareerLEAD Members - Topics: Ambassadors for CL in countries / regions / continents	
16:15 - 17:15 CEST	Internal meeting with all authors for the CG-System Book	



Day 2 - 2nd June 2026

Session III & Meet the Prof / Meet the Peer - 09:00-10:30 CEST

7. Diagnostic Tools and Assessment Chair: Elena Makarowa 7.1 P. Selvapranambika, A. Vimala: Bilingual Career Assessment Systems in the Global South 7.2 Jonathan A. Odukoya, Oluwakemi Akintoyese, Osajimere Atalor: Development and Validation of Talent Indicator Scale 7.3 Jana Lindner, Elena Makarova, Julia Gasser, Natalie Ammann: Early STEM Role Models and Career Aspirations in Kindergarten	8. Competencies and Professionalisation of Career Counsellors Chair: Małgorzata Rosalska 8.1 Soledad Romero-Rodríguez, Rebeca García-Murias, Tania Mateos-Blanco, Cristina Miranda-Santana: Educational Career Guidance for Sustainable and Just Transitions 8.2 Janire Adrián, Luis Carro: Preparing career practitioners for Industry 4.0 8.3 Celia Moreno-Morilla, Carlos Infante Rejano, Liliana Rodríguez-Alarcón, María de la O Toscano Cruz: Competency Framework Advances from the Orienta-DIG Project	9. Reflectivity and Student Development Chair: Csilla Tudlik 9.1 Karolina Domagalska-Nowak: Self-reflection in career education of upper secondary school students 9.2 Mkpoikanke Otu: Purpose-Based Career Coaching for Sustainable Careers 9.3 Csilla Tudlik: Young people's career development characteristics - an international overview	Meet the Prof / Meet the Peer
10:30 - 10:45 CEST		Break	
10:45 - 11:45 CEST		Keynote 2: Sanna Toiviainen, Anna Bilon-Piórko - Career learning and education for young people for response-able sustainable development. Relational perspectives and ideas.	
11:45 - 12:00 CEST		Break	

EMCR & Research Workshop - 12:00-13:30 CEST

EMCR 1 Chair: Soledad Romero Rodríguez EMCR 1.1 Michele Klotz da Rosa, Soledad Romero Rodríguez, Andrea Zammiti: Preparing Teachers to Promote the Construction of Sustainable Careers EMCR 1.2 Adedayo Sowunmi, Kwado Sarpong: Effect of Career Guidance on Crime Reduction and Sustainable Career EMCR 1.3 Marisa Fariña-Sánchez, Soledad Romero-Rodríguez: Obstacles faced by women undertaking vocational training in male-dominated fields	EMCR 2 Chair: Christoph Krause EMCR 2.1 Fernanda Aguilera, Sophia Biculo Passos da Fonseca: Interventions with autistic youth in educational contexts EMCR 2.2 Natalia Rodríguez-Muñiz, María-del-Henar Pérez-Herrero, Joaquín-Lorenzo Burguera: Choosing Basic-VET and Planning Future Pathways EMCR 2.3 Tobias Geike: STEM and Career Guidance - Just a Matching Problem?	Research Workshop Marie Tuchscherer-Schad & Geert-Jan Gorter: The Future of Digital Vocational Orientation in Schools
13:30 - 14:00 CEST	Break	

Session IV - 14:00-15:30 CEST

10. Methods of Working with Students Chair: Manoela Ziebell de Oliveira 10.1 Lajos Pálvölgyi, Tibor Bors Borbély-Pecze: Activity-Based Career Learning in Schools 10.2 Cristina Santos, Steve Regur: Impact of RIASEC-driven career conversations 10.3 Manoela Ziebell de Oliveira, Thaline Cunha Moreira: Career Education in Brazilian Schools	11. Global and Comparative Context Chair: Fabian Staudinger 11.1 Marcelo Ribeiro: Green Guidance: Being a Political Activist as a Practitioner or not? 11.2 Philipp Struck, Junmin Li, Elisa Tessmer: Teachers in Pre-Vocational Education in Germany 11.3 Fabian Staudinger, Sabine Zenz, Philip Narovnigg: Multiprofessional career guidance teams in schools	12. Rethinking Career Guidance: Competencies, Language, and Global Insights Chair: Christoph Krause 12.1 Carlos Infante: Minimum Competency Framework Linked to Guidance Practice for Career Development 12.2 Christoph Krause, Anna-Lena Müller: The Functions of Language in Career Learning 12.3 SelvaPranambika, Saranraj K.: Rethinking Career Guidance in India
15:30 - 15:45	Conclusion and closing remarks	



Keynotes

Keynote 1 Supporting (primary) schools in developing concepts of individualized career guidance in times of societal challenges

Katja Driesel-Lange

Facilitating successful transitions into post-school education pathways and equipping young people to shape their own careers throughout their lives in a dynamic world of work and society requires the early and ongoing provision of effective career guidance services. These must be conceptually embedded within the shared goal of developing career competencies in such a way as to enable the participants to work cooperatively and collaboratively. Drawing on the theoretical discourse on the career development of young people, necessary interventions in the form of individualised support are outlined and their potential for providing support is examined. The discussion focuses on the implications for strengthening effective career guidance in schools, with a view to providing personalised support.

Keynote 2 Career learning and education for young people for response-able sustainable development. Relational perspectives and ideas

Sanna Toiviainen, Anna Bilon-Piórko

This presentation examines how career learning and education can contribute to response-able sustainable development by drawing on relational and critical perspectives (Toiviainen & Bilon-Piórko, 2025). Central to our argument is a shift from individualistic and instrumental models of career learning and education toward an understanding of learning as relational, entangled, and world-centred. Building on Karen Barad's concept of intra-action (Barad, 2007), we consider how career choices and identities are not formed in isolation but emerge through entanglements with human and

more-than-human others, material conditions, and ecological systems. In dialogue with Donna Haraway's call to "stay with the trouble," (Haraway, 2016) we emphasise the need for career education to address ecological and social challenges, cultivating practices of care and responsibility. These practices extend beyond the self and contribute to entangled, and collective social and ecological processes which sustain the world and keep it going. We further engage with Gert Biesta's World-Centred Education (Biesta, 2021), which frames education not as a pursuit of self-actualisation but as an opening toward the world and an invitation to respond to its plurality and demands. From this perspective, career learning becomes a space where individuals are challenged to move beyond personal aspirations and to consider how their trajectories can contribute to sustainable, democratic, and just futures. Career learning is thus reconceptualised as a site of subjectification: a place where learners encounter the world in its complexity, develop ethical imagination, and learn to act with response-ability (Haraway, 2016).

By weaving together insights from Barad, Haraway, and Biesta, this paper proposes a framework for career education for educators and practitioners working with young people in schools and in other settings. The framework highlights relationality, care, and response-ability as guiding principles.

Such an approach not only equips individuals to navigate uncertain and changing futures but also positions career learning as a vital practice for co-creating sustainable and life-affirming societies.

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Abstracts

Section 1 - Self-Employment as a Topic of Career Guidance

1. Symposium: Self-Employment as a Topic of Career Guidance: A Reflection from Various National Perspectives

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Keywords: Self-employment, Entrepreneurship, Intrapreneurship, Career Guidance,

Abstract

Self-employment is a constitutive feature of market-based economic systems and at the same time a future prospect for pupils. There is a particular focus on entrepreneurs in the sense of Joseph Schumpeter, because the innovations resulting from creative destruction are a prerequisite for economic prosperity (Schumpeter 2005). Not surprising, entrepreneurship education has rightly become an important educational policy task both nationally and internationally (Liangxing et. al. 2024). Nevertheless, it must be stated that entrepreneurship education falls short in two respects regarding the educational mandate of general education schools, in particular business education and vocational orientation:

Classic entrepreneurs, who create new markets or revolutionize existing markets with innovative business ideas in the Schumpeterian sense of creative destruction, are essential for economic progress and the competitiveness of national economies. However, it should be noted that entrepreneurs (in most countries, such as Germany) only make up a small proportion of business start-ups and self-employed persons overall (KfW Research 2025, p. 4). In most cases, self-employed people work based on traditional business models, e.g. traders, craftspeople or freelancers such as doctors or lawyers.

Employees in dependent employment must increasingly think and act entrepreneurially. The associated anchoring of the idea of entrepreneurship in established companies is described using various terms and connotations, with the term intrapreneurship focusing more on the management- and person-oriented perspective (Hernandez-Perlines et. al. 2024, p. 440).

Entrepreneurship education is a desideratum of vocational orientation (Retzmann, 2016; Schröder, 2019). This statement can also be extended to self-employment. However, it should be noted that becoming self-employed is generally not an immediate post-school alternative (KfW Research 2025, 10). Rather, self-employment can be an alternative in various stages of life and career. Following modern Career Theories, esp.

-life design (Schreiber 2015) and career construction theory (Savickas 2013) Career Guidance in schools cannot be limited to immediate follow-up alternatives but is required to prepare students for further transitions and requirements in working life.

The symposium will explore – with a wide focus on self-employment – the following questions from the perspectives of the EU (especially Germany), Africa (especially Nigeria) and Asia (especially India):

What is the situation regarding self-employment? This concerns, among other things, the different proportions of self-employed persons in the working population (European Labour Authority [ELA], 2023; World Bank, 2025), pull and push motives (Sánchez-Cañizares et al, 2025, 4) for entering self-employment, and prior education.

How is self-employment addressed in school teaching, e.g. in the context of entrepreneurship education, student company work and economics lessons?

To what extent is self-employment a subject of career guidance in school practice and research? What are the key findings of research on self-employment?

Where are the starting points for joint, cross-border research and development projects?

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1.1 Linking entrepreneurship education, career guidance and economic education in Germany

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Keywords: Self-employment, Entrepreneurship, Intrapreneurship, Career Guidance,

Abstract

In Germany, there are numerous national and international (e.g. NFTE and YES) initiatives and networks promoting entrepreneurship education in schools (and universities). However, systematic integration with career guidance and economics lessons only occurs in exceptional cases. In the federally organized education system, this issue affects especially those federal states in which economics is not taught as a separate subject (IÖB/Flossbach von Storch Foundation, 2025). It should also be noted that entrepreneurship education and self-employment play a rudimentary role overall in the guidelines for career guidance. In some cases, arguments are even made against considering self-employment (Engartner & Krisanthan, 2013) because this alternative is pursued by a minority of the working population and rarely immediately after leaving school. Such a tight focus ignores the requirement that career guidance in schools cannot be limited to immediate follow-up alternatives, because it should prepare students for further transitions in working life.

From a German perspective, a more profound consideration of self-employment in career guidance is a relevant purpose of design and research. This led to the development of a specific didactic concept in the project “self-responsible work” (SEVEA (Selbstverantwortete Erwerbsarbeit) for short). The term “self-responsible work” was created in the project to broaden the perspective of entrepreneurship education beyond the narrow, innovation-oriented perspective. The term covers the various forms of self-employment on the one hand and self-employment or entrepreneurial activity in dependent employment relationships on the other. This simplifies the connection with career guidance and economics lessons (which play an important role for labour market information in Germany).

The project SEVEA was financially supported by the Hermann Leverenz Foundation. Because of the close cooperation between the researchers and the actors in the field (teachers and students in schools) the project work was based on the design-based research approach (Euler, 2014).

The presentation will consist of the research approach and the didactic design of the learning and teaching materials. Another focus is on the surveys of teachers' and pupils' beliefs about self-employment, which have provided valuable insights for the development work.

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1.2 The Triadic Model of Career Preparedness: Synthesizing Career Guidance, Entrepreneurship, and Economic Education for the Indian Context

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Abstract

The contemporary Indian labour market is undergoing a seismic paradigm shift, moving away from the traditional preference for stable public-sector or corporate salaried roles toward self-employment and entrepreneurial ventures. Despite the country's significant "demographic dividend," the formal sector's inability to absorb the growing workforce necessitates this pivot (Abraham, 2017). Historically, career guidance (CG) in India has been "placement-centric" rather than "vocational-exploratory." This paper argues that for self-employment to become a viable, mainstream career path, guidance must be integrated with psychological constructs such as career construction theory while accounting for Indian cultural nuances, such as family expectations and social prestige (Arulmani, 2014).

To support this transition, this study posits that Entrepreneurship Education (EE) serves as a critical pedagogical bridge. It is no longer sufficient to teach basic business mechanics; there is a pressing need for "entrepreneurial intentionality," which fosters a mindset of risk-taking and innovation. However, EE requires the structural support of Economic Education to be sustainable (CII, 2025). A lack of economic literacy regarding market cycles, supply demand dynamics, and fiscal policy often leads to the premature failure of microenterprises. By synthesizing these domains, the paper proposes a "Triadic Model of Career Preparedness." In this model, CG provides an individual's identity, EE provides the necessary skillset, and Economic Education



provides essential environmental awareness. This synergy is vital for moving the narrative from "necessity-based" entrepreneurship to "opportunity-based" self-employment.

The national initiatives like the Entrepreneurship and Skill Development Programme (ESDP) under the Ministry of Micro, Small, and Medium Enterprises (MSME) and "Skills India Digital" signal a shift toward a "job-creating" orientation in public policy. The integration of entrepreneurial competencies into broader career development services is further evidenced by industry-led skills training and personalized counselling. This study highlights that self-employment-oriented guidance can serve broader inclusion and equity goals, particularly for youth, women, and disadvantaged groups. In conclusion, this reflection calls for a policy overhaul within the National Education Policy (NEP) framework. By treating self-employment as a sophisticated career choice rather than a default fallback, India can effectively leverage its human capital for sustainable economic growth and inclusive development.

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1.3 Linking Purpose-Based Career Guidance and Career-Oriented Entrepreneurship: A Synergistic Approach to Self-Employment in Nigeria

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Keywords: Purpose-based career guidance, Career-oriented entrepreneurship, Self-employment, School-based career guidance, Sustainable careers, TVET, Nigeria

Abstract

Rapid economic change, persistent youth unemployment, and the limited absorptive capacity of the formal sector are reshaping school-to-work transitions in Nigeria. In this context, self-employment is increasingly recognised as a viable livelihood pathway for young people. Yet school-based career guidance in Nigeria has traditionally prioritised preparation for paid employment, often overlooking how learners can be guided toward purposeful and sustainable self-employment. Contemporary career scholarship emphasises that in uncertain labour markets, career guidance must foster adaptability, meaning-making, and proactive career construction rather than simple occupational matching (Wang & Li, 2024).

This paper examines how linking Purpose-Based Career Guidance (PBCG) and Career-Oriented Entrepreneurship (COE) can support self-employment pathways in Nigeria. Purpose-based career guidance draws on career construction and life-design traditions that emphasise values clarification, narrative reflection, and future orientation as foundations for career decision-making (Cardoso et al., 2018; Jude et al., 2023). Empirical evidence shows that purpose-centred and life-design-oriented interventions can reduce career indecision and strengthen learners' sense of direction (Otu, 2024). Career-oriented entrepreneurship, in turn, embeds entrepreneurial learning within vocational and occupational contexts, exposing learners to practical business activities and livelihood possibilities. Research on entrepreneurship education indicates that such learning can strengthen self-employment intentions, particularly when learners develop confidence in their capabilities (Kisubi et al., 2021).

The study adopts an explanatory sequential mixed-methods design. In the first phase, survey data from secondary school students involved in vocational and entrepreneurship subjects are used to examine relationships between exposure to purpose-oriented guidance, participation in entrepreneurship-related learning, career adaptability, and self-employment intentions. In the second phase, interviews and focus groups with selected students and teachers explore how learners interpret these experiences and how guidance and entrepreneurship learning shape their views of self-employment.

Findings indicate that students reporting stronger exposure to both purpose-focused guidance and entrepreneurship-oriented learning demonstrate greater career clarity and openness toward self-employment. Qualitative insights suggest that purpose reflection helps learners see self-employment as meaningful, while practical entrepreneurship activities make it appear feasible. The paper argues that linking PBCG and COE creates a synergistic framework that repositions self-employment from a fallback option to a developmentally supported career pathway. Strengthening this linkage can enhance young people's agency and capacity to design sustainable career futures in Nigeria.

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Section 2 - School as a Career Development Environment

2.1 Career Guidance as a School Development Task: Strategies for Providing Individual Support

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Keywords: Career Guidance, School Development, Quality Development, Design-Based Research

Abstract

The world of work is facing enormous social challenges and significant changes. To support adolescents in their career development, it is crucial that we consider both their individual needs and the uncertainties of the working world. Successfully achieving these two goals can encourage long-term social participation, personality development, and sustainable careers. Contextualised career guidance is a complex pedagogical task that must be approached from multiple perspectives. Consequently, career guidance should be regarded as a school development task (Diesel-Lange et al., 2020). The DIGIBO Best! project addresses the interplay between career guidance and school development, providing a digitally supported concept to help schools continuously improve their career guidance. 22 secondary schools in North Rhine-Westphalia received support as the concept evolved using design-based research (Diesel-Lange & Klein, 2025). This approach is based on a holistic model comprising critical development areas (career guidance team, career guidance concept, school management, faculty, network/cooperation, implementation, and infrastructure) which are oriented towards the long-term normative goal of individualising school-based career guidance (Klein et al., 2024).

In the project, the schools were guided through four consecutive workshops. These workshops were designed to help schools assess their current position regarding career guidance in the aforementioned areas systematically and identify initial development topics. These topics were then explored in more depth in subsequent workshops. Key emerging topics included the career guidance concept, the school staff, and networking activities (Diesel-Lange & Klein, 2025).

This contribution explores how school development processes are mapped, i.e. which themes are chosen, and which processing strategies are employed. It will analyse if identifiable patterns emerge when comparing schools by factors such as type or location. Initially, individual case studies of schools will be created based on research data such as workshop transcripts and materials (e.g. network maps). These will then undergo typological and thematic analysis (Döring, 2023). The aim is to trace the genesis and progress of school development processes in the context of career guidance.

Preliminary results suggest that all schools benefit from the workshops. Some schools focus solely on the sessions, while others initiate their own development processes between workshop phases. Different approaches can be observed regarding theme processing. Some schools focus on a different development area in each workshop, thus initiating broader processes. Conversely, some schools focus on the same area at least twice, enabling them to delve deeper. These findings will be discussed in the contribution on the implications of providing career guidance in the context of various coping strategies.

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2.2 Rethinking Career Guidance: Why the School Matters for Work, Citizenship, and the Common Good

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Keywords: Career guidance; democratic education; citizenship; common good; United States

Abstract

In the United States, career guidance is most often framed as preparation for college enrollment and entry into the labor market. While these aims are important, such a narrow understanding risks reducing education to workforce readiness and overlooking its broader civic, ethical, and social purposes. This presentation argues for a rethinking of career guidance as an integral component of democratic education and of the school as a formative space for both personal and public development.



Focusing on the American context, the presentation examines how schools can support students in reflecting not only on future occupations, but also on questions of vocation, responsibility, identity, and contribution to the common good. It situates career guidance within broader debates about the public purpose of education, civic learning, and the role of schools in sustaining democratic life. In doing so, it highlights the tension between market-driven models of success - often shaped by accountability systems, economic imperatives, and employability metrics - and more holistic approaches that connect work with citizenship, ethical reflection, and social responsibility.

Particular attention is given to issues of inequality. In the United States, access to high-quality career guidance remains uneven across schools and districts, often reflecting broader patterns of social and economic stratification. Students from marginalized backgrounds are frequently steered toward narrower educational and professional pathways, limiting both individual opportunity and collective potential. A reimagined approach to career guidance must therefore incorporate critical reflection on justice, equity, and the social value of different forms of work.

The presentation suggests that schools remain one of the few public institutions where questions of work, identity, citizenship, and moral purpose can be meaningfully integrated. Reconceived in this way, career guidance becomes not merely a technical support service, but a vital educational practice that prepares young people both for meaningful work and for informed, responsible participation in a democratic society.

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2.3 Teachers as Key Actors in Career Education and Guidance

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Abstract

Career orientation constitutes a demanding task for students who must plan, decide, and prepare for their transition from lower to upper secondary education, where they enter initial vocational education and training (iVET) programmes or academically oriented pathways. It is a multidimensional process (Rübner & Höft, 2019). Beyond securing an apprenticeship position or access to a school, students are expected to develop a range of competencies, including understanding the challenges of their career choice process, exploring their interests, strengths, and limitations, coping with setbacks, and considering possible educational pathways (D-EDK, 2016). In developing these competencies, students are embedded in a network of social actors (e.g., parents, teachers, career counsellors) and institutions (e.g., schools, vocational information centres, training companies) (Nägele et al., 2022).

While the primary responsibility for career orientation lies with students and their parents, the process involves multiple actors and institutions. Teachers, in particular, assume a range of roles and must respond to diverse, and at times conflicting, expectations. It is the teachers' responsibility to initiate and steer the process in lower secondary education (D-EDK, 2016). This paper examines the roles of teachers and the challenges associated with fulfilling these roles.

The transition from school to work is often accompanied by considerable pressure—arising from individuals, families, societal expectations, and economic conditions—to secure a subsequent educational or occupational pathway. Consequently, teachers are expected to support and guide students in ways that are responsive to their individual needs, helping them navigate current demands while identifying viable next steps in education or training. However, evidence suggests that students perceive support from teachers and parents as insufficiently future-oriented (Nägele et al., 2023). But, we also find (Stalder et al., 2023) that teachers fulfil multiple roles, including instructor, facilitator and guide, coach, and coordinator. These roles are dynamic, evolving as students progress and as teachers accumulate experience.

Drawing on data from the digibe project (Wyss et al., 2025), and off the Informationssetting-BL (Nägele et al., 2018) this study investigates teachers' roles from the perspectives of students and teachers engaged in career education.

We argue that the roles of teachers and other actors in the career orientation process require further clarification. Moreover, initial and continuing teacher education should be strengthened to better prepare teachers for their diverse responsibilities and to enhance their capacity to support students effectively during this critical transition.

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Section 3 - Inclusion and Vulnerable Groups

3.1 Sustainable Career Transitions for People with Disabilities: Rethinking Inclusion Beyond Compliance

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Keywords: sustainable careers, disability, career transitions, inclusion, career guidance

The transition from education to employment is a critical stage in shaping sustainable careers. For individuals with disabilities, this transition is even more complicated. It is marked by structural inequalities, fragmented support systems, and organizational practices that limit long-term career development. While diversity and inclusion policies have expanded in recent years, little attention has been paid to how sustainable career transitions are constructed and supported over time.

This study draws on a systematic scoping review of international research on disability, career development, and workplace inclusion to examine how sustainable career trajectories are conceptualized and enacted. The analysis highlights long-term continuity, career progression, and stability as core dimensions of sustainability.

The findings reveal that existing research is predominantly oriented toward organizational compliance and structural accommodation, while less attention is given to transitional mechanisms linking education, career preparation, and ongoing professional development. Persistent barriers include ableist organizational cultures, limited trust in institutions, fragmented policy implementation, and insufficient integration between educational guidance systems and workplace practices. At the same time, enabling conditions emerge where inclusive leadership, proactive HR practices, assistive technologies, and psychologically safe environments are embedded within organizational structures.

The review suggests that sustainable career transitions require more than regulatory compliance. It demands coordinated action across educational institutions, career guidance services, and employing organizations. A transition-based perspective shifts the focus from short-term hiring outcomes toward long-term career sustainability and inclusion.

By reframing disability inclusion through the lens of sustainable career transitions, this study contributes to ongoing debates on how schools, career guidance professionals, and organizations can collaborate to foster equitable participation in dynamic labour markets. It calls for stronger integration between transition planning, inclusive career education, and organizational responsibility to individuals with disabilities.

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3.2 Guidance on decision-making among students from disadvantaged backgrounds

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Keywords: Educational guidance, decision-making, vocational training, segregation

Abstract

Guidance should be understood as a continuous and systematic process aimed at the holistic development of the individual throughout their entire life (Cid-Romero et al., 2025). In the current global context, guidance, from a perspective of rights and social justice (Sultana, 2014), must challenge contextual constraints and social determinants (Echeverría and Martínez-Clares, 2024). Within this framework, guidance plays a significant role in transitions to post-compulsory secondary education, particularly in decision-making regarding the choice between an academic and a vocational pathway (Termes, 2022)

The purpose of this study is to understand the perceptions of students from vulnerable backgrounds regarding the impact of guidance on academic decision-making when transitioning to Vocational Training.



Fourteen participants with an average age of 22. Semi-structured interviews were used as the data collection tool, focusing on the following aspects: motivation for entering vocational training, experiences of tutoring and guidance in relation to academic and vocational decision-making, and the agents involved in these experiences.

The data were analysed using Grounded Theory. The information obtained from the interviews was read several times to familiarise ourselves with it and identify the initial categories. The analysis enabled the definition of meanings, and finally, through axial coding, the categories were linked to subcategories, establishing the properties and dimensions of the final categories (Charmaz, 2006). In this process, the MAXQDA software facilitated the organisation of the information. The constant interaction between the two researchers and the review by an external researcher enabled the analysis and discussion of the study.

As a result, the category of 'absent guidance' emerges, which includes situations of disorientation, lack of guidance, neglect of tutorial support, and perceptions of guidance towards vocational education and training (VET) as a form of academic segregation or even symbolic expulsion. Secondly, the influence of other guidance agents is recognised, such as the family, peer groups and contextual factors, which also play a part in shaping educational decisions.

Furthermore, 'committed guidance' emerges as another category, encompassing guidance practices based on the active support of students through the actions of guidance staff and tutorial support.

In conclusion, it is observed that students perceive a lack of guidance or even academic and social segregation stemming from educational and vocational guidance. Continuous training is therefore necessary to promote more inclusive and equitable guidance processes.

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3.3 Navigating the Counsellors' Role in Advancing Inclusivity in Nigeria: A Qualitative Approach

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Keywords: Counsellors, Higher Education, Inclusivity, Sustainable Development Goals (SDGs)

Abstract

The principle of inclusion is firmly embedded within contemporary education policy, reflecting the values promoted by the Sustainable Development Goals (SDGs). It serves as a benchmark for ensuring fairness and meaningful participation for all learners, irrespective of physical or psychological conditions. While these goals are clearly articulated at the macro-policy level, their interpretation and application at the micro level—particularly within schools—remain ambiguous. This ambiguity complicates the role of counselling psychologists, who must continually negotiate their influence within institutional doctrines that define the responsibilities of administrators and educators, while striving to make a distinct contribution to advancing these critical objectives.

Adopting a qualitative framework, this study investigates the professional responsibilities of counselling psychologists, with particular emphasis on their self-awareness in practice and their role in promoting diversity and inclusivity in Nigerian higher education. Structured, in-depth interviews were conducted with 25 counsellors (both academics and practitioners) employed across three selected public (federal and state-owned) and private tertiary institutions in Osun State: Osun State University, Osogbo; Fountain University, Osogbo; and Obafemi Awolowo University, Ile-Ife.

The research explored both their lived and professional experiences as advocates for student welfare, as well as the strategies they employ to address challenges of diversity and inclusion within their institutions. Key issues examined include identity-related concerns, systemic inequalities, and counsellors' perceptions of how institutional frameworks either support or constrain their professional contributions. The study was conducted in strict adherence to ethical protocols.

Ultimately, the research generated critical insights by identifying strategies counselling psychologists use to foster inclusivity in higher education, uncovering systemic barriers that undermine these efforts, and recommending institutional reforms to strengthen inclusive practices across Nigerian tertiary institutions.

Section 4 - School-to-Work Transitions

4.1 Career Guidance for Informed School to Work Transitions: Evidence from a Transition Tracking Study in India

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Keywords: Career Guidance, School-to-Work Transitions, Informed Decision-Making

Abstract

Career guidance is increasingly recognised as a critical mechanism for supporting adolescents as they navigate key educational and occupational transitions. Research shows that structured career counselling can strengthen students' decision making skills, self-efficacy, and career goal orientation while helping them align aspirations with available educational and labour market opportunities (Niles & Harris-Bowlsbey, 2018; NITI Aayog, 2022a, 2022b; OECD, 2023; UNESCO, 2023).

Studies show that school-based career guidance improves students' decision-making, future orientation, and work-related attitudes, supporting effective school-to-work transitions (Sharapova et al., 2023). These interventions are especially important for socio-economically disadvantaged students who rely on limited informal career information.

This paper examines a four year Career Education Model implemented in government schools to support informed transitions among marginalised youth. Delivered by trained Career Facilitators from Grades 9 to 12, the program combines classroom based learning, counselling, and exposure to career pathways. It includes self awareness sessions, exploration of interests and aptitudes, post-school planning, counselling with students and parents, and exposure activities.

Informed transition is defined as alignment between students' interests, aptitudes, aspirations, and their chosen post-school pathway, including education, employment, entrepreneurship, or technical training (EEET).

The study examines the proportion of students transitioning to EEET and the extent to which these transitions reflect informed, interest- and aptitude-aligned choices. It draws on data from the 2025 Transition Tracking Survey conducted among program participants across five Indian states: Maharashtra, Rajasthan, Nagaland, Goa, and Haryana.

Using a cross-sectional survey design with random sampling, quantitative data were collected from 2,212 students (1,256 Grade 10 and 956 Grade 12) through telephonic interviews using Kobo Toolbox. Six focus group discussions with 33 participants provided additional qualitative insights into students' transition experiences and perceived barriers.

Findings show that 81.05% of Grade 10 students transitioned to higher education, exceeding the national transition average of 75.1% reported in UDISE+ (2024-2025). Among Grade 12 students, 75% transitioned to higher education, while 7.9% entered vocational training and 3.9% entered the workforce. In terms of informed career choice, 61.8% of Grade 10 students and 53.25% of Grade 12 students reported alignment between their aspirations and their interests or aptitudes.

The findings highlight the role of structured career guidance in supporting informed student transitions and offer empirical insights for strengthening school based systems that enable sustainable career pathways.

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4.2 From Production Schools to Classroom Practice: Teacher Perspectives on Success Factors for Career Preparation in Austria's "AusBildung bis 18"

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Keywords: production schools, career education, school-to-work transition, teacher perspectives, vocational preparation

Abstract

Young people facing educational disadvantages require learning environments that bridge the gap between school and the working world. Production schools—institutions combining practical work, theoretical learning, and social pedagogy—have emerged as a promising model for integrating vulnerable youth into vocational training. In Austria, the "AusBildung bis 18" initiative seeks to ensure every young person completes upper secondary education or training, yet little research has examined how the pedagogical principles of production schools might inform mainstream schooling.

This paper presents findings from a quantitative cross-sectional study (N=129) conducted among teachers at Austrian Secondary Schools. The study investigated which success factors derived from production school pedagogy are perceived as prototypical for preparing students for the transition to work and further education. Grounded in a comprehensive theoretical analysis of production school literature, the research developed a standardised questionnaire comprising three thematic blocks—perspectives on school, on students, and on instruction—alongside a Big Five personality assessment.



Exploratory factor analysis revealed distinct latent structures: both the school perspective and student perspective formed unidimensional factors (Cronbach's $\alpha = .787$ and $.785$, respectively), while the instructional perspective yielded a three-dimensional solution comprising learning environment, future perspective, and learning practice ($\alpha = .739-.775$). Multiple regression analysis demonstrated that teachers' views on student support are significantly predicted by their conceptions of learning environment ($\beta = .487$, $p < .001$), future perspective ($\beta = .218$, $p = .004$), and school-level factors ($\beta = .159$, $p = .038$), explaining 48.2% of variance.

Notably, over 90% of teachers affirmed the importance of written rules, empathy combined with clear boundaries, coherent learning contexts, personality development, security and orientation, career preparation, and consistent responses to norm violations. However, substantial disagreement emerged regarding monetary rewards for student performance (69.8% rejection) and the requirement that educators originate from the local region (50.4% rejection).

Comparison with TIMSS 2015 reference data suggests the sample represents a relatively younger teaching cohort ($M = 14.73$ years of service). Big Five personality assessment revealed interesting age- and gender-differentiated patterns: teachers scoring higher on conscientiousness tended to endorse both school-level factors ($r = .312$) and future-perspective instruction ($r = .232$); those scoring higher on openness demonstrated stronger support for heterogeneous learning environments ($r = .389$).

The study contributes empirical evidence that production school principles—structured yet flexible learning arrangements, clear rule systems, integration of practical and theoretical learning, career orientation, and supportive relational frameworks—resonate strongly with mainstream teachers. Yet significant divergence exists on specific elements (notably remuneration and regional provenance requirements), and a critical implementation gap persists: endorsement does not equate to enactment. The paper concludes by discussing implications for policy, school development, and teacher education, arguing that production schools offer not merely an alternative pathway for disadvantaged youth but a pedagogical repertoire relevant to mainstream career education.

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4.3 The Relevance of Career Guidance in University Studies - a current Students Survey in Rostock (Germany)

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Keywords: university studies, career orientation, career guidance measures

Abstract

In the field of university studies individuals and society are faced with the urgent challenge of high study drop out rates. Relating to this

problem career guidance can be a key to give rise to human and economic development. In special school activities called career guidance measures pupils can accumulate career orientation as measurable quantity. If such pupils take their career orientation to university study, they will choose better and more sustainable their subject and course of studies. This finally leads the students to more performance and satisfaction as well as lowers their probability to change or dropping out and increase their finishing rates. To measure the career orientation and other connected variables, a quantitative survey of university students of the university

of Rostock in Mecklenburg-West Pomerania (Germany) has been realised in winter semester 2025/2026. On this basis of data ordinal logistic regressions showing a significant and relevant positiv relationship between better career orientation and higher performance and satisfaction of students as well as a lower tendency to change in (subject, course, university, typ of university) and drop out from studying. Moreover a specific bundle of career guidance measures in school raise significant and relevant the career orientation of university students as a result of

multiple oneway analyses of variance. The analysis demonstrates substantial differences in the career orientation and the effective career guidance measures in school between students with different types of degree and partly for students from different regions of schooling. To improve the results of university studies the politics of education should purposefully promote the career orientation by specific career guidance measures. This

will result in a better human and economic development of individuals and the society.



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Section 5 - Systems, Policies and Career Guidance Reforms

5.1 Can Career Guidance Reform Improve School-to-Work Transitions? Evidence from Kosovo's Vocational Education System

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Keywords: Career Guidance, Vocational Education and Training (VET), School-to-Work Transition, youth employment, Kosovo

Abstract

This paper asks whether institutionalizing career guidance inside vocational schools can measurably improve school-to-work transitions in a low-capacity, post-conflict context. It examines Kosovo's School-Based Career Center (SBCC) model, introduced through the Enhancing Youth Employment (EYE) project and progressively adopted by vocational education and training (VET) schools and municipalities. SBCCs combine dedicated physical space, trained advisers, standardized tools (career plans, labor-market information sessions, employer outreach protocols), and structured activities such as counselling, career fairs, workplace visits, and referrals to internships and vacancies.

We use a convergent mixed-methods design in ten purposively selected VET schools that vary by region and specialization (technical, services, textiles, agriculture, business, and health). Quantitative evidence comes from a student survey (n=120) and school administrative records on service use and employer engagement. We use qualitative evidence from semi-structured interviews with students, teachers/career advisers, school leaders, employers, municipal officials, and national policymakers. We triangulate patterns across data sources and estimate logistic models of guidance access and perceived influence on career decision-making, with controls for gender, track, and school fixed effects.

Results indicate that SBCC presence is strongly associated with higher exposure to structured guidance and with improved self-reported job-readiness and transition planning. Students in SBCC schools report broader awareness of occupational pathways, higher confidence in job search and application tasks, and more frequent contact with employers through school-mediated activities. Schools with active employer networks use SBCCs to strengthen work-based learning and recruitment pipelines. However, impacts are uneven. Students in technical and agricultural tracks and those in poorer, high-migration areas have lower coverage and report fewer tailored services, reflecting weaker municipal capacity and thinner local labor markets. Gendered dynamics also matter: young women, especially in "feminized" tracks, describe larger gains in aspiration and agency, while many male students perceive guidance as less relevant unless linked to concrete placements and sector-specific information.

The study contributes one of the first policy-embedded evaluations of school-based guidance in Kosovo and offers transferable lessons for transitional settings: career guidance can improve transitions when embedded in school routines, professionalized, and connected to employers, but equity requires targeted outreach, clearer mandates, dedicated time for advisers, and investment in labor-market information and inter-ministerial coordination. Policy implications include: ring-fenced municipal budgets for guidance; differentiated support for technical and rural schools; incentives and platforms for employer participation; and national quality standards linked to a functional labor-market information system. These steps can help move SBCCs from donor innovation to durable public service.

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5.2 Bridging Policy, Institutions, and Practice: Supporting Vulnerable Youth in Transitions to Sustainable Futures

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Key words: Young people; alternative care residence; Longlife Guidance and Counseling; policies

Abstract

This paper aims to contribute to the reflection on three key questions posed for this conference: What can we contribute to the development of effective frameworks for career guidance?; How can educational and social policies provide adequate support to institutions to strengthen career guidance?; and How can professionals be adequately trained to work with specific populations?

Results from a study conducted with young people without parental care who are about to leave alternative care residences in the Metropolitan Area of Buenos Aires (AMBA), Argentina, are presented and analysed. The study seeks to understand their experiences, expectations, and needs regarding the construction of their life trajectories, as well as their future projects.

Previous findings from this study indicate that alternative care residences assume a central role in regulating routines, providing emotional support, and fostering the development of autonomy, within a delicate balance between protection and independence (Larriba et al., 2025). In this sense, the experiences and meanings that these young people attribute to their lives in the residences allow for the identification of critical areas for intervention as well as the enhancement of support and accompaniment policies.

Within this framework, alternative care residences, as institutions responsible for guaranteeing the rights of children and young people, should evolve to assume a role as Guiding Institutions (GI). GI are characterized by fostering self-reflection and the construction of personal narratives, providing support, models and resources, as they become suitable contexts to explore and undertake commitments while promoting active and engaged citizenship. At the same time, they enable the development of tools to face transitions, thus laying the foundations for the construction of sustainable life projects (Aisenson et al., 2018).

Based on these findings, intervention guidelines are proposed at three levels:

Public policy level: consolidating strong legal frameworks, sustaining material support to ensure the continuity of accompaniment actions, and strengthening inter-institutional coordination (with schools, non-formal education and social programmes, the world of work);

Institutional level: developing appropriate regulatory frameworks and strengthening institutional capacities for resource acquisition and management;

Individual level: promoting specialized training in guidance and support, fostering the implementation of strategies for the construction of future life projects.

It is expected these findings, based on this specific population, will contribute to the debate and advance reflection on career guidance in changing contexts and further our understanding on the role that institutions assume in the construction of sustainable trajectories.

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5.3 Systematic School Self-Evaluation Model for Sustainable Careers: Evidence from the Hong Kong Benchmarks for Career and Life Development

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Keywords: Career and life development, School Self-evaluation, Career guidance

Abstract

Background and purpose:

In today's volatile labour market, young people face uncertain and non-linear career paths. Schools are expected to move beyond one-off activities and embed sustainable career development into their core mission. The Hong Kong Benchmarks for Career and Life Development (HKBM) provides a holistic self-evaluation framework for systematically improving career and life development (CLD) provisions (Holman & Yip, 2020). Effective quality assurance mechanisms are essential for school improvement (Looney & Grainger Clemson, 2018), and given that student participation in career activities remains low in many contexts (Mann, Denis, & Percy, 2020), such frameworks are increasingly critical. This paper evaluates how the adoption of



HKBM strengthens teachers' professional competences, enhances career learning for students, and supports school-based interventions, with a focus on curriculum integration and career planning skills.

Methods:

Data were collected from 123 secondary schools in Hong Kong that implemented HKBM as a self-evaluation mechanism. Schools assessed themselves against the ten benchmarks, identified priorities, and developed action plans. Attainment ratings were collected at two time points (T1 and T2) based on schools' self-evaluation reports. Changes between the two cycles were analysed to measure progress.

Findings:

From T1 to T2, data showed that HKBM drove improvement in enhancing teachers' competencies, fostering students' exploration of diverse career pathways and the development of alternative post-school roadmaps, and promoting more authentic career-related curriculum learning. Substantial improvements were observed in the benchmarks, particularly in Benchmark 2 (professional competences and leadership), which increased by 27%; Benchmark 3 (learning from multiple pathways information), which rose by 27%; and Benchmark 7 (linking curriculum learning to CLD), which increased by 32%. These findings reflect that schools recognised the priority of strengthening teachers' capacity to deliver quality CLD, providing diversified information to broaden students' career perspectives while helping them map out alternative pathways, and integrating CLD elements into academic subjects to enhance the relevance of learning for students' future readiness.

Conclusion and implications:

The HKBM self-evaluation model offers a practical, evidence-based approach for embedding career learning as a whole-school responsibility. The notable progress in teacher competencies, career pathway planning, and curriculum integration demonstrates how a systematic self-evaluation mechanism drives sustained improvement in career guidance.

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Section 6 - Career Development in Context: Between Parental Support, School Hierarchies, and Institutional Guidance

6.1 Parental support behavior in adolescents' career choices - Validation of an Instrument to assess parents' self-perceived support competences

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Keywords: Parental career guidance, career guidance competence, parental support

Abstract

Parents have a profound influence on young people's career orientation (Kracke & Noack, 2005; Barlovic et al., 2022), e.g., as key contacts for problems during the transition from school

to work or as role models in their professional lives. In order to assess and, if necessary, promote parents' abilities, it must be possible to diagnose them. Based on the model of parental career guidance competence (Landgraf et al., in press), which encompasses the dimensions of emotional, informational and instrumental competence and non-interference, a questionnaire was developed to assess parents' self-perceived competencies. Because the questionnaire is intended for use in counseling, it has been kept as short as possible. The aim of this study is to validate this self-assessment questionnaire.

Method

The four dimensions of the model were operationalized in the "Questionnaire on Parental Career Guidance Competence" with 30 items on seven facets. The dimensions of emotional

and instrumental support as well as decentration were differentiated into a parent-centered and a child-centered perspective (items with a 5-point Likert scale).

Sample

Questionnaire tested on n = 382 parents from May 2023 to September 2024 in two samples:

N = 266 parents from six secondary schools in Bavaria



For $n = 116$ parents: additional scales on general parental support behavior (e.g., school involvement, parental warmth; Neuenschwander et al. 2014), to check convergent validity Results

Analysis of the questionnaire data showed that the distinction between parent-centered and child-centered perspectives found empirical support for emotional and instrumental support. The theoretical assumption that non-interference could be represented in two facets was not empirically tenable. Some items that included the child's perspective showed a high empirical proximity to emotional support. By excluding these items, it was possible to construct a four-item scale of "lack of non-interference" that encompasses thoughts and behaviors oriented purely toward parental values and goals. This resulted in a good model fit (RMSEA 0.041; CFI 0.95). Discriminant validity is demonstrated by low correlations between the scales and high

factor loadings within the scales. Analyses with the second sample showed high convergent validity. The questionnaire is intended to encourage parents to reflect on their abilities and behavior. It can be used didactically in parent counseling, particularly in a school context, but also in an extracurricular context, such as career counseling. An adapted version is available as an online self-check that can be used by parents with guidance or independently and offers automated results, tips, and suggestions for strengthening the four competencies.

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6.2 School Hierarchies and Students' Horizons of Possibility: Towards Reflexive Career Guidance in Stratified Educational Contexts

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Keywords: career guidance; educational inequality; symbolic violence; school counselling; horizons of possibility

Abstract

Educational systems frequently promote equality of opportunity, yet students' educational and career trajectories remain strongly shaped by socio-economic background, school type and institutional reputation (Breen & Jonsson, 2005; OECD, 2023). Research has demonstrated that aspirations and career expectations are socially patterned rather than simply determined by individual motivation or choice (Archer et al., 2012; Reay, 2004). However, less attention has been paid to how school hierarchies shape students' lived sense of what futures feel realistic, attainable, desirable or "not for people like me." This study addresses this gap by examining how students' cognitive-affective horizons of possibility are socially and institutionally produced within stratified secondary school contexts. The study is grounded in Bourdieu's concept of symbolic violence (Bourdieu, 1977; Bourdieu & Passeron, 1990) and operationalises this framework through three interrelated mechanisms: misrecognition, internalisation and legitimisation. Misrecognition refers to the tendency to explain educational outcomes primarily through individual ability, effort or motivation while obscuring structural inequalities. Internalisation refers to how students position themselves in relation to futures that appear realistic, appropriate or excluded. Legitimation refers to the normalisation of hierarchical distinctions between schools, students and future pathways as natural or deserved (Swartz, 1998). Methodologically, the study adopts a multi-phase qualitative design conducted in socio-economically differentiated secondary school contexts in Türkiye. The first phase involves approximately 50 semi-structured interviews with school counsellors across low-, middle- and high-socio-economic-status school settings. The second phase expands the analysis through interviews with school managers, teachers and students in order to examine how meanings of possibility circulate across institutional actors and school contexts. The

analysis combines theory-informed coding, cross-actor comparison and mechanism tracing (Saldana, 2013; Yin, 2018) to investigate how students' perceived futures are shaped relationally rather than individually. The study argues that career guidance should move beyond individualised understandings of choice, adaptability and aspiration towards a reflexive practice attentive to the institutional and socio-economic conditions shaping students' perceived futures (Hooley et al., 2018). By making visible how school hierarchies influence what students perceive as possible, the study contributes to debates on socially responsive and sustainable career guidance. The study also aims to inform the development of research-informed reflexive resources for school counsellors that support critical reflection on how educational inequalities become embedded in future-oriented guidance practices.

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6.3 Parents as Key Non-Professional Career Counselors: Building Knowledge for Effective Synergy with School Career Guidance

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Keywords: parents, career guidance, non-professional career counselor, school

Abstract

In contemporary career guidance discourse, increasing attention is paid to the role of non-professional actors in shaping educational and vocational trajectories. Among them, parents occupy a unique and often decisive position. This presentation focuses on parents as key, yet frequently underestimated, participants in the career guidance process and explores how their role can be more effectively integrated with school-based counseling.

The starting point of the presentation is the assumption that parents are not external to the guidance system but constitute its integral component. They are continuously present in young people's decision-making processes, offering emotional, informational, and organizational support, and influencing aspirations, expectations, and perceptions of opportunities. At the same time, their involvement is often based on intuitive knowledge, personal experiences, or socially shared beliefs rather than on updated and reliable information about education systems and labor market dynamics.

The presentation adopts the perspective of the parent as a primary, non-professional career counselor, while emphasizing the distinction between supportive and directive roles. Particular attention is given to the understanding that effective parental support does not consist in making decisions on behalf of the child, but in facilitating reflection, broadening perceived opportunities, and supporting the development of career management skills.

Building on this perspective, the presentation introduces the concept of parent-school synergy in career guidance. It discusses practical strategies for strengthening this synergy, including: equipping parents with accessible and up-to-date knowledge, developing their communication and support competencies, and creating structured opportunities for cooperation between parents and school career counselors. The presentation also highlights common barriers, such as reliance on stereotypes, limited awareness of diverse educational pathways, and the tendency to transfer decision-making responsibility to professionals.

The aim of the presentation is to demonstrate that recognizing parents as active partners in the guidance process can significantly enhance the quality, coherence, and effectiveness of career guidance interventions. Strengthening parental competencies and aligning them with professional practices helps build a more supportive environment for young people navigating complex, uncertain career pathways.

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Section 7 - Diagnostic Tools and Assessment

7.1 Bilingual Career Assessment Systems in the Global South: Evaluating the Structural Integrity and Cultural Efficacy of a Localized Interest Diagnostic Tool

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Keywords: Career Guidance, Tamil Nadu, Bilingual Assessment, Self-Awareness, Educational Equity, Vocational Interests.

Abstract

Higher secondary students in Tamil Nadu's government schools, particularly those who are first-generation learners, frequently encounter a "career mismatch" rooted in a complex interplay of socio-economic constraints and a systemic lack of accessible professional counselling. In the absence of structured guidance, career choices are often driven by perceived social prestige or familial expectations rather than individual aptitude or vocational interests.

This reliance on traditional paths frequently leads to dissatisfaction and underemployment, highlighting an urgent need for localized intervention to bridge the gap between student potential and the labour market. To address this challenge, a culturally



responsive, bilingual (English-Tamil) career assessment tool was designed and validated specifically for the Tamil Nadu, India context. The goal was to facilitate objective interest identification through a low-budget, self-administered framework that fosters self-awareness. By using relatable local scenarios, this tool helps students explore a wider variety of vocational paths, empowering them to make informed choices independent of external social and financial pressures. The research methodology involved a 60-item inventory administered to a sample of 370 students. The tool's structural validity was established through Confirmatory Factor Analysis (CFA), which indicated a robust model fit ($\text{CFI} = 0.943$; $\text{RMSEA} = 0.054$). Further statistical analysis via Chi-square tests confirmed a significant association ($p = 0.016$) between students' interest profiles and their preferred job sectors, proving that the tool accurately reflects vocational inclinations. Statistical results revealed a predominance of Realistic (38.9%) and Social (20.8%) interest types, indicating a high preference for hands-on technical work and community-focused roles. While gender showed no significant association with interest patterns ($p = 0.572$), suggesting the tool's universal applicability, primary career interests were highly correlated with socio-economic factors, including paternal occupation ($p = 0.000$) and household income ($p < 0.005$). This cost-effective tool promotes educational equity by providing a clear, structured framework that empowers marginalized students to identify their natural strengths and explore under-represented sectors, ultimately aligning student potential with real-world opportunities through objective, culturally relevant guidance.

Higher secondary students in Tamil Nadu's government schools, particularly those who are first-generation learners, frequently encounter a "career mismatch" rooted in a complex interplay of socio-economic constraints and a systemic lack of accessible professional counselling. In the absence of structured guidance, career choices are often driven by perceived social prestige or familial expectations rather than individual aptitude or vocational interests. This reliance on traditional paths frequently leads to dissatisfaction and underemployment, highlighting an urgent need for localized intervention to bridge the gap between student potential and the labour market. To address this challenge, a culturally responsive, bilingual (English-Tamil) career assessment tool was designed and validated specifically for the Tamil Nadu, India context. The goal was to facilitate objective interest identification through a low-budget, self-administered framework that fosters self-awareness. By using relatable local scenarios, this tool helps students explore a wider variety of vocational paths, empowering them to make informed choices independent of external social and financial pressures. The research methodology involved a 60-item inventory administered to a sample of 370 students. The tool's structural validity was established through Confirmatory Factor Analysis (CFA), which indicated a robust model fit ($\text{CFI} = 0.943$; $\text{RMSEA} = 0.054$). Further statistical analysis via Chi-square tests confirmed a significant association ($p = 0.016$) between students' interest profiles and their preferred job sectors, proving that the tool accurately reflects vocational inclinations. Statistical results revealed a predominance of Realistic (38.9%) and Social (20.8%) interest types, indicating a high preference for hands-on technical work and community-focused roles. While gender showed no significant association with interest patterns ($p = 0.572$), suggesting the tool's universal applicability, primary career interests were highly correlated with socio-economic factors, including paternal occupation ($p = 0.000$) and household income ($p < 0.005$). This cost-effective tool promotes educational equity by providing a clear, structured framework that empowers marginalized students to identify their natural strengths and explore under-represented sectors, ultimately aligning student potential with real-world opportunities through objective, culturally relevant guidance.

Key words: Career Guidance, Tamil Nadu, Bilingual Assessment, Self-Awareness, Educational Equity, Vocational Interests.

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7.2 Development and Validation of Talent Indicator Scale

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Keywords: Talent, Intelligence, Scale, Reliability, Validity



Abstract

Sequel to close observation of people in the course of my academic journey of over forty years, I have come to realise that one is more likely to thrive without stress in a career that is aligned with his or her strongest intelligence. Howard Gardner tagged the concept as multiple intelligence. I call it talents. Some call it special abilities. This explains why the Talent Indicator Scale (TIS), which can also be called Intelligence Indicator Scale,

was based on Gardner's theory of multiple intelligence. The objectives of this study include: Derivation of relevant items that align with the eight dimensions of human intelligence as postulated by Gardner; Ascertaining the content validity of the generated items via experts' judgement; Establishing the internal consistency reliability of the scale; Establishing the factor loadings of the scale with Exploratory and Confirmatory Factor Analysis (EFA & CFA); ascertaining the concurrent criterion validity of the TIS and attempt a mapping of respondents' indicated strongest intelligence with related careers. Relevant statistics were employed to derive empirical answers to the attendant research questions, such as Pearson Product Moment Correlation Coefficient, Cronbach Alpha, EFA, CFA, and independent t-test. The results and findings tend to offer evidences in support of the validity of the TIS.

Note: TIS is a prospective tool for facilitating career guidance

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7.3 Who Is Your Role Model? Early STEM Role Models and Career Aspirations in Kindergarten: Evidence-Based Implications for Teaching Materials

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Keywords: early childhood, STEM role models, career aspirations, gender stereotypes, kindergarten

Abstract

Career aspirations begin to form in early childhood and are already shaped by gendered expectations and stereotypes (Gottfredson, 2002; King et al., 2021). STEM occupations, in particular, are widely perceived as male-connoted across age groups (Makarova & Herzog, 2015; Makarova, 2019). Yet, little is known about how preschool children in Switzerland articulate STEM-related career aspirations and which role models they connect to these aspirations.

This paper reports the interview-based component of the project “Who is your role model? Gender-sensitive STEM role models for children,” funded by the Swiss Federal Office for Gender Equality (FOGE). The project aims to foster gender-sensitive access to STEM already in kindergarten and to translate empirical insights into feasible teaching resources. In 2025, semi-structured, age-appropriate interviews were conducted with 65 children aged 4–6 years in eight kindergartens in German-speaking Switzerland. The study is informed by Gottfredson's theory of circumscription and compromise, which highlights early restriction processes in career thinking (Gottfredson, 2002), and social role theory, which explains how gendered occupational beliefs emerge from the societal division of labor and are learned through observation and imitation (Eagly & Wood, 2012).

Interviews used child-friendly method focusing specifically on (a) children's career aspirations in STEM and (b) the role models they associate with these aspirations (e.g., family members, media figures). For each child, a short case description was compiled to document aspiration statements, referenced role models, and the justifications children provided for their choices. Data are analyzed using deductive–inductive qualitative content analysis (Mayring, 2022), combining theory-driven categories (e.g., circumscription cues, gendered attributions) with inductively derived patterns in children's role-model narratives.

Preliminary interview findings indicate that children's aspiration talk is frequently anchored in familiar and socially salient role models, while ideas about STEM careers remain shaped by gendered expectations. Many children reference a limited repertoire of role models, suggesting early processes of restriction in what is perceived as “thinkable” and “for me.” The paper discusses implications for kindergarten practice, highlighting how gender-sensitive education can broaden children's aspiration horizons and support more inclusive early career

imaginaries in STEM.

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Section 8 - Competencies and Professionalisation of Career Counsellors

8.1 Educational Career Guidance for Sustainable and Just Transitions: A Critical Scoping Review of Professional Competences

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Keywords: Critical career guidance, social justice, sustainability, practitioner competencies, systematic review

Abstract

Career guidance is a socio-educational practice that can reduce inequalities (Watts, 1996) and promote emancipation (Ribeiro, 2025). To respond to this purpose, guidance agents (teachers, career counselors, etc.) must strive to balance actions to change limiting conditions with supporting individuals in the development of their full human capital (Blustein et al., 2019; Romero-Rodríguez and Moreno-Morilla, 2022), connecting their actions with social justice. Social justice is an ethically required part of guidance and should be part of the professional's core values (Hooley et al., 2018, 2019; Sultana, 2014).

In the international context, there is a concern about the professionalization of career guidance has led various organizations, entities, and networks to develop professional competency frameworks (CEDEFOP, 2009; Euroguidance, 2023; IAEVG, 2003, 2018; Schiersmann et al., 2012, 2016 [NICE]; Sienkiewicz [EURES], 2013). However, few studies have focused specifically on the competencies that the different guidance agents should develop to carry out actions committed to sustainability and social justice.

Therefore, the aim of this scoping review is to identify in the literature the competencies required to enhance career learning from a social justice and sustainability approach. Following the methodological framework established by Arksey and O'Malley (2005), the questions which have informed the research process are as follows: What are the professional competencies associated with guidance from a social justice and sustainability perspective? How are these competencies defined? and In what educational contexts are they developed?

The PRISMA-ScR protocol was applied to present the results report. Studies from databases (Scopus, WOS, ERIC, and ProQuest APA PsycInfo) and relevant authors were considered. The search was limited to indexed articles and book chapters published in English and Spanish languages between 2015 and 2025. The studies were required to focus on three areas: (1) career guidance from a social justice approach (multicultural, intercultural, sustainable, critical theory, democratic); (2) cultural, multicultural, social justice, sustainability, or sustainable career development competencies of guidance agents; (3) experiences in guidance for sustainability and social justice. The initial search identified 1,020 studies, of which 732 were initially excluded for not focusing on the research topic. Subsequently, 132 were excluded for being duplicates, leaving 142 studies finally included in this review.

Based on an inductive category system, six mega-competencies linked to sustainability and social justice were identified: social leadership, critical awareness, systemic thinking, divergent thinking, sociopolitical activism/advocacy, and sustainability orientation. The competencies were defined and examples were developed to promote possible training activities for guidance and educational practitioners.

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8.2 Preparing career practitioners for Industry 4.0: The Erasmus+ Careers4.0 training programme

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Keywords: Industry 4.0; career guidance; competences; digital transformation; lifelong guidance.

Abstract

The accelerating digitalisation and automation of work associated with Industry 4.0 are reshaping occupational structures, skills demand, and career trajectories across Europe, creating new requirements for career guidance systems and practitioners. In this changing context, teachers, career counsellors, and other stakeholders need updated competences to mediate increasingly complex labour market and skills intelligence, integrate digital tools into guidance, and support diverse learners in managing non-linear, turbulent careers (CEDEFOP, 2009; ELGPN, 2015).

Recent European analyses underline that professionalising career guidance is a key condition for maintaining quality and equity in lifelong guidance, particularly as services adopt online platforms and remote modes of delivery. At the same time, research on Industrial Revolution 4.0 indicates that counsellors' awareness of future skills, digital technologies, and new forms of work remains uneven and often moderate, pointing to the need for structured upskilling initiatives (Barnes et al., 2020; ETF, 2020; Balan et al., 2022).

This paper presents the Erasmus+ project Careers4.0 (KA220-VET), which develops and pilots a comprehensive training programme to update the competences of guidance practitioners working with young people aged 16-19 in initial and continuing VET. The partnership, involving organisations from Romania, Italia, Greece, Cyprus and Spain, is designing a three-part toolkit: (1) a Career Competencies 4.0 Information & Assessment System that combines standardised questionnaires, a metaverse-style simulation of emerging occupations and a chatbot-supported career information service; and (3) a Career Guidance 4.0 curriculum and handbook for practitioners, delivered through blended learning and an e-learning platform (Qualificalia, 2025).

The presentation focuses on how the Careers4.0 curriculum translates labour-market and guidance research into concrete learning outcomes, training modules, and assessment procedures for practitioners. Learning units address topics such as interpreting real-time labour market and skills intelligence, integrating digital assessment and information tools ethically into practice, and applying contemporary career theories that emphasise adaptability, resilience, and social inclusion in precarious, technology-mediated labour markets. A participatory design and piloting process involves at least 90 career professionals across partner countries, with quality indicators including perceived relevance to practice, satisfaction with digital tools, and self-reported competence gains (Qualificalia, 2025).

By situating a concrete Erasmus+ initiative within broader debates on "Career Guidance 4.0", the paper illustrates how coordinated European cooperation can help schools and guidance services respond to the conference question of how to prepare teachers and counsellors for evolving demands. It argues that targeted competence frameworks, psychometrically sound tools, and practice-oriented training curricula are critical levers for enabling practitioners to support sustainable, future-oriented careers in the age of Industry 4.0.

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8.3 Competency Framework Advances from the Orienta-DIG Project

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Keywords: Competency Framework, Digital Age, Guidance practitioners, Career guidance

Abstract

This paper presents preliminary results of the one of the objectives of Orienta-DIG project: to identify and conceptualize the essential competencies required of vocational guidance professionals to strengthen their practice in educational, work and socio-community contexts, thus promoting more inclusive, innovative, coordinated and contextualized interventions.

This project is grounded in a conception of career guidance aimed at supporting the construction of professional careers from a constructivist perspective (Savickas, 2011), contextualized within a digital world (Hooley et al., 2020), and approached from a systemic viewpoint that seeks to advance guidance processes promoting equity, sustainability, and social justice (Hooley et al., 2018). It considers all relevant stakeholders and aims to co-construct a shared guidance reality both with and within the community (Thomsen, 2012).

Through a desk-based study, a content analysis was conducted based on a review of national and international literature addressing the competencies required of guidance practitioners. The review was carried out in accordance with the methodological guidelines proposed by the Joanna Briggs Institute (JBI) for this type of study and aligned with the PRISMA-ScR standards (Tricco et al., 2018; Peters et al., 2020). The research question was formulated following the JBI PCC model (Population, Concept, Context): What professional competencies of guidance practitioners have been described in the scientific literature on career development?

The systematic search was conducted across different academic databases (ERIC, Scopus, and Web of Science), as well as reports from international organizations.

The initial results obtained during this phase of the project made it possible to identify a structure composed of ten competency dimensions, together with a systemic interpretation of the implications each dimension holds for guidance practice, thereby strengthening the theoretical framework underpinning the project.

In line with the collaborative research approach proposed by Banks (2019) and adopted in this project, this preliminary framework will be subjected to validation during the second stage of the current project phase. This process will involve the organization of a series of focus groups with guidance practitioners representing the three principal intervention contexts -education, employment, and socio-community settings- across several Autonomous Communities in Spain. The DACUM method, a curriculum design methodology grounded in structured dialogue and collective consensus-building, will be employed to systematically identify the functions and tasks performed by practitioners. This procedure will enable a comparative analysis and refinement of the structure and content of the competency framework derived from the literature review. The resulting findings will contribute to achieve the remaining project objectives.

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Section 9 - Reflectivity and Student Development

9.1 Self-reflection in career education of upper secondary school students: tools supporting development

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Keywords: self-reflection, career education, personal development

Abstract

Today's job market is uncertain and changes very fast. Career paths are often not straight or predictable. Young people, especially upper secondary school students, may change direction many times before they find their place. Because of this,



students at this stage of education need to take an active role in their learning and career development. Schools should support upper secondary students in building confidence, adapting to change and learning from their own experiences.

In this paper, self-reflection is presented as a key source of knowledge in career education for upper secondary school students. It helps them better understand their experiences and make more informed decisions about their future educational and career choices.

The aim of this presentation is to introduce tools that support upper secondary school students' self-reflection in career education at school. These tools come from business, coaching, education and other development fields. Self-reflection is understood as a simple and structured way of thinking about experience. Students analyse what they did, what they learned and what it means for them. They learn to recognise their strengths, values and interests. Reflection is linked to action and everyday learning, not only to thinking.

The presentation shows how these tools help upper secondary school students develop key career skills, such as self-awareness, responsibility for learning and decision-making in uncertain situations. Finally, the paper highlights the role of schools as environments that support reflection, experimentation and sustainable career development for young people at the upper secondary level.

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- Use APA 7-style for references and for in-text citations: see this document for instructions. You can use this tool to format your references: <https://zbib.org/>
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9.2 Purpose-Based Career Coaching for Sustainable Careers: Integrating Identity, Spirituality, and Career Guidance in Changing Times

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Keywords: Purpose-based career coaching, sustainable careers, career guidance, identity development, spirituality, school-based interventions

Abstract

Career decision-making remains a critical developmental task with far-reaching implications for individual fulfillment, social contribution, and long-term career sustainability. While contemporary career development theories provide valuable frameworks for navigating increasingly complex labour markets, they often underemphasise existential and spiritual dimensions of identity that are particularly salient in many cultural contexts, including Africa. This gap presents a challenge for schools tasked with preparing learners for meaningful and sustainable careers in rapidly changing times. This paper introduces the Purpose-Based Career Coaching (Pb-CC) model, a holistic framework originally developed in 2016 and refined through autobiographical reflection, theoretical interrogation, and iterative application. The model positions purpose as a central organising principle in career development and outlines eight interconnected stages: reimagining, spiritual grounding, self-discovery, career exploration, purpose identification, purpose-career alignment, realisation, and integration. Drawing on the author's narrative alongside emerging empirical evidence, the paper demonstrates how Pb-CC supports learners and young adults in reducing career decision-making difficulties, strengthening self-efficacy, and enhancing employability. More importantly, the model offers schools a culturally responsive and developmentally appropriate approach to career guidance that fosters coherence between personal identity, values, and societal needs. The paper argues that integrating purpose-oriented approaches into school-based career guidance can promote sustainable careers by encouraging lifelong adaptability, ethical responsibility, and meaningful engagement with work. Implications are discussed for educational practice, curriculum design, guidance interventions, and policy development in diverse and changing contexts.

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9.3 Young people's career development characteristics - an international overview

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Keywords: SCCI, career construction, career development, school-work transition



Abstract

Career development theory (Savickas, 2005, 2013) is just one of many theoretical approaches. It is based on the idea that individuals are able to shape their own career paths. However, this work also requires cooperation between the individual and society. In an accelerated and uncertain world, individuals need to be flexible and adaptable, and the labor market is rapidly expecting this (Savickas, 2019). It is important to know where young people stand in the transition from school to work and how we can facilitate their adaptive response. Based on the available articles, we reviewed the characteristics of high school and university students worldwide based on the Student Career Construction Inventory (Savickas, 2018) in an international context (Rocha-Guimaraes, 2012, Kertechian-Bester, 2023, Zhai et al., 2023, Jiang et al., 2022, Choo, 2020, Akyol-Öztemel, 2021, Merino-Tejedor et al., 2024). The comparison was difficult due to the different adaptations of the questionnaire, but it certainly highlighted the perspective from which each nation views the stages of career construction. On the one hand, we were convinced that the tool developed on the American model can be used well in different countries, and on the other hand, research pointed out where there are similarities or differences in the variables. Overall, it can be said that the tool can detect age-related development in career planning, so it can identify obstructions. High school students generally reported lower values compared to university students, but regardless of age, young people pay great attention to self-knowledge. We find similarly high values in the decision-making factor, but preparation for the transition did not occur in all nations equally. The greatest variation is shown in the discovery of jobs and opportunities, for which it is necessary to find an answer. Each of the countries listed different solutions, which can be used as a source by decision-making bodies.

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Section 10 - Methods of Working with Students

10.1 Activity-Based Career Learning in Schools: A Pedagogical Framework for Non-Linear Career Development

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Keywords: *career orientation; career management skills; activity-based pedagogy; school-to-work transitions; equity; non-linear careers; guidance in schools*

Abstract

This research search for the conceptualisation career orientation as a broad umbrella term covering exploratory, advice, curriculum, co-curriculum, and self-development activities relevant to student decision-making, which can be viewed as a primary site of pedagogical intervention where other factors of school-to-work transitions may be indirectly mediated or influenced. Conceptually, the discussion brings together different understandings of the term “career orientation” and the understanding of Career Management Skills (CMS), suggesting a need for the former to be integrated with the latter as a cohesive part of student agency (Hooley et al., 2013; Sultana, 2012).

The argument is further informed by the theory of career construction (Savickas, 2013), the social-cognitive theory of career decision-making (Bandura, 1986), and social justice guidance (Athanasou & Van Esbroeck, 2008), as well as the pragmatism of John Dewey and activity theory in emphasizing the need for students to learn careers through “doing” in authentic contexts (Dewey, 1938).

The presentation draws on numerous empirical studies conducted in Hungary, including the authors' own original research, examining the prevalence and distribution of guidance activities in schools and to assess the results of CMS development,



including differences between demographic groups (cf. Akkermans & Kubasch, 2017). Quantitative data were collected online in 2022 (N = 292) and 2024 (N = 1903) among secondary school students (ISCED 344).

The analysis examined variables such as career decision state, career decision self-efficacy, career choice anxiety and motivation, self-esteem, need for career information, and need for self-knowledge. There was limited improvement of these variables during secondary school years. However, when students had to make decisions about further education, several indicators showed positive changes. In schools where guidance activities are carried out more consistently, a gradual improvement in these variables can be observed over time. These quantitative results are supported by supplementary qualitative interview research conducted with teachers and school principals in 2023 (N = 41), which confirmed that the systematic provision of these activities lead to better results. Furthermore, an evaluation of a career education programme showed that even a structured series of 12 sessions over a few months can bring a change (Pálvölgyi, 2024).

The results indicate that: (1) a programme of activities, rather than isolated events are effective; (2) equity considerations in programme design are critical, as patterns of participation and benefits differ by demographic groups; and (3) teacher readiness, as well as inter-professional, inter-role and -partner collaboration, play a vital role in programme effectiveness. The overall findings support the thesis that orientation is a key point of leverage by which schools can impact non-linear career paths in a volatile labour market.

We conclude by examining the implications of the activity-based pedagogical paradigm in relation to the current view of schools as designers of integrated career learning practices in the classroom, workplace, and community. The discussion reveals the implications in relation to the curriculum, teacher education, and the potential of a orientation pedagogical focus in relation to the equitable development of sustainable self-authored careers.

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10.2 Impact of RIASEC-driven career conversations in Quakertown classrooms to student career development outcomes and well-being

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Keywords: RIASEC, career conversations, career development, well-being

Abstract

School-based career development provision may be seen as a collection of separate activities offered to students to meet individual needs, rather than as an interconnected whole that responds to shifts in students' career development dispositions. In this study, career conversations are viewed as a mechanism that might support students in making sense of themselves, their experiences, and the world of work through classroom dialogue between students and teachers.

The study investigated how student participation in classroom-based career conversations might influence their career development outcomes and well-being across a U.S. public school district. Additionally, student outcomes were analysed for potential significant interdependencies among themselves and demographics. Using Holland's RIASEC framework to support students in expressing self-perceived attributes and career interests, principals and teachers in the Quakertown Community School District (Pennsylvania) were trained to facilitate RIASEC-driven career conversations. The research responded to two overarching questions: a) how student career development-related outcomes and wellbeing change with participation in classroom-based career conversations,

b) which individual and contextual factors explain differences and interdependencies in outcomes.

In a mixed-methods approach, data were collected using surveys and student group interviews from students in grades 4, 6, 8, 10, and 12 across all eight Quakertown Public Schools. Survey responses from 961 students in a first wave (December 2024) and 691 in a second wave (May 2025) served to measure students' RIASEC congruence, RIASEC student-parent match, career development behaviours (reflecting, shaping, exploring, and networking), career identity, locus of control, and well-being. Composite constructs were validated through exploratory and confirmatory factor analyses. Data from interviews with groups of 2–6 students in each grade at every school helped explain patterns observed in the quantitative analysis and explore students' perceptions of how career conversations may impact their educational and career development trajectories.

Findings suggest that career conversations serve as a scaffolding for students to make sense of themselves and their experiences. When students participated in career conversations, career reflection was positively associated with well-being, whereas the opposite was observed when there were fewer or no career conversations. Independent of conversation frequency, students who reflected more also had greater career identity and more proactive attitudes toward their career development. Additionally, two opposing student profiles regarding career development proactivity were associated with greater networking.



Across all schools and grades, students requested more frequent conversations, hands-on RIASEC-aligned activities, and clearer links between classroom learning and real-world opportunities.

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Section 11 - Global and Comparative Context

11.1 Green Guidance: Being a Political Activist as a Practitioner or not?

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Career guidance has long been questioned for its neutral and technical stance, with demands for the inclusion of contextual and political dimensions in its approaches and practices (Guichard, 2022; Hughes et al., 2021; Sultana, 2010). It has responded in three main ways: (a) it does not consider this an issue and does not change its practices; (b) it considers this issue but does not effectively integrate it into its practices; and (c) it considers this issue and effectively integrates it into its practices by proposing new approaches. As Hooley et al. (2021) point out, the personal is political. Psychology of working theory (PWT; Duffy et al., 2021), career guidance and social justice (Hooley et al., 2021), active life design (Cohen-Scali et al., 2025) and green guidance (Plant, 2020) are attempts to incorporate the political dimension into career guidance practices, including intersectionality, decent and dignified work, social justice, the climate crisis, interculturality, critical consciousness, among others, as axes of intervention. These axes are constituents of the Sustainable Development Goals (SDGs) of the UN 2030 Agenda or the planet's sustainability project (Hooley et al., 2024). Based on this overview, we aim to discuss how sustainability issues can be incorporated into career guidance practices in schools, an issue proposed by the conference. To this end, we will discuss how sustainability can be a cross-cutting theme in schools' educational projects, the need for relationships with families and the community, and how career guidance can integrate sustainability into its activities. Starting from the assumption that integrating sustainability into career guidance actions means considering that the personal is political, we will discuss the vicissitudes of this process through two possible political positions that career guidance practitioners can take in their interventions: Should they induce and integrate sustainability issues into career guidance, arguing that transformations and changes would not be spontaneous, assuming the role of an activist-practitioner? Or should they wait for them to arise and discuss them with their students, acting as a practitioner-activist? We argue that, one way or another, it is essential that career guidance incorporates issues related to sustainability as key themes for its interventions, especially with conscientisation and critical consciousness as the basis of any strategy that includes sustainability and dignified and decent work as pillars of its practices (Ribeiro & Figueiredo, 2025). We will illustrate this discussion with examples from practice.

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11.2 Teachers in Pre-Vocational Education in Germany - Their Contribution to Career "Orientation" and Career "Guidance"?

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Keywords: Vocational preparation, lesson planning, integration into VET, heterogeneity



Abstract

Vocational preparation in Germany is becoming increasingly diverse in terms of the learning group. This makes it challenging for teachers to support this target group in their transition to training (due to factors such as a lack of German language skills, cultural diversity, and low levels of self-organization in the learning process).

Based on eight problem-centred interviews (according to Witzel & Reiter, 2012), the following research questions will be examined:

What goals do teachers want to achieve through vocational preparation?

What pedagogical and didactic approaches do teachers use in vocational preparation? The interview evaluation is based on the content-structuring qualitative content analysis according to Kuckartz and Rädiker (2022).

The results show, among other things, that teachers primarily try to promote social skills and workplace behaviour in order to integrate their learning group into society and work (or

VET). In their teaching, they mainly rely on proven, subjective strategies for dealing with diversity, as well as on concrete learning situations and a high degree of practical relevance. The interviews also confirm that some young people in vocational preparation have less knowledge about the labour market and often do not receive the necessary support from their parents. Teachers are therefore particularly important in this phase of life for career guidance. The findings, including those relating to the career choice decision-making process, are discussed in light of theoretical concepts from Gottfredson (2002) and Ratschinski (2009) as well as the career guidance competency model for teachers (Dreer 2013). The discussion also considers the social relevance of dealing with the challenges faced by learners in vocational preparation (Bojanowski, 2012; Heisler, 2024). Furthermore, the study examines the extent to which teachers' approaches in this context can be regarded as sustainable and how schools contribute to the development of sustainable career pathways in the field of vocational preparation.

The article concludes with practical recommendations, including lesson planning and working with heterogeneous learning groups in career guidance, as well as considerations on additional support for teachers through career guidance. These proposals are considered in relation to their transferability to other countries and education systems, so that they are not limited to Germany alone.

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11.3 What makes multiprofessional career guidance teams in schools effective? Conditions for successful collaborations from coordinators perspectives: Evidence from Austria.

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Keywords: multiprofessional teams, career guidance, collaboration quality, school development.

Multiprofessional teams are widely regarded as key to delivering coherent, individualized, and practice-oriented career guidance and career orientation in schools. Within the Austrian ibobb (information, guidance and orientation for education and career) program, career guidance coordinators lead school-based teams that typically include school leadership, career education teachers, student and educational counsellors, and, depending on the site, youth coaching and school social work. This coordinating role is conceptualized as a "hub" connecting school-based and external stakeholders and is also positioned as a school development

task within the quality management system for schools (QMS) (Eichinger-Gössmann & Seidl-Lebègue, 2025).

This contribution empirically examines conditions for successful collaboration and their association with perceived effectiveness. Conceptually, it draws on a Context-Input-Process-Output (CIPO) framework (Scheerens, 1990), complemented by perspectives on interprofessional collaboration (D'Amour & Oandasan, 2005) and school-based cooperation (Friend & Cook, 2013; Gräsel et al., 2006).

Data stem from a quantitative online survey of Austrian career guidance coordinators (n = 79; 60.8% lower secondary schools, 27.8% academic secondary schools). The outcome measure captures the reported contribution of multiprofessional collaboration to students' successful life-course development (five-point scale): 57% report a (very) strong contribution, 30.4% a moderate contribution, and 12.6% a low or no contribution. The most frequently reported positive effects are improved transitions (63.3%),



early identification of support needs (55.7%), and better coordination of career education measures (54.4%). With respect to processes, col-laboration is often organized on an ad hoc basis (46.8%), and full-team meetings tend to take place rarely or only sometimes.

The central finding: higher perceived collaboration quality is significantly and moderately positively associated with higher perceived effectiveness (Spearman's $\rho = 0.43$, $p < .001$). Ex-change intensity shows a smaller but still significant association with effectiveness ($\rho = 0.24$, $p = .036$). For practice-oriented transfer, priority leverage points become visible: a lack of re-sources is the most frequently reported barrier (67.1%); the most commonly requested im-provements are more time for coordination (46.8%), role clarification (30.4%), and shared guidelines (27.8%). The results are interpreted as associative evidence and translated into practical minimum standards to strengthen school-based team collaboration and its anchoring in school and quality development.

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Section 12 - Rethinking Career Guidance: Competencies, Language, and Global Insights

12.1 Minimum Competency Framework Linked to Guidance Practice for Career Development: A longitudinal study

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Keywords: Competency Framework; Guidance Practitioners; Learning Processes; Dynamic Competency Analysis

Abstract

This paper presents preliminary results of a research project whose first phase aims to define a contextualized minimum competency framework within an integrated lifelong guidance service.

This competency framework not only specifies which competencies should be considered, but also addresses how they may be strategically developed by guidance practitioners. To this end, it seeks to harmonize-through a Dynamic Competency Analysis model (Infante, 2018)-the competencies associated with guidance professionals and the job-search competencies linked to individuals throughout their career transitions.

Within this framework, guidance practice is conceptualized as a set of learning processes (Infante, 2018). It is grounded in a systemic and constructivist approach to intervention (Patton & McMahon, 1999), drawing on Career Construction Theory through narrative approaches (Savickas, 2011; Brott, 2004). The framework adopts an ecological perspective on career development and is sensitive to the principle of social justice in guidance (Sultana, Hooley & Thomsen, 2021).

METHOD

This study follows a collaborative research approach articulated through a holistic longitudinal single-case design, Type I (Yin, 2018). The competencies of 570 guidance practitioners were analyzed as a single global unit of analysis, without subunits, over a 15-year period, through performance evaluation and professional development processes.

Data collection methods included in-depth interviews, participant observation, systematic document analysis, and the development of 16 focus groups. A thematic content analysis (Campos, 2010) was conducted on the material gathered through the designed instruments and

focus groups. A structured process of coding and categorization was applied to identify thematic patterns, units of meaning, and internal relationships within the analyzed material.

RESULTS

With regard to the results, a preliminary minimum framework of six competencies was identified from a conception of guidance practice as a learning process, each competency comprising four sub-areas structured according to levels of development.

DISCUSSION

The most distinctive feature of this competency framework is its pedagogical perspective. Rooted in the referenced conceptual foundations, this perspective provides coherence to its content and to the interrelationship among its components, potentially enhancing its transferability to guidance practitioners across different fields of intervention (educational, employment, and/or socio-community contexts), serving its contents as a starting point for the competency framework of the OrientaDig Project, which is currently under development by the research group Career and Digital Education for Justice (CARDINALS).

Although the framework was designed within the employment sector, it seeks harmonization with the educational and socio-community sectors. This constitutes the path forward for future development.

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12.2 The Functions of Language in Career Learning: Rethinking School-Based Guidance for Sustainable Careers

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In the school context, career guidance is primarily conceptualized as a process of career decision-making, skill development, and transition planning (cf. Bethker et al. 2024; Driesel-Lange et al. 2020; Ratschinski 2009; Ohlemann 2021). 'Language' often serves as a mediating medium in this context and is primarily focused on in terms of its metalinguistic function (e.g., vocational language) or in relation to language development (cf. Jakobson 1960). This paper advances the thesis that career orientation is not merely linguistically supported but must be fundamentally understood as a linguistically mediated process of interpreting reality, self-positioning, and constructing the future. Career opportunities, conceptions of work, attributions of competence, as well as socially legitimized educational and career paths do not, therefore, arise independently of language, but are socially produced, mediated, and negotiated within linguistic and discursive orders.

Against this backdrop, this theoretical-conceptual paper examines the extent to which career guidance can be understood as a linguistically structured process of social orientation, biographical meaning-making, and social positioning, and what consequences this has for school-based career guidance. Theoretically, this article draws on perspectives from linguistic and social theory and views language as a medium for the construction of social reality, social order, and the formation of biographical identity. It discusses how linguistic structures give rise to conceptions of work, achievement, and professional futures, and how they shape opportunities for participation within career guidance processes.

The paper identifies central social functions of language in career guidance processes. It follows that school-based career guidance cannot be understood exclusively as the transmission of career-related information or skills, but must also be conceived as a linguistically shaped space for social participation and the shaping of one's future. Finally, the paper discusses implications for a language-reflective and language-sensitive design of school-based career guidance.

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12.3 Rethinking Career Guidance in India: Learning from Successful Countries

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Abstract

As the job market keeps changing, schools need to do more than just teach subjects, they must also help students plan their future careers. Many developed countries already have proper and compulsory career guidance systems, but in India career decisions are still mostly informal and reactive. Students often choose their path based on exam marks, parents' expectations and the social prestige of certain degrees, which leads many of them to pursue popular titles rather than careers that match their interests and abilities. In contrast, countries such as Finland and Singapore treat career choice as a planned and professional process, helping students understand their strengths and connect them with real job opportunities. This study compares the career guidance systems of India with four countries the United Kingdom, the United States, Finland and Singapore to understand the level of system development, professional training standards and methods used to support students' career choices, and to identify best practices that can improve the Indian education system. The research follows a review methodology using published research papers, official policy documents and educational reports from the selected countries. The information was analysed qualitatively to identify similarities, differences, strengths and gaps. The findings reveal a clear career guidance gap between India and the other countries. In India, career guidance is neither compulsory nor structured and is usually provided only in higher secondary classes, often by teachers without professional counseling training. In contrast, Finland and Singapore offer career guidance as a mandatory subject from early schooling, while the United Kingdom and Finland require specialized postgraduate training for counselors. The United States and Singapore also use digital portfolios to track student interests and skills over time. These comparisons indicate that India needs a structured and early guidance system supported by trained professionals to help students make informed career decisions.

Key words: Career Guidance, School Counseling, Comparative Education, Educational Policy, Career Decision-Making, Labor Market Information, Professional Counselors, Vocational Education, Workforce Readiness

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EMCR & Research Workshop

EMCR 1

EMCR 1.1 Preparing Teachers to Promote the Construction of Sustainable Careers with Decent Work: Evaluation of a Training Programme

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Keywords: Career sustainability; Decent work; Career education

Abstract

In increasingly dynamic labour markets characterised by uncertainty, technological change, and non-linear career trajectories, schools and higher education institutions play a crucial role in preparing young people to navigate career transitions and develop sustainable career paths. Career guidance education is therefore not only an individual support service, but also an educational process that contributes to social justice, employability, and sustainable development. This study presents a training programme designed to prepare teachers to be future career guidance professionals, supporting sustainable career construction and promoting the concept of decent work in educational contexts. The programme aims to strengthen participants' understanding of the relationship between individual career construction, social contexts, and sustainability, equipping them with strategies that can later be applied in school settings. The training programme adopts a systemic and experiential pedagogical approach. Its curriculum addresses key topics such as life and career transitions, systemic perspectives on career construction, sustainable careers, and decent work. Learning activities include experiential exercises, case analyses, portfolio-based learning, and reflective digital storytelling, encouraging students to critically analyse labour market realities while developing competencies for career learning interventions with young people. To assess the educational impact of the program, the study measured changes in participants' perceptions and conceptual understanding of sustainable careers and decent work.

Qualitative data were collected through open-ended questions on these topics, supplemented by reflections from students' learning portfolios. The program's theoretical basis integrates Systems Theory Framework (McMahon & Patton, 2006, 2021) and Social Justice perspective (Hooley et al., 2018, 2019) with contemporary career approaches, such as career construction theory (Savickas, 2013), Psychology of Working Theory (Blustein, 2006), sustainable careers (De Vos et al., 2020) and recent research linking career sustainability to social impact (Russo et al., 2023). These perspectives highlight the importance of preparing career guidance professionals who can support young people not only in making career decisions, but also in understanding the social, economic, and ethical dimensions of work. By presenting an example of a research-based training intervention and its evaluation, the study contributes to discussions on how schools and teacher education programmes can foster career learning, sustainability awareness, and socially responsible career guidance practices.



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EMCR 1.2 Effect of Career Guidance on Crime Reduction and Sustainable Career: A Case Study of State Government Technical Colleges in Ogun State, Nigeria

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Keywords: Career guidance, Crime reduction, Sustainable career, Technical colleges, and Ogun State

Abstract

In many developing regions, youth unemployment and engagement in criminal activities have become widespread social issues, often stemming from inadequate educational guidance and lack of clear career pathways. Ogun State, Nigeria, is no exception, as young people in technical colleges frequently face challenges in identifying sustainable careers, leading to vulnerability to crime and social vices. Technical and vocational education institutions are strategically positioned to address these issues by equipping students with practical skills and career direction. However, the effectiveness and structure of career guidance programs in these institutions have not received sufficient scholarly attention. This study investigates the impact of career guidance on crime reduction and the development of sustainable careers among students in state government technical colleges in Ogun State. Adopting a mixed-methods approach, the research combines quantitative data from structured questionnaires administered to students, teachers, and guidance counselors, with qualitative insights gathered through interviews and focus group discussions. The study population includes students from selected technical colleges across Ogun State, with a sample size determined using stratified random sampling for representative coverage. Findings reveal that structured career guidance programs significantly enhance students' awareness of viable career pathways and acquisition of employable skills. These programs not only foster a sense of purpose and self-efficacy in students but also provide critical information about labor market demands, entrepreneurship opportunities, and further education prospects. As a result, students who receive regular, professional career counseling exhibit reduced tendencies toward delinquency and are less likely to engage in criminal activities, as their career aspirations become more defined and attainable. Moreover, the study highlights that career guidance improves students' motivation to complete their technical education, supports informed decision-making, and promotes long-term career sustainability. The proactive involvement of guidance counselors, in collaboration with educators and industry stakeholders, is found to be essential in bridging the gap between education and employment. Nonetheless, challenges such as inadequate resources, limited counselor training, and insufficient integration of career guidance into the technical curriculum impede the full realization of these benefits. In conclusion, the study underscores the vital role of career guidance in reducing crime rates and promoting sustainable career development among technical college students in Ogun State. It recommends strengthening school-based counseling services, increasing investment in guidance personnel, and the establishment of partnerships between educational institutions and industry players. By addressing these areas, policymakers and educators can enhance the effectiveness of technical education in fostering law-abiding, productive citizens with clear career trajectories.

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EMCR 1.3 The obstacles faced by women undertaking vocational training in male-dominated fields

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Keywords: Vocational training, gender, horizontal occupational segregation.

Abstract

Vocational Training, which forms part of the Spanish formal education system, prepares students to work in a wide range of professional fields, thereby enabling them to adapt to changes in the labour market throughout their lives. This training contributes to students' personal development and to their peaceful and democratic citizenship. Vocational Training within the Spanish education system comprises basic, intermediate and advanced training cycles. These levels are organised into modules of varying duration, covering both theoretical and practical content across a wide range of professional fields. According to data published by the National Institute of Statistics (INE) and compiled by the Observatory on Equality and Employment (2025), a gender gap is evident in VET enrolment figures. In terms of preferences by field, girls mainly choose Healthcare (28.3% F | 8.26% M), Socio-cultural Services (22.8%

F | 3.5% M) and Administration and Management (15.8% F | 9.8% M). Meanwhile, boys tend

to enrol in degrees in Computer Science and Communications (5% F | 25.8% M) and Electricity and Electronics (0.6% F | 8.5% M). With the aim of identifying the factors (personal and contextual) that influence the professional development of young women in the situation described, understanding the systemic relationships that arise between the various factors identified, the dimensions present in decision-making processes, uncovering the difficulties encountered, and identifying and analysing the contribution of the career guidance provided, a qualitative approach is employed, comprising a narrative interview based on a systemic and social justice approach -the TraSos interview- with three female students on male-

dominated vocational training programmes in the province of Seville, Spain. The results highlight intrapersonal factors such as resilience, self-discipline and financial independence, as well as barriers such as machismo, anxiety management and the challenges of immigration.

This offers an in-depth insight into the construction of a future career based on experience and

determination, where the role of guidance has been significant in one case and non-existent in another. In conclusion, it should be noted that gender stereotypes persist in male-dominated vocational training programmes and that it is important to highlight the role of guidance.

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EMCR 2

EMCR 2.1 Career interventions with autistic youth in educational contexts

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Keywords: Autism; Career Interventions; Educational Contexts; Development; Work

Abstract

Current theories addressing various career topics recognize that career development occurs throughout life. This premise highlights the importance of interventions in educational contexts, whether proposed in the form of career education or as work preparation activities. Furthermore, considering the UN Sustainable Development Goals, especially those related to quality education and decent work opportunities for all, it is relevant to discuss how career interventions can meet the needs of specific audiences, such as neurodivergent youth. Part of a broader research project, this study aimed to identify career interventions with autistic youth, developed in educational contexts and aimed at facilitating the transition to the world of work, in addition to the world of work and describe them in terms of their procedures and results. This is an integrative literature review based on the PRISMA method. The Eric, PubMed, Scielo and JSTOR databases were consulted using the combination of descriptors (autism OR ASD) AND (career) in Portuguese, English, and French. Inclusion criteria included studies published in peer-reviewed journals with editorial boards whose participants were autistic and published between 2014 and 2024, considering significant changes in the DSM. Theoretical and review articles were excluded. Only four initiatives were identified, reported in five studies, three in-person and one online, implemented in the USA (2), Brazil (1), and Australia (1).



Furthermore, two interventions took place in basic education and two happened in higher education. The length of the interventions varied from one-off events lasting a few hours to an annual program, with sequenced follow-up meetings, with a predominant focus on serving autistic youth without intellectual disabilities (3). In addition, two interventions were of an educational nature and two were academic and professional support. The professionals involved were teachers and faculty (3) and teachers and staff (1). In addition, two interventions involved the participation of the parents or legal guardians of these young people. Although the studies did not show systematic evaluation procedures, the results presented were promising regarding continuity in studies and their completion, as well as the development of social and professional skills that facilitate the transition to work and career building. The importance of career interventions that respond to the needs of this population is highlighted, contributing to their development and to the promotion of social justice. Funding: Fapesp (2024/12348-6).

EMCR 2.2 Choosing Basic-VET and Planning the Future Pathways: Students' Motivations, Satisfaction and Transition Intentions

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Keywords: Academic Trajectories; Occupational Trajectories; Vocational Education and Training; Career Guidance.

Abstract

Research on educational pathways in Vocational Education and Training (VET) links students' trajectories to retention and the prevention of early dropout (Cerdà-Navarro et al., 2017; Salvà et al., 2019). In Spain, Basic-VET is intended to support re-engagement, yet progression to higher levels of VET is not guaranteed due to disengagement from the school environment and the fragility of transitions to second-chance routes, which may be shaped by prior schooling experiences and contextual influences (Cerdà-Navarro et al., 2020; López-Blanco, 2026).

This study explores the experiences, motivations and expectations of Basic-VET students in Asturias (Spain) regarding their educational and career pathways.

A descriptive and exploratory survey design was used, administering an ad hoc questionnaire focused on: (a) previous educational background and work experience; (b) reasons for choosing Basic-VET programmes and satisfaction with that choice; and (c) expectations for future academic and occupational trajectories. The participants were 123 Basic-VET students aged between 15 and 22, 71.5% male and 55.3% enrolled in the first year of the Basic-VET programme. The data were collected from February to June 2025 and analysed using descriptive statistics with Jamovi (v.2.6.44) statistical software.

The main results show that trajectories were strongly marked by academic difficulties, as 90.2% of students had repeated at least one school year. Almost half reported having had some previous work experience before enrolling in the Basic-VET programme. The most common reason for choosing Basic-VET was to obtain the Compulsory Secondary Education Certificate (69.9% of the participants), suitability to personal preferences and interests (35.8%) and advice from others (18.7%). Other reasons were the lack of training opportunities in the nearby environment or the inability of getting a place on their first-choice programme due to the supply limitations. Despite these constraints, overall satisfaction was high and 75.6% of students would choose the same programme again. Looking ahead, 43.9% intended to continue studying, mainly moving on to Intermediate-VET programmes, 25.2% aimed to combine work and study, 11.4% planned to enter to labour market, and 19.5% were still undecided.

Findings reinforce the role of Basic-VET as re-engagement pathway after cumulative academic failure, while revealing diverse and often uncertain plans for the future. In line with evidence that motivation, satisfaction and perceived utility predict persistence in VET (Rego-Araso & Rial-Sánchez, 2017), we can conclude that it is necessary to offer sustained career guidance during the transition periods, paying special attention to contextual influences on decisions and opportunities for career exploration.

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EMCR 2.3 STEM and Career Guidance - Just a Matching Problem? Developing a Theoretical Framework for the Integration of Career Guidance into STEM Subjects

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Key words: STEM, Career Guidance, Framework, Interventions, Education, School

Abstract

The world of work and life is constantly changing. Almost 30 percent of companies in Germany are simultaneously affected by "The Four D's": digitalization, decarbonization, demographics, and digitalization (Anger et al. 2025, p. 5). These developments require companies to make fundamental adjustments to remain competitive. STEM personnel serve as the backbone of those adjustments, as skills in STEM are more in demand than those in business or economics (ibid.). Despite the favourable position for STEM in the labour market, the number of STEM-trainees and university graduates is declining (cf. Statistisches Bundesamt 2025, 2026). A contributing factor to this shortfall might be the "need for more awareness and Career Guidance in STEM" (Han et al. 2025), or rather the lack thereof, as STEM education plans often lack institutional integration of Career Guidance (cf. Küsel et al. 2023, p. 24; Ruschenpöhler 2022,

p. 110). As they are now, STEM interventions that carry potential for career guidance often remain isolated experiences without didactic embeddedness (Mohr 2022, S. 3). This leaves students without an opportunity for reflection, a moment detrimental to their Career Guidance (cf. Kaminski 2005; Fletemeyer et al. 2022). Career Guidance commonly aims to foster cognitive abilities, awareness for individual orientations, and capabilities that enable a person to make an educated decision on their career decision (Driesel-Lange et al. 2010). It can also support the career choice process by providing authentic learning experiences (cf. Schröder 2013, S.145; Kampshoff and Wiepcke 2017, S. 2). As it seems, STEM is in dire need of a framework that allows Career Guidance to be embedded into the school context. Against this backdrop, this paper addresses the question of how the integration of Career Guidance into STEM education can be theoretically substantiated to contribute to alleviating the shortage of STEM professionals. As part of the project "STEM Matchmaking - Optimizing Career

Guidance" (funded by the NORDMETALL-Foundation) a theoretical framework is being developed to seek an understanding of a possible symbiotic relationship between Career Guidance and STEM subjects in school. Popular theories such as Gottfredson's "Theory of Circumscription and Compromise" (Gottfredson 1981) as well as Lent et al's "Social Cognitive Career Theory" (Lent et al. 1994) serve as the stepping stone for a framework that lends the idea of factors of aversion and attraction to conceptualize Career Guidance. The goal of this presentation is the creation of a framework to optimize the inclusion of Career Guidance into STEM interventions at school.

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Research Workshop

Research Workshop: Career Guidance and Digital Competencies in Teacher Education: A Practice-Oriented Competency Model for Future-Oriented Career Guidance

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The demands on future employees are fundamentally changing in the context of digital transformation, societal shifts, and sustainable development goals (Richter et al., 2023, p. 614). Schools are therefore faced with the challenge of supporting learners not only academically but also in terms of their career guidance and long-term employability. Teachers play a key role in this process (Dreer, 2013; Nentwig, 2015, pp. 2ff.), yet teacher education programs so far provide only limited preparation for the integration of career guidance and digital competencies (BMBF, n.d.a; Netzwerk Digitale Bildung, 2020, pp. 28ff.; Staden & Howe, 2013, pp. 3ff.). The notion that secondary schools primarily serve to prepare students for academic study is long outdated. Nevertheless, methodological study- and career-orientation often does not receive adequate priority (BMBF, n.d.b; Stabbert & Schröder, 2015, p. 38). Against this background, this contribution addresses the question of how career guidance in teacher education can be anchored in a contemporary, competency-oriented, and practice-based way, and how deficits in the professional preparation of future teachers in the field of career guidance-particularly regarding digitally supported methods and practice-oriented implementation formats-can be reduced. Additional related questions include: Why do we need new methods in career guidance today? Why do schools need "new standards"?



This is where the workshop presented by the speakers comes in. As a contribution to closing this research gap, a newly developed competency model for teacher education students is presented, systematically linking career guidance with digital competencies (Tuchscherer, in press). The model integrates key dimensions of contemporary career guidance competencies and digital competencies and also provides practical examples.

Within the framework of the workshop, the digital tool Fujour (FUJOUR GmbH, n.d.; Mötz, 2024) is presented as an exemplary practice-oriented instrument to support career guidance. Using concrete application scenarios, the workshop demonstrates how digital methods can support an individualized, reflective, and sustainable career decision-making process. AI also offers new perspectives for career guidance, but comes with associated risks. Various application areas will be discussed, and specific examples will be tested together during the workshop. The session invites participants to jointly discuss how such approaches can be implemented, further developed, and adapted to different school contexts in teacher education.

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