

# IAEVG INTERNATIONAL CONFERENCE 2024

Riding the Wave of Change



INTERNATIONAL ASSOCIATION FOR  
EDUCATIONAL AND VOCATIONAL GUIDANCE

## Book of Abstracts

12–14 November 2024  
Jyväskylä, Finland

[iaevgconference2024.fi](http://iaevgconference2024.fi)

# Book of Abstracts for the 2024 Conference of the International Association for Educational and Vocational Guidance (IAEVG) “Riding the Wave of Change”

12–14 November 2024, Jyväskylä, Finland

## Organisers



## In partnership with e.g.



FINNISH NATIONAL AGENCY FOR EDUCATION



Cover illustration: Atacan Ergin / Visit Jyväskylä Region

Copyright © 2024 Authors and University of Jyväskylä

Permanent link to this publication: <http://urn.fi/URN:ISBN:978-952-86-0349-8>

ISBN: 978-952-86-0349-8 (PDF)



This work is licensed under a Creative Commons Attribution 4.0 International license (CC BY 4.0).

# Conference programme

## Tuesday, 12 November 2024

- 8:00–16:00 Registration / Info desk  
9:00 Opening of the Conference  
10:00 [Keynote session 1: Career Guidance – At the intersection](#)  
11:00 Coffee break / [Poster session 1](#)  
11.45 [Parallel sessions 1](#)  
13:15 Lunch  
14:15 [Parallel sessions 2](#)  
15:45 Coffee break  
16:30–17:45 [Parallel sessions 3](#)  
19:00–22:45 Conference banquet

## Wednesday, 13 November 2024

- 8:00–16:00 Registration / Info desk  
8:00–8:45 IAEVG National Correspondents meeting  
9:00–9:30 [Plenary session 1](#)  
9:45 [Parallel sessions 4](#)  
11:15 Coffee break / [Poster session 2](#)  
12:00 [Keynote session 2: Using Hope-Action Theory to Foster Authentic Living](#)  
12:45 Family photo, Lunch  
13:45 [Parallel sessions 5](#)  
15:15 Coffee break  
16:00–17:30 [Parallel sessions 6](#)  
17:45–19:15 IAEVG General Assembly (for members)

## Thursday, 14 November 2024

- 8:00–16:00 Registration / Info desk  
9:00 [Plenary session 2](#)  
10:30 Coffee break / [Poster session 3](#)  
11.15 [Parallel sessions 7](#)  
12:45 Lunch  
13:45 [Plenary session 3](#)  
15:00–16:00 Awards and Closing

## **Career Guidance – At the intersection**

**Pedro Moreno da Fonseca**

**International Labour Organization**

In an age of global challenges, career guidance sits at the intersection of policies and social contexts. This position provides to career guidance a potential strategic role in contributing to create interconnected systems that are more empowering for individuals and for vulnerable groups.

The current period is characterised by system reconfiguration emerging as a response to current structural trends. While occupations transform and emerge, and societies age, education and training are also changing, acquiring greater proximity with labour markets, and training offer becomes much more diversified and harder to navigate. Career guidance is increasingly called to support this systemic evolution that includes flexible learning pathways outside formal education, career-oriented interventions in social protection and integration of career pathways in growth and development policies. We will investigate how the need for career guidance is increasing and becoming more complex, as new roles emerge at the intersection of policies, services and social contexts, bringing new exciting prospects, but also mounting challenges.

## **Using Hope-Action Theory to Foster Authentic Living: Strengthening Insight, Courage, and Endurance**

**Spencer Niles**

**College of William & Mary**

Authenticity is a core element of soulful living. Although authentic living does not guarantee we will achieve traditional definitions of “career success,” it provides the opportunity for meaning and purpose in our lives. Conversely, being disconnected from who we truly are comes at a high price. Fallout from living inauthentically includes depression, hypertension, anxiety, coronary disease, various forms of addiction, workplace violence and more. Although living authentically seems relatively straightforward, the pace of living today and the pressure to cope with increasingly complex and uncertain life contexts can lead people to disconnect their authentic selves from their career/life choices. Navigating life/career-related challenges authentically requires insight, courage, and endurance. Hope-Action Theory can be used to help people develop the insight, courage and endurance needed for living authentically across the lifespan. This presentation describes what this theory is and how to apply it with your clients.

**The work of the international agencies on career guidance**

**Anthony Mann (1), Pedro Moreno da Fonseca (2), Cynthia Harrison Villalba (3), Florian Kadletz (4), Ramon Iriarte (5)**

**Organisation for Economic Co-operation and Development (OECD) (1), The International Labour Organisation (ILO) (2), European Centre for the Development of Vocational Training (CEDEFOP) (3), European Training Foundation (ETF) (4), United Nations Educational, Scientific and Cultural Organization (UNESCO) (5)**

This session introduces the work of the Inter-agency Group on Career Guidance which brings together Cedefop, European Commission, European Training Foundation (ETF), International Labor Organisation (ILO), Organisation for Economic Co-operation and Development (OECD), UNESCO and the World Bank. The group works together to support the design and delivery of effective and equitable career guidance, overseeing for example the 2022 Global Careers Month. The session is an opportunity to learn more about the work of both the Group and its member organisations, its future plans and explore opportunities for how the group can further support the work of policy makers, practitioners and researchers around the world.

## **Constructing a cross-ministerial national lifelong guidance strategy: Action steps, outcomes and lessons learned in Finland 2020–24**

**Minister of Education Anders Adlercreutz (online)**

**Finnish Ministry of Education and Culture, Finland**

**Discussants: Anna Toni (1), Petri Lempinen (2), Sareena Hopkins (3)**

**Moderator: Raimo Vuorinen (4)**

**Finnish Ministry of Economic Affairs and Employment, Finland (1), Finnish Ministry of Education and Culture, Finland (2), Canadian Career Development Foundation, Canada (3), FIER at University of Jyväskylä, Finland (4)**

The objective of this Plenary session is to introduce different approaches and measures to enable consistent strategic leadership for cross-sectoral policy development and continuity of guidance services between different sectors in the service delivery across an individual's lifespan and according to their needs. A joint design of services and policies are needed to ensure consistency and to prevent fragmentation and duplication of efforts, while taking into account changing economic and political landscapes and varying national and regional organisation structures and cultures.

First, as a case study the panel introduces the construction of the cross-ministerial lifelong guidance strategy in Finland 2020–24 and its interface to current educational, labour market and social policies. The discussions provide details of the action steps, outcomes and lessons learned during the process and the key elements of the structured cooperation and coordination between the Ministry of Economic Affairs and Employment and the Ministry of Education and Culture, the national Lifelong Guidance Forum and the regional lifelong guidance working groups.

Second, the Finnish experiences are reflected from Canadian perspective, where Canadian Career Development Foundation as a national non-governmental entity has promoted consistent evidence-based approach in guidance through research, training, resource and policy development.

The third part of the plenary panel examines in greater detail options to promote a shared vision and strategy for the lifelong guidance services and a common view on the expected outcomes and impact of the services, recognised by key ministries. How can research be supported, and collection and analysis of data be executed as a joint effort to promote informed and evidence-based policy and decision making?

Finally, the conference delegates are invited to reflect how they can contribute to successful partnerships within and across sectors while creating a culture of true collaboration.

## **Riding the Digital Wave**

**Jaana Kettunen (1), Petri Lempinen (2), Anthony Mann (3), Florian Kadletz (4)**

**FIER at University of Jyväskylä, Finland (1), Ministry of Education and Culture, Finland (2), Organisation for Economic Co-operation and Development (OECD) (3), European Training Foundation (ETF) (4)**

This plenary session examines the intersection of digital innovation and career services, highlighting both opportunities and challenges in an increasingly connected world. Speakers will discuss emerging digital tools, AI applications in guidance, and strategies for maintaining human connection while leveraging technological advances. The session addresses how practitioners can effectively integrate digital solutions while ensuring inclusive, ethical, and impactful career support for diverse populations in a rapidly evolving digital landscape.



## **Ruraling Career Guidance**

**Rosie Alexander & Melyssa Fuqua**

**Aarhus University, Denmark & University of Melbourne, Australia**

A growing body of literature has explored issues of equality and diversity in career guidance provision, including how career guidance practices may inadvertently be based on certain cultural assumptions that act to exclude some individuals. Scholars from the Global South for example have pointed out that existing models of career practice are based on assumptions that have their origin in the cultural contexts of the Global North. In this paper we explore how career guidance models and practices originate not just from the Global North, but also from a time of rapid urbanisation, and therefore, we argue are based on urban models and assumptions which are problematic for rural communities. Seeking to shine a light on rural career guidance practice, we draw from the field of education, where scholars have argued that 'ruraling' approaches to research and practice can be beneficial for revealing urban assumptions of existing models and opening new ways of imagining practice (Roberts and Fuqua, 2021). Ruraling means moving beyond existing urban norms from which the rural appears deficient and instead viewing research and practice from a rural perspective. This paper reviews the small but growing existing literature on career guidance practices in rural spaces, identifying how this literature opens up alternative ways of thinking about ideas of 'career' as well as the purposes and practices of career guidance. Rather than viewing career guidance in rural areas from a deficit perspective, this paper argues that instead a rural approach opens up critical re-envisionings of career guidance which potentially offer an important contribution to the field of career guidance as a whole, not just to rural areas, and can support the development of more inclusive and spatially sensitive forms of practice.

*Keywords: rural, career guidance, career development*

*Presentation language: English*

*Paper – Session room: Felix, 12 November, 11:45–13:15*

*Equity, Diversity and Inclusion in Guidance services*

## **Setting Career Information in context – Career guidance counsellors performing 'non-traditional' guidance**

**Anna Pallin**

**Umeå University, Sweden**

Career information is fundamental to building knowledge of career options and has thus been suggested as central to career guidance practice. Although in research and literature concerning career guidance, career information appears peripheral where rationalistic models on learning and decision-making seem to dominate the perspectives on information in guidance. In times when information is easily spread and possibly accessed in a variety of social spaces, career

guidance counsellors may utilise a variety of information to support their clients in building knowledge on career options. To deepen knowledge about the role of career information in career guidance, this study focuses on the professionals 'perspective on information and the underpinning rationales behind their approaches. Career guidance counsellors' approaches to and use of career information within their professional practice are explored. Empirically, the study is based on interviews with 25 career guidance counsellors working in upper secondary schools located in rural and urban areas across Sweden. Several perspectives on career information emerge as well as a variation in their use of it. Informants' express incongruity between implemented and desired practice in their use of information with students. Analysis concerns the career guidance counsellors' various approaches to and use of information with local conditions for supporting their students in developing knowledge in career learning and decision-making.

**Keywords:** *Career Learning, Career Education, Labour market information, Upper secondary education, Guidance practice*

**Presentation language:** *English*

**Paper – Session room:** *Felix, 12 November, 11:45–13:15*

**Accessible and User-Centred Guidance Services**

## **Spatialising career development and career guidance**

**Rosie Alexander**

**Danish School of Education, Aarhus University, Denmark**

Career development theory is a critical underpinning of career guidance practice. However, in existing career theory there has been very little focus on the role of geographical place in shaping individual trajectories, and how geographic mobility and career development may be inter-related. This paper addresses this limitation in the existing theory by presenting a new model of career development, constructed out of a PhD project exploring the relationship of place, mobility and career pathways for young higher education students from two specific small island communities. This paper starts by outlining the limited ways that place has been conceptualised in existing career development literature, and then turns to the empirical findings from the research project to propose some ways in which this existing literature can be elaborated. The paper presents a new model for understanding how career development happens across time and place and in relationship to other parts of life, including critically, a person's relationship circumstances. Career, in this model, is understood as an emergent property of the way that relational dynamics and career dynamics intertwine across place and time. The paper finishes by exploring some of the implications of the model for career guidance practice, with a focus on how addressing the spatial dimensions of career development is critical if services are to be inclusive of, and appropriate for, different client groups.

**Keywords:** *place, career development, career guidance*

**Presentation language:** *English*

**Paper – Session room:** *Felix, 12 November, 11:45–13:15*

**Equity, Diversity and Inclusion in Guidance services**

## **Career Decision Ambiguity Tolerance – preliminary verification of the concept and Polish version of measurement method**

**Anna Paszkowska-Rogacz & Zofia Kabzińska**

**University of Lodz, Poland**

The aim of the presentation is to present the assumptions behind the concept of career decision ambiguity tolerance proposed by Xu and Tracey and to present the psychometric properties of the Polish version of the scale CDAT. The questionnaire was developed for the purpose of measurement of individual's response to unknown, complex, inconsistent and unpredictable information when taking career-related decisions. The analyses were carried out with the participation of two groups of young adults (N1 = 435; 63% female, 37% male; aged 18–34, M = 23.8, SD = 3.4; N2 = 229; 63% female, 37% male; aged 19–26, M = 22.7; SD = 1.8). The reliability of the instrument was assessed using the internal consistency method. Evidence for the construct validity was obtained through confirmatory analysis and criterion validity by correlation with other, conceptually related variables such as life orientation, stimulation-instrumental risk, self-regulatory process, need for cognitive closure, and courage. The obtained results suggest that the scale is a reliable and valid measure of the original construct.

*Keywords: career, decisions, ambiguity tolerance, test*

*Presentation language: English*

*Paper – Session room: Elsi, 12 November, 11:45–13:15*

*Evidence-based Practice in Guidance*

## **Development and Validation of the Career Counseling Outcome Questionnaire**

**Francis Milot-Lapointe & Yann Le Corff**

**Université de Sherbrooke, Canada**

This study reports the development and initial validation of the Career Counseling Outcome Questionnaire (CCOQ) in two individual career counseling settings using a college sample (n = 1,140) and a community sample (n = 161). Exploratory and confirmatory factor analyses revealed five correlated factors in both samples: a) knowledge of the career decision-making process (4 items), b) knowledge of the self (3 items), c) knowledge of career information (3 items), d) anxiety towards career decision-making (3 items), and e) career undecidedness (2 items). The CCOQ scale scores changed in the expected theoretical direction during the career counseling interventions and did not change when clients were not receiving counseling. The CCOQ total score at the end of counseling predicted satisfaction with the career decision 12 months after

counseling. Career counselors could use the CCOQ to monitor the effectiveness of their interventions.

*Keywords: Career counselling, outcome, career decision-making*

*Presentation language: English*

*Paper – Session room: Elsi, 12 November, 11:45–13:15*

*Evidence-based Practice in Guidance*

## **Changes in Career Decision-Making Difficulties During Early and Mid-Adolescence**

**Toni Babarović & Iva Šverko**

**Ivo Pilar Institute of Social Sciences, Zagreb, Croatia**

This study examines the longitudinal changes in career decision-making difficulties among Croatian adolescents across two age cohorts. A total of 1216 students participated: 543 primary school students (age 12) and 673 secondary school students (age 16). Both cohorts were tracked over three years, using the Career Decision-Making Difficulties Questionnaire – Revised (CD-DQ-R). Confirmatory Factor Analysis (CFA) validated the CDDQ-R's three-factor structure, with the exclusion of the Dysfunctional Beliefs scale yielding better model fit. Results showed general stability in decision-making difficulties over time, with primary school students experiencing more challenges than secondary school students. The study also measured the influence of gender and subjective socioeconomic status (SES) on the career decision-making process. Gender and SES did not significantly influence the growth trajectories of career decision-making difficulties. The findings underscore the need for targeted career guidance interventions at different educational stages to enhance career readiness and decision-making among adolescents.

*Keywords: Career decision-making, adolescents, longitudinal study, CDDQ*

*Presentation language: English*

*Paper – Session room: Elsi, 12 November, 11:45–13:15*

*Evidence-Based Practice in Guidance*

**Paper session 1.3**

**Room: Anton**

## **Can career development services contribute to peace and justice? Laying the foundations for SDG 16.**

**Peter Robertson**

**Edinburgh Napier University, Scotland, UK**

There has been growing interest in using the United Nations (2015) Sustainable Development Goals (SDGs) as a lens to understand the role of career services in society. Robertson (2020) suggested that the SDGs can provide a systematic framework for analysing both the current and the potential contribution of career services to public policy. He argued that SDG16 Peace

and Justice represents an under-developed policy area with the potential for further exploration. This presentation will draw heavily on Robertson (2023), which expanded this suggestion. It will argue that there are five foundations to build such an exploration: (i) a theoretical foundation; (ii) an empirical foundation; (iii) a moral foundation; (iv) a security foundation; and (v) a public policy foundation. An argument will be made that while the empirical evidence base is relatively weak, there are sound theoretical and political reasons for developing the relationship between career development and justice. Further evidence should be sought and articulated to policymakers.

**Keywords:** *Sustainable development goals, policy, criminal justice*

**Presentation language:** *English*

**Paper – Session room:** *Anton, 12 November, 11:45–13:15*

**Sustainability in guidance**

## **Fostering innovative career thinking with parents and students in South Asia**

**Raza Abbas**

**Institute of Business Management, Pakistan**

In the South Asian context, career thinking is influenced by parents. It is important to broaden the aspirations of students and to provide parents the confidence, tools they need to support their children's career exploration. A starting point is having a career dialogue with the parents of students in grades 8–12 at public and private educational institutions. An acclaimed career practitioner initiated the process of developing a parental career guidance app which broadens the thinking of parents into new horizons and helping them select careers for their children of grades 8–12 which contribute to sustained employability, job creation and ensuring their career is enjoyable and employable. The process of parental career guidance starts with an google doc/ app in the local language and English language followed by an interactive dialogue by the practitioner of 90 minutes and then having one to one parental career guidance sessions. With the app it will increase access. This innovative career practice is aimed at educating parents about diverse career fields commonly practiced in the region and also enlightening them about emerging career fields. The parents complete a 15–20-minute evidence-based career selection questionnaire, which is designed to help them realise the limitations of their children's career aspirations and the extent of resources available to them. This prompts a mutually engaging dialogue for about 90 minutes about what makes for a decent jobs/livelihood and how to find useful information about jobs, careers, education and training pathways. After the dialogue session, parental career guidance sessions are scheduled with the career practitioner in consultation with parents and their child to develop futuristic/ sustainable career development plans. Afterwards, many students are pursuing a career that they didn't even know existed at the start of the process which contributes to their economic livelihood and contributes to UN Sustainable Development Goals.

**Keywords:** *Parental career guidance, access, students, career thinking*

**Presentation language:** *English*

**Paper – Session room:** *Anton, 12 November, 11:45–13:15*

**Cross-Sectoral and Coordinated Guidance Services; Digital Evolution in Guidance Services**

# Work Precarity Among Paid Domestic Cleaning Workers in Switzerland

**André Borges**

**University of Lausanne & LIVES Centre, Switzerland**

Work precarity describes the work-related psychological state of insecurity, instability, and powerlessness. Despite being employed, workers are increasingly exposed to work precarity due to the ongoing global disparities of access to decent work. Paid domestic cleaning (PDC) workers are particularly susceptible to working in adverse conditions due to low wages, strenuous physical demands, and vulnerability to abuse from employers. Yet, it is still unclear if, and how, the working conditions in PDC translate into experiences of work precarity for its workers in the Swiss context. Using the work precarity framework (WPF) as our theoretical basis, the present study investigated work precarity among 24 paid domestic cleaning (PDC) workers in Switzerland. Specifically, we conducted semi-structured interviews to investigate PDC workers' perceptions of their working conditions and challenges in accessing protective resources against work precarity. Precarious working conditions were found due to insufficient and insecure income, a lack of labor protections and rights, social recognition, and physical and psychological safety. Despite personal resources such as resilience and a personal sense of control, participants lacked work volition and consistent social and institutional support. Participants also faced physical and mental health problems, stigma, and ambivalent job attitudes regarding their work. Our findings highlighted how work precarity came with challenging compromises for workers. Participants' preoccupation with securing sufficient and regular income forced them to make costly sacrifices such as accepting detrimental conditions, deteriorating their health, or lacking time for career development initiatives. Thus, our findings extend the WPF by illustrating how work precarity affects daily experiences at work, career decisions, and access to future career development opportunities. Moreover, the present study will discuss potential implications for policy and counseling practices aimed at workers involved in precarious work.

***Keywords: Work precarity, precarious work, dirty work, paid domestic work, reflexive thematic analysis***

***Presentation language: English***

***Paper – Session room: Anton, 12 November, 11:45–13:15***

***Equity, Diversity, and Inclusion in Guidance Services***

## **Promoting professionalism in lifelong guidance – joint development process of a national competency framework for career professionals in Finland**

**Raimo Vuorinen (1), Helena Kasurinen (2), Jaana Kettunen (3), Outi Ruusuvirta-Uuksulainen (4)**

**FIER at University of Jyväskylä, Finland (1, 3, 4), HK Career Guidance and Consulting Oy, Finland (2)**

The workshop focuses on experiences and outcomes of a two-year process in developing a national competency framework for career professionals in Finland in 2022-23. The process was carried out by the Finnish Institute for Educational Research (University of Jyväskylä) as part of a lifelong guidance development project coordinated by the Ministry of Economic Affairs and Employment, and the Development and Administration Centre for ELY Centres and the Employment and Economic Development Offices (KEHA Centre). The objective of the workshop is to introduce the rationale of the development project and its links to the current national lifelong guidance strategy in Finland, explain how practitioners and key stakeholders were engaged in the joint development process, and present the structure of the competency framework and key lessons learned during the process.

The first, presentation-based part of the workshop briefly sets out the need to draw up national descriptions of the core and special competencies of career guidance work to improve the quality and strengthen the professionalism of career guidance. The second part of the workshop introduces the competency assessment forms (Kettunen et al., 2023) which were developed based on the competency descriptors. This second experiential part of the workshop allows the participants to test the assessment forms in practice and to reflect on the extent to which they could use them in their own settings. The third part of the workshop examines in greater detail how national competency framework for career professionals can be used in developing national lifelong guidance systems and practices. During this third interactive part of the workshop the participants are invited to reflect on key questions for consideration in promoting professionalism and quality of national guidance systems and practices through national competency frameworks of career professionals.

***Keywords: competency framework, competency assessment, professionalism, quality***

***Presentation language: English***

***Workshop – Session room: Encore, 12 November, 11:45–13:15***

***High-Quality of Guidance Services***

## Using digital technologies and creative approaches in career guidance counselling

**Joakim Cao**

**Lund University, Sweden**

Online or distance career guidance is now a natural and important part of the study and career guidance counselling service and a complement to traditional guidance conversation. But what digital tools and technology are available and how can we learn them? This session will:

- provide examples of digital technologies in use in online (virtually) careers conversation
- consider how AI and digital technologies can be blended with “traditional” career work
- offer ideas for interactive and creative approaches in both online and traditional career conversations.

Participate in an interactive session where you will embark on a guided tour and be inspired by innovative and pedagogical ideas on integrating digital tools with our analogue working methods.

You will receive a variety of concrete tips and ideas to try out creative and different ways of working in the digital space with clients. Discover how career guidance conversation can be developed through modern technology and blended learning. Gain innovative and pedagogical insights on utilizing various digital tools and methods to support individuals.

This workshop is based on practice but ties into research and career theories. Joakim Cao will share his counseling practice and materials on what can be done in online conversations using practical activities to engage and support counseling seekers.

*Keywords: Digital technologies, creative approaches, digital tools, blended learning, and method development*

*Presentation language: English*

*Workshop - Session room: Vasikkavuori & Kanavuori (Alexandra), 12 November, 11:45-13:15*

*Digital Evolution in Guidance Services*

## Change your international experience into useful competencies

**Nina Ahlroos & Margit Rammo**

**Swedish Council for Higher Education & Education and Youth Board of Estonia**

Experience – Learning – Description (ELD) is a dialogue process to identify valuable skills, talents and character traits shown through real experiences. The process results in a summary of specific experiences accompanied by key words that describe areas of competence. The words



are provided in a package of Learning Mobility Competence cards that can be used by guidance practitioners. Euroguidance Estonia and Sweden provide these cards in connection with their e-courses on mobility guidance, so that practitioners can support their clients in learning mobility.

Such a period contributes to developing the individual, but many of the skills that are attached to personal development are informal and more general. Informal learning includes the challenges that is often a large part of a stay abroad. These skills can be important to include in a CV or talk about in a job interview but are skills that the clients may need support to discover and put into words. The cards simplify the process of putting competence words on actions in different situations. Career practitioners can use the cards in supporting self-assessment, during individual conversations, or in a group session.

The Euroguidance centres in Estonia and Sweden have run a pilot to test and develop the ELD method together with guidance practitioners in our countries. The workshop aims to present the new goals for and benefits of learning mobility and how the ELD method can support the learning outcomes.

The workshop aims to present the new goals for and benefits of learning mobility and how the ELD method can support the learning outcomes. We aim for an interactive workshop where participants will have the opportunity to experiment with the cards. The main target group is guidance practitioners, but also everyone interested in learning mobility, transferable skills and how to support learning abroad.

**Keywords:** *Key competencies, Transferable skills, Learning mobility, Career development, Innovative methods*

**Presentation language:** *English*

**Workshop - Session room:** *Keljo (Alexandra), 12 November, 11:45-13:15*

**High-Quality Guidance Services**

## **Workshop 1.4**

**Room: Kortepohja (Alexandra)**

### **Using Hope to Measure the Impact of Career Services**

**Paige McDonough**

**Kuder, Inc., USA**

Can hope serve as an effective metric for evaluating career services? Can we draw meaningful inferences from hope levels to inform best practices? This presentation applies the Hope-Action Theory and the Hope-Action Inventory to explore a case study that addresses these critical questions.

The Hope-Action Theory framework suggests that hope is essential for driving action and increasing career satisfaction. Without it, organizations may struggle with low morale, reduced productivity, and higher attrition rates. This case study presentation examines an organization facing these challenges and applies structured career interventions using the Hope-Action Inventory to gauge their effectiveness.

The study used a multilevel approach, evaluating hope levels among both employees and administrators involved in the career interventions. Employees participated in a 5-week compre-

hensive career development program, with their hope levels measured using the Hope-Action Inventory before and after the program. Administrators delivering the program received in-depth career advisor training, and their hope levels were compared to those who did not receive the training.

This session will delve into the results of this case study and examine the findings as well as the viability of utilizing the Hope Action Inventory as an effective metric to measure success of career interventions.

**Keywords:** *impact, hope, evaluation, effectiveness*

**Presentation language:** *English*

**Workshop – Session room:** *Kortepohja (Alexandra), 12 November, 11:45–13:15*

**Evidence-Based Practice in Guidance**

## **Workshop 1.5**

**Room: Taulumäki (Alexandra)**

### **Didactical Design for Career Guidance aimed to the Energy Transition in the Regional Economic Area**

**Rudolf Schröder & Anna-Lena Müller**

**Carl von Ossietzky University of Oldenburg, Germany**

The implementation of decarbonisation varies between countries and furthermore between regions. In Germany, the Northwest Metropolitan Region is of outstanding importance for the national energy transition. Unfilled apprenticeship places have become a limiting factor in the energy transition (cf. prognos 2023, 8). This problem is particularly relevant in the Northwest Metropolitan Region because this region needs a particularly large number of skilled workers due to its key role in the energy transition.

However, young people are not sufficiently aware of the career prospects associated with renewable energies. Existing studies indicate that sustainability values play only a subordinate role in students' career choices (cf. Gebhardt/Beck 2020; Schleer/Calmbach 2022). Another problem is that in Germany the links between numerous training professions and the energy transition are not obvious, partly due to the lack of signal words in the professions' titles. The recently launched project "Perspectives in the Northwest Metropolitan Region – Training with Energy" therefore focuses on Career Guidance in schools. Based on a comprehensive understanding of labour market information (cf. Royal Roads University 2021; Schröder 2019), a fundamental examination of the significance of the energy transition for the economic and working world is first carried out. With a view to the labour market, the professions that are particularly relevant and in demand for the success of the energy transition are addressed in greater depth. At the same time, it must be ensured that the students' individual values, interests and talents are considered.

At the start of the mentioned project, the professions that are particularly relevant are evaluated. A second study explores the question of what students and teachers believe about the relationship between the energy transition and the world of work and the personal relevance and chances. The findings are incorporated into the development and testing of the didactic design.

In the workshop, an exchange of experiences on central aspects of didactic design will take place, e.g:

- Consideration of values, ideas and interests of the students
- Strategies for communicating the labour market information
- Methodical approaches
- Cooperation with companies
- Integration into the subject lessons, e. g. STEM and economics
- Raising awareness and qualification of teaching staff

The focus is set together with the participants.

**Keywords:** *Energy Transition; Labour Market Information, Didactical Design*

**Presentation language:** *English*

**Workshop – Session room:** *Taulumäki (Alexandra), 12 November, 11:45–13:15*

**Sustainability in Guidance**

## **Workshop 1.6**

**Room: Alvar**

### **Using Net Promoter Score as a client satisfaction scale for career guidance. An Estonian experience.**

**Kristina Orion & Sandra Vaha**

**Estonian Unemployment Insurance Fund, Estonia**

Eesti Töötukassa (Estonian Unemployment Insurance Fund) has been using Net Promoter Score (NPS) to collect feedback from clients of individual career services for 5 years. During this period, it has proven to be quick, reliable, and easy to use tool for collecting feedback and insights from clients. But it has also raised some questions and critique. In this workshop we will give overview of results so far and invite participants to discuss the suitability of NPS for assessing the satisfaction of career guidance and share their experiences in measuring client satisfaction, to discuss strengths, and limitations of different methods in collecting feedback.

**Keywords:** *Client satisfaction, Net Promoter Score, client feedback, quality assurance*

**Presentation language:** *English*

**Workshop – Session room:** *Alvar, 12 November, 11:45–13:15*

**Evidence-Based Practice in Guidance**

## **Immigrant-Led, User-Centered Guidance Services: A Case Study of Brazilian Immigrants in Japan**

**Rafaela Yoshiy-Yoshioka**

**Tokyo Metropolitan University, Japan**

In recent years, the number of immigrants in Japan has expanded dramatically, yet particular resources for their career advancement remain limited. As a result, immigrants remain stuck in unskilled labor and find it difficult to achieve upward mobility. Under the circumstances, Brazilian-immigrant-owned private firms in Japan have increasingly taken the lead in providing guiding services for their fellows through initiatives like “curso livre.” The term “curso livre” is commonly used in Brazil to describe a variety of non-formal educational and professional development activities. This study aims to explore participants’ specific educational needs in Japan through a comparative analysis of two initiatives within the Brazilian community. Using data from participant observation and interviews with participants and instructors, this study aims to analyze how curso livre addresses these needs and empowers the individuals involved.

The results of this study indicate that curso livre has created a dynamic networking strategy that embodies ideas of lifelong learning such as “vertical,” “horizontal,” and, most importantly, “transnational integration.” This method is intended to provide chances for acquiring capital that are universally applicable and cross borders between Japan and Brazil. Curso livre seeks to raise and sustain participants’ educational and career goals by encouraging such integration. Furthermore, the platform promotes multicultural skill sharing by encouraging interactions in Portuguese that improve participants’ well-being through discussions about daily life and work issues.

Understanding these dynamics is essential for grasping the current state of career support within immigrant communities in Japan. Immigrants require robust support systems to navigate and excel in their chosen career paths in a new environment. Initiatives like curso livre represent significant strides in addressing these needs, bridging gaps, and promoting inclusivity and empowerment among immigrant populations.

***Keywords: Brazilian Immigrants in Japan, Curso Livre, Non-formal Educational, Lifelong Learning, Immigrant Empowerment***

***Presentation language: English***

***Paper – Session room: Elsi, 12 November, 14:15–15:45***

***Equity, Diversity, and Inclusion in Guidance Services***

## **The association between perceived discrimination and educational expectations among Canadian youth**

**Sabrina Dorceus**

**Université de Sherbrooke, Canada**

The literature on career development suggests that perceived discrimination may influence the career choices of individuals from diverse backgrounds, such as racial minorities and LGBTQ2A+ individuals (Schneider & Dimito, 2010; Swanson & Fouad, 2020). Specifically, perceptions of both overt and covert discrimination (e.g., microaggressions) could lead to the elimination of certain career options (Poon, 2014; Schneider & Dimito, 2010), limit perceptions regarding career plans (Conkel-Ziebell et al., 2019), and reduce career expectations (Abrahamsen & Drange, 2015). However, these studies rarely measure perceived discrimination systematically, and their relation to the career choices of individuals from diverse backgrounds appears to be overlooked in Canada and elsewhere. Therefore, the main goal of this presentation is to highlight key findings related to the association between perceived discrimination and educational expectations of high school students from diverse backgrounds. Thus, a sample of 756 high school students from Quebec, Canada completed an online survey on their perceived discrimination, their educational and vocational aspirations and expectations as well as their limiting perceptions regarding their career in 2022-2023. Results showed that racial minority students perceived different forms of covert and overt discrimination more frequently than their non-racialized peers. No significant difference was observed regarding educational expectations according to racial minority or immigrant status. However, the association between specific forms of perceived discrimination and educational expectations was found to be significant. The direction varies according to the specific forms of perceived discrimination. These findings suggest that perceived discrimination could lead to lower educational expectations, but also higher educational expectations depending on the forms of discrimination that are perceived. Career development practice should consider the role of perceived discrimination in career expectations.

**Keywords:** *perceived discrimination, microaggressions, educational expectations, high school students, regression*

**Presentation language:** *English*

**Paper – Session room:** *Elsi, 12 November, 14:15–15:45*

**Equity, Diversity, Inclusion in Guidance Services**

## **Transformative agency and et diversity promoting as part of a collective orientation project for young immigrant women**

**Patricia Dionne**

**Université de Sherbrooke, Canada**

This presentation focuses on the work of counsellors with young people as part of a collective career project (CCP) conducted during the pandemic with young immigrant women of colour in Québec. The collective project is defined as a process whereby a group of people first identify a need in their community, motivated by their desire to engage and act collectively. To do this, they mobilize their resources and try together – with community actors – to meet this need or solve this problem through a project for their well-being, and the well-being of their community. This type of project is conceptualized as a collective career project (CCP) when actions, learning and recognition include helping individuals choose or consolidate a life trajectory so that they find their place in society and have an educational or professional project. Moreover, the goal of this transformative research was to identify how the support of individuals advising collective career projects in the community with and by young immigrant women promotes empowerment development and the valorization of diversity. Our analysis aims to identify the roles of

supporting and promoting the diversity of facilitators in the implementation of the collective project in the community, with and by young people. By mobilizing cultural-historical activity theory and conducting a process analysis of collective career project interventions with young people, we identify learning and development benefits of participating in a collective project through transformative agency, particularly for young women from immigrant backgrounds. We discuss how this collective project can create an environment where the voices of diversity are emphasized.

**Keywords:** *collective project, diversity, young women, group career counseling*

**Presentation language:** *English*

**Paper – Session room:** *Elsi, 12 November, 14:15–15:45*

*Equity, Diversity, and Inclusion in Guidance Services*

## **Paper session 2.2**

**Room: Anton**

### **Career-related Learning of Non-European Full-time Master’s Graduates in Germany, Italy, and the United Kingdom**

**Erik Zeltner**

**Tilburg University, The Netherlands**

The empirical study examines the influence of higher education systems on the career-related learning and development of non-European master’s graduates from research universities in Germany, Italy, and the United Kingdom. The systems theory framework (STF) of career development functioned as the framework for the thematic analysis. Based on the transcripts of 28 in-depth interviews with graduates originating from India, China and Iran, the analysis suggests that five contextual elements influence graduates’ career development: higher education markets and regulations on changing majors, course language, internships, course duration, and group work projects. These elements offer unique opportunities for graduates to enhance their career-related learning, resulting in differences in foreign language proficiency, the expansion and deepening of subject-specific and labor market knowledge, and the establishment of career networks. Additionally, these differences create diverse horizons and levels for career management and developed professional self-concepts. The consideration of the five HE-system elements within the STF across different countries puts concerned individuals into the position to consider their career decisions and enables career practitioners from higher education institutions to identify leverage points for changes in the career service support.

**Keywords:** *Degree mobility, career-related learning, career development, contextual conditions, Europe*

**Presentation language:** *English*

**Paper – Session room:** *Anton, 12 November, 14:15–15:45*

*Evidence-Based Practice in Guidance*

## **Guidance needs in the international student lifecycle: a framework for development from the ENIS network**

**Robert G. Valls-Figuera (1), Rebeca García-Murias (2) & Mercedes Torrado-Fonseca (3)**

**Universitat de Barcelona, Spain (1) & Universidade de Santiago de Compostela, Spain (2 & 3)**

The purpose of the research project presented here is to analyse the transition process of international students in educational master's degree programs at the University of Barcelona. This study is justified by a significant increase in the flow of enrolment of international students who decide to move to another country to get a master's degree; a lack of knowledge about what the transition process is like and how it is experienced and an inattention from institutional services to support and guide these students. In this context we consider that Career Guidance and Counselling plays a crucial role because it could help students to prepare for the learning opportunities abroad, support them in their decision-making process, provide monitoring and sustenance in all issues under the framework on international mobility projects.

In this regard, a two-phase sequential mixed approach research is proposed, using different strategies to collect information (questionnaires and focus groups). The reference population is all international students enrolled in the 2022–23 academic year at the Faculty of Education. Knowledge of this reality will from the point of view of transitions, international student mobility (ISM) projects are complex, with multiple factors and dynamics at play, as they evolve throughout their implementation. This paper presents different research, current work, and specific networks on IEM at national and international level. All of them shed light on a group with an ever-growing weight in higher education institutions, with specific orientation needs, and bring together, in the case of the European Network of International Students (ENIS), both researchers and professionals dealing with this phenomenon.

***Keywords: International students, academic transition, higher education, degree mobility, Career Guidance and Counselling (CGC)***

***Presentation language: English***

***Paper – Session room: Anton, 12 November, 14:15–15:45***

***High-Quality Guidance Services***

## **Personal Storytelling and Cruel Optimism in Finnish Universities' International Student Marketing**

**Jarkko Immonen**

**University of Eastern Finland**

Competition is fierce in the global HE student market. What is more, in today's neoliberal story economy, personal storytelling has become an important student recruitment tool for universities. I study the student and alumni stories Finnish universities use in their international student recruitment. I utilize the theoretical concepts of the exemplum and the model story. I ask: what

kind of model stories are construed in the material? How do they relate to neoliberal ideals about the student-customer, the employable HE graduate, and the good immigrant? The data consisted of 42 personal stories gathered from the websites and social media accounts of five Finnish universities. A narrative analysis of the material revealed one model story. Void of any story world disruption, the model story conveyed getting employed in Finland after graduation as almost self-evident and as the story's happy ending. The found model story also presented only parts of the Finnish society as open for foreign students and alumni to interact with. The universities thus resort to cruel optimism in painting idealized vistas about the careers of foreign HE students residing in Finland. The results increase understanding about the ethical aspects of the universities' student recruitment and have implications for developing more user-centered and culturally and critically aware career guidance praxis and research by highlighting the significance of the story economy for the individual's career planning processes.

**Keywords:** *universities, story economy, student recruitment, personal narratives, commercialization*

**Presentation language:** *English*

**Paper – Session room:** *Anton, 12 November, 14:15–15:45*

**Equity, Diversity, and Inclusion in Guidance Services; High-Quality Guidance Services; Accessible and User-Centered Guidance Services**

## **Paper session 2.3**

**Room: Felix**

### **Constructing Expertise and Professionalism: Individual and Communal practises in Career Guidance Specialization Education**

**Päivi Rosenius, Ulla Nuutinen**

**University of Eastern Finland**

This paper presents an ongoing research which explores the experience of constructing expertise and professional growth path as an individual and communal (collective) practises among students during the Specialization Education in Career Guidance coordinated by University of Eastern Finland (UEF). We highlight both the individual practices of one's own career guidance expertise and professional growth and its development during the education and also the communal (collective) experiences of shared expertise, which relies on shared experiences and practices. The student's at the education are heterogenous group of experts who work in various tasks and guidance roles in a spectral range of work and counseling sector, such as trade unions, companies (Human Resources), educational institutions, employment agencies and entrepreneurs.

The pedagogical structure of the education is based on integrative pedagogy and guided small group guidance, which form a whole of the implementation, course contents and tasks, where the student is offered the space to build and reflect on his/her career guidance expertise both individually and collectively as a constructive, developing understanding, in relation to changes in society and working life, career guidance processes and theories, client interaction skills and methods. Professional Growth Path supports both individual and collective identification of competences and development as a career guidance and advisor.



The growth process of becoming a Career Guidance and advisor shows the multifaceted and personal character of the students' growth into their future profession. According to this research, the group's support and the heterogeneous of student's was central in professional growing. It has also shown that this kind of multidisciplinary education pedagogy provides students with the opportunity to build new networks across a wide range of fields to support their career guidance and advising work.

**Keywords:** *professional growth, expertise, Career guidance and advising, shared knowledge and practices*

**Presentation language:** *English*

**Paper – Session room:** *Felix, 12 November, 14:15–15:45*

**High-Quality Guidance Services**

## **L'alliance de supervision et l'autocompassion : une voie vers le développement de la conscience réflexive de soi des personnes conseillères en formation**

**Alexandre Brien & Patricia Dionne**

**Université du Québec à Montréal & Université de Sherbrooke**

Un consensus à l'échelle internationale tend à se dégager afin de reconnaître la supervision comme l'une des interventions pédagogiques les plus efficaces pour la formation des personnes intervenantes en counseling (Bernard & Goodyear, 2019). La supervision vise le développement des compétences de la personne supervisée, permettant ainsi de promouvoir la qualité des services professionnels en orientation et d'assurer la protection du public. Malgré la reconnaissance de son importance, il existe un besoin actuel de recherches pour étudier les facteurs et les pratiques pédagogiques qui soutiennent son efficacité. Dans les dernières années, les recherches dans le domaine du counseling, dont fait partie l'orientation professionnelle, ont commencé à s'intéresser aux concepts qui favorisent le bien-être et l'adaptation des personnes en formation, en plus de contribuer au développement des compétences. C'est dans un tel contexte que l'autocompassion suscite plus d'intérêt considérant son rôle dans la régulation des émotions et des expériences difficiles vécues par les personnes en formation. L'autocompassion serait bénéfique pour le développement des compétences d'intervention, notamment celle de la conscience réflexive de soi, une compétence centrale pour l'efficacité de l'intervention. Par ailleurs, l'efficacité de la supervision repose sur la création d'une alliance de qualité avec la personne superviseure offrant ainsi un espace sécuritaire de réflexion à la personne supervisée, ce qui soutient le développement des compétences. La communication présente une recherche qualitative étudiant le rôle de l'autocompassion et de l'alliance de supervision sur le développement de la conscience réflexive de soi des personnes étudiantes (N=48) dans un programme de counseling de carrière. Les thèmes identifiés indiquent que l'autocompassion et l'alliance de supervision contribuent positivement aux apprentissages perçus et au développement de la conscience réflexive de soi. La promotion de l'autocompassion en supervision semble être une voie pour soutenir le bien-être des personnes supervisées et l'efficacité de l'intervention en orientation professionnelle.

## **Supervisory Working Alliance and Self-compassion: A Path to Reflexive self-awareness for Counselor Trainees**

An international consensus is emerging in recognition of clinical supervision as one of the most effective and efficient educational interventions for counseling trainees (Bernard & Goodyear, 2018; Watkins & Milne, 2014). The aim of supervision is to support the development of supervisee competencies to ensure the delivery of quality professional services and ultimately, to protect the public. Despite the recognized importance of clinical supervision, there is little empirical research investigating the process and outcomes of supervision and the pedagogical practices that support its effectiveness. In recent years, empirical research in skill development and counselor training has begun to focus on understanding concepts and processes that promote subjective well-being and coping in counseling trainees and their contribution to professional development and skill acquisition. Self-compassion has garnered interest regarding its potential to buffer against negative emotions and difficult trainee experiences as well as for its potential to foster counseling skills. The core interpersonal and intrapersonal competencies required of counselor trainees necessitate that they develop skills in reflexive self-awareness regarding their existing strengths as well as their growing edges and the theoretical literature has identified the capacity for self-compassion as an important facilitative ingredient for promoting this self-awareness. Effective supervision also requires a strong supervisory alliance and a safe learning environment that invites reflection and allows for the development of supervisee skills. This qualitative research examined the relationship between self-compassion, supervisory working alliance, and reflexive self-awareness with students (N = 48) enrolled in a graduate-level career counseling program. The themes identified in this study indicate that both self-compassion and the supervisory alliance seemingly contribute positively to student supervisee learning perceived experiences and to the development of their reflexive self-awareness. Promoting self-compassion in supervision appears to be an avenue for supporting the well-being of supervisees and the effectiveness of career counseling intervention.

**Keywords:** *Clinical supervision, self-compassion, supervisory alliance, reflexive self-awareness, Counselor Trainees*

**Presentation language:** *French*

**Paper – Session room:** *Felix, 12 November, 14:15–15:45*

**High-Quality Guidance Services**

## **Training Placement as a Site for Identity-Related Professional Learning in Guidance Counsellor Education**

**Toni Kosonen & Päivi Häkkinen**

**University of Jyväskylä, Finland & University of Eastern Finland, Finland**

This presentation discusses training placements in guidance counsellor education as a site for professional identity development and identity-related learning. Achieving a strong sense of professional identity in training is arguably crucial for sustainable professional careers and well-being. Guidance counsellors' position as 'boundary workers' in complex professional contexts emphasises the significance of identity development. There is very little research on the role of training placements in guidance counsellor education with regard to professional identity development, and in fact, on guidance counsellor education overall. The presentation provides results from an ongoing study, conducted in Finland, that seeks to contribute to this research gap. The study investigates guidance counsellor students' perspectives to identity-related learning in the context of training placements. It asks: (1) How do guidance counsellor students describe and interpret learning processes that involve working on and with professional identity in the training placement context? (2) What kind of affordances for identity-related learning are constructed

through these descriptions? The study draws on 10 focus group discussions with 44 students that were conducted immediately after training placements. A constructionist thematic analysis of data provides insight into what kinds of sites students evoke as relevant for identity-related learning processes in training contexts, how these processes are described to take place, and what kind of processes they are defined to be. The results will give important insight into what kind of learning takes place in training placement contexts specifically in guidance counselor education. Preliminary reading of the data highlights the centrality and multifacetedness of identity-related learning processes in practical training but also raises questions concerning support structures for identity development in this context. The results are expected to help in thinking through and developing pedagogical practices in and around training placements to foster effective identity development for future guidance professionals.

**Keywords:** *guidance counsellor education; training placements; professional identity development; identity-related learning; focus groups*

**Presentation language:** *English*

**Paper – Session room:** *Felix, 12 November, 14:15–15:45*

**High-Quality Guidance Services**

**Paper session 2.4**

**Room: Alvar**

## **A paternalism justification model for career interventions based on time-slice view delimited by decision points**

**Yukashi Asato**

**University of Tsukuba, Japan**

Career support practitioners can face conflicts between respecting a client's autonomy and contributing to social justice, particularly egalitarian justice. This challenge intensifies when the client's choice results in consequences that could potentially harm his/her own interests. In such cases, paternalistic intervention—aimed to protect a person from actions or decisions that could potentially harm him- or herself—may be considered. Paternalism is particularly prevalent when the client is a child or adolescent. Although paternalism is frequently criticized as an unacceptable form of intervention, there is a case for a justifiable version, as discussed in legal and moral philosophy. Since the prioritization of interventions for environmental factors has been addressed in a separate paper, this paper focuses on developmental factors. Specifically, it examines interventions aimed at preventing the internalization of oppression within a client's self-concept. The paper begins by highlighting the challenges faced by Japanese students from low socioeconomic backgrounds, particularly in their daily role performance, drawing on existing literature. It then explores the implications and limitations of the time-slice view as a principle justifying paternalism. This view applies J. S. Mill's harm principle to an individual by treating them as a different person at different points in time. Finally, the paper proposes an approach to overcoming the limitations of the time-slice view and defines self-transformation through the concepts of transition and decision points. The paper concludes by proposing for a model of paternalistic justification in career practice. The proposal entails minimizing the likelihood of selecting disadvantageous options in small decisions that contribute to significant and consequential decision points. This intervention holds particular significance in Japan, where

teachers, who are regularly and holistically engaged with students, bear the responsibility for career education.

**Keywords:** *Paternalism, Decision-making, Career intervention, Child career development*

**Presentation language:** *English*

**Paper – Session room:** *Alvar, 12 November, 14:15–15:45*

**Equity, Diversity, and Inclusion in Guidance Services**

## **Culturally Appropriate Career Counselling Model trialled in Finland and Ireland**

**Rosarii Molloy-Curran & Miika Kekki**

**Education & Training Boards Ireland, Ireland**

Researchers in the area of career guidance from Finland and Ireland were interested in trialling the Culturally Appropriate Career Counselling Model (CACCM) within their respective countries. Both were involved in research involving migrants and were interested in examining cultural context's impact on career counselling outcomes.

CACCM was originally developed by Fouad and Bingham in 1995 (Fouad & Bingham, 1995). In 2006, Byars-Winston and Fouad elaborated on the model (Byars-Winston & Fouad, 2006). They made the point that context-sensitive career counselling needs constant attention not just with regard to the client's cultural context but also to the counsellors (ibid). They suggested expanding the model to include metacognitive processes to aid guidance counsellors when working with clients from diverse backgrounds. The model uses three processes to aid the counsellor in metacognitive skill development:

- Planning, developing a plan to work with the client
- Implementation, implementing the plan with regular self-monitoring
- Evaluation of the effectiveness of the plan

The research objectives are to examine the work of career counsellors working in Finland and Ireland, particularly those working with clients from a migrant background. In particular, the goal is to examine how the American CACCM, created for guidance and counselling with ethnic and cultural minorities, could be transferred or modified to European contexts. For this purpose, we recruited a pool of practitioners who would use the model in their everyday career counselling practice and then report their observations and experiences. The results from this trial could be used in developing further training for practitioners working with this issue and this client group.

**Keywords:** *migrants, ethnic minorities, career guidance, practitioner competencies*

**Presentation language:** *English*

**Paper – Session room:** *Alvar, 12 November, 14:15–15:45*

**Equity, Diversity and Inclusion**

## **High School Diploma or Baby?: Justifiable paternalism based on the capability approach**

**Atsushi Okabe & Yukashi Asato**

**Seisen Jogakuin College, Japan & University of Tsukuba, Japan**

This study examines the issue of vulnerable youth and the support needed for their transition into the workforce with appropriate interventions. One focus is on youth pregnancy, particularly students who decide to continue their pregnancies while attending high school. Using a case study of an alternative high school for pregnant teenagers in Alberta, Canada, this research aims to draw implications to Japan in the terms of both the structured and unstructured practices within the school. It adopts a theoretical framework based on a paternalism justification model and Amartya Sen's capability approach to analyze the practices. The methodology involves conducting interviews with two graduates of the school to gather insights into their experiences. As a result, 3 implications are pointed out. First, tailored school environments class as easily convertible commodities helped teenage mothers learning. Second, individualized learning supports assisted their learning process itself. Third, teachers actively called students at risk to prevent an unvaluable functioning such as drop out and encourage them to achieve get a diploma as a valuable functioning. In conclusion, the study identifies three key concepts for supporting youth with difficulties: multi-agency one-stop services, personalized learning approaches, and active interventions by teachers and staff. These are significant for Japan in promoting high school graduation and fostering social and vocational independence among young people facing various challenges.

*Keywords: Capability approach, Paternalism, Youth pregnancy, High School Education*

*Presentation language: English*

*Paper – Session room: Alvar, 12 November, 14:15–15:45*

*Equity, Diversity, and Inclusion in Guidance Services*

### **Symposium 2.1**

### **Room: Taulumäki (Alexandra)**

## **Addressing the Skills Gap in the Asia Pacific Region**

**Chair: Sini Parampota**

**Asia Pacific Career Development Association, Qatar**

**Presenters: Ma. Leonila Vitug-Urrea (1), Baktiar Hasnan (2), Lalithaa Maniam (3)**

**Association of Placement Practitioners of Colleges and Universities (APPCU), Philippines (1), Multimedia University, Malaysia (2), SkillsFuture Singapore (SSG), Singapore (3)**

Approaching the skills gap requires a cross-agency approach. Career planning services are offered in schools, colleges, government agencies, and private, non-profit organizations. Employ-

ers in all industries need to make their needs clear, but the channels for communicating and compiling the needs of employers differ in each country. The agency which takes responsibility for compiling these needs may fall in any of the four sectors. It must identify existing training solutions and gaps in services, then plan and support the development of services needed to bridge the gaps. How this is done varies in each country. Without this coordination, many graduates have difficulty finding employment and may settle for underemployment. This presentation will describe three models for identifying the skills gap and finding solutions which have emerged in Southeast Asia. The presentations will be pre-recorded. When the pre-recorded presentations are completed, a discussion will be led by Sini Parampota, who will attend the conference in-person.

## **Presentation 1**

**Ma. Leonila Vittug-Urrea (Association of Placement Practitioners of Colleges and Universities (APPCU), Philippines)**

### **Addressing the Skills Gap – Philippines**

In the Philippines, the National Career Assessment Examination (NCAE) aims to determine the learner's aptitude and occupational interests in 9th grade and set students on one of the Senior High School tracks. A central coordinating role is played by the Career Guidance Advocacy Program which attempts to interpret labor market information and to inform parents and students about the skills needed by employers. A variety of services are available to assist, such as:

- Phil-JobNet, the government's official job portal, which registers thousands of occupations needing college or technical-vocational graduates.
- Work immersion in the senior high school curriculum which exposes students to work based on their interests and aptitudes.
- Technical-vocational skills training and certification in secondary education offers practical training for students.

## **Presentation 2**

**Baktiar Hasnan (Multimedia University, Malaysia)**

### **Addressing the Skills Gap – Malaysia**

In Malaysia, youth unemployment rate (11.7%) is significantly higher than the national average unemployment rate (3.5%). A 2023 survey by the Department of Statistics Malaysia (DOSM) revealed that 42% of employers reported difficulty in finding candidates with the right skills. Approximately 7.6% of the workforce is underemployed, working in jobs that do not fully utilize their skills or provide adequate compensation. The Malaysia Digital Economy Corporation (MDEC) reported that 70% of new job openings in 2024 require digital skills, yet only 30% of the current workforce possesses these competencies. Programs such as the Skills Development Fund and the National Dual Training System have been expanded, benefiting over 200,000 workers in 2023. Initiatives like the MyApprenticeship program aim to reduce youth unemployment, with 50,000 apprenticeships offered in 2024.

Addressing the career and labour market issues in Malaysia requires a multi-faceted approach involving policy reforms, industry collaboration, and targeted interventions. By focusing on skills development, inclusivity, and technological advancement, Malaysia can create a resilient and dynamic labour market capable of meeting future challenges.

## Presentation 3

**Lalithaa Maniam (SkillsFuture Singapore (SSG), Singapore)**

### **Addressing the Skills Gap – Singapore**

In Singapore, SkillsFuture Singapore (SSG), a statutory board under the Ministry of Education, drives and coordinates the implementation of the national SkillsFuture movement, promotes a culture and holistic system of lifelong learning through the pursuit of skills mastery, and strengthens the ecosystem of quality education and training in Singapore. For the school-to-work transition, it offers a variety of services, including financial assistance, advisory services, and training opportunities, plus labor market information and training in Critical Core Skills (formerly called soft skills). SkillsFuture Singapore is well-known for its excellent analysis of labor market trends and comprehensive response to identifying and filling the skills gaps.

*Symposium keywords: Skills, Gap, Employment*

*Presentation language: English*

*Symposium – Session room: Taulumäki (Alexandra), 12 November, 14:15–15:45*

*Cross-Sectoral and Coordinated Guidance Services*

## **Engaging and supporting conflict-zone practitioners: An APCDA action research project**

**Sini Parampota**

**Asia Pacific Career Development Association, Qatar**

The United Nations Sustainable Development Goals (SDGs) create conditions for holistic career education and guidance necessary for individuals and societies. However, war and conflicts pose a direct threat to the implementation of these goals. Career practitioners in war zones or conflict areas face extraordinary challenges in serving their clients and sustaining what's left in their societies. Without their support, youths and adults in conflict-afflicted areas will be deprived of an anchor of stability for the return to “normal” life and a better future.

As detrimental events around the world unfold, the Asia Pacific Career Development Association (APCDA) is concerned about how career practitioners in conflict-afflicted areas may be supported. In early 2024, APCDA launched an initiative to conceptualize ways to support career practitioners and career development activities under exceptionally difficult circumstances. Drawing from Thomlinson's Capital Model, the project examines support addressing Human, Social, Cultural, Identity, and Psychological career development needs of people in the war zone. Using an Action Research methodology, APCDA engaged career educators and practitioners from conflict-afflicted zones including Ukraine, Palestine, Yemen and Lebanon to understand the challenges they faced and support that they seek. Ongoing focus group sessions enabled APCDA to understand the contexts in which practitioners from various settings in the conflict zones work. Gradually, we form the objectives to assist the practitioners in:

- Continuous professional development
- Fostering dialogues between stakeholders within and beyond conflict zones
- Expanding network for support including peers and referrals to organizational partners.

Other tangible support that APCDA has provided includes virtual participation in APCDA conferences and webinars and complimentary membership with access to resources and engagement. We hope that APCDA's approach will spark ideas across the international career development communities to collaborate on efforts of support. This will ultimately contribute to implementing UN SDGs and building peace and sustainability.

*Keywords: career, sustainability, conflict/war zone support*

*Presentation language: English*

*Paper – Session room: Taulumäki (Alexandra), 12 November, 14:15–15:45*

*Sustainability in Guidance*

## Workshop 2.1

Room: Encore

### **Applying Cognitive Information Processing Career Theory in Practice: Designing Career Interventions to Better Meet Individual Needs**

**James P. Sampson, Jr.**

**Florida State University, USA**

This workshop will provide practical strategies for delivering career guidance interventions focused on better meeting individual needs in various cultural and national contexts. After an introductory discussion of the nature of career choices and career guidance interventions, potential limitations in the international application of career theory will be examined. Cognitive information processing (CIP) career theory (Sampson et al., 2020; 2023a; 2023b) will be used as a foundation for designing career guidance interventions and for addressing some of the limitations of international use of career theory.

Two key elements of CIP theory, the pyramid of information processing domains and the CASVE cycle will be described as the basis for designing decision-making learning resources and for creating a common language for individuals and practitioners. The readiness for career decision-making model (including capability and complexity) and the differentiated service delivery model (including self-help services, brief staff-assisted services, and individual case-managed services) will be examined as an approach to maximize the effectiveness of career guidance interventions in relation to individual needs.

Two aspects of career guidance interventions will be presented that can be used with any career theory having a learning component, not just CIP career theory. The first aspect involves critical ingredients in successful career guidance interventions (including support, assessment, information, psychoeducation, writing, modeling, dosage, and intervention fidelity). The second aspect involves service delivery tools (including individual learning plans, resource guides, and information handouts). Examples of these tools will be provided and workshop participants will have the opportunity to assess how their own career guidance interventions involve these critical ingredients and how these service delivery tools might be used in their setting. The work-



shop will conclude with a discussion of social justice related to career intervention access and how current career guidance policy initiatives support the concepts presented in the workshop.

**Keywords:** *career intervention, CIP career theory, decision-making readiness, differentiated service delivery, service-delivery tools*

**Presentation language:** *English*

**Workshop – Session room:** *Encore, 12 November, 14:15–15:45*

**Accessible and User-Centred Guidance Services**

## **Workshop 2.2**

**Room: Keljo (Alexandra)**

### **Same, same but different – the advantages of collaborative guidance and counselling**

**Elke Scheffelt**

**Wegweiser Bildung, Germany**

The workshop addresses questions of cross-sectoral and collaborative guidance and counselling services in terms of network analysis. We invite practitioners and scientists interested in questions of enabling and professionalising collaborative counselling offers to collectively discuss different forms of collaboration, advantages and barriers.

In the workshop we will present and discuss the concept and practice of the “Wegweiser Bildung in Freiburg, Germany”, a central guidance and counselling centre for the whole population of the city addressing all questions on education and training from early childhood until the age of retirement. Right from the beginning the Wegweiser Bildung established collaborative counselling services with a wide range of partners on certain topics, e.g. “financing further education”, “studying without a high school diploma”, “getting into vocational training and work for migrants” and so forth. The partners for these offers vary for example from the labour market agency, the centre for recognition of qualifications, counselling offers of university to guidance on vocational training of the chamber of commerce and migrant organisations.

On the basis of theories of network analysis and instruments as for example stakeholder analysis, workshop participants will reflect their own networks considering different roles of participating actors as gatekeepers and brokers, respecting the variety of objectives of the partners and the importance of network culture including trust, openness and neutrality. We will highlight the concept of “the strength of weak ties” (Granovetter 1973) and the capacity of brokers to bridge structural holes (Schubert/Veil 2013). Workshop participants will reflect on aspects that facilitate and others that hinder successful multi-sectoral guidance partnerships. Questions of competition on the one hand and added value on the other will be discussed during the workshop as well as opportunities, obstacles and effects of collaborative guiding offers.

**Keywords:** *collaborative guidance services, network analysis, broker and gatekeeper*

**Presentation language:** *English*

**Workshop – Session room:** *Keljo (Alexandra), 12 November, 14:15–15:45*

**Cross-sectoral and Co-ordinated Guidance Services; Accessible and User-Centred Guidance Services**

## Workshop 2.3

Room: Vasikkavuori & Kanavuori

### Digital competences and new counselling approaches for CGC professionals riding the wave of change

Jenny Schulz

University of Applied Labour Studies, Germany

Digital transformation affects CGC professionals in two ways: On the one hand digitalization changes the way they provide their services (Vuorinen & Kettunen, 2021), requires them to develop digital competences and on the other hand it changes labour market by upcoming competence needs and the automatization of routine-based tasks (European Commission, Directorate-General for Economic and Financial Affairs, 2020; Pfeiffer, 2021). Existing frameworks describe and systematize digital competences in general (e.g. DigComp 2.2 (European Commission et al., 2022) or as part of future skills (e.g. Future Skills 2021 framework (Stifterverband für die deutsche Wissenschaft e.V.)). Furthermore, more complex competence needs require new ways in networking and multi-actor career guidance (Weber et al., 2023). The first aim of the workshop is to get to know and apply a new competence framework that sums up existing frameworks under the aspect of relevance for the world of work, learnability and transformational relevance. The second aim is to get to know, discuss and transfer a new counselling method, the CGC-Roundabout for Digital Transformation, that points out multi-actor-career guidance and learning processes during the counselling process. The workshop starts with a short presentation-based methodological introduction. In the interactive part of this workshop will derive relevant tasks and competences CGC professionals need in a digitalized world of work. The workshop is aimed at CGC professionals and researchers in the area of lifelong guidance. It will be conducted using the method of participatory research.

*Keywords: Digital Transformation, multi-actor-career-guidance, digital competences, future skills*

*Presentation language: English*

*Workshop - Session room: Vasikkavuori & Kanavuori (Alexandra), 12 November, 14:15-15:45*

*Digital Evolution in Guidance Services*

## Workshop 2.4

Room: Kortepohja (Alexandra)

### Group Career Coaching – Empowering Learners and Innovating Practice

Susan Meldrum

Edinburgh Napier University, Scotland

Group career coaching has been gaining some traction in the UK and elsewhere in the field of career development in recent years. This small group approach appeals to practitioners as counselling skills, normally reserved for 1-1 practice, can be used to build up an interpersonal

relationship between learners in a group. Group career coaching also has a greater potential to promote social justice and empower learners to improve their career and life chances than 1-1 practice.

Despite its potential group career coaching is still underutilised and its benefits and outcomes are not well researched or well known. In addition there are very few models of delivery and a lack of training of practitioners in its use.

This workshop aims to raise awareness of group coaching and its potential to empower learners and innovate practice and offer baseline skills in its use.

It will begin with an interactive presentation discussing the benefits and limitations of group career coaching and the structure of the Collective Career Coaching Approach (a model developed by the author) and how to apply it to practice. This will include a short demonstration of how the model could be delivered. This will be followed by a case study with people facing particular barriers to progression where the participants will be asked to discuss how the model could be applied to this particular scenario.

The workshop is aimed at researchers, practitioners and managers with an interest in introducing group coaching to service delivery.

***Keywords: Group coaching, group counselling, innovative practice, group empowerment***

***Presentation language: English***

***Workshop - Session room: Kortepohja (Alexandra), 12 November, 14:15-15:45***

***High Quality Guidance Services***

## **Career Education and Students' Agency in Japan: A Qualitative Analysis of Teachers' Perceptions and Practices**

**Kawtar Maya**

**University of Tsukuba, Japan**

This study examines the perceptions and practices of eight Japanese homeroom teachers at six highly ranked academic senior high schools in various prefectures in Japan. Using semi-structured interviews, participants shared insights into their perceptions of students' agency, career education practices, and the connection between these concepts. Overall, most participants reported a lack of familiarity with the concept of students' agency and difficulty linking it with corresponding concepts in their native language. They also noted a lack of resources and formal training on this relatively new educational concept. Moreover, most participants perceived students' agency as closely connected with motivation, activeness, independence, and eagerness. Such perceptions, although aligned with the broader understanding of this concept, have often neglected some of its significant dimensions. In addition, all participants had various approaches to providing career education that were heavily influenced by informal resources. Despite acknowledging the importance of formal policy documents and teacher materials, teachers still preferred informal resources, such as personal and colleagues' experiences, due to time constraints and the vague terminology often used in formal documents. This reliance reflects teachers' preference for a more accessible, time-efficient, and contextualized approach to providing career education. Additionally, most participants perceived the relationship between career education and students' agency as natural. Nonetheless, their perceptions lacked depth of explanation, as most teachers did not describe the exact dimensions or aspects they considered to be naturally aligned between the two concepts. Ultimately, the overlap of the challenges that teachers face in terms of understanding the notion of students' agency as well as the time-constrained difficulties of utilizing formal support materials hinders their ability to provide comprehensive career education support, one that respects their students' sense of agency and adheres to the standards and guiding philosophy of career education in Japan.

**Keywords:** *Career Education, Students' Agency, Homeroom Teachers, Senior High Schools, Japan*

**Presentation language:** *English*

**Paper – Session room:** *Elsi, 12 November, 16:30–17:45*

**High-Quality Guidance Services**

## **Improving and Managing Career Guidance: Providing Individual Support for Secondary Schools**

**Katja Driesel-Lange, Jerusha Klein & Ina Richter**

**University of Münster, Germany**

To provide individualised support for adolescents in their career development, schools must make conceptual, personnel and organisational decisions regarding the design of career guidance (Driesel-Lange et al., 2020a). This design of career guidance must be considered on an individual school basis, i.e. considering school-specific programs, resources and starting points and the associated goals and framework.

To theoretically model career guidance as a school-specific task of quality development, an approach was developed following various strands of discourse on career guidance and school development as well as implementation research, which identifies seven areas critical to development (Klein et al., in press). Schools can use these to reflect on the status quo of their career guidance and identify tasks for further development. Taking this into account and based on the need for systematic diagnostics for school development (Dedering, 2012), the three-year BMBF-funded project “DIGIBO Best! Digitally improving and managing career guidance at schools”, a corresponding digital tool was designed.

The aim of the research and development project is to provide schools with a theoretically based digital diagnostic tool that initially provides a reliable and differentiated picture of the current state of career guidance and makes development processes at the school level visible in the long term. The project follows the design-based research approach (Euler, 2014).

In cooperation with 20 project schools from all types of secondary schools in Germany, an intervention study will be carried out over the project period of three years. A second aim is to systematically describe school needs in the further development of career guidance and to address them in concepts for school development support. Initial findings from the initial needs analysis will be presented and discussed, which can be placed in the discourse on the challenges of career guidance in the context of school development.

**Keywords:** *Career guidance, school resources, development model, individual school, design-based research*

**Presentation language:** *English*

**Paper – Session room:** *Elsi, 12 November, 16:30–17:45*

**High-Quality Guidance Services**

## **Career counseling: An important factor in guiding youth toward determining their future studies and professions**

**Anisa Subashi**

**University of Tirana**

The aim of this study is to explore career counseling in high schools in several dimensions, such as duration of career counseling, roles in career counseling, school activities devoted to career counseling, preparation, identification of needs, support of the parents and professional development of career counselors. Research questions: (1) Career counseling takes place during the three years of graduation or only in the twelfth grade? (2) Who is responsible for career counseling at the school: class teacher, teacher of social science subjects, other teachers, the school's principal? (3) How much the daily, weekly, monthly, or yearly teaching time takes career counseling? (4) How the career advisors are trained before the activities with students at school? (5) How is conduct monitoring and evaluation of career counseling? The findings of the study are important for teachers and school directors, for specialists at different levels of pre-university education, for local and national education instructors. The findings of the study reveal that

student career counseling takes place in high school mainly in the 12th grade, but partly in the 10th and 11th grades. It is recommended that school directories, class teachers, also teachers of different subjects include career counseling as a cross-curricular skill that will support the students in their orientation for career decision-making. The findings of the study reveal the importance of class teacher and school principal role in career counseling. Career counseling for students at high schools takes place in the forms of free talk and no specific topics are studied or specific literature is used. Student's needs are generally identified for career counseling mainly through questionnaires developed at school. Parents support their children in career choices, mainly by collaborating with class teachers and school directors. It is recommended that school directories organize activities with parents focusing on career counseling.

**Keywords:** *Career, counseling, education, orientation, study program, profession*

**Presentation language:** *English*

**Paper – Session room:** *Elsi, 12 November, 16:30–17:45*

**High-Quality Guidance Services**

## **Paper session 3.2      Room: Vasikkavuori & Kanavuori**

### **Career counselling and guidance (CCG) in pre-university education system of Romania – a stakeholder analysis**

**Angela Andrei**

**University of Suceava, Romania**

This paper presents the main results of a stakeholder analysis, undertaken in a national research report, prepared in the period May 2022 – October 2023, under the Reimbursable Advisory Services Agreement on “Regulatory Impact Assessment (RIA) III: Strengthening the Capacity of the Romanian Administration to carry out impact studies for better regulation”, signed by the General Secretariat of the Romanian Government with the International Bank for Reconstruction and Development (IBRD) and implemented in partnership with the Romanian Ministry of Education (MoE). This research report assessed the system of career counselling and guidance (CCG) provided within the Romanian pre-university education system.

This paper describes the stakeholder analysis, undertaken in the application of the Regulatory Impact Assessment (RIA) methodology on CCG activities for the lower and upper secondary education students. The main problem identified in the RIA was: the career counselling needs of pupils at the end of a level of education are not sufficiently met by the class master teachers and school counsellors.

The stakeholder analysis was undertaken by the working group established by the Ministry of Education and in consultation with experts and relevant organisations in the field of CCG in Romania. The roles, interests and difficulties of the main stakeholders involved in CCG activities (pupils, parents/legal representatives, school principal, class master teacher, school counsellor, CJRAE, CMBRAE, CJAP/CMAP) are briefly discussed in the paper.

As the stakeholder analysis showed, specific policy measures are crucial to support the development and implementation of comprehensive and effective career counselling programmes and activities by school counsellors in Romanian education system. The intervention should aim at meeting the CCG needs of pupils at the end of a level of education, with specific objectives of

strengthening the CCG system and ensuring access to CCG for all pupils, including those from marginalised areas.

*Keywords: career counselling and guidance (CCG), stakeholder analysis, pupils, school counsellors, class master teachers*

*Presentation language: English*

*Paper – Session room: Vasikkavuori & Kanavuori (Alexandra), 12 November, 16:30–17:45*

*Accessible and User-Centered Guidance Services*

## **Eqavet and its quality assurance tools for career guidance services**

**Concetta Fonzo (1), Laura Evangelista (2) & Giulio Iannis (3)**

**Istituto Nazionale per l'Analisi delle Politiche Pubbliche (INAPP) (1, 2) & Centro Studi Pluriversum, Italy (3)**

The EQAVET Framework includes quality assurance tools in VET which are adaptable and flexible to be used also for career guidance providers. In particular, the European Peer Review methodology is one of the main self-assessment approaches which can comprise the EQAVET Framework principles and indicators, to support and ensure the auditing of quality and it could become one of the key quality factors for career guidance provision. This paper aims to analysis, as case study, a quality approach for career guidance at school, proposed by Professor Ronald Sultana, within a European project. This approach includes 6 main area of career guidance provision and a specific reference on the role of teachers and professionals as reflexive practitioners. Based on the existing literature and the outcomes of the proposed case study, compared to initiatives related to the implementation of the EQAVET Framework, the paper offers relevant results contributing to further reflections and discussions based on both models – quality assurance for career guidance at school and for VET – identifying potential integrations and options for transferability in other education sectors.

*Keywords: quality assurance, assessment, career guidance, model*

*Presentation language: English*

*Paper – Session room: Vasikkavuori & Kanavuori (Alexandra), 12 November, 16:30–17:45*

*High-Quality Guidance Services*

## **Supervisory alliance in group career counseling supervision: exploration of the role of supervisory interventions**

**Audrey Lachance**

**Université de Sherbrooke, Canada**

Given the complexity of the professional practice, training aims to ensure that future practitioners develop the essential competencies to intervene in a competent, effective, and safe manner

(Akos et al., 2019; Lecomte & Savard, 2017; Nicoleta, 2015). In this regard, clinical supervision plays an essential role in supporting professional development (Lachance et al., 2023; Robinson et al., 2019). The supervisory alliance has been identified as a crucial element of the supervision process (Brien et al., 2023; Park et al., 2019). Nevertheless, there is a need to better understand the supervisory alliance from a processual perspective, and to comprehend what might contribute to its fluctuation over time (Friedlander, 2015; Watkins, 2014). This paper is based on a secondary analysis of data from a study conducted in four Canadian universities. The aim is to examine the role of supervisors' interventions in the evolution of the supervisory alliance in triadic clinical supervision of group career counseling. Supervision encounters were recorded, and the Critical Incidents Questionnaire (Heppner & Roehlke, 1984) was completed after each supervision session. Bordin's (1983) model was used to analyze the supervisory alliance, defined as a collaborative relationship based on three dimensions: (1) agreement on goals, (2) agreement on tasks, and (3) emotional bond. The supervisors' interventions were analyzed using the categorization proposed by Loganhill et al. (1982), consisting of these five types of interventions: (1) facilitative interventions, (2) prescriptive interventions, (3) conceptual interventions, (4) confrontive interventions, and (5) catalytic interventions. The analysis of the supervisory alliance trajectories, with a particular focus on significant moments, highlight how supervisors' interventions may have facilitated, or conversely, undermined the supervisory alliance. Furthermore, when supervisory alliance ruptures occurred, the analysis revealed how the supervisory interventions have helped or failed to repair these ruptures and restore the alliance.

**Keywords:** *Clinical supervision; supervisory alliance; supervisory interventions; triadic supervision; group career counseling supervision.*

**Presentation language:** *English*

**Paper – Session room:** *Vasikkavuori & Kanavuori (Alexandra), 12 November, 16:30–17:45*

**High-quality guidance services**

## **Paper session 3.3**

**Room: Anton**

### **Career Practitioners' Conceptions of Career Management Skills at Finnish Universities of Applied Sciences**

**Päivi Kauppila & Jaana Kettunen**

**Jamk University of Applied Sciences, Finland & FIER at University of Jyväskylä, Finland**

The role of career guidance has evolved alongside the changing world of work, placing increasing emphasis on adaptability and managing change. Despite the demonstrated positive impact of career management skills (CMS) acquisition in educational settings, such as increased degree completion rates, reduced dropouts, and smoother transitions to the world of work, the potential for supporting CMS acquisition remains to some extent unrealized. Guidance services often focus on supporting the educational choices and academic growth of students within their chosen field, rather than on enhancing the acquisition of CMS. This presentation rereports the findings from a phenomenographic study of career practitioners' conceptions of CMS at the Universities of Applied Sciences (UAS). Previous studies have indicated that career practitioners' understandings of the CMS vary. The analysis of interview data in this present study revealed five distinct descriptive categories reflecting career practitioners' conceptions of CMS at UAS. CMS were conceived as (1) irrelevant, (2) secondary, (3) noteworthy, (4) significant, and (5) in-



dispensable. The differences appeared along six dimensions, including awareness, relevance, emphasis, CMS acquisition, CMS promotion, and the practitioner's role. This aligns with previous evidence that career practitioners' conceptions of CMS differ in multiple ways and vary in emphasis. Furthermore, the findings show that CMS are not self-evident or fully understood by all career practitioners at UAS.

**Keywords:** *career management skills, career practitioners, higher education, University of Applied Sciences, phenomenography*

**Presentation language:** *English*

**Paper – Session room:** *Anton, 12 November, 16:30–17:45*

**Accessible and User-Centered Guidance Services**

## **Study of the Consideration of Planetary Health in the Capability to Choose One's Career Path**

**Sandrine Garin**

**CNAM-CRTD, France**

The ecological crisis is caused by human activity (IPCC report, 2023). Only a significant reduction in CO<sub>2</sub> emissions will enable sustainable life on Earth. For this reason, green career counseling has a crucial role to play.

Our study explores the capability to choose one's career path while taking the climate crisis into account.

The Capability Approach (CA) proposes analyzing the decision-making process from a systemic perspective, including planetary health (Whitmee, 2019) which respects all living beings. Sen (2000) built the CA on a vision of equity, ensuring that everyone has access to well-being. To achieve this, different thresholds must be met: one must have an enabling environment that enhances one's agency. Additionally, individuals must possess sufficient personal resources. Only then can we be in capability of freely making choices.

A total of 304 students responded to our questionnaire, which defined an enabling environment in career counseling as parental support (Dangoisse & Nils, 2019) and decent education (Duffy et al. 2020, Terriot, 2019). Individual resources were then analyzed based on vocational identity (Lannegrand & Perchec, 2016), which refers to self-knowledge and awareness of personal interests. Finally, self-determination was measured as an expression of the capability to freely choose one's career path (Brasselet & Guerrien, 2019).

In this exploratory quantitative study, we conducted structural equation modeling (SEM).

SEM revealed that the external and internal resources variables have a positive and significant effect on the Self-determination dependent variable ( $\beta=0.4$ ,  $\beta=0.6$ ).

In addition, the perception of planetary health positively influences the Self-determination dependent variable ( $\beta=0.4$ ). The overall model fit indices are satisfactory (RMSEA = 0.034; CFI = 0.916; TLI = 0.910).

The results indicate that planetary health explains self-determination, and not the other way around. These findings will be discussed in relation to the possibility that planetary health may develop the self-determination.

**Keywords:** *Capability to choose, green guidance, health planetary*

**Presentation language:** *English*

**Paper – Session room:** *Anton, 12 November, 16:30–17:45*

**Sustainability in Guidance**

## **Connecting Career Development and Mental Health for Youth Project**

**Dave Redekopp**

**Life-Role Development Group Ltd., Canada**

Schools are responding to the international wave of interest in mental health by offering explicit mental health services. Career guidance services and integrated career development education are being overlooked as contributing to mental health. The career development field has little evidence to show its contribution to mental health and has done little to communicate the evidence it has. The Connecting Career Development and Mental Health with Youth (CCDMHY) project is an effort to rectify this situation. The CCDMHY project involves a multi-year collaboration of three Canadian provinces to support mental health outcomes for youth in high school. Teachers/counsellors were trained in the use of career development interventions that may have a positive impact on determinants of mental health (e.g., confidence, hope, self-efficacy, motivation, sense of connection). Teachers play important roles as career influencers. Training of educators included a two-continuum model of mental health together with an understanding of the five major effects of career development so that they could become intentional and positive career influencers with students. They also were taught a process for holding Magnusson's "5-P" conversations with students, conversations that foster positive career thinking and improve students' sense of well-being.

**Keywords:** *Career development, mental health, secondary education, teachers*

**Presentation language:** *English*

**Paper – Session room:** *Anton, 12 November, 16:30–17:45*

**High-Quality Guidance Services; Cross-Sectoral and Coordinated Guidance Services; Evidence-Based Practice in Guidance**

## **Career Education in the Nordic Countries**

**Chair: Ida Holth Mathiesen**

**University of Stavanger, Norway**

**Presenters: Rie Thomsen (1), Jaana Kettunen (2) & Ida Holth Mathiesen (3)**

**Aarhus University, Denmark (1), FIER at University of Jyväskylä, Finland (2) & University of Stavanger, Norway (3)**

All Nordic countries provide career education and guidance (CEG) as part of compulsory education. Although the educational systems share common contexts, features, and challenges, there are differences in how career education as a systematic strategy supporting career learning and development is implemented and accessed in each country (Einarsdottir et al. 2023). The Finnish career education system for lower secondary schools is congruent with the systemic systems development category in the conceptual framework (Kettunen 2024). Despite a cohesive structure (on paper) where each activity builds on outcomes from previous activities in the Danish national legislation and curriculum for compulsory education, significant challenges exist concerning the provision, meaningfulness for pupils, and expected outcomes of the activities (Thomsen, Tybjerg, and Skovhus 2024). In Norway career guidance has been provided through the school system for the last 30 years and forms the background for the rise of career education (Røise and Mathiesen 2024). The aim of this symposium is to present results from comparative analyses of Career education in the project The Future of Career Education in the Nordic Countries and self-governing areas funded by the NOS-HS. We aim to discuss the features and challenges in career education and guidance across the Nordic Countries and self-governing areas. In order to build, maintain, and enhance the quality of guidance services in times of change it is important to develop our knowledge of how the system of career guidance and career education is developed and framed in singular countries and across countries. This relates to the conference theme of High-quality Guidance services. While previous analysis shows that Nordic countries are leading in developing valued career education activities, national evaluations reveal that less than half of schools offer systematic career education. This symposium will examine career education in Denmark, Finland and Norway.

### **Presentation 1**

**Rie Thomsen (Aarhus University, Denmark)**

## **Career Education in the Nordic Countries: A Comparison of National Legislation and Compulsory School Curricula**

The Nordic countries provide career education and guidance as part of compulsory education, but there are differences in how it is implemented and accessed in each country. A study comparing Denmark, the Faroe Islands, Finland, Greenland, Iceland, Norway, and Sweden revealed differences in national legislation, curriculum, organization, and quality evaluation. The study aims to spark further discussion and support development in practice to enhance policy and practice development in career education.

## Presentation 2

**Jaana Kettunen (FIER at University of Jyväskylä, Finland)**

### **Work Experience Placements in Lower Secondary Education in Nordic Countries**

The presentation describes work experience placements in lower secondary education in Nordic countries, focusing on how they are formalized and comparing key characteristics across the countries. It reveals similarities and differences in national guidelines, curriculum, and the general aim of work experience placements. The results suggest the need for further studies to gain more knowledge about work experience placements in Nordic countries.

## Presentation 3

**Rie Thomsen (Aarhus University, Denmark)**

### **Career Education in the final years of Compulsory School in Denmark**

This presentation examines career education in Danish compulsory education, analysing activities outlined in national legislation and curriculum. These activities span from 1st to 10th grade, involving collaboration with career guidance practitioners, secondary schools, and employers. Despite a cohesive structure on paper, challenges exist regarding provision, meaningfulness for pupils, and expected outcomes. The article suggests using career education as a unifying principle for the activities in practice.

## Presentation 4

**Jaana Kettunen (FIER at University of Jyväskylä, Finland)**

### **Finnish Lower Secondary Career Education Through a Systems Lens**

This presentation examines the Finnish lower secondary career education system as outlined in national policy and curriculum documents. The study explores the alignment of Finland's lower secondary career education system with themes including legislation, strategic leadership, co-operation, delivery, professionalization, and evidence of impact. Results show that the Finnish career education system aligns with the systemic systems development category. The study demonstrates how systems thinking can offer detailed insights into career education systems and functions.

## Presentation 5

**Ida Holth Mathiesen (University of Stavanger, Norway)**

### **Discourses in the Development of Career Education and Career Guidance in Norwegian Schools Since 1990**

In Norway, career guidance has been integrated into the school system for 30 years, leading to the emergence of career education. This article analyses the discourses shaping the devel-

opment of career guidance and education in lower and secondary schools since the 1990s. Through analyses of political documents, research, curricula, and evaluation reports, five key discourses have been identified: completion, gender equality, resources, professionalization, and whole school responsibility. These discourses highlight how career guidance and education are politically and contextually framed.

*Symposium keywords: Career education, Nordic Countries and self-governing, cross-national perspectives*

*Presentation language: English*

*Symposium – Session room: Alvar, 12 November, 16:30–17:45*

*High-quality Guidance services*

## **Workshop 3.1**

**Room: Kortepohja (Alexandra)**

### **School Critical Incident Interventions to mitigate long-term traumatic impact**

**Clare Finegan**

**National University of Ireland (NUI) Maynooth, Ireland**

This workshop focuses on interventions to mitigate long-term traumatic impact on school guidance counsellors when dealing with critical incidents and suicide trauma impact. Using evidence-based practice, it will appeal to an audience of guidance counsellors and professionals working on the front line during a critical incident in their school organisation. The format will be presentation-based, followed by a group interactive workshop, feedback, discussion and exploration of some unique mental health ‘first-aid’ tools.

This workshop draws on the facilitator’s recent research data, which has contributed to planning policy development and guidance counselling practice in Ireland. It is the first Irish qualitative phenomenological research study on school guidance counsellors’ lived experiences of dealing with student suicide in Ireland.

The workshop will create an opportunity to discuss the impact of school-critical incident trauma from a practical and theoretical perspective. It will allow the audience to examine the personal and professional challenges of dealing with trauma as a guidance counsellor. The research participants’ experiences will offer insight into factors that can potentially exacerbate the impact on the individual and the system and how they experienced the interventions employed to mitigate long-term effects. The workshop will offer theoretical and practical guidelines on effective trauma-informed clinical practice, clinical trauma-informed supervision, and school mental health restorative care, which can benefit community well-being and organisational stability.

Finally, some of the author’s innovative, creative psychotherapy tools will be introduced, which, when applied as part of a counselling or debriefing session, have the potential to offer immediate mental health ‘first-aid’ relief for vulnerable school staff and students who experience shock,

panic and anxiety related to trauma, as a result of being directly or indirectly exposed to a critical incident.

**Keywords:** *Guidance Counsellor, Critical Incident, Suicide, Trauma, Interventions*

**Presentation language:** *English*

**Workshop – Session room:** *Kortepohja (Alexandra), 12 November, 16:30–17:45*

**Evidence-Based Practice in Guidance**

## **Workshop 3.2**

**Room: Encore**

### **Systems Change through Career Guidance Intervention: Results of a Randomized Controlled Trial**

**Sareena Hopkins**

**Canadian Career Development Foundation, Canada**

There has been a growing challenge in providing publicly funded career guidance. Despite the significant, increasing and complex barriers to full labour market participation faced by under-represented groups, Canada’s career and employment ecosystem (and elsewhere) treats all system clients the same -- get them employed quickly in any job or training program and hope it sticks. This unevidenced approach represents a significant gap in service provision. It has created a “spin-cycle,” where people repeatedly return to service after failing at work or training because their readiness needs have not been addressed. Recent Canadian research on this phenomenon found that nearly 70% of clients come to services with at least one readiness need, and almost half (46%) of providers do not have services to meet this need, which results in over a third of clients repeatedly returning to service (Domene, Redekopp & Warner, 2024). This cycle has resulted in high socio-economic costs to individuals, communities, employers, industry sectors, and the skills development ecosystem.

In 2015, the Canadian Career Development Foundation set out to address this gap through an action-oriented career development program, In Motion & Momentum+ (IM&M+). IM&M+’s person-centred, solution-focused, strengths-based approach has proved across multiple evaluations (n= 4), including a randomized controlled trial (RCT), to be transformative for individuals caught in the spin-cycle. This workshop will delineate IM&M+’s approach, design, and theoretical basis and outline the methodology and findings from the RCT. The presentation will show how the “little career guidance intervention that could” is changing the career sector landscape in Canada to support a more inclusive and effective system.

**Keywords:** *Pre-employment, Systems Change, Career Development*

**Presentation language:** *English*

**Workshop – Session room:** *Encore, 12 November, 16:30–17:45*

**Evidence-Based Practice in Guidance**

## **Competence Development for Collective Academic Supervision – Evidence-Based Innovations in University Pedagogy**

**Lis Montes de Oca & Kristina Mariager-Anderson**

**University of Southeastern-Norway, Norway**

This workshop explores the innovative approach of Collective Academic Supervision (CAS) at the University of South-Eastern Norway (USN). CAS involves organising supervision for master students in collective formats, where multiple supervisors work with several students simultaneously. CAS is integrated into two master's programs, a master's in career guidance and a master's in teachers' education / social sciences, as part of a comprehensive research and development project. The CAS project addresses contemporary university challenges by fostering inclusive learning environments, promoting student progress in thesis work, and enhancing students' confidence in their academic and professional skills.

Participants will be introduced to the principles and research underpinning CAS, supported by studies from Nordentoft et al. (2019) and Wichmann-Hansen et al. (2015), which identify CAS as a promising pedagogical practice in higher education. The workshop will showcase practical examples and discuss implementation strategies, highlighting methods for measuring CAS's quality, impact, and return on social investment. This includes using data analytics and feedback systems to improve supervisory methods continuously.

The workshop's interactive format will involve brief presentations, small group discussions, and case study analyses using dilemma cards. Participants will work on real examples from the CAS project, exploring potential applications and addressing challenges linked to students giving and receiving peer-to-peer feedback, expectations between supervisors and students to progression and preparation ahead of supervision, different theoretical knowledgebase and understandings among co-supervisors and tacit knowledge among supervisors concerning learning criteria for master students. Emphasis will be placed on using research and data to inform supervisory practices through this exploratory workshop. By the end of the workshop, participants will gain practical insights into collective supervision methods, research-based knowledge about CAS, and opportunities to reflect on implementing CAS in their educational settings. This session is ideal for educators, academic supervisors, and those interested in adopting evidence-based approaches to enhance supervisory practices in higher education. No prior knowledge of CAS is required.

***Keywords: Collective Academic Supervision, Higher Education, Pedagogical Innovation, Thesis Supervision, Evidence-Based Practice***

***Presentation language: English***

***Workshop – Session room: Keljo (Alexandra), 12 November, 16:30–17:45***

***Evidence-Based Practice in Guidance***

## **Innovative E-Guidance Practices in Career Guidance**

**Robbin Bosch (1) & Thea van den Boom (2)**

**Euroguidance & CINOP, Netherlands (1); CareersNet, Netherlands (2)**

In the fast-changing world of career guidance, digital tools are crucial in developing new career services. This workshop, "Innovative E-Guidance Practices in Career Guidance" aims to delve into the practices and theoretical concepts of E-guidance. Participants will explore diverse practices of E-guidance from across Europe, gained from our explorative study. The workshop focuses on interactive forms of E-guidance that involve guidance from career counsellors. In addition to examining these practices, participants will engage in discussions aimed at generating new insights and identifying innovative good practices from various countries. By reflecting on these innovative practices, attendees will be inspired to initiate forward-thinking actions in their own countries. This interactive 90-minute session will be an engaging mix of a presentation, group discussions, and a collaborative knowledge-sharing environment, aiming to provide attendees with actionable insights and a deeper understanding of E-guidance in career guidance.

*Keywords: E-guidance, Digital Career Guidance, Digitalisation, Technology*

*Presentation language: English*

*Workshop - Session room: Taulumäki (Alexandra), 12 November, 16:30-17:45*

*Digital Evolution in Guidance Services*

## **Generational Resilience and Community Empowerment: A Paradigm Shift in Career Exploration with Indigenous Clients/Students**

**Mary Ellen Earnhardt**

**Montana Career Lab, USA**

When working with indigenous clients/students, many therapists tend to focus on their biased views of Indigenous culture, focusing on the generational trauma and barriers clients must face in finding success in career exploration. This session focuses on generational resilience, the importance of community in the Indigenous culture, and how community can factor into Indigenous clients' career exploration. Participants will be able to view examples of how MAPS Media Institute uses digital storytelling for career development and identity exploration. Strengthening the connection between understanding generational trauma and leveraging resiliency provides for positive outcomes. Participants will view Indigenous films illustrating how students/clients have used resiliency to better their lives and how some Montana educators have used film to help students explore their life stories. This method illustrates how digital storytelling



can assist the client/student in finding success in their search for identity while giving back to their communities and making successful career decisions.

***Keywords: career exploration, cultural identity, digital storytelling, Indigenous identity, generational resilience***

***Presentation language: English***

***Workshop - Session room: Felix, 12 November, 16:30-17:45***

***Equity, Diversity, and Inclusion in Guidance Services.***

## **01 – Building new quality of the career development area in Czech school education curriculum**

**Petr Chalus**

**National Pedagogical Institute, Czechia**

Recently, a new draft national curriculum framework for basic education (6 – 15 age) has been created and innovated significantly career education area. The educational area is more focused on personality and CMS. The area title is changed from “Man and the world of work” to “Man, his personality and the world of work” and in basic education more systematically develops the pupil’s social-emotional skills and CMS. It supports pupils in planning and reflecting on their development, managing challenging situations, and developing good relationships with others. The educational area helps to understand the dynamic change of the labor market, new professions, and the importance of lifelong learning. It also prepares for a successful transition between education and work, managing life and career changes. The field also contributes to gaining experience with practical activities.

The content of the educational field “Personal and Social Education” (as part of the area) develops the student’s positive self-concept, resistance to stress, self-knowledge, and self-organization. It focuses on positive perceptions of others, communication and conflict management, prosocial and ethical behavior. Specific learning outcomes support career development, taking advantage of career opportunities, and balance between free time and work. It includes systematic work with a portfolio. An example of the new educational outcomes in the career development sub-area: “(pupil) creates a personal career portfolio, which is used in model situations of interest in career opportunities”.

Curriculum reform is based on national strategies: “The framework curricula will include systematic work on the career development of each pupil and the strengthening of their professional identity and links with their field of education.” (Strategy for the Education Policy of the Czech Republic up to 2030+). After analysis of public debate (April – May 2024), the final version of the national curriculum framework for basic education should be approved by national authorities.

***Keywords: career education, career development, school education, curriculum reform, career portfolio***

***Presentation language: English***

***Poster***

***Accessible and User-Centred Guidance Services***

## **02 – Guidance, student wellbeing and social justice in the development of VETO-degree**

**Tarja Juurakko-Koskinen**

**Tampere University & Tampere University of Applied Sciences, Finland**

The objective of this study is to examine students' experiences of their studies, learning and guidance from the perspective of well-being and social justice in the context of a new kind of degree program (VETO) at Tampere University of Applied Sciences (TAMK). The theoretical framework is Helne and Hirvilammi's (2016) theory of relational well-being, which posits that well-being is an integrated whole, with all parts influencing each other in interaction with the ecosystem. Social justice is defined as an individual's aspiration and capacity to shape peoples' own life and their society collectively, in a manner that ensures the realisation of a good life, equality and justice (Pouyaud & Guichard, 2018). Guidance should encourage action for a more socially just world.

The research can be characterised as qualitative ethnographic co-research. The experiences of the VETO degree were examined through the observation of team learning lessons and students' reflexive interviews were conducted during the first two years of the program. Team learning is a central part of VETO studies and means that students and facilitating team coach are talking dialogically about the team's activities, learning and the thoughts those evoke.

The preliminary findings of the research indicate that the VETO team learning approach fosters a sense of safety and belonging among students in the group. Furthermore, degree supports student's individual learning paths but requires activity, responsibility and trust in what is an on-going development process. The capacity and motivation to shape one's own life and the wider TAMK community are strengthened in the early stages of VETO.

**Keywords:** *Students experiences, developing degree, guidance, social justice, well-being*

**Presentation language:** *English*

**Poster**

**Sustainability in Guidance**

## **03 – Influence of students' rationale behind choosing a major on their willingness to learn after enrollment**

**Michiko Nakatsuka**

**Osaka Dental University, Japan**

The present study examined the influence of students' rationale behind choosing a major on their motivation to study. A survey was conducted among 387 final-year students enrolled in dental hygienist schools. The impact on their motivation to study was examined among the 364 participants who selected the top five response options in Question 4 on "Reasons for choosing your current major." About 94.1% of the participants selected the following reasons for choosing their major: "I felt it had a future [Answer 1]," "I wanted to obtain a nationally recognized qualification. [Answer 6]," "My family recommended it. [Answer 9]," "I wanted to be useful. [Answer 2]," and "I thought I wouldn't have to suffer financially. [Answer 4]." Approximately 80% of the participants had begun thinking about their major during high school; however, 9.1% of the participants who chose Answer 4 had not yet thought about it. Overall, about half of the participants viewed their aptitude concerning the major positively; however, only 31.8% participants chose Answer 4 and 27.7% chose Answer 9. Meanwhile, 60.6% of the participants who selected Answer 2 had a positive attitude. Compared to the other response groups, a lower percentage of participants who chose Answer 9 viewed "purpose in life" and "sense of doing one's best" positively. Of the participants who chose Answer 9, 25.0% stated that they did not have a

way of relieving their stress. There was a difference in the willingness to learn between students who autonomously chose a career path and those who autonomously chose other career paths.

**Keywords:** *Choosing a major, Willingness to learn, Education*

**Presentation language:** *English*

**Poster**

**Accessible and User-Centered Guidance Services**

## **04 – LMI4Dis\_Abled – Enhancing Opportunities for Persons with Disabilities (PWDs) in the open labour market**

**Luis Carro San Cristobal (1), Fotini Vlachaki (2) & Giulio Iannis (3)**

**University of Valladolid, Spain (1), Progressus Research & Counselling, Greece (2) & Centro Studi Pluriversum, Italy (3)**

While many PWDs remain segregated from the community, deinstitutionalisation and independent living are closely linked to career readiness and employability. Adapted LMI and adequately skilled professionals, able to provide tailored quality services are important to tackle disability gaps in VET and career guidance systems at EU and national level. According to EU reports, many PWDs are inactive at critical career transition phases and throughout the most productive ages. The lack of adequate career information has been highlighted as a critical barrier for youth prosperity, equality and inclusion for youngsters across the EU (OECD 2010). Among the measures indicated, the need for inclusive career services and opportunities to develop the necessary skills enabling their career transitions has been highlighted. Equal access to quality information and support mechanisms to prepare disadvantaged youth for the changing labour market and future of work is strongly requested. Moreover, it is evidenced that LMI and guidance, as applied so far, is not constructive for PWDs. Access to assistive technology in career planning and rehabilitation for PWDs is generally rather limited or the tools used may be severely outdated. In this scope, the LMI4Dis\_Abled project focuses on a novel aspect of career guidance so as to increase its responsiveness to societal needs for the PWDs. It focuses on the enhancement of relevant professionals' competencies and adequate LMI and career development tools availability. The aim is to enable social and labour market inclusion professionals to facilitate decision making self-efficacy, career adaptability and resilience of PWDs in view of multiple life and career transitions. It provides inclusive LMI knowledge and digital tools, as well as updated career information and guidance methodologies, to tackle employment barriers by highlighting progressive career pathways for PWDs, in view of digital transformation and green transition.

**Keywords:** *disability, inclusive careers, digital LMI, adapted tools*

**Presentation language:** *English*

**Poster**

**Accessible and User-Centered Guidance Services; Digital Evolution in Guidance Services; Equity, Diversity, and Inclusion in Guidance Services**

## **05 – Local school-to-work transition service (SLTET) in Castelldefels: local networking for educational guidance projects**

**David Benítez Clares**

**Castelldefels city council, Spain**

The poster discusses the Local School-Work Transition Service (SLTET) in Castelldefels, a municipality in Catalonia with a significant population of young people and foreigners. Created in 1998, SLTET focuses on providing vocational training and guidance to young people aged 16-21, especially those who do not complete compulsory education. Currently, the service offers seven educational projects ranging from the prevention of school dropout to job placement.

The objectives of SLTET include improving schooling conditions, promoting education in values, involving families in the educational process, promoting intercultural education and healthy lifestyles. The methodology focuses on networking with various educational and social agents, creating a system of intervention that addresses the educational needs of young people.

The school dropout rate in Catalonia is worrying, with 16.9% of students dropping out before completing their studies. In Castelldefels, statistics show that a significant proportion of young people do not go on to post-compulsory education. The document underlines the importance of having educational counsellors who can help young people make informed decisions about their academic and professional future.

SLTET results include the active participation of students, families and educators in various activities, as well as the development of specific projects that motivate young people to continue their education. The conclusion emphasises the need to offer opportunities to those who need them most and to implement guidance programmes that reduce school dropout, promoting equity and educational success for all.

**Keywords:** *network, guidance, projects*

**Presentation language:** *English and Spanish*

**Poster**

**Cross-sectoral and Co-ordinated Guidance Services**

## **06 – “OrientaUnito” Project. Educational Guidance Pathways Through Rap Music and Photovoice Methodology: A Thematic Analysis**

**Teodora Lattanzi**

**University of Turin, Italy**

Starting from the year 2022-23, the University of Turin (Italy) has introduced 15-hour educational guidance programs, funded by PNRR NextGen EU (2023-2026), for students attending the last three years of upper secondary school in the Piedmont region. This study focuses on two

innovative pathways that use rap music and photovoice methods to help students understand how different factors can impact their career and life decisions. In the year 2023-24, a total of 483 students participated to these programs, allowing us to explore similarities and differences between the two methods. Results showed that personal, social, and environmental factors are interconnected in shaping students' identities and career goals. Both pathways highlighted themes of uncertainty and insecurity, which are typical during adolescence (Galinsky & Fast, 1966; Schlee, Musumeci & Ghislieri, 2021). Practical implications suggest that schools should incorporate reflective exercises and guidance programs that cater to students' diverse backgrounds and aspirations. The results of the thematic analysis were read through the lens of the System Theory Framework (STF) (Patton & McMahon, 2006), which illustrates the dynamic and complex nature of career development (McMahon, 2005). Using STF model to interpret the results, the analysis of songs and images revealed themes highlighting self-development through three interconnected systems: individual (identity, values), social (relationships, expectations), and environmental (world complexity, global issues). These systems interact continuously, influencing choices and future perspectives. Guidance pathways help understand this interconnectedness and develop skills for navigating these three "self-systems." Overall, students became more aware of elements constructing self-identity (identity, family, society), which, though not all controllable, aid in understanding oneself and relationships influencing future planning. This supports the educational guidance model's aim: promoting self-awareness, understanding values and interests, and designing a realistic, satisfying life project.

**Keywords:** *Educational guidance, Life-design, Photovoice, Rap Music*

**Presentation language:** *English*

**Poster**

**High-Quality Guidance Services**

## **07 – Profiles of school burnout and engagement among French high school students: links with orientation choices.**

**Aline Vansoeterstede**

**Conservatoire National des Arts et Métiers, Centre de Recherche sur le Travail et le Développement, France; Université Paris Cité, France**

School burnout and engagement significantly affect students' well-being and academic paths (Korhonen et al., 2014; Salmela-Aro et al., 2017; Salmela-Aro & Upadyaya, 2014). Previous research has shown that high school students may display diverse profiles of school burnout and engagement but never investigated on their links with orientation choices (Salmela-Aro et al., 2016; Tuominen-Soini & Salmela-Aro, 2014)<sup>2</sup>. The present research builds on a previously published article that identified distinct profiles of French high school students based on their exhaustion, mental distancing, and engagement scores (Vansoeterstede et al., 2024). This study examines how students in the academic track differ by profile in their higher education orientation intentions, orientation choice certainty, intended final education level, academic optimism, GPA, and dropout intentions. Group comparison using Chi<sup>2</sup>, ANOVA and Kruskal-Wallis' test showed differences between profiles regarding all the variables except for orientation certainty. Our study demonstrates that high mental distancing scores, combined with low engagement, significantly influence students' consideration of shorter programs or quitting education. "Burn-

out” students, characterized by higher exhaustion, exhibit stronger dropout indicators, including lower grades and greater pessimism about their success.

*Keywords: School burnout, Educational choice, Dropout, Adolescents*

*Presentation language: English*

*Poster*

*Accessible and User-Centered Guidance Services*

## **08 – Ten years of the Career Education Division of the Hungarian Pedagogical Society (2014–2024). Civil curiosity and professional autonomy**

**Tibor Bors Borbély-Pecze**

**ELTE Eötvös Loránd University, Hungary & Hungarian University of Agriculture and Life Sciences, Hungary**

Being a civilian is not an easy task either in a given geographical space or in a given historical period. Working as an NGO and count on the resources and good-will of volunteers is even more demanding. In terms of career guidance, social division of labour, expertise/hard skills as intra-, and intergenerational values, and in terms of social capital accumulation, civility is an even more a difficult task. Exactly a decade ago, we formed the Career Education Division, which in 10 years has become a professional meeting place. Here we review the main achievements and challenges of our past decade. Perhaps we also show good practice on how valuable professional commitment can be created at local level. In November 2014, the Career Guidance Division of HPS was established with 24 members. It focuses on individuals of all ages and life situations using career guidance services. Its aim is to promote the development of this field in Hungary by interpreting the modern concept system of career guidance on three levels, paying special attention to professionals active in the field of pedagogy. The establishment of the Division was very much inspired by the –that time- ongoing work of the European Lifelong Guidance Policy Network and the IAEVG as well as the 150 years of national practice on career guidance and education.

*Keywords: Hungary, NGO, career education, volunteers, Hungarian Pedagogical Society (HPS)*

*Presentation language: English*

*Poster*

*Equity, Diversity, and Inclusion in Guidance Services*

## **09 – Differences in Planned Happenstance and Career Adaptability: Cluster Analysis of Career Engagement and Career Stress**

**Pingping Cao & Eunhye Jang**

**Chonnam National University, South Korea**

The present study explored the characteristics of Chinese overseas students in South Korea, who actively engage in their career development even when going through high levels of career stress. A cluster analysis was conducted among 187 Chinese overseas students, using career stress and career engagement as the criteria for classification. The study also explored how differences between clusters are related to planned happenstance and career adaptability. Three clusters were identified: Cluster 1 (Low Career Stress, High Career Engagement), Cluster 2 (Low Career Stress, Low Career Engagement), and Cluster 3 (High Career Stress, High Career Engagement). When comparing the three clusters, Cluster 3 differed from Cluster 1 and Cluster 2 in terms of flexibility subscale of planned happenstance. Otherwise, Cluster 1, Cluster 3 did not show significant differences. Cluster 2 showed the lowest score of all subscales of career happenstance and career adaptability. Based on these results, directions for assisting Chinese overseas students with high career stress are discussed.

**Keywords:** *Planned Happenstance, Career Adaptability, Career Engagement, Career Stress, Cluster Analysis*

**Presentation language:** *English*

**Poster**

**Accessible and User-Centred Guidance Services**

## **10 – The relationship between career preparation behavior and happiness of Adolescents: moderating effect of creative personality**

**Eunhye Jang**

**Chonnam National University, South Korea**

The purpose of this study was to examine the moderating effect of creative personality on the relationship between career preparation and happiness based on the panel data of the Korean Children and Youth Panel Survey (KCYPS) in 2018. The participants were 2252 first-grade middle school students. Basic statistics, correlation analysis, and hierarchical regression analysis, and a simple slope analysis were done using SPSS Process Macro Model 1. The main results were as follows: Firstly, creative personality and career preparation were all positively related to happiness. Secondly, creative personality and career preparation both positively and significantly predicted happiness. Thirdly, creative thinking moderated the relationship between career preparation and happiness. Students with high level of creative personality showed a stronger positive relationship between career preparation and happiness. Also, implications for practice and directions for following studies are discussed.

**Keywords:** *Creative personality; Career preparation; Happiness; Moderation effect*

**Presentation language:** *English*

**Poster**

**Accessible and User-Centered Guidance Services**



## **11 – Training path, influences and facilitators in the career construction of VET students.**

**Robert G. Valls-Figuera (1), Mercedes Torrado-Fonseca (2) & Soledad Romero-Rodríguez (3)**

**Universitat de Barcelona, Spain (1) & Universidad de Sevilla, Spain (2 & 3)**

The poster presents significant results of an R+D+i research funded by the Spanish Ministry of Science and Innovation (PID2020-115711RB-I00 funded by MCIN/ AEI/ 10.13039/501100011033). The main goal was to understand the transition processes of Vocational Education and Training (VET) students and what are the career guidance actions carried out in the centres. This study has provided in-depth knowledge of the reality of VET in Spain at a time of transformation of this educational level and, detected the needs for career guidance in the construction of the life project of young people. To this end, a multiple case study was designed, emphasising the triangulated approach between the different agents involved (students, tutors, trainers and teachers, counsellors and those in charge). The methodological option responds, on the one hand, to the complexity of the phenomenon under study and, on the other hand, to prioritise the involvement and active participation of the 12 centres (from 5 different Spanish regions and, different characteristics, levels, sectors and modalities) throughout the phases of the research; and the researchers where from seven Spanish public universities (Barcelona, Seville, Huelva, Las Palmas de Gran Canarias, Lleida, Zaragoza and UNED). A variety of information-gathering strategies were used (questionnaires, autobiographical interviews, focus groups, inter- and intra-centre participatory co-construction groups). Data collection was carried out in accordance with the ethical standards of the University of Barcelona. The fifth axis revolves around the co-design of integrated guidance plans in the participating centres. The aim of these results is to have a real impact, not only on a scientific and technical level, but also on a social and economic level, by providing data of interest to all audiences, including practitioners and policy makers.

***Keywords: Vocational Education and Training, Career guidance, academic trajectories, guidance needs***

***Presentation language: English***

***Poster***

***Accessible and User-Centered Guidance Services***

## **12 – What do you want to be when you grow up? Are we asking children the wrong question?**

**Aisling Murray Fleming**

**Dublin City University, Ireland**

Early Career Related Learning focuses on recognising that career development is a lifelong journey, which begins in childhood and is continues throughout the lifespan (inter alia Magnuson and Starr, 2000; Portfeli, Hartung and Vondracek, 2008; Cinamon and Yeshayahu, 2020).

Portfeli, Hartung and Vondracek posit that the lack of attention to early career development is neglectful of a "...period of life when the foundation is laid for career choices and outcomes in later life" (2008, p.1). They further state that the consequences of this neglect can lead to many negative consequences including and not limited to a gender-stereotyping of professions by children and, in particular, by girls. This position has been further evidenced in research undertaken by the non-profit organisation Education and Employers in the UK (Kashefpakdel, Rehill and Hughes, 2018) and by the "Future at Five" report (OECD, 2020), with both research projects documenting that:

- (a) Gender stereotyping starts at a young age and is a global issue (as evidenced in 15 countries);
- (b) career aspirations are set at the age of seven and change relatively little between then and 18 years and,
- (c) there is a significant mismatch between the career aspirations of children and labour market demands.

This poster presents research from the perspective of the child using drawings and classroom-based conversations to explore what, if any, early career learning is taking place among primary school children (aged 6-9 years), in an Irish context.

**Keywords:** *Career Development, Early Career Related Learning, Lifelong Guidance*

**Presentation language:** *English*

**Poster**

***Equity, Diversity, and Inclusion in Guidance Services; Evidence-based Practice in Guidance***

## **13 – ‘Whole School Approach’ from the Perspective of Subject Teachers in Finnish General Upper Secondary Schools**

**Kirsi Raetsaari**

**University of Oulu, Finland**

The ‘whole school approach’ was introduced in the curriculum of Finnish general upper secondary schools in 2003. According to that, every professional who works in the school has a role in the guidance practice. However, recent research shows that it is still difficult to find a consensus on how to organize guidance responsibilities at schools, and many of the teachers feel insecure about participating or even opt out of guidance practice. As Finnish general upper secondary education has recently faced many reforms and the number of students in need of support in classrooms has increased, teachers feel pressured in their work. At the same time, students highly value the teachers’ support when considering whether to continue or quit their studies. In this poster presentation, I will introduce the ‘whole school approach’ -based guidance system in Finnish general upper secondary schools and discuss it from the perspective of subject teachers. I will also present the preliminary results of a study on teachers’ experiences of participating in guidance. The study aims to understand the intertwining of teachers’ guidance tasks and wellbeing. The research material has been produced using a qualitative questionnaire, where respondents (teachers) were asked to continue sentences concerning the guidance practice and teachers’ work engagement. The analysis has been conducted utilizing the concepts of the subject-scientific educational psychology, mainly by constructing reasons of grounds from the responses. It shows how teachers experience different possibilities under the same guid-

ance practice conditions. I will end the presentation by illustrating how these experiences will be elaborated in focus group discussions with teachers in the next phase of the study.

*Keywords: general upper secondary school, guidance counselling, reasons of grounds, subject teacher, whole school approach in guidance*

*Presentation language: English*

*Poster*

*High-Quality Guidance Services*

## **14 – Proposal for a national competency framework for career professionals in Finland**

**Raimo Vuorinen (1), Helena Kasurinen (2), Jaana Kettunen (3), Eelis Kukkaneva (4) & Outi Ruusuvirta-Uuksulainen (5)**

**FIER at University of Jyväskylä, Finland (1,3,4,5) & HK Career Guidance and Consulting Oy, Finland (2)**

As part of the national development project on lifelong guidance, coordinated by the Ministry of Economic Affairs and Employment, and the Development and Administration Centre (KEHA Centre), the Finnish Institute for Educational Research of the University of Jyväskylä has prepared a proposal for the competency descriptions of guidance professionals as presented in the National Strategy for Lifelong Guidance 2020-24. Several hundred guidance professionals participated in co-creation of the competence descriptions, including practitioners from all levels of education, public and private employment services, youth services, guidance professionals' organisations, student organisations, training units, ministries, regional and public administrations, and expert bodies. The Proposal for the National Competency Framework for Career Professionals consists of three main areas: professionalism, client work, and systemic competency. Together these provide a foundation for the competency of professionals working in different lifelong guidance settings and a tool for competency assessment and development. The descriptions consist of 12 competence areas which are divided into more detailed smaller parts.

*Keywords: Career Professional, competency, framework*

*Presentation language: English*

*Poster*

*High-Quality of Guidance Services*

## **15 – Objectives and contents in the Finnish career guidance professionals' training programs**

**Helena Kasurinen (1), Raimo Vuorinen (2), Jaana Kettunen (3), Outi Ruusuvirta-Uuksulainen (4) & Eelis Kukkaneva (5)**

**HK Career Guidance and Consulting Oy, Finland (1) & FIER at University of Jyväskylä, Finland (2,3,4,5)**

As part of the national development project on lifelong guidance, coordinated by the Ministry of Economic Affairs and Employment, and the Development and Administration Centre (KEHA Centre), the Finnish Institute for Educational Research of the University of Jyväskylä has conducted an evaluation of the training programs of career professionals in Finland as presented in the National Strategy for Lifelong Guidance 2020–24. The evaluation focused on the structure and content of the programs leading to legally defined qualifications of guidance counsellors in education and psychologists, on programs which provide opportunities to work in guidance related activities and on existing in-service training modules. Based on the analysis of existing curricula, main focus seem to be on competences related to actual work with different client groups with knowledge of guidance theories. More attention needs to be paid on digital competence, identification and acquisition of career management skills as well as evaluation and monitoring the outcomes and impact of guidance processes and programs.

***Keywords: Career Professional, training, evaluation***

***Presentation language: English***

***Poster***

***High-Quality of Guidance Services***

## **Digitalisation and Lifelong Guidance Policy in Hungary: Lessons to be learnt from the COVID-19 stress**

**Tibor Bors Borbély-Pecze**

**ELTE Eötvös Loránd University, Budapest, Hungary**

The coronavirus crisis of 2020–21 was a catalyst and an opportunity to adapt to the digital challenges in lifelong guidance. In many European societies, national/ regional digitalisation strategies and policies provide an essential framework for career guidance services. Some countries have standalone policies for developing lifelong guidance systems (e.g., Finland). In other countries, this is a part of sectoral strategies (e.g., Estonia). In Hungary, the national government has overarching strategies for developing public services. This paper considers four relevant Hungarian national strategies in the context of some of the policy guidelines of the European Lifelong Guidance Policy Network (ELGPN, 2015), especially Guideline 9 – Information and Communications Technology in Lifelong Guidance. We were particularly interested to see to what extent this holistic policy approach is reflected in Hungarian policy documents on education, labour and digitalisation almost two decades (European Council, 2004) after the emergence of the European lifelong guidance policy idea.

*Keywords: digitalisation, lifelong guidance system, Hungary, COVID*

*Presentation language: English*

*Paper – Session room: Encore, 13 November, 9:45–11:15*

*Accessible and User-Centred Guidance Services; Digital Evolution in Guidance Services*

## **Anthropomorphism and Ethical Readiness in Human-AI Interaction: Implications for Virtual Counselling**

**Pei Boon Ooi**

**Sunway University, Malaysia**

Integrating artificial intelligence (AI) in virtual counselling presents significant opportunities and challenges for counselling professionals. This study explores the psychological impacts of human-AI interaction, focusing on anthropomorphism and its implications for user trust and acceptance of AI technologies among Malaysian counsellors who provide guidance and counselling. Through a qualitative analysis of 14 interview transcripts, key themes emerged, including perceptions of AI as a human-like entity, trust and reliability, the impact on therapeutic relationships, and the necessity for ongoing professional development and ethical guidelines. Findings indicate that anthropomorphism is crucial in shaping counsellors' interactions with AI, enhancing comfort and perceived effectiveness. However, concerns about over-reliance on AI due to occasional inaccuracies and potential depersonalization of the therapeutic process were prevalent. Trust in AI is largely influenced by its reliability and the consistency of its performance. The study underscores the importance of ethical readiness and the need for com-

prehensive training programs to equip counsellors with the necessary skills and knowledge for ethical AI use. Ethical considerations and the development of robust guidelines are critical to ensure that AI enhances rather than detracts from the guidance and counselling process. These insights contribute to the broader discourse on human-AI interaction, emphasizing the need for sustainable and socially responsible guidance practices. As AI technologies evolve, addressing the ethical, relational, and professional challenges they present is imperative to ensure their effective and responsible use in virtual counselling settings.

**Keywords:** *human-AI interaction, anthropomorphism, ethical readiness, virtual counselling, guidance counsellors, AI in counselling*

**Presentation language:** *English*

**Paper – Session room:** *Encore, 13 November, 9:45–11:15*

**Digital Evolution in Guidance Services; Evidence-based Practice in Guidance**

## **How to human: AI–human dynamics in the career guidance relationship**

**Wendy Pearson**

**University of Warwick, United Kingdom**

Since generative AI has been available, there has been much interest, and concern, about AI technology. Passmore et al. (2024) found that most coaches thought that AI would not replace human to human coaching, but that it would be used to augment coaching practice. In this session we will look at how this could work in practice using the DOTS model (Law & Watts, 1977) to consider where AI could (and could not) enhance career guidance practice. We start from the premise that the moment of decision on whether to embrace or reject AI as part of our practice has passed. Instead, we stand in a moment where we can consider how we can shape technology and how we allow technology to shape our practice, in ways that make our interactions more human, not less.

We will explore current and possible future applications of AI in career guidance practice and the implications for initial training and continuing professional development of career coaches and guidance practitioners. We will consider how both online self-service platforms and a tripartite model of career work (AI with humans in the loop) could harness the potential of AI to provide coaching and guidance which is flexible, efficient, ethical, and engaging, and which brings together the best of what AI and humans can currently do. We will explore areas for further experimentation and practitioner research into the applications of AI in career work and consider implications for training in a rapidly changing landscape.

By the end of the session, participants will:

- Have a better understanding of applications and limitations of generative AI in guidance.
- Consider attitudes and behaviours in relation to this technology to ensure a positive client experience.

- Plan actions to enhance the digital and human aspects of interactions with clients.

**Keywords:** *Chatbot, AI, Coaching, Guidance; Training*

**Presentation language:** *English*

**Paper – Session room:** *Encore, 13 November, 9:45–11:15*

**Digital Evolution in Guidance Services**

## **Paper session 4.2**

**Room: Felix**

### **Can Group Guidance help undergraduate students develop career curiosity, career confidence, and career management skills?**

**Steve Westlake**

**Cardiff Metropolitan University, Wales**

The Group Integrative Narrative Approach (GINA) model developed by Susan Meldrum proposes that small groups represent an effective and underexplored setting for conducting career guidance work, offering ‘the benefits of group work such as peer support and group learning coupled with the potential to build up high quality interpersonal and social interactions usually only possible with the one-to-one approach’ (Meldrum, 2017).

Early efforts at implementing the GINA model via a small-scale study using participatory action research (PARS) have suggested its usefulness in developing career management competencies among participants, particularly in relation to developing their sense of self and sense of skills. Yet further research is required to test the applicability and limitations of the model within different institutional settings and with participants of different ages and stages of their career.

This paper aims to provide further empirical research towards testing the GINA model’s viability and applicability, by adopting the model to deliver a pilot series of in-curricular group guidance sessions for final year students at the Cardiff School of Education and Social Policy (CSESP) a constituent school of Cardiff Metropolitan University (Wales, UK). In their role as Careers Consultant for the school, the researcher will host a series of six 60-minute group guidance sessions for final year CSESP students, following the GINA model’s suggested structure, based around the narrative life design counselling approach advocated by Mark Savackis (Savackis, 2012). The resulting paper will examine how (and whether) the delivery of these sessions has resulted in a measurable improvement in participating students’ levels of career curiosity, career confidence, and career management skills, based on student self-evaluation at the beginning and end of each group guidance session.

**Keywords:** *Group Guidance, Group Integrative Narrative Approach, Career Management Skills, Career Curiosity, Career Confidence*

**Presentation language:** *English*

**Paper – Session room:** *Felix, 13 November, 9:45–11:15*

**Accessible and User-Centered Guidance Services; High-Quality Guidance Services**

## **“We are everywhere”: Specific practices developed within community-based organizations. Some lessons for guidance practices?**

**Manon Chamberland**

**Laval University, Canada**

In Quebec, autonomous community organizations, ideal sites for popular education, have a long tradition of participation in democratic life, and their members have contributed to the emergence of various initiatives. Deeply rooted in the heart of communities, their multidimensional actions help to promote social and economic inclusion (literacy and popular education, access to housing and food, access to culture, health and social services, francization, accompaniment, community organization, socio-professional integration and training, social economy, the defense of rights, etc.) and their historical commitment to Quebec's social development has concrete consequences for the challenges encountered by people living in poverty (Chamberland, 2014 ; Saillant et Lamoureux, 2018). In this sense, the practices of certain community organizations prove to be rich in lessons about reaching these populations and working with them for the concrete improvement of their conditions. What in particular can these practices rooted in communities have to offer? What characterizes the practices of autonomous community organizations and what lessons may we draw for guidance practices? The objective of this presentation is to describe the bases of some practices of certain community organizations in order to draw lessons relevant for guidance practices.

First, the subject will allow us to highlight issues concerning practices with populations with the most difficulty accessing education, and conditions allowing us to ensure the well-being of individuals and collectivities. Secondly, a description of practices of certain community organizations permits us to determine, in a third phase, useful lessons for practices in guidance from an emancipatory perspective.

*Keywords: community-based practice, guidance practices, reaching out, poverty*

*Presentation language: English*

*Paper – Session room: Felix, 13 November, 9:45–11:15*

*Accessible and User-centered Guidance Services; Equity, Diversity and Inclusion in Guidance Services*

## **The single-structure public education model in Catalonia: career education and social justice perspectives**

**Marc Martínez-Pons**

**Autonomous University of Barcelona, Spain**

The single-structure public school model (which comprises ISCED levels 0-2 within the same institution) has been expanding in Catalonia since 2010 to promote educational continuity. Despite the growth of this model, evidence regarding the typology of career education implemented within it remains limited. Based on the conceptualization of career guidance as a



continuous process of maturation throughout the stages of compulsory education, the study aims to describe the typology of career education deployed by these schools and their notion of social justice, comparing it with the career education models deployed by public elementary schools and low-secondary schools. To achieve this, a sequential study design was proposed in two phases. In the first phase, a survey research method was employed, using a validated ad-hoc questionnaire that was administered to 2191 respondents (34.7% of responses from 444 elementary schools; 57.9% from 281 low-secondary schools; and 7.4% of total responses from 56 single-structure schools). In the second phase, five focus groups were held with school board members, academic tutors and counsellors from the Department of Counselling of single-structure public schools. The results indicates that, although career education in single-structure schools begins prior to the final year of compulsory education, in many cases it is not conceived as a maturation process. It is also shown that career education provision is not delivered collaboratively by all professionals, but rather falls primarily on academic tutors. Furthermore, although stakeholders identify elements which may hinder the planification of a life project, institutions do not view a career education as a co-responsibility exercise aimed at promoting individual capabilities for the common good. Promoting a vision of the guidance as a maturation throughout low-secondary education but also, in elementary stages is identified as key to fostering the construction of a coherent life project.

**Keywords:** *Single-structure public schools; career education, social justice; Catalonia*

**Presentation language:** *English*

**Paper – Session room:** *Felix, 13 November, 9:45–11:15*

**Equity, Diversity, and Inclusion in Guidance Services**

## **Paper session 4.3**

**Room: Anton**

### **Co-operation of NGO and academic sector on the qualification programme for career counsellors in Czechia**

**Silvie Pýchová**

**Centrum kompetencí, Czech Republic**

Career guidance is still not a strategic priority at the national level in the Czech Republic. It does not mean that this area is not well developed in this country, but guidance professionals work mainly in the non-governmental sector. The professional development is also based in the non-governmental sphere. This was an impulse for Centrum kompetencí (NGO) to start a system co-operation with the Faculty of Humanities, Charles University in Prague, and prepare a 2-years course focused on career guidance, which also serves as a retraining programme. The course was accredited by the Ministry of Education in 2023 and opened for participants the same year. The four-semester programme ends with a qualification examination according to the National Qualifications Framework. It is possible because Centrum kompetencí is an authorised body for this examination. The content of the educational programme is provided by five qualified career counsellors and two experts from the academic sphere to ensure that the graduates have all the competences and skills required for the qualification of a career counsellor according to the National Qualification Framework. The programme also includes two self-experience training sessions in competence management. There are already 29 students in two years of the programme, mainly teachers but also HR specialists or social workers, willing to change their profession and become career guidance professionals. In 2022, the programme

got the National Career Guidance Award in the Czech Republic as a good example of co-operation between university and non-governmental sectors.

*Keywords: Career guidance, retraining, cross-sectoral co-operation*

*Presentation language: English*

*Paper – Session room: Anton, 13 November, 9:45–11:15*

*High-Quality Guidance Services*

## **Quality assurance in career guidance: policies and practices in Europe**

**Concetta Fonzo**

**Universitat Oberta de Catalunya (UOC), Spain**

Based on the international shared definitions of career guidance, literature provides evidence about research and developments on quality assurance mechanisms and evaluation approaches of career guidance and guidance-related interventions in Europe and beyond. Situated within the devolved theories about quality (Plant, 2001; 2004; Sultana, 2012; 2018) and indicators (Hooley, 2014; 2018; ELGPN, 2015) for effective career guidance provision, this paper focuses on an extensive body of research evidence that was carried out to describe and demonstrate how quality assurance is provided in different national contexts and connected with quality management and control at both provider and system level. The study concentrated primarily, though not exclusively, upon research findings related to European quality assurance policies and systems linked to career guidance, aiming to identify, gather and analyse the mechanisms and measures that are in place. Accordingly, the paper emphasises on the lessons learned from the research findings designed to inform and consolidate professionals' understanding and articulation of what contributes to the organisation and implementation of tailored, effective and high-quality career guidance and guidance-related services, at system and provider level, in a threefold (administrative, practitioner and user-centred) approach to quality.

*Keywords: career guidance, quality assurance, indicators, evaluation*

*Presentation language: English*

*Paper – Session room: Anton, 13 November, 9:45–11:15*

*High-Quality Guidance Services.*

## **Global Insights: High-Quality Career Guidance for All Ages**

**Justin Kerr & Deirdre Hughes**

**Department for the Economy, Northern Ireland & University of Warwick, England**

In 2023-2024, the Department for the Economy in Northern Ireland commissioned an international evidence review comparing career support services across various small advanced economies (SAEs). This study aimed to identify best practices and effective interventions to enhance career guidance quality for individuals of all ages. Participating countries included Ireland, Aus-

tria, Belgium, Denmark, England, Estonia, Finland, Iceland, Luxembourg, New Brunswick (Canada), New Zealand, Norway, Sweden, Switzerland, Scotland, and Wales.

The research focused on strategic and operational structures, delivery arrangements, and the impact of career guidance services in an all-age context. It examined key components such as accessibility, inclusivity, the integration of technology, and the role of careers professionals. Special attention was given to how countries and New Brunswick tailor their services to meet the diverse needs of different age groups, from school students to adults, including those in mid-career transitions.

Significantly, the study also focused on the return on investment (ROI) from the Careers Service. Findings revealed that for every £1 invested in high-quality career guidance, the Treasury receives at least double the fiscal return. This demonstrates the social and economic benefits, as well as the financial prudence, of investing in all-age careers support. By building a compelling evidence base, career services can effectively advocate for sustained funding and policy support. It is imperative that the global career services community collaborates to generate and disseminate this crucial evidence to drive policy change and secure the necessary investments.

The content-rich and detailed findings are aiding the formulation of strategic plans and ongoing dialogue with Ministers, policymakers, and key stakeholders committed to building dynamic and sustainable career guidance support mechanisms for the people of Northern Ireland, both now and in the future. It also provides useful insights that other countries can benefit from.

**Keywords:** *careers guidance; lifelong; return on investment; evidence-base; skills*

**Presentation language:** *English*

**Paper – Session room:** *Anton, 13 November, 9:45–11:15*

**High-Quality Guidance Services**

## **Symposium 4.1**

**Room: Elsi**

### **The role of school staff in careers work: A comparison of England, Ireland, and Scotland**

**Chair:** Peter Robertson

Edinburgh Napier University, Scotland, United Kingdom

**Presenters:** Peter Robertson (1), Petra Elftorp (2) & David Morgan (3)

Edinburgh Napier University, Scotland, United Kingdom (1), University of Limerick, Republic of Ireland (2) & Career Development Institute, United Kingdom (3)

This symposium will explore the roles of staff employed by secondary schools who bear a responsibility for career education and guidance. It will provide a comparison between three different role definitions in England, the Republic of Ireland, and Scotland. In England the role is the 'Careers Leader', in Ireland the 'Guidance Counsellor', and in Scotland the 'Guidance Teacher'. Each role will be critically evaluated, with its advantages and disadvantages highlighted. A framework for international role comparison will be provided. Whilst no one model will be privileged, the importance of school staff will be highlighted, and the conditions for successful role

definition will be considered. The audience will be invited to consider the strengths and weaknesses of the equivalent roles in their own countries, and to share examples of good practice.

### **Presentation 1**

**David Morgan (Career Development Institute, United Kingdom)**

### **England: The role of the ‘Careers Leader’**

Following the Education Act (2011), external careers service agencies in England were disbanded by the government. Responsibility for careers work was devolved to schools.

It became apparent that this could not work without strong leadership and co-ordination of the careers function within the school. As a result, the role of ‘careers leader’ was created. Career leaders are not a distinct profession. The role is often, but not always, held by a qualified teacher. The role is now well supported, and since 2011 provision has improved significantly.

### **Presentation 2**

**Petra Elftorp (University of Limerick, Republic of Ireland)**

### **The Republic of Ireland: The role of the ‘Guidance Counsellor’**

The provision of guidance counselling in Irish secondary schools has been in place since the 1960s, delivered in both classrooms and one-to-one sessions. Guidance counselling is framed as ‘holistic’ and consisting of personal/social, educational and career guidance. This holistic model was perceived as beneficial and essential in a recent public consultation on the development of a strategic framework for lifelong guidance. Findings from two recent studies will be discussed, including a quantitative study on the professional identity of guidance counsellors, as well as a qualitative study concerning implications of the ‘dual role’.

### **Presentation 3**

**Peter Robertson (Edinburgh Napier University, Scotland, United Kingdom)**

### **Scotland: The role of the ‘Guidance Teacher’**

Secondary schools in Scotland employ ‘guidance teachers’. They have a broad remit being responsible for social, personal, educational, and career guidance. They teach ‘Personal and Social Education’ (PSE), which is the curriculum location for career education, and liaise with agencies supporting work experience. A recent qualitative study (Robertson, Meldrum & Earnshaw, forthcoming) looking at career work in school through the eyes of guidance teachers will be described.

*Symposium keywords: Schools, career education and guidance, teachers, professional identity, professional training*

*Presentation language: English*

*Symposium – Session room: Elsi, 13 November, 9:45–11:15*

*Cross-sectoral and co-ordinated guidance services*

## **Thriving Workplaces: The Role of Public Employment Services in Supporting Recruiting, Onboarding and Retention**

**Tannis Goddard & Sareena Hopkins**

**MixtMode Consulting, Canada & Canadian Career Development Foundation, Canada**

What potential could we unlock if small businesses and workers were both supported to thrive at work? This question is at the heart of the Canadian Thriving Workplaces research project. This partnership with provincial Departments of Labour, Skills and Immigration (LSI) and Economic Development (DED) is aimed at reimagining public employment services (PES) to meet evolving labour market needs by offering an integrated dual-client service to both work seekers/workers and employers. Across Canada, small businesses are struggling to find and keep the workers they need. At the same time, workers are struggling to find employment that aligns with their needs and expectations. In the Discovery Phase of this project, research with small business owners and workers identified six “magnetic factors” that, when aligned, contribute to stronger recruitment, onboarding, and retention. This study is testing a suite of interventions based on these findings for delivery to both supply and demand sides of the labour market from initial work search/recruitment, through to hiring and onboarding. This study moves the goal post for the PES beyond working with the supply side on job placements, to working with both sides of the labour market equation to build clarity, capacity, and connection in workplaces. Field testing is now underway across five Demonstration Sites. This research could extend the reach and impact of the PES positioning it as a vital contributor to thriving workplaces and thriving economies. This session will be of interest to guidance professionals, managers/leaders within the guidance sector, and policy makers/funders of PES. The session will include the presentation of the Discovery findings, an overview of the interventions and research methodologies, and a fulsome discussion of practice and policy implications.

*Keywords: Research, System Innovation, Public Employment Service*

*Presentation language: English*

*Workshop – Session room: Alvar, 13 November, 9:45–11:15*

*Accessible and User-Centered Guidance Services; Evidence-Based Practice in Guidance*

## **Implementing Digital Career Services: Sharing 6 years of learnings from projects in over 30 countries**

**Arijana Radic**

**SkillLab, the Netherlands**

In this workshop we will showcase the experiences with digital career services SkillLab has built up over the last couple of years in three projects in different countries. You will get an understanding of the usage of artificial intelligence and digitization in career services enables career counselors in their practice.

**Keywords:** *skill-based tools, skill-focused approach, digitization, AI*

**Presentation language:** *English*

**Workshop – Session room:** *Keljo (Alexandra), 13 November, 9:45–11:15*

**Digital Evolution in Guidance Services**

## Workshop 4.3

Room: Paviljonki 2 (SH)

# Charting Unique Paths: A New Vision for the Career Development Course

**Justin Hultman**

**Florida State University, USA**

### Objectives

In our fast-paced world, career decision-making can be a source of significant stress, often linked to anxiety and even depression. My workshop will introduce a powerful approach using three key questions from the CSI-Clarity Scale (CSI-CS) to create models that explore how fear, difficulty, and confusion in career choices interact. Examining these patterns in structured quadrants will uncover how these factors contribute to career indecision and mental health challenges in the undergraduate student population.

### Methods

This workshop will provide career researchers and practitioners with an innovative approach to understanding career decision-making by utilizing three key items from the CSI-Clarity Scale (CSI-CS): CSI-CS\_3a (“If I had to make an occupational choice right now, I’m afraid I would make a bad choice”), CSI-CS\_3b (“Making up my mind about a career has been a long and difficult problem for me”), and CSI-CS\_3c (“I am confused about the whole problem of deciding on a career”). These items will be explored through three distinct models, each structured around four quadrants that represent the interaction between pairs of these CSI-CS items.

### Specific Topics

The session will demonstrate how these models help categorize individuals into different profiles based on their levels of fear, difficulty, and confusion regarding career choices. Each quadrant reveals unique patterns of career indecision, from those who are confident and clear about their career paths to those who are highly anxious and confused. Furthermore, the workshop will delve into the relationship between these CSI-CS-derived quadrants and depression.

### Conclusion

Participants will leave with practical strategies to identify these patterns in clients and use this understanding to inform career counseling approaches. By integrating career decision-making

models with mental health perspectives, practitioners can better support individuals in navigating their career paths confidently and clearly, fostering vocational satisfaction and well-being.

*Keywords: career decision-making, indecision, confusion, anxiety, depression*

*Presentation language: English*

*Workshop – Session room: Paviljonki 2 (SH), 13 November, 9:45–11:15*

*Evidence-Based Practice in Guidance*

## **Workshop 4.4**

**Room: Kortepohja (Alexandra)**

### **Career Development's Role in the Wave of the Mental Health Movement**

**Dave Redekopp**

**Life-Role Development Group Ltd., Canada**

The international wave of interest in mental health may crowd out career guidance unless the career development field demonstrates its contribution to mental health. Administrators and funders are feeling pressure to offer explicit mental health supports. Without extra funding, resources will be drawn from existing services such as career guidance to create mental health offerings. Research studies connecting career development services to mental health outcomes are scant, as are conceptual frameworks that explain the connections. This workshop provides an overview of two parallel processes, one focussed on stimulating research / conceptualization and one addressing practice. The former process outlines the effects of career development and is used to clarify terminology, create a framework for sorting evidence pertaining to career development (whether natural or intentional) to mental health (CDMH) and begin the work of collecting and sorting direct and related evidence of CDMH. The second, practice-oriented stream involved the exploration of a continuous thread throughout almost all career development intervention—stress control—and the intentional use of core interviewing skills by which practitioners can include clients' mental health concerns in their work while setting and maintaining ethical, competence, and role boundaries.

*Keywords: Career development, mental health, stress, boundaries of practice*

*Presentation language: English*

*Workshop – Session room: Kortepohja (Alexandra), 13 November, 9:45–11:15*

*High-Quality Guidance Services; Cross-Sectoral and Coordinated Guidance Services; Evidence-Based Practice in Guidance*

## **Career Development of Japanese College Students in International Virtual Internship Programs**

**Tomoko Kaminishi**

**Rikkyo University, Japan**

This aim of this research was to determine the effect of international virtual internships implemented by universities aiming to foster global human resources in terms of career development and intercultural understanding among Japanese college students. Therefore, this research examined the experiences of 11 students in a collaborative learning project with a firm in Spain by interviewing them after the completion of the collaborative learning project. Their narratives were analyzed using Ueno's qualitative analysis, one of the Jiro Kawakita methods for qualitative data analysis. The results demonstrated the effect of international virtual internship activities on career maturity according to Super's theoretical approach. Furthermore, the participants exhibited improvement in self-disclosure due to the establishment of interpersonal trust in online environments, which was not characteristic of the high-context Japanese culture that relies heavily on context and nonverbal communication. The factors that contributed to the impact on career maturity were (1) trust in new interpersonal relationships in online environments, (2) an online space in which members could share information anytime, and (3) the Spanish culture as a semantic space that was lax. Conversely, two students with more than six months of experience in overseas programs could not accept diversity of the Spanish culture, which was a minority group; thus, they played the roles of Japanese students who were part of the majority group. This finding implied that developing devices for intercultural understanding at the micro (e.g., interpersonal relationships) and meso (e.g., organization culture in cyberspace) levels and providing pretraining programs are necessary. Consequently, students develop their self-concepts of diverse social and cultural roles, which is required for global human resources.

**Keywords:** *international virtual internship programs, career maturity, online communication platform, intercultural understanding, KJ method*

**Presentation language:** *English*

**Paper – Session room:** *Paviljonki 2 (SH), 13 November, 13:45–15:15*

**Digital Evolution in Guidance Services**

## **Student Life: design and implementation of an integrated approach to career guidance**

**Renice Ton & Tatiana Angelotto**

**Inspere, Brazil**

The aim of this work is to present the process of creating the Student Life department in a private, non-profit higher education institution located in the city of São Paulo, Brazil. In addition to its creation, the study also demonstrates the main results and impacts generated in the



career orientation process in the perception of undergraduate students and their employers of a more welcoming relationship offered by areas integrated by the higher education institution. The methodology used envisages qualitative research carried out by means of focal groups with undergraduate students, who guided and delimited the needs of the department, which went to concentrate a core of reception and accessibility, another of engagement and disciplinary regime, an international office, and another of careers, areas so far unconnected from each other in the support of the student body. The second part of the research collected results through student perceptions two years after the implementation of Student Life, also qualitatively with discussion groups. In addition, students; employers; insights were collected through quantitative surveys at the end of compulsory internship contracts. The results showed that the offer of integrated services to the routine of the students from the first day of class enabled greater knowledge of the initiatives and programs throughout the entire trajectory, in addition to bringing a comprehensive look to the student and collaborating with the development of socio-emotional skills. The contributions of this work are advancing the discussion on the importance of promoting initiatives and programs offered by other areas besides the career office and complementing the training and construction of the professional profile of undergraduate students.

**Keywords:** *Student Life, integrated, journey, career.*

**Presentation language:** *English*

**Paper session – Session room:** *Paviljonki 2 (SH), 13 November, 13:45–15:15*

**Cross-Sectoral and Coordinated Guidance Services**

## **The early career construction for higher education graduates with scholarships from a Brazilian university**

**Tatiana Angelotto & Renice Ton**

**Inspere, Brazil**

The aim of this research was to understand how the early career construction for higher education graduates of the Economics course at an elite Brazilian college in the city of São Paulo, who benefited from a socio-economic scholarship programme during higher education, takes place. The research had socioconstructionism as its epistemological basis and used comprehensive interview methodology to analyse the narratives of the participants, who were invited to take part on the basis of data provided by the educational institution where they studied. The criteria for taking part in the research were that the graduates should be over 18 years old, that they should have been awarded full scholarships at university and that they should have completed higher education in Economics between 2012 and 2017, so that at the time of the interview there was already a period of significant professional activity that would enable them to have a career history to tell. Within the sample provided, 17 people met the research criteria, 10 were invited for interviews and 6 accepted the invitation, 3 men and 3 women aged between 26 and 33. The interviews took place in the first half of 2024 and the participants received a transcript of the conversations to validate the information. Among the main results found in the narratives, we highlight the economic and cultural restrictions (social class constraints) that imposed challenges related to time for travelling and eating, language learning and availability for travelling as students. Even so, all the interviewees reported working in their field of study and achieving relevant positions in the labour market, from the point of view of prestige, remuneration and social mobility. The study sought to contribute to the field of career guidance and

counselling, research into decent work and policies to democratise access and permanence in higher education.

**Keywords:** *university-to-work transitions; early career construction; at-risk students; affirmative action; social constructionism*

**Presentation language:** *English*

**Paper – Session room:** *Paviljonki 2 (SH), 13 November, 13:45–15:15*

**Equity, Diversity, and Inclusion in Guidance Services**

## **Paper session 5.2**

**Room: Felix**

### **Creating Little Ripples can positively impact how children see themselves and their future**

**David Carney**

**Career Industry Council of Australia, Australia**

The “Little Ripples” initiative, developed by the Career Industry Council of Australia (CICA) in partnership with the Australian Government National Careers Institute (NCI), aims to influence primary school-aged children’s career aspirations and understanding of various occupations. Recognising the importance of early career-related learning (CRL), the initiative addresses ingrained stereotypes related to gender, ethnicity, and social background. “Little Ripples” fosters meaningful career-related discussions among children, their parents, carers, and teachers through engaging resources like eBooks, card games, activity sheets, and conversation cards.

Theoretical foundations include Gottfredson’s theory of circumscription and compromise, Super’s life-span, life-space approach, and Vygotsky’s concept of social interaction as a learning mechanism. These frameworks highlight the importance of early intervention and the influence of environmental factors on career choices.

A mixed-methods approach evaluated the initiative, combining quantitative data from surveys with qualitative insights from focus groups, content analysis of children’s responses, and a literature review. Preliminary findings indicate that “Little Ripples” significantly influenced children’s career aspirations and broadened their understanding of various occupations. Notably, 85% of participating children demonstrated a marked increase in career-related vocabulary and understanding.

Positive feedback from parents and teachers underscores the initiative’s effectiveness in initiating career-related conversations. However, curriculum integration and resource allocation challenges were identified, with teachers needing additional training and dedicated time for CRL activities. Addressing these challenges through structured support and policy backing is essential for maximising the initiative’s impact.

Overall, the “Little Ripples” initiative demonstrates the potential of early career-related learning to inspire inclusive career aspirations and foster a more diverse and informed future workforce.

By addressing stereotypes and encouraging broad-based career exploration, the initiative can significantly shape children's future educational and career trajectories.

*Keywords: Early career learning, aspirations, stereotypes, parents, resources*

*Presentation language: English*

*Paper – Session room: Felix, 13 November, 13:45–15:15*

*Accessible and User-Centered Guidance Services High-Quality Guidance Services*

## **Possible Challenges in Educational and Vocational Guidance in Schools for Students with a Migration Background**

**Anna-Lena Müller**

**Carl von Ossietzky University of Oldenburg, Germany**

For more and more pupils, the transition from school to work is a challenge. Young people with a migration background are particularly at risk here. They are more likely to be in NEET than their native-born peers and more likely to be unemployed (cf. OECD 2024, 111). The integration of students with a migration background into educational and career pathways presents a unique set of challenges in the realm of guidance. In order to promote ethical, socially just, and best practices, and thus social inclusion, practitioners need to be sensitized for these challenges and qualified for dealing with them.

Through a comprehensive review of existing literature and case studies (e.g. Sultana 2022; Vehviläinen/Souto 2022), the paper identifies key areas where interventions may be necessary. In contrast to other studies, the focus is not only on recently immigrated pupils and refugees, but also includes pupils with a migrant background who have been in the country and its school system for a longer period of time.

In order to supplement the results with a practical perspective, exploratory problem-centered interviews (cf. Witzel 2000) with students with a migration background on their personal experiences during the guidance process in German school were carried out (N= 6).

The identified challenges can be described as lack of:

- consideration of students' cultural contexts
- information about the education and training system
- involvement of parents and social environment
- external support services
- language sensitivity
- consideration of students' migration-specific competences

The findings underscore the importance of a cross-cultural sensitive and inclusive strategy to address the unique needs of migrant students. The paper concludes with recommendations of

how to design guidance practices and policies in order to dismantle systemic barriers for the special target group as well as deriving further research desiderata.

**Keywords:** *Diversity, Inclusion, Migration Background, School*

**Presentation language:** *English*

**Paper – Session room:** *Felix, 13 November, 13:45–15:15*

**Equity, Diversity, and Inclusion in Guidance Services**

## **Career guidance for newly arrived refugees in Norway**

**Anette Vaage Slåtto**

**The University of South-Eastern Norway, Norway**

The project is an empirical study on career counsellors' experiences with providing career guidance to newly arrived refugees in Norway. According to the new Integration Act (2021), refugees are now mandated to receive individual career guidance sessions (1.5 hours) as part of planning their Introduction program.

Previous research indicates how comparable career guidance contexts show that career guidance serves to achieve political desires that may be in tension with the seeker's needs and the counsellor's professionalism (Hertzberg & Sundelin, 2014; 2021; Kekki & Linde, 2022). This study examines how political governance influences career guidance in integration, affecting its practice. The research question is: What experiences do career counsellors have in providing career counselling to newly arrived refugees within the framework of the new Integration Act?

The research question is explored by observation at career guidance centres and interviews with career counsellors and leaders. I use concepts from Institutional Ethnography (Smith, 2005) and Street-level bureaucracy (Lipsky, 2010).

Preliminary findings indicate that the institutional frameworks for guidance, such as the timing of the guidance, expectations to formulate career goals, and the degree of voluntariness, challenge the professionalism and ethics of career counsellors.

**Keywords:** *Refugees, career guidance, professionalism*

**Presentation language:** *English*

**Paper – Session room:** *Felix, 13 November, 13:45–15:15*

**Equity, Diversity, and Inclusion in Guidance Services**

**Paper session 5.3**

**Room: Paviljonki 1 (SH)**

## **Career Orientation and Work Values in an Era of Generational Change: Insights from Germany**

**Melanie Hochmuth**

**University of Bamberg, Germany**

Based on the work-value theory, values that are reflected in intrinsic and extrinsic factors play an important role in career choice (Barhate & Dirani, 2022). Taking values into account has been shown to improve job fit in the labor market (Sortheix et al., 2015), which is becoming increasingly relevant as the number of unfilled training positions in VET grows in Germany (BMBF, 2024). Changes in generational shifts are reflected in intrapersonal values, which are directly related to professional activities, and interpersonal values, which shape the social context.

This article therefore examines the question: what values do generations Y and Z represent, what expectations do they have of career orientation and what changes are emerging? 248 German students from generation Z and 118 from generation Y were surveyed with regard to their general values (58 items), career goals and work values (32 items) as well as their expectations of career orientation (open-ended response format). The article first highlights the values and career goals identified as most important and compares them between the generations (t-tests). Expectations of the BO process are categorized and discussed against the background of the values.

The results show that both generations prioritize family, health, and education over aspects like adventure and fun. However, while Generation Y considers a secure income to be the most important factor in the work context, Generation Z seeks first and foremost to fully utilize their own intellectual powers.

Based on this, a shift from a prioritized security orientation to creative and intellectual development can be observed between the two generations, which is central to long-term labor market adaptation. This indicates that the integration of individual values into career orientation and counseling services is a potential approach to improving labor market adaptation and emphasizes the relevance of further research on concrete mechanisms.

**Keywords:** *work values, generation z, vocational orientation, VET*

**Presentation language:** *English*

**Paper – Session room:** *Paviljonki 1 (SH), 13 November, 13:45–15:15*

**Accessible and User-Centred Guidance Services; High-Quality Guidance Services**

## **Protean and boundaryless attitudes in the contemporary work context**

**Iva Šverko & Toni Babarović**

**Ivo Pilar Institute of Social Sciences, Croatia**

In today's globalized world of work, characterized by the removal of territorial boundaries, digitalization, remote work, and increased job flexibility, the demand for worker mobility is growing. Unlike the traditional career model, where organizations managed workers' career development and rewarded employees with job stability, position, and salary, the modern career paradigm involves personal responsibility for one's development. This often includes changing jobs, organizations, and even professions to achieve career success and satisfaction. Preferences for modern careers are reflected in protean and boundaryless career attitudes, or attitudes towards self-directed career and values-driven career (protean career) and attitudes towards work outside strict institutional boundaries and career mobility (boundaryless career). In this paper, we study protean and boundaryless career attitudes in a sample of 360 Croatian employees. In addition to the confirmed psychometric properties of both scales, we found closer relations among self-directed career orientation, values-driven career orientation and preferences for a

career without institutional boundaries, while preferences for career mobility stood a bit further from these constructs. Determinants of modern careers preferences were studied by exploring their relations to gender, age, educational level, personality traits, career adaptability, work engagement, job performance, and job satisfaction. The data suggest that all protean and boundaryless career attitudes can be explained with sociodemographic, personal, and job-related constructs ( $R^2$  are in range .08 to .36), and specific relations were discussed. Our findings suggest the appropriate validity of the Protean Career Attitude and Boundaryless Career Attitude Scales in the Croatian sample, but also raise some questions about the adequacy of the boundaryless career mobility preferences subscale in our culture.

**Keywords:** *protean career, boundaryless career, world of work, employees*

**Presentation language:** *English*

**Paper – Session room:** *Paviljonki 1 (SH), 13 November, 13:45–15:15*

**Accessible and User-Centered Guidance Services**

## **Understanding how involuntary career change shapes the centrality of work in people’s lives**

**Caroline Éliane Brazier & Miika Kekki**

**University of Lausanne, Switzerland**

Although normative career transitions (e.g., from school to work and from work to retirement) are extensively studied, little research has focused on non-normative transitions, such as career change. Yet career change, especially when involuntary, can undermine a worker’s career and challenge them to redefine their occupational identity and the meaning they attach to work. A thorough understanding of these processes is essential to design appropriate career guidance and counseling interventions and prevent these career paths from becoming more precarious. Based on these observations, we conducted qualitative longitudinal research to explore whether and how an involuntary career change shapes the centrality of work in people’s lives. We carried out three waves of semi-structured interviews over two years with 16 participants who were forced to change careers in Switzerland due to health issues or unemployment. Our analysis uncovered five ways in which involuntary career changes shape the centrality of work, namely: (1) clinging consistency, (2) grounded consolidation, (3) fluctuating stability, (4) balancing in the making, and (5) active detachment. Overall, our results highlighted the dynamic nature of work centrality, as well as the contrasting effects of involuntary career change on this centrality. These findings argue in favor of tailored, inclusive, and long-term career guidance and counseling aimed at supporting transitions to new careers as meaningful as possible, even when people are forced to change.

**Keywords:** *Career transitions, involuntary career change, work centrality, qualitative longitudinal research*

**Presentation language:** *English*

**Paper – Session room:** *Paviljonki 1 (SH), 13 November, 13:45–15:15*

**Equity, Diversity, and Inclusion in Guidance Services**

## **Developing a holistic system of lifelong guidance: Perspectives from career experts**

**Sally-Anne Barnes**

**University of Leicester School of Business, UK**

Over recent decades, the development of lifelong guidance systems has attracted increasing attention within the career guidance field. Despite the considerable investment of effort and resources, it remains that most countries have not yet succeeded in establishing coherent and holistic lifelong guidance system that meet all the information, advisory and guidance needs of citizens. This presentation reports the findings from a phenomenographic study of career experts' conceptions of systems development in lifelong guidance settings. Four categories were identified, which can be considered on a continuum ranging from minimal to systemic systems development in lifelong guidance. By exploring the logical relationship between qualitatively different conceptions, it provides a way of holistically viewing the varying levels of lifelong guidance systems development. The matrix presented may serve as a catalyst for discussion on crucial elements, such as legislation, leadership and cooperation, that have the potential to improve systems development in lifelong guidance. In addition, the hierarchical structure of the findings may provide a tool for evaluating (or even monitoring) systems development in lifelong guidance both at the national and international level.

*Keywords: guidance, systems development, phenomenography, inter-organisational cooperation, policy*

*Presentation language: English*

*Paper – Session room: Encore, 13 November, 13:45–15:15*

*Cross-Sectoral and Coordinated Guidance Services; Evidence-Based practice in Guidance; High-Quality Guidance Services*

## **Examining the impact of a STEM intervention from a Social Cognitive Career Theory perspective**

**Jérôme Rossier**

**University of Lausanne, Switzerland**

Using the Social Cognitive Career Theory (SCCT, Lent et al., 1994), the first aim of this research was to assess in a representative sample of students the links between, STEM ability beliefs, self-efficacy, outcome expectations, interests, career choice, and social support. The second aim of this research was to assess the impact of a STEM intervention called “Swiss TecLadies” intended for girls between the ages of 14 and 19 and that provides a wide range of engaging activities. Each participant is assigned a dedicated mentor, offering guidance and support throughout the duration of the 10-month program.

Data were acquired using a questionnaire, including several validated scales, completed by 916 students in secondary education from the general population (Mean age = 15.76). 84 partici-

participants benefitting of this STEM intervention completed the same questionnaire before and after the intervention (Mean age = 13.90).

Results on the general population of secondary students suggest that interests mediate as expected the links between self-efficacy, outcome expectations, and career choices, and that social support moderates these different indirect links. Paths did differ according to gender, self-efficacy playing a more significant role in predicting STEM choices for girls. The participants of the STEM intervention for girls had higher scores on most of the study variables compared to the general population of students at the beginning of the intervention. The intervention did however have a positive impact on self-efficacy and outcome expectations that could prevent a possible decline of STEM interests and choices.

To conclude, this study confirms the relevance of the Social Cognitive Career Theory to study STEM interests and choices. This study further substantiates the significance of STEM interventions which encompass STEM activities and mentoring, over a long period of time.

**Keywords:** *STEM, Social Cognitive Career Theory, STEM intervention*

**Presentation language:** *English*

**Paper – Session room:** *Encore, 13 November, 13:45–15:15*

**Equity, Diversity, and Inclusion in Guidance Services**

## **Symposium 5.1 (continues in Symposium 6.1) Anton**

### **Justice sociale et recherche transformatrice : Perspectives pour un développement durable des pratiques d'orientation.**

**Chairs:** *Mariève Pelletier (1), Imane Lahrizi (2) & Patricia Dionne (3)*

*Université Laval, Canada (1,2) & Université de Sherbrooke, Canada (3)*

**Presenters:** *Patricia Dionne (1), Audrey Lachance (2), Eddy Supeno (3), Julie Chabot (4), Imane Lahrizi (5), Liette Goyer (6), Annie Gourde (7), Julie Morissette (8), Mariève Pelletier (9) & Manon Chamberland (10)*

*Université de Sherbrooke, Canada (1,2,3,4,8) & Université Laval, Canada (5,6,7,9,10)*

**Discussants:** *Alexandre Brien & Isabelle Orly-Louis*

*Université du Québec à Montréal, Canada & Université Paris Nanterre, France*

Ces dernières années, l'intégration socio-professionnelle et le maintien en emploi ont été marqués par des changements économiques, technologiques et culturels, qui ont accentué la polarisation du marché du travail et aggravé les disparités sociales. Malgré les politiques internationales visant à promouvoir la justice sociale à travers l'éducation et l'emploi, certains groupes marginalisés, tels que les femmes, les personnes racisées, celles en situation de handicap et les communautés LGBTQIA+, rencontrent des obstacles à l'accès à une éducation de qualité et à des emplois décents. Ce symposium présente des recherches axées sur l'amélioration de la justice sociale en matière d'intégration professionnelle, de maintien en emploi et des pra-



tiques de soutien destinées aux populations touchées par les inégalités sociales. Dionne et Lachance examinent l'évolution des pratiques d'intervention auprès des femmes ayant des problèmes de santé mentale. Supeno et al. étudient les projets collectifs visant à renforcer l'intégration professionnelle des populations vulnérables. Lahrizi et al. explorent le cas des transitions contraintes et non anticipées qui s'insèrent dans des parcours professionnels stables. Bengaly et al. se penchent sur les interventions interculturelles auprès des personnes réfugiées, abordant les obstacles et proposant des solutions pour l'intégration. Viviers et al. se concentrent sur la santé mentale du personnel enseignant, en proposant des dispositifs organisationnels pour un environnement de travail sain et bienveillant. Pelletier et Giguère proposent un cadre analytique visant à soutenir les travailleurs confrontés à des problèmes de santé mentale, tant durant leur période d'absence que lors de leur retour au travail. Chamberland examine les conditions favorisant la participation dans les organisations communautaires, en insistant sur les contributions collaboratives. Globalement, ces recherches apportent des éclairages sur les défis de l'intégration et proposent des pistes pour améliorer les pratiques et favoriser l'inclusivité.

## **Social justice and transformational research: Perspectives for sustainability in guidance practices**

In recent years, socio-professional integration and job retention have been significantly influenced by economic, political, technological, and cultural shifts. These changes have exacerbated labor market polarization and increased social disparities. Despite efforts towards social justice through education and employment policies worldwide, marginalized groups such as women, people from diverse racial and ethnic backgrounds, LGBTQIA+ people, and people with disabilities, including mental health issues, still encounter barriers to quality education and decent jobs. These disparities are preventable, and employment can play a crucial role in either perpetuating or alleviating such inequalities, significantly impacting health outcomes. This symposium aims to explore the contributions of transformative guidance research to improving social justice issues related to occupational integration, maintaining employment, and support practices for populations affected by social inequalities linked to employment and work. The research to be presented explores innovative strategies for enhancing the social and professional integration of individuals facing diverse obstacles. Dionne and Lachance examine the evolution of career counseling for women with mental health issues, emphasizing collaboration with the healthcare sector. Supeno et al. investigate collective projects to bolster the professional integration of vulnerable populations, highlighting positive employment impacts. Lahrizi et al. explore forced job transitions, providing insights into adaptive mechanisms. Bengaly et al. study intercultural interventions for refugees, addressing hurdles and proposing solutions for integration. Viviers et al. focus on teachers' mental well-being, offering organizational frameworks for a nurturing work environment. Pelletier and Giguère unveil an analytical framework for supporting workers with mental health issues during their absence and return to work. Chamberland examines conditions fostering participation in community organizations, emphasizing collaborative contributions. Overall, this research provides insights into integration challenges and proposes avenues for enhancing practices and fostering inclusivity.

### **Presentation 1**

## **Discuter et transformer le travail d'orientation professionnelle en groupe : une voie de justice sociale? / Discussing and**

## **transforming group career counseling work: A path to social justice?**

**Patricia Dionne & Audrey Lachance (Université de Sherbrooke, Canada)**

Les difficultés liées à la santé mentale des femmes peuvent entraver leur intégration sociale et professionnelle et entraîner des situations de précarité et de pauvreté. Cette recherche s'appuie sur la clinique de l'activité pour transformer le travail d'intervention de conseillères pour répondre aux besoins spécifiques des femmes ayant des problèmes de santé mentale. Les résultats montrent que le counseling de carrière groupal nécessite une continuité de services avec le secteur de la santé; laquelle est mise à mal et les conseillères font des propositions concrètes pour l'améliorer.

Difficulties related to women's mental health can hinder their social and professional integration and can cause situations of precariousness and poverty. Drawing on a cultural-historical activity theory perspective, this research uses a methodology based on clinic of activity to transform the intervention work of counselors to meet specific needs of women with mental health problems. Results show that group career counseling requires continuity of services with the health sector; continuity currently undermined and that counselors make concrete proposals to improve.

### **Presentation 2**

## **Projet collectif et insertion professionnelle des jeunes en situation de vulnérabilité / Collective project and professional integration of vulnerable youth**

**Eddy Supeno, Patricia Dionne & Julie Chabot (Université de Sherbrooke, Canada)**

Des approches alternatives semblent essentielles pour soutenir l'intégration professionnelle des jeunes vulnérables rencontrant des difficultés d'intégration persistantes, comme le développement de compétences sociales favorisant leur intégration. La participation à un projet collectif ne visant pas l'employabilité constitue une piste pertinente, car cette participation peut avoir un impact positif sur l'emploi. L'objectif est d'identifier, dans l'expérience des personnes participant à un projet collectif, l'impact sur leur insertion professionnelle. Les résultats concernent les interactions, l'engagement et le développement des compétences des participants.

Alternative approaches seem essential to support the professional integration of vulnerable youth for whom integration challenges persist. This is particularly the difficulty in developing the social skills necessary for their integration. Participating in a collective project not aimed at employability constitutes a relevant avenue because such participation can positively impact employment. The objective is to identify, in the experience of people participating in a collective project, the impact on professional integration. The results concern participants' interactions, engagement and skills development.

### **Presentation 3**

## **Les parcours professionnels face à la transition forcée : Le cas des travailleurs ayant perdu un emploi de carrière / Career**

## **paths in the face of forced transition: The case of workers who have lost a career job**

**Imane Lahrizi (Université Laval, Canada)**

Cette contribution propose une analyse de l'expérience de la perte d'emploi dans des parcours professionnels stables, en s'appuyant sur un cadre théorique combinant l'approche du parcours de vie avec des perspectives contextuelles et constructivistes, et en utilisant les récits de vie comme méthodologie. Les résultats mettent en évidence trois types de récits couvrant un continuum d'expériences, allant d'une perte d'emploi de carrière modérée par une relation détachée au travail, à une expérience plus dévastatrice.

Contemporary career paths are increasingly uncertain and unpredictable. This contribution proposes an analysis of the experience of career job loss that occurred in stable jobs. It draws on a theoretical framework based on the life-course approach combined with contextual and constructivist approaches. Methodology adopted is based on life narratives. Reconstruction of the narratives led to three narratives spanning a continuum of experiences, from a career job loss experience moderated by an indifferent relationship to work, to a more devastating experience.

### **Presentation 4**

## **L'intervention interculturelle dans l'orientation des réfugiés peu scolarisés : Défis, exigences et leçons à tirer / Intercultural intervention in guidance for refugees with low education: Challenges, requirements and lessons to be learned**

**Liette Goyer<sup>1</sup>, Patricia Dionne<sup>2</sup>, Annie Gourde<sup>1</sup> & Julie Morissette<sup>2</sup>  
(<sup>1</sup>Université Laval, Canada; <sup>2</sup>Université de Sherbrooke, Canada)**

L'intégration des connaissances interculturelles dans l'orientation implique un regard critique sur nos fondements théoriques et nos pratiques. Cette étude vise à comprendre les défis et les spécificités de l'accompagnement des réfugiés peu scolarisés et à proposer des actions axées sur le développement d'une approche interculturelle visant l'intégration sociale et professionnelle. En utilisant plusieurs méthodes de collecte de données qualitatives, les résultats relatifs aux défis rencontrés, au développement des compétences interculturelles et aux leçons à tirer seront communiqués et discutés.

The integration of intercultural knowledge in guidance implies a critical look at our theoretical foundations and practices. This study aims to understand the challenges and specificities of supporting refugees with low levels of education, and to propose actions focused on the development of an intercultural approach aimed at social and professional integration. Using several qualitative data collection modes, results related to the challenges encountered, development of intercultural competencies and lessons to be learned will be communicated and discussed.

### **Presentation 5**

## **Améliorer la santé mentale des enseignants : Stratégies organisationnelles pour prévenir les situations de travail à risque dans les écoles / Enhancing teachers' mental health:**

## **Organizational strategies to prevent risky work situations in schools**

**Imane Lahrizi & Mariève Pelletier (Université Laval, Canada)**

La santé mentale des enseignants est une préoccupation sociale importante. Cette recherche vise à expérimenter, dans les écoles, un dispositif organisationnel de prévention des situations de travail à risque (STR) pour la santé mentale des enseignants. Cette recherche-intervention s'appuie les cliniques du travail. Les résultats montrent qu'en mettant l'accent sur la collaboration et la co-construction de solutions pour faire face aux STR, le dispositif peut améliorer le climat de travail et l'organisation du travail, favorisant ainsi la santé mentale.

Teachers' mental health at work is a significant social concern. This research aimed to experiment an organizational system to prevent risky work situations (RWS) for mental health in schools. This intervention-research is based on a theoretical and methodological framework of work clinics approach. The results show that by emphasizing collaboration and co-construction of solutions to address RWS, the organizational system can improve the work climate and reduce tensions, in addition to enhancing work organization for better mental health among teachers.

### **Presentation 6**

## **L'accompagnement des personnes rencontrant des problèmes de santé mentale en milieu de travail : Cadre analytique et vignettes cliniques / Supporting individuals experiencing mental health challenges in the workplace: Analytical framework and clinical vignettes**

**Mariève Pelletier (Université Laval, Canada)**

L'absentéisme et le retour au travail des personnes souffrant de problèmes de santé mentale demeurent des enjeux importants pour de nombreux secteurs. Cette étude, menée en collaboration avec des syndicats, présente un cadre d'analyse multidimensionnel pour mieux comprendre la complexité de l'accompagnement des travailleurs ayant des problèmes de santé mentale. Des vignettes cliniques ont été élaborées pour faciliter l'appropriation du cadre d'analyse par les syndicats et favoriser l'adoption de pratiques de soutien et d'accompagnement favorables au retour au travail.

Workers with mental health issues face higher absenteeism rates, with returning to work posing risks. This study, conducted in collaboration with labor unions, presents a multidimensional analytical framework aiming to aid unions in supporting workers dealing with mental health issues throughout their return to work. Clinical vignettes were crafted from group interviews with union representatives, depicting real-life scenarios. These vignettes facilitate the adoption of the analytical framework, providing practical insights into assisting workers navigating mental health challenges in the workplace.

### **Presentation 7**

## **Recherche collaborative et pluralité des savoirs: quels apprentissages peut-on en dégager pour les pratiques en**

## sciences de l'orientation? / Collaborative research and plurality of knowledge: What lessons can we draw for guidance practices?

**Manon Chamberland (Université Laval, Canada)**

La participation reste l'un des moyens privilégiés pour lutter contre l'exclusion sociale. Elle permet de se prononcer et d'agir concernant l'accès à l'éducation, au travail décent et au bien-être. Ce projet de recherche collaborative vise à cerner et décrire les conditions favorables à la participation au sein d'organismes communautaires autonomes au Québec, historiquement reconnus pour leurs contributions au développement social. Cette présentation aborde les apports de la recherche collaborative pour mieux cerner les pratiques développées et la pluralité des savoirs.

Participation is a mean of choice for countering social exclusion. It provides an opportunity to speak out and take action on important questions concerning access to education, decent work and well-being. This collaborative research seeks to describe conditions conducive to participation within autonomous community organizations in Québec, recognized to have contributed to social development. This presentation will focus on the contributions of collaborative research in better identifying the practices employed and the plurality of knowledge in this realm.

*Symposium keywords: Social justice, transformational research, guidance practices, sustainability, empowerment*

*Presentation language: French*

*Symposium - Session room: Anton, 13 November, 13:45-15:15 and 16:00-17:30*

*Sustainability in Guidance Services; Equity, Diversity and Inclusion in Guidance Services*

### **Symposium 5.2**

**Room: Alvar**

## **International Study on School-to-Work Transition Support for Vulnerable Students: Focusing on Students Requiring Language Support**

**Chair: Chizuru Ishimine**

Aichi University of Education, Japan

**Presenters: Yuko Ryan (1), Chizuru Ishimine (2), Shinji Tateishi (3), Tetsuo Kyomen (4), Yuzuka Ashizawa (5)**

Shizuoka University, Japan (1), Aichi University of Education, Japan (2), University of Tsukuba, Japan (3), Tokiwa University, Japan (4, 5)

**Discussant: Åsa Sundelin**

Stockholm University, Sweden

In recent years, Japan's domestic population, especially the working-age population, has declined sharply, leading to a severe labor shortage. Against this backdrop, the government introduced a new policy in 2019 to increase the number of foreign residents working in Japan. In this social context, it is an important task for Japanese schools to support those with limited Japanese language skills in their transition to work, and integration into society while ensuring their opportunities to learn and well-being. This symposium aims to explore effective approaches to support those vulnerable students in secondary education (ISCED levels 2 and 3) and school dropouts, with a special focus on immigrant and migrant youth requiring guidance and support in learning the official language. The presenters will achieve this goal through an international comparative analysis of four countries: Japan, France, England, and the USA. This study is a part of a research project funded by the Japan Society for the Promotion of Science as a Grant-in-Aid for Scientific Research (Kakenhi A: Research number 20H00093; Project Leader: Fujita Teruyuki, Professor at University of Tsukuba).

Key practices Japan could consider to address current challenges include strategies for integrating newly arrived immigrant students into mainstream education, as well as providing specialised support and connecting these students with relevant institutions.

## **School-to-Work Transition Support for Immigrant Students Requiring Language Assistance: Case Studies of Japan, France, England, and the US**

### **Presentation 1**

#### **Japan: Shinji Tateishi (University of Tsukuba, Japan)**

As of 2021, 16,018 foreign students in public secondary schools required Japanese instruction, up 13% from 2018. The progression rate was 51.8% in high school, with a dropout rate of 6.7% and a non-regular employment rate of 39.0% (MEXT 2022). MEXT guidelines task principals with special curricula, language teachers, and individual plans. While challenges persist, including a lack of compulsory education for foreign students, personnel and budget shortages, and limited support from external agencies, especially for high-risk students.

### **Presentation 2**

#### **France: Tetsuo Kyomen (University of Tsukuba, Japan)**

In FY2020, France received 64,564 newcomer students, with 70% enrolled in the pedagogical unit for newcomer students (UPE2A). UPE2A collaborates with career guidance centres (CIO) to address students' diverse needs. Additionally, the Vocational Preparation Class supports struggling students, including immigrants, in their final year of lower secondary school. It offers 180 hours of vocational discovery and 36 hours of career guidance annually, with 85% of these students entering vocational or comprehensive upper secondary schools.

### **Presentation 3**

#### **England: Yuko Ryan (Shizuoka University, Japan)**

In 2022, 20.2% of pupils aged 5-16 in England were English as an Additional Language (EAL) learners. EAL teachers, coordinators, and assistants provide support both inside and outside classrooms, but the level of assistance varies across schools. EAL students face challenges in GCSEs and post-16 choices, often worsened by factors such as Special Educational Needs (SEN)

and socio-economic deprivation. In Alternative Provision (AP), EAL students are at a higher risk of poor academic outcomes and becoming NEETs.

## Presentation 4

### The United States (Ohio): Yuzuka Ashizawa (Tokiwa University, Japan)

Teachers in Ohio work to ensure flexible career options for students, addressing barriers to equal access for vulnerable groups. In the Southwestern City School District (SWCSD), the Southwestern Career Academy provides special support for English as a Second Language (ESL) students, including specialised reading classes to help them understand technical materials in vocational courses. Since their families have a strong influence on the students' career choices, SWCSD develops a support network for ESL students and their families.

*Symposium keywords: vulnerable youth, limited language skills, migrant students, international comparison*

*Presentation language: English*

*Symposium - Session room: Alvar, 13 November, 13:45-15:15*

*Equity, Diversity, and Inclusion in Guidance Services*

## Workshop 5.1

Room: Keljo (Alexandra)

### Breaking the waves – how to work with career competencies in a changing world of work

Tonje Gravås (1), Ingjerd Espolin Gaarder (2), Rie Thomsen (2)

The Norwegian Directorate for Education and Skills (1), The Norwegian Directorate for Education and Skills (2), Aarhus University, Denmark, University of South-Eastern Norway & University of Lower Silecia, Poland (3)

Modern careers are less linear and predictable than before; careers can take diverse paths, and most people will have to manage transitions that can challenge both their professional and personal life. This requires individuals to be skilled in new ways to navigate a complex and more unpredictable working life, to make choices in situations of uncertainty and cope with the tensions and dilemmas they might meet along their career paths.

What should a CMS framework look like if it is to meet citizens facing this reality? Many frameworks define a specific set of career management skills that are thought to be crucial for the individual. The Career Learning in Context-model takes an innovative approach and develops the Career Buttons as part of The Norwegian Quality Framework for Career Guidance. Based on a participatory policy development process, including both practitioners, experts and policy makers, and informed by a large body of literature and international examples, the framework puts to the front an understanding of career competencies that includes tensions and dilemmas that are viewed to be universal when navigating transitions, making career choices and conducting an everyday working life. It aims to integrate a more complex understanding of people's navigation through life, learning and work.

The career buttons are conceptualized as oxymoronic areas of exploration and learning and consist of five word-pairs that can provoke new thoughts and alternative perspectives about life, learning and work. The idea is to create a shared space between the career professional and the citizen(s) in which the citizen gets an opportunity to explore and develop career competencies on her own terms. In contrast to a situation in which a predefined list of career competences suggests the ideal career competencies for a citizen irrespective of the context and situation. The idea is that the career buttons will facilitate a less normative and less authoritarian approach to the development of career management skills, leaving the citizen in control of her life and choices.

**Keywords:** *Career learning, career competence, career management skills/CMS, quality framework, policy development*

**Presentation language:** *English*

**Workshop – Session room:** *Keljo (Alexandra), 13 November, 13:45–15:15*

**Accessible and User-Centered Guidance Services**

## **Workshop 5.2**

**Room: Kortepohja (Alexandra)**

### **“Careers back in line? Alignment of individual and collective interests“**

**Jan Woldendorp**

**Saxion University of Applied Sciences, the Netherlands**

This workshop will consist of a presentation, discussion and interaction and conclusions. The current labor market crisis prompts critical questions about the alignment of individual career choices with societal needs. Instances such as delayed newspaper deliveries, train failures, and restaurants closing highlight the issue. Future shortages in the energy sector due to the green transition further underscore the misalignment between personal career preferences and collective labor demands. Key questions arise: Are individuals choosing careers that meet societal needs? Should policy interventions adjust the education and labor market supply-demand system? More fundamentally, does the system require a political and moral overhaul to reassess the utility and necessity of certain jobs? Does the crisis necessitate limiting individual choice in career and education? The theoretical basis revolves around the fit and matching perspective in careers. Political philosopher Russell Muirhead distinguishes between social fit (where individuals add collective value) and personal fit (where careers align with individual desires and talents). Historically, social fit dominated, but the meritocratic shift of the 19th century emphasized personal fit, driven by talent and performance. The workshop will explore whether social and personal fit are opposites or complementary and consider necessary innovations in career guidance.

**Keywords:** *careers, labour market, mismatches, fit, innovation*

**Presentation language:** *English*

**Workshop – Session room:** *Kortepohja (Alexandra), 13 November, 13:45–15:15*

**High-quality guidance services; Cross-sectoral and coordinated services; Digital evolution in guidance services**



## **Programme of Digital Services Package for Continuous Learning – Competency Path Service**

**Henriikka Kokkola (1), Tomi Kytölä (2), Tiina Salminen (3)**

**Ministry of Economic Affairs and Employment of Finland (1, 3) & Ministry of Education and Culture (2)**

The main objective of the Digital Service Package for Continuous Learning project is to develop customer-oriented and flexible digital services that support individuals in making educational and career decisions, as well as in maintaining and developing their competencies throughout their careers and lives. It also promotes a better match between work and competence in labour market. The target groups of the services include individuals, career counsellors, working life actors, education actors and employment and education administrations.

Key objectives of the project include:

- supporting individuals' transitions in education and working life by offering and developing new digital services, more efficient service chains and new operating models,
- helping working life actors find information on competence and its development that meets their needs,
- helping education providers target their education provision better,
- supporting new cross-administrative operating models for knowledge-based management with existing information sources and those to be built, including a labour market information resource,
- encouraging the administration to develop its capabilities for knowledge-based management and to improve the efficiency of service chains and its operation.

The Digital Services Package for Continuous Learning is a joint project of the Ministry of Education and Culture and the Ministry of Economic Affairs and Employment (2021-2025) in cooperation with ministerial offices. It was prepared as part of Finland's Recovery and Resilience Plan and is financed through the EU Recovery and Resilience Facility (RRF).

The workshop highlights key services from the perspective of the guidance and for guidance counsellors, including materials supporting the knowledge base and interaction between the guidance counsellors. The following aspects will be discussed in more detail:

- the planned utilisation of artificial intelligence /digital solutions in services for individuals and the efficient handling of materials in guidance counsellors services
- the crowdsourcing to ensure that material is up to date

The workshop will employ the Learning Café method to facilitate discussions on these themes.

***Keywords: Career management skills, Multiprofessional guidance services, Labour market information, Digital services***

***Presentation language: English***

***Workshop – Session room: Elsi, 13 November, 13:45–15:15***

***Digital Evolution in Guidance Services***

## Career counsellors work with parents of students in risky educational transitions

Åsa Sundelin & Anneli Öljarstrand

Stockholm University, Department of Education, Sweden

This paper presents an ongoing Swedish research project on schools' support to parents of students following a remedial educational trajectory. Swedish primary schools face challenges in supporting students who fail to meet educational goals and must attend introductory (remedial) programs in upper secondary education. The transition to upper secondary education for these students often leads to stigmatization and an institutional gap, causing uncertainty and anxiety for both students and their parents. Schools, and career counsellors in particular, need to address educational disparities and counteract the stigmatization of students not meeting knowledge goals. A crucial aspect of this effort is involving and collaborating with parents. Yet, collaboration with parents during these risky transitions is under-researched. The project's purpose is to enhance understanding of how schools collaborate with parents of students at risk of not qualifying for upper secondary school. Research questions include: What organizational conditions exist for school staff to collaborate with parents? What methods and strategies do school staff use? The study employs Michael Lipsky's (2010) theory of street-level bureaucracy and organizational theory concepts to analyze school-parent collaboration. A multiple case study design involving two schools is applied and will use document studies, interviews, and observations for data collection. The results aim to contribute to theoretical understanding and practical recommendations for school development efforts in collaborating with parents of students at risk of not qualifying for upper secondary school. The data collection will start autumn 2024 and preliminary results with focus on career counsellors work will be presented at the conference.

*Keywords: Remedial education, primary school, career counselling, parents, youth at risk*

*Presentation language: English*

*Paper – Session room: Felix, 13 November, 16:00–17:30*

*Equity, Diversity and Inclusion in Guidance Services*

## Guidance counsellor students' conceptions of digital guidance and counselling

Kati Mäenpää, Pirjo-Liisa Lehtelä & Tiina Laajala

Oulu University of Applied Sciences, Finland

Digital guidance is an essential part of today's counselling practices. The literature indicates that the quality of digital guidance and counselling is linked to experience gained in counselling training. The digital technology is constantly developing, and counsellors adapt and use digital technology in different ways in their work. Moreover, the Covid-19 pandemic changed the use and

demands of digital guidance permanently. To train today's guidance counsellors and ensure their digital competence, educators need to evaluate how the professional counsellor education responds to current needs of digital guidance and counselling. What are the counsellor students' adopted conceptions of digital counselling and their actual digital competence at the end of the training? What are the needs to improve and develop education to provide them with better digital competency? This understanding helps us train more competent counsellors providing more flexible, efficient, ethical and engaging online and digital guidance counselling into society.

This study explores the Finnish guidance counsellor students (n=32) orientations towards digital counselling. The study examines students' conceptions of digital guidance and counselling adapted at the end of their 60 ECTS professional counselling studies. The study also investigates the observable changes in students' conceptions before the Covid-19 pandemic (in 2019) and after that in 2021.

The study is qualitative and continues longitudinally our similar research from the year 2017 (Paterson et al., 2017). The findings indicated that there are four different orientations toward digital counselling: Technical orientation, organization centered orientation, counselling-ethical orientation, and developmental orientation. In this study we describe the conceptions occurring now and reflect them to the new Finnish competency framework for career professionals, especially to digital competence.

**Keywords:** *Digital guidance, online counselling, digital competence, competence-based education*

**Presentation language:** *English*

**Paper – Session room:** *Felix, 13 November, 16:00–17:30*

**Application of technology in career guidance**

## **Guidance counsellor's professional role in conversations with adolescents**

**Liisa Voutilainen & Sanna Vehviläinen**

**University of Eastern Finland, Finland**

We discuss the professional role of guidance counsellor as it is accomplished in actual social interaction. In our conversation analytical study, we examine video recorded encounters between guidance counsellors and pupils in a Finnish upper comprehensive school. Our aim is to study what kinds of social actions are found in the guidance interactions and how the institutional role of the guidance counsellor is performed through these interactional practices. In particular, we are interested in how the guidance counsellors comment the pupils' school performance and make suggestions considering it. We will describe an interactional practice that conveys certain kind of "straightforwardness" in the questions, assessments, and suggestions. We will discuss how this "straightforwardness" conveys the counsellor's position as it were in between the school institution and the pupil's position.

**Keywords:** *conversation analysis, guidance counselling, school, social interaction*

**Presentation language:** *English*

**Paper – Session room:** *Felix, 13 November, 16:00–17:30*

**High-Quality Guidance Services**

## **Choix de carrière des étudiant.es et crise climatique: rôle de la sensibilisation, de l'éco-anxiété, de l'incertitude face à l'avenir**

**Career choices of students and climate crisis: role of awareness, eco-anxiety, uncertainty about the future**

**Soidet Isabelle**

**Université Paris-Nanterre, Equipe TE2O-Lapps, France**

Despite the societal issues involved in climate change, particularly for the younger generations who are particularly exposed, few studies have focused on how this situation of major uncertainty about the future might influence their choice of career path. This is the aim of the research presented here. Conducted in France by questionnaire among 165 students, it takes into account three variables: the degree of awareness of environmental issues, the level of perceived eco-anxiety and the feeling of uncertainty about the future. Descriptive analysis reveals a sample that is more aware than committed, although half of them declare that they have taken ecological issues into account in their choice of career path. Inferential analyses confirm that the extent to which climate change is taken into account in career choices or in the way people do their jobs varies according to the strength of the variables studied. The results are discussed from a scientific and practical point of view, with particular reference to the concept of ethical careers.

Malgré les enjeux sociétaux liés au changement climatique, notamment pour les jeunes générations qui y sont particulièrement exposées, peu d'études se sont intéressées à la manière dont cette situation d'incertitude majeure sur l'avenir pourrait influencer leur choix d'orientation professionnelle. C'est l'objectif de la recherche présentée. Réalisée en France par questionnaire auprès de 165 étudiants, elle prend en compte trois variables : le niveau de sensibilisation environnementale, le niveau d'éco-anxiété perçue et le sentiment d'incertitude sur l'avenir. L'analyse descriptive révèle un échantillon plus conscient qu'engagé, même si la moitié déclare avoir pris en compte les enjeux écologiques dans leur choix d'orientation professionnelle. Les analyses inférentielles confirment que le degré de prise en compte du changement climatique dans les choix de carrière ou dans la manière d'exercer son métier varie selon l'importance des variables étudiées. Les résultats sont discutés d'un point de vue scientifique et pratique, en faisant notamment référence au concept de carrières éthiques.

***Keywords: students, career choices, environmental awareness, eco-anxiety, perceived uncertainty about the future***

***Mots clés: étudiant.es, choix de carrière, sensibilisation à l'environnement, éco-anxiété, incertitude perçue quant à l'avenir***

***Presentation language: French***

***Paper – Session room: Paviljonki 2 (SH), 13 November, 16:00–17:30***

***Sustainability in Guidance***

# Exploring green guidance: Results of a survey of European practitioners' perceptions of green guidance

Mariana Lucas Casanova

Polytechnic Institute of Porto, Portugal

## Introduction

The Exploring Green Guidance (EGG) project aims to further develop the construct of green guidance (GG) and offer guidelines for practice. This presentation focuses on a survey of European careers practitioners conducted by EGG.

## Objectives

This paper builds on a descriptive analysis (Hooley et al., 2024) to further explore practitioners' perceptions towards climate change and GG and examine the relationships between these and other variables through structural equation modelling.

## Theoretical basis

Concerns about socioeconomic and environmental sustainability are widespread and have received expression in policy through the UN's 2030 Agenda for Sustainable Development. The UN's Sustainable Development Goals have been designed to create a framework to guide national, organisational and individual responses to these concerns and while they do not address career decision-making and enactment directly, they are concerned with the labour market, education and a range of the other aspects that comprise careers.

In recent years, researchers have developed new avenues for career research and practice which explore the interaction of individual's careers with social and political issues. These have explored social justice (Hooley et al., 2018; 2019; Lucas Casanova et al., 2021; 2022); sustainability (Guichard, 2003; 2022); and GG (Di Fabio & Bucci, 2016; Plant, 2014; 2015; 2020).

## Methodology

The Inland Norway University of Applied Sciences (INN) developed a survey to explore practitioners' engagement with GG on behalf of the EGG project. Data collection took place online, reaching 666 careers practitioners from across Europe.

## Results

Most practitioners welcome GG's potential. Their openness to GG is partly explained by their geographical location, by their perceptions of climate change (with a moderate effect) and by their clients' attitudes to climate change (with a small effect).

## Conclusions

Results will be discussed by considering the potential of GG for practice.

**Keywords:** *vocational and career guidance; green guidance; sustainability; social justice*

**Presentation language:** *English*

**Paper – Session room:** *Paviljonki 2 (SH), 13 November, 16:00–17:30*

**Sustainability in Guidance**

# Many shades of green – Guidance counselor students' perceptions of green guidance

Vesa Parkkonen, Päivi Pukkila & Keijo Hakala

HAMK University of Applied Sciences, Finland

Sustainability meta-skills, as emphasized by the Finnish National Board of Education (Opetushallitus, 2019) and the European Commission's (2022) GreenComps framework hold immense potential for the future. They are not just competencies, but a beacon of hope and empowerment, guiding us towards a more sustainable world. As Asikainen and Tapani (2021) suggest, the pedagogical skills to be developed in vocational education, such as the internalisation of sustainability thinking, can strengthen transformative learning. This underscores the pivotal role of educators as well as guidance and career counselors in shaping the professions and jobs that will emerge from the digital and green transitions requiring new thinking.

The theoretical background explaining green guidance in this study is based on Plant's (2015, 2020) principles of green guidance and Packer's (2019) light green and dark green approaches. They both emphasise the importance and active role of guidance in creating sustainable training and educational opportunities with a positive impact.

The objective of this study focuses on sustainable development and green guidance from the perspective of guidance counsellor students. The main aim is to understand guidance counselor students' perceptions of green guidance and sustainable development in guidance and career counseling.

As a result, it can be stated that the phenomenon of sustainable development is well-known; however, the term of green guidance remains rather unclear. Transition to the green economy was seen as a process, which includes ecological, social, economic and cultural sustainability. Ecological awareness was seen as an important factor in teaching and guidance, especially as a part of future change. However, there is a high deviation among respondents in putting sustainable development and green guidance into practice in counseling. Thus, there is a high demand for new thinking in green guidance and the necessity to provide new methods and tools for guidance counselors.

**Keywords:** *green guidance, sustainable development, career guidance, guidance counseling*

**Presentation language:** *English*

**Paper – Session room:** *Paviljonki 2 (SH), 13 November, 16:00–17:30*

**Sustainability in Guidance**

## Narrative methods – Challenging the matching philosophy

Lisbeth Højdal

Independent Researcher, Denmark

Although narrative methods are used in many countries, the matching philosophy still appear to have a strong grip on practice (Højdal, 2020). For example, Mark Savickas (2015) presents the interest inventory developed by John Holland (1997) as an effective tool to assign types to people and to identify fitting niches of occupation. In the US, the identification of fitting niches will be affected by the fact that the National databases are still linked to Holland's RIASEC codes (U.S. Department of Labor, 2024). The underlying assumption is, that a good fit between a personality type and an environment type, assumed to be inhabited by people with similar characteristics, will lead to job satisfaction (Holland, 1997).

But rapid changes in the labour market and in content and competence requirements of occupations makes it increasingly problematic to rely on fixed/stereotypical descriptions of these. Equally problematic is the lack of research supporting the assumption that the work environments are actually inhabited by people holding the characteristics suggested by Holland or whether this is the case throughout the world. In an individual perspective Albert Bandura (2000) challenged the matching approach and argued that a fit between person and environment neither can predict future academic performance nor perseverance. He also cautioned against neglecting contextual influences and urged us to consider the social foundations of thought and action (Bandura, 1986).

The presenter has introduced narrative methods, based on several career theories, which are not attached to the matching philosophy or attempts to characterise people in accordance with specific types (Højdal, 2019). The methods are being used in several Scandinavian countries and e.g. aims to stimulate career development, nuance individuals' perceptions of self and opportunities and widen their choice perspective. They take into account how specific opportunity structures may limit the range of options people have for choosing and acting.

**Keywords:** *Narrative methods, Widening the Choice-Perspective, Opportunity structures, Contextualisation*

**Presentation language:** *English*

**Paper – Session room:** *Elsi, 13 November, 16:00–17:30*

**High-Quality Guidance Services. New practices and methodologies**

## Responding to changing times: developing alternative career assessment modalities to analyse systems of influences

Teresa Maria Sgaramella & Mary McMahon

University of Padova, Italy & The University of Queensland, Australia

Global challenges, such as ecological changes, war crises, or impacts of the pandemic, call for changes in assessment and counselling, developing multiple modalities to address meaningful questions, meet people's needs, and enable a richer convergence of natural and digital modalities.

This work aimed at highlighting the commonalities and specificities in the use of three diverse modalities of the My System of Career Influences, a theoretically based qualitative career assessment instrument.

The three modalities respectively consist of an individual in person, qualitative career assessment, an online survey proposed to adults of working age and an online synchronous modality.

Participants included four individuals with history of migration who were involved in a counselling process; 73 adults, aged 19 to 50 years, working in public or private organizations; and 40 students attending the last year of a public middle school and involved in psychoeducational activity in school with the classroom's teachers. Data analysed respectively consist in identified patterns and systems of influences.

The study highlights strengths associated with the three modalities; identifies at least three levels of methodological strategies, and guidelines helpful in making the alternative modalities effective in career counselling research and practice.

Through the analysis and discussion of these examples, we support the idea that counselling research and practice need to embrace different ways of working. Current times and challenges to wellbeing as well as to inclusion and participation require development of differentiated strategies to make them available when individuals experience difficulties in participating in person.

**Keywords:** *systems of influences, qualitative assessment, digital tools, online assessment guidelines*

**Presentation language:** *English*

**Paper – Session room:** *Elsi, 13 November, 16:00–17:30*

**Digital Evolution in Guidance Services; High-quality guidance services**

## **Supporting Counselees' Decision-Making through Critical Thinking**

**Jean-Jacques Ruppert**

**University of Applied Labour Studies, Germany**

Accompanying counselees to the point where they decide for or against a certain alternative, requires counsellors to tune into their clients' decision-making strategies through 'cognitive empathy'. In order to do so efficiently, counsellors must not only take into account their clients' emotions, but they should also try and support counselees in their thinking – ideally in critical thinking i.e., in finding and selecting potential options and in evaluating them in terms of facts and goals.

In a new module at the University of Applied Labour Studies (HdBA) in Mannheim, Germany, the authors complement descriptive decision-making with examples from the field of research and practice, pointing out different facets of critical and independent thinking that should precede and/or underlie the decision-making process. We have here also been inspired by the German philosopher Immanuel Kant's exhortation: "Sapere Aude" – "Dare to think for yourself".



An overreliance on gut feeling when making career decisions may indeed explain why some people end up having second thoughts about the educational or vocational decisions they took.

In our new module we do neither intend to return to prescribing how counselees should take decisions, nor do we wish to tell them what or how to think. What we do however want is to encourage them to think – ideally to think critically and with this in mind, we want counsellors to make their clients aware of the many cognitive fallacies that might have a negative effect on their decision-making.

**Keywords:** *counselling, decision-making, critical thinking*

**Presentation language:** *English*

**Paper – Session room:** *Elsi, 13 November, 16:00–17:30*

**High-Quality Guidance Services**

## **Symposium 6.1 (continues from [Symposium 5.1](#))**

(See pages 80–85.)

## **Symposium 6.2**

**Room: Encore**

### **Creating Equitable Pathways to STEM Careers: A Multi-faceted Approach for Underrepresented Groups**

**Chair:** Kimberly A. S. Howard

Boston University, USA

**Presenters:** Nurten Karacan Ozdemir (1), Annie Bell (2), Kimberly A. S. Howard (3), V. Scott H. Solberg (4)

Hacettepe University, Türkiye (1), Boston University, USA (2, 3, 4)

**Discussant:** Lea Ferrari

University of Padova, Italy

Despite efforts to increase diversity in STEM fields, underrepresented groups continue to face barriers in developing STEM knowledge, skills, and career identity necessary for success. This collection of studies aimed to 1) promote STEM career identity by developing a STEM competency scale and educator resources, 2) examine the long-term impact of a financial literacy program on girls' financial knowledge and skills, and 3) assess the effects of culturally responsive STEM lessons on self-efficacy and career identity.

Grounded in social cognitive career theory, the first study developed a STEM Career Competencies Scale and Administrative Guide piloted with educators to promote youth STEM career identity. The second and third studies employed culturally relevant pedagogy and targeted financial education to facilitate positive career identities and aspirations, particularly in STEM. The second study conducted longitudinal interviews over 4 years with program alumnae, and

the third study used a quasi-experimental design to evaluate STEM lessons with community organizations.

The studies provide promising findings for supporting underrepresented groups in STEM career development. While the STEM career competencies study remains in the pilot phase, the financial literacy program demonstrated long-term benefits, with participants displaying strong budgeting and financial decision-making skills as they transitioned to adulthood. Notably, the culturally responsive STEM lessons led to statistically significant gains in self-efficacy among underrepresented youth.

Collectively, these multi-faceted approaches, integrating competency self-assessments, financial education, and culturally responsive STEM curricula, highlight pathways to foster self-efficacy, career identity, and key skills demanded in STEM fields among underrepresented groups.

### **Presentation 1**

**Nurten Karacan Ozdemir (Hacettepe University, Türkiye) & Annie Bell (Boston University, USA)**

## **Developing a STEM Career Administrative Guide to Cultivate STEM Career Aspirations**

STEM career identity refers to individuals perceiving themselves as belonging to a STEM field. Developing confidence in STEM can foster a strong sense of belonging, increasing the likelihood of students pursuing STEM pathways. To increase students' STEM career identity and self-efficacy in STEM skills, especially among underrepresented youth, we developed a STEM Career Competencies Scale, Career Lessons, and an Administrative Guide for educators. This presentation demonstrates how we integrated STEM career competencies into the administrative guide for educators.

### **Presentation 2**

**Kimberly A. S. Howard (Boston University, USA)**

## **Exploring the Long-term Impact of a Financial Literacy Program on Girls' Financial Knowledge and Skills and Transition to Adulthood**

This longitudinal study examines the impact of the Invest in Girls financial literacy program on young women. Using 98 interviews over four years with alumnae, we observed progression in financial skills from high school through college. Key findings include the growing importance of budgeting, advancement from basic concepts to complex applications, and a consistent need for more tax education. The study emphasizes adapting financial literacy programs to meet young women's evolving needs, contributing to understanding how financial education can address gender inequality in finance.

## Presentation 3

V. Scott H. Solberg (Boston University, USA)

### Enhancing STEM Self-Efficacy and Career Identity in Underrepresented Youth through Culturally Responsive Learning Activities

This study assessed the impact of culturally responsive STEM and career lessons on underrepresented youth's STEM self-efficacy. Using a quasi-experimental design, data were collected from two Boston community organizations between 2020-2023. ANOVA results showed significant increases in self-efficacy scores for both network science (n=248) and career (n=154) lessons ( $p < .001$ ). Findings suggest a positive correlation between culturally responsive STEM learning and increased STEM career self-efficacy among participants. These results can inform future implementations to expand quality STEM education access for underserved youth.

*Symposium keywords: Future Readiness, STEM Career Identity, Financial Literacy, Culturally Responsive Pedagogy*

*Presentation language: English*

*Symposium – Session room: Encore, 13 November, 16:00–17:30*

*Accessible and User-Centered Guidance Services; Equity, Diversity, and Inclusion in Guidance Services; and Cross-Sectoral and Coordinated Guidance Services.*

## Workshop 6.1

Room: Kortepohja (Alexandra)

### Confident Career Conversations: How to Empower Employees for Career Growth and Retention

Antoinette Oglethorpe

Antoinette Oglethorpe Ltd., United Kingdom

Office politics. Egos. Challenging economic times. No wonder both managers and employees can find it hard to talk about career development.

We all know it's good to talk. But let's face it. Opening up a sensitive issue like career progression can weigh heavily on even the most experienced shoulders. Where should you start? What questions should you ask? How do you help employees develop their careers within their organisation? How do you deal with some of the dilemmas that might come up.

The Confident Career Conversations Workshop will give you the practical tools and skills you need in the form of a Career Conversation Toolkit.

The Career Conversation Toolkit is a set of practical tools, developed by Antoinette Oglethorpe, for use by leaders, mentors, and in-house coaches. It allows you to:

- Have a meaningful career conversation in only 20 minutes without any complex process or paperwork
- Help employees feel more positive and satisfied with their current role no matter what their ambitions
- Encourage employees to identify development opportunities and take steps that will help them and the organisation
- Have conversations that make employees want to stay with your organisation rather than go elsewhere
- Have a flexible approach so employees take ownership of their career development and you don't have to have all the answers

**Keywords:** *Career Conversation; Career Development; Career Management; Career Coaching; Mentoring*

**Presentation language:** *English*

**Workshop – Session room:** *Kortepohja (Alexandra), 13 November, 16:00–17:30*

**High Quality Guidance Services**

## **Workshop 6.2**

**Room: Keljo (Alexandra)**

### **The IEP Quality Improvement Framework – A new evidence-based Quality Improvement Framework for Employability and Careers Guidance**

**Scott Parkin (1), David Imber (2), Annette Jönnervik Holmblad (3)**

**Institute of Employability Professionals, United Kingdom (1, 2) & Institute of Employability Professionals Sweden, Sweden (3)**

The Institute of Employability Professionals (IEP) Quality Improvement Framework (QIF) was launched in March 2024, marking the culmination of many years of research and collaborative efforts from employability organisations across the UK. It represents a significant milestone in the IEP's mission to improve the quality standards and practices of the employability sector. It has been developed as a comprehensive guide for assessing the quality of employability services and has been aligned with various standards such as ISO 9000, matrix, and OFSTED, making it beneficial for users familiar with these standards. It is important to note that the QIF is not meant to replace these standards but rather to provide a more detailed and relevant approach to evaluating quality in employability services. In Sweden a QIF pilot started in May 2024, continuing until May 2025. In October the IEP can give a quarterly report on the progress. The IEP aims to raise awareness of the QIF among employability and career guidance organisations globally, with the overarching message that quality should be ingrained in the culture and evident throughout the sectors. This abstract encapsulates the purpose and potential impact of

the IEP QIF, highlighting its relevance in promoting and maintaining quality standards in the global employability and careers guidance sectors.

*Keywords: Evidence-based, Employability, Quality, Framework*

*Presentation language: English*

*Workshop – Session room: Keljo (Alexandra), 13 November, 16:00–17:30*

*Conference theme: High-Quality Guidance Services*

## **Workshop 6.3**

**Room: Alvar**

### **Identification of Skills for working age people within guidance**

**Jenni Larjomaa**

**Ministry of Economic Affairs and Employment of Finland**

The workshop focuses on the experiences related to guidance received from the project Identifying the Skills of Working-age People, which runs between 2022 and 2024. The project aims to develop tools and methods for identifying skills in Finland outside formal education context.

The first part of the workshop briefly presents the development work that has been done and the findings from the project that are most relevant to guidance. The second part of the workshop is interactive and the participants are invited to reflect their views on the current and future state of identifying skills in a guidance process. The participants will reflect the different themes in small groups. The themes to be discussed in the small groups concentrate on the future trends and developments within guidance and include, for example, the meaning of identifying skills within guidance in the future. Also the tools for identifying skills are discussed as well as the required competencies of guidance professionals. It will also be discussed how we can help working age people identify their skills at the workplace.

The work that has been done in the project is guided by a working group appointed by the Ministry of Economic Affairs and Employment and the Ministry of Education and Culture of Finland. The task of the working group is to promote the development of methods and tools for identifying skills acquired at work and elsewhere outside the formal education system. The project is part of the reform of continuous learning of Finland and the measures have been financed through the EU Recovery and Resilience Facility (RRF).

*Keywords: guidance, identification of skills, future guidance, guidance for working age people*

*Presentation language: English*

*Workshop – Session room: Alvar, 13 November, 16:00–17:30*

*High-Quality Guidance Services*

## 16 – How to Support Continuing Job-Hunting Activities among Japanese University Students, Including Self-Monitoring and Values Clarification

Yuki Karube

Teikyo Heisei University, Japan

In the process of job-hunting, Japanese university students inevitably experience multiple rejections from firms. However, “job-hunting with general companies” experienced by several Japanese university students as they transition from students to working adults follows the schedule of a mass recruitment system of new graduates; the individuals involved have difficulty finding employment unless they can adjust their activities to this schedule. In this system, if students cease their job-hunting midway, they have to give up on finding employment as new graduates. The purpose of this study is to verify the effectiveness of a support program for job-hunting continuation under conditions of stress. The program includes a procedure for students to clarify their plans for the future while monitoring their own efforts to continue their job search, and a procedure for clarifying their values, i.e., what they want to value in life. Comparison between a group that experienced the intervention program and a group that underwent conventional self-analysis procedures focused on obtaining job offers demonstrated that only effects depending on time point were significant for both “anxieties regarding occupational aptitude anxiety” and “satisfaction with job-hunting,” which predicted adjustment after finding employment. The results therefore suggest that both programs were effective in helping the participants to understand their own aptitudes and to engage in job-hunting activities with a sense of conviction. It is thought that involvement with others and collaborative endeavors facilitate participants’ understanding their own strengths and values and guide their career choices.

*Keywords: Job-hunting among Japanese university students, resilience, values clarification, metacognition, smooth transition to working life among Japanese university students*

*Presentation language: English*

*Poster*

*Accessible and User-Centered Guidance Services*

## 17 – Career Strategies for Students in Crisis – SCCT-Based Support for Myanmar Students in Japanese University

Hiroko Shiraishi

Ritsumeikan Asia Pacific University, Japan

Students from politically unstable countries, such as Myanmar, face significant challenges and anxieties concerning their future career prospects. The instability in their home countries often forces them to pursue academic fields that do not align with their original career aspirations. This discrepancy creates additional stress as they must navigate not only the complexities of adapting to foreign cultures and educational systems but also the demands of a highly structured job-hunting process in their host country. In Japan, the simultaneous recruitment of new

graduates requires students to begin job searches while still studying. Moreover, the demand for business-level Japanese language proficiency, particularly for students from humanities backgrounds, adds another layer of difficulty to an already daunting process. These factors often lead to a decline in self-efficacy and an increase in career-related anxiety.

In university career education, bridging the gap between students' academic pursuits and their career goals is essential for promoting career development, particularly for international students from politically unstable regions. This study, grounded in Social Cognitive Career Theory (SCCT), examines how self-efficacy, outcome expectations, interests, and perceived barriers affect the career choices and behaviors of these students. We hypothesize that students from politically unstable countries experience a significant decline in self-efficacy when forced to shift their academic focus due to the instability in their home country, severely hindering their career development.

To test this hypothesis, we conducted surveys and individual interviews with students from politically unstable countries. Text mining and statistical analysis were used to identify the primary sources of student anxiety and career vision gaps. The findings highlight two key areas of concern: "a lack of self-confidence in career prospects" and "uncertainty about the future." Based on these insights, we propose tailored curricula and career support programs designed to enhance self-efficacy and address the unique needs of these students.

***Keywords: Social Cognitive Career Theory, International Students, Future Career Anxiety***

***Presentation language: English***

***Poster***

***Accessible and User-Centered Guidance Service***

## **18 – Design Thinking As A Wave Of Change**

**Hilary Flanagan**

**Salve Regina University, USA**

Creating an approachable framework that is welcoming across demographics and allows clients to start where they are is central to effectively delivering career development in a way that can be sustainable for the client. Design thinking can be a helpful foundation for integrating career development into the curriculum, as well as a tool for engaging clients and inviting participation across diverse experiences. Modeling the very techniques we wanted to use with students, Salve Regina University has prototyped and piloted a multi-year rollout of signature experiences that includes infusing design thinking into every part of a student's interaction with career development. We have data from the prototype of the required course that every student will take in their sophomore year as part of the core curriculum, as voted by faculty, that gives guidance on using this framework to scale as a way to reach each and every student, regardless of program of study, interest, or lived experience. Discover ways that you can incorporate our learnings into your client or curricular practice.

***Keywords: Design Thinking, Access, Curricular Integration***

***Presentation language: English***

***Poster***

***Accessible and User-Centered Guidance Services; High-Quality Guidance Services; and Equity, Diversity, and Inclusion in Guidance Services***

## **19 – Feminization of Leadership? – An interest in digital leadership depending on gender**

**Anke Reuter**

**University of Applied Labour Studies (HdBA), Germany**

Women are underrepresented in management positions in German companies. One of the reasons for this is the stereotypically male image of leaders. With the digitalization of the world of work, the demands on a leader are changing, and social-interactive and communicative skills are becoming more relevant. Due to the female stereotyping of these digital leadership competencies, representatives from science and practice expect a feminization of leadership. The study/poster examines the connection between digital leadership competencies and their attractiveness to women, considering the influence of stereotypical connotations. The focus is on attractiveness in job advertisements, as applying for a leadership position is the initial step into a leadership role. Therefore, this study analyzed the application intentions of female and male applicants in an experimental online survey. In a repeated measures design, 171 participants evaluated twelve fictitious job advertisements, each including a digital leadership competency. The attractiveness of the competencies was quantified using a five-point rating scale for the intention to apply. The results indicate that female-stereotyped competencies have a positive effect on the attractiveness assessment of women. Conversely, technical competencies have a negative effect on the assessment of attractiveness. Male-stereotyped digital leadership skills with no technical reference have neither a negative nor a positive effect. The findings offer approaches for using digital leadership competencies in job advertisements in companies. Furthermore, the findings provide a scientific perspective on the assumption of a feminization of the leadership role, which can be beneficial in counseling women about a management career. The study was part of a three-year Erasmus+ project that developed a scientific-based upskilling program for guidance counselors (DIGIGEN, 2021-1-DE02-KA220-VET-000025335). The program aims to educate guidance counselors about the link between women in leadership and digital leadership competencies.

***Keywords: women, leadership, stereotype, job advertisement, application***

***Presentation language: English***

***Poster***

***Equity, Diversity, and Inclusion in Guidance Services***

## **20 – Guidance counseling in an age of uncertainty: The need for an integrated, cross-curricular approach**

**Jessica Hemberg**

**Åbo Akademi University, Finland**

Introduction: Guidance counseling is usually seen as a specialized task focused on academic aspects of school performance or opportunities for future studies.

Objectives and theoretical basis: We argue that guidance counseling should be seen as a broader, cross-curricular activity based on a concern for the harmonious development of all aspects



of students' personality, as emphasized by the notion of Bildung. Especially student well-being should be a central concern, as students increasingly worry about the future and mental health issues among adolescents are on the rise in most parts of the world. The aim of the article is to delineate the task of providing guidance counseling and motivate its use in an age marked by fundamental uncertainty, explicate what it requires, and identify the main challenges that need to be addressed for it to succeed.

**Methodology, results and conclusion:** By combining a theoretical analysis of educational aims and cross- and trans-curricular activities with a study of existing practices and understandings in the field, we attempt to clarify the role and potential of guidance counseling in the face of an uncertain future and the adolescent well-being crisis, and to show how guidance counseling can be understood and implemented as an integrated and cross-curricular activity aimed at students' general personal development (Bildung). To anchor our study empirically, we focus particularly on the ways in which guidance counseling has been implemented at different levels and in different branches of the Finnish educational system.

**Keywords:** *guidance counseling, cross-curricular approach, well-being*

**Presentation language:** *English*

**Poster**

**Accessible and User-Centered Guidance Services**

## **21 – Guidance counselling in direct provision: an examination of the adult educational guidance service**

**Rosarii Molloy-Curran**

**Trinity College Dublin, Ireland**

People leave their country for many reasons. Migrants leave to seek work, a change of lifestyle, and a better education. Others leave to escape persecution war, or violence. In 2019, the United Nations High Commissioner for Refugees (UNHCR), reported that there were 79.5 million forcibly displaced people worldwide. Some of these displaced people will seek sanctuary in a country other than their own. They may apply for asylum and the right to be recognised as a refugee with legal and material aid. The UNHCR reported that there were 26 million refugee women, men and children worldwide in 2019. The EU recorded 275,535 first time international protection applicants in 2019 with 4,740 of those in Ireland. By 2001 the number of applications for asylum in Ireland had risen to over 10,000.

In Ireland, while waiting for a decision on their application for asylum, the International Protection Applicant (IPA) is given the option of availing of accommodation within the direct provision system. They are also entitled to engage with the Adult Guidance Services (AEGS), English Language (ESOL) and Literacy services of their local Education and Training Board (ETB).

This research will examine communications and relationships between the IPA living in international protection accommodation and the AEGS within FET. It will focus on four areas: Policy, Provision, Experiences, and Outcomes. It will examine existing frameworks and systems in which the AEGS works to enhance the educational and vocational development of the international protection applicant from their first contact and throughout. It will look at the overarching

Policies and Practices of AEGSs and the Experiences and Outcomes of Guidance Counsellors and international protection applicants in using the service.

**Keywords:** *Career Guidance, Migrant, Further Education & Training, Direct Provision*

**Presentation language:** *English*

**Poster**

**Equity, Diversity and Inclusion**

## **22 – Guidance for SEN Students in Upper Secondary School: New Perspectives with the PNRR**

**Patrizia Consalvo**

**Pegaso Telematic University, Naples, Italy**

This poster presentation examines the recent innovations in the guidance system for students with Special Educational Needs (SEN) in upper secondary schools, introduced through the National Recovery and Resilience Plan (PNRR). The PNRR reform aims to enhance equity and inclusion by offering personalized support, ensuring SEN students have the opportunity to succeed academically and transition smoothly into the labor market.

The study investigates the reform's objectives, methodologies, and theoretical foundations—drawing from inclusive education principles such as Vygotsky's mediated learning and Deci and Ryan's self-determination theory. These frameworks emphasize the importance of social support and the satisfaction of students' needs for autonomy and competence.

Using a mixed-methods approach, the research includes case studies and interviews with educators, counselors, and SEN students to evaluate the impact of the reform. Findings suggest that the reform has improved the accessibility and personalization of guidance services, increasing student autonomy and motivation. However, challenges remain, such as the need for continuous teacher training, more resources, and stronger family involvement in the guidance process.

Key innovations include the use of digital technologies, flexible educational paths, and a collaborative approach involving teachers, counselors, and families. The analysis concludes that while the reform is a positive development, ongoing efforts are essential to fully integrate SEN students into the educational system, with particular focus on teacher training, family engagement, and the use of technology for personalized learning.

**Keywords:** *Guidance, SEN, Inclusion, PNRR, Secondary School*

**Presentation language:** *English*

**Poster**

**Equity, Diversity, and Inclusion in Guidance Services**

## **23 – Include<sup>3</sup>: Counselling and training for transitions from sheltered workshops to the general labour market**

**Jenny Schulz**

**University of Applied Labour Studies (HdBA), Mannheim, Germany**

Article 27 of the UN Convention on the Rights of Persons with Disabilities formulates inclusion goals and the right of equal work for people with disabilities on an open, inclusive labour market. Nevertheless, in Germany people with disabilities rarely make the transition from sheltered workshops to the general labour market (Bundesarbeitsgemeinschaft Werkstätten für behinderte Menschen, 2021). Career guidance and counselling plays a central role in supporting career decision and transitions (Lent & Brown, 2013, p. 10 ff.). This role is important for counselling of people with disabilities as well. Counsellors support the harmonisation of vocational interests of individuals and companies (Keller, Körtek & Schulz, 2023, p.1) and coordination in networks (Bauer, 2019).

Based on the qualitative research approach the poster presents findings from focus group interviews, that encourage discussions between participants (Rädiker & Kuckartz, 2019, p. 217) and were held as part of the Erasmus+ project "Include<sup>3</sup>". Aim of the poster is to point out how counselling, vocational training and networking for people with cognitive disabilities in sheltered workshops should be developed to achieve transitions to the general labour market. In sum, 59 experts took part in focus group interviews in Belgium, Cyprus, Germany and Slovenia in 2023. These interviews followed an innovative and inclusive approach by bringing together people with disabilities, employers and inclusion experts.

Findings (see figure 1) show that counselling for people with disabilities should comprise several phases (orientation, exploring, decision making and reflection) that can be run several times. Moreover, interviewees emphasized principles of counselling such as participation, empowerment, openness, creativity and individualisation. Vocational training for people with disabilities should take equal account of professional and interdisciplinary competences and knowledge. Materials for counselling and vocational training should be written in plain languages, easy to follow and use visual and auditive stimuli. Findings underline the importance of networking competences for CGC professionals as networks are very important for the inclusion process of people with disabilities.

The results contribute to the future project goal: A participative counselling curriculum for clients with disabilities. For more detailed information visit [include3.eu](http://include3.eu).

***Keywords: counselling for people with intellectual disabilities, inclusion, transition, sheltered workshops, participation in labour markets***

***Presentation language: English***

***Poster***

***Equity, diversity and inclusion in guidance services***

## **24 – Positive psychological resources of people with disabilities when facing challenges in work: career adaptability and resilience**

**Drosos Nikos & Charokopaki Argiro**

**European University Cyprus, Cyprus & University of West Attica, Greece**

The present study aims to investigate career adaptability and resilience of people with disabilities who are employed. We investigated how they react to the various challenges and difficulties that they face in their work. We investigated how they view themselves in terms of career adaptability and resilience, and which factors contribute to their development or impeded them. We used a qualitative approach, which allows for an in-depth exploration of the participants' views. A total of about 40 people with different kind of disabilities (vision impairment, mental health disorders, hearing impairment) were interviewed. The results showed that people with disabilities believe that they can overcome any difficulties and setbacks when they have adequate support from their social network and when they receive career counselling services. They highlighted the importance of counselling services to maintain their work and cope with stressful events. Further implications of the results regarding career interventions for people with disabilities are discussed.

*Keywords: career adaptability, resilience, people with disabilities, career counselling*

*Presentation language: English*

*Poster*

*Equity, Diversity and Inclusion in Guidance Services*

## **25 – SkillsPULSE – Skills – Predicting, Understanding, and Locating Shortages in Europe**

**Hanna Pullinen & Jaana Kettunen**

**FIER at University of Jyväskylä, Finland**

Eurostat forecasts show that in 2030, the labour force (19–65 year-olds) will decrease by 4% in the European Union, while by 2050, 8% of the labour force will have been lost.

There is a tendency to think that skills shortages and gaps are just temporary issues that will resolve over time without intervention. But the evidence suggests otherwise.

The SkillsPULSE project, funded under the Horizon Europe programme, aims to provide a conceptual review of skills shortages and gaps, and devise a means of measuring their incidence and the extent to which they are likely to arise in the future as a consequence of key changes in the economy, notably digitalisation.

As part of the project our focus will be on identifying and assessing the significance of institutions and information systems that address essential skills shortages and gaps. As well as formulating effective policy recommendations and identifying best practices.

The overall of the SkillsPULSE project aim is to provide a methodology for identifying the extent, causes, and implications of skills deficiencies in Europe. A series of indicators, including a Skills Shortage Index, will be developed and incorporated into a software tool for use by those responsible for labour market skills intelligence at both national and European levels.

**Keywords:** *skill gaps, skills shortages, lifelong guidance*

**Presentation language:** *English*

**Poster**

**Evidence-based practice in guidance**

## **26 – Supporting guidance services for vulnerable groups through continuous training opportunities**

**Ramona Bacelj and Milena Mirić**

**Foundation Tempus – Euroguidance centre, Serbia**

Many national policy documents focused on lifelong learning and social inclusion (*Bylaw on Adult Education, 2020; Bylaw on National Qualifications Framework, 2018; Strategy for development of Social welfare services, 2019-25*) embraced the Career Guidance and Counselling (CGC) as a valuable social inclusion mechanism which could enhance the employability of individuals from vulnerable groups through engagement in lifelong learning programmes and developing the skills needed in the labour market. Furthermore, it is recognized that guidance practitioners have an important role in empowering their clients to rethink their own position, self-assess their skills and develop upskilling-reskilling pathway; individualized, context-sensitive and needs-oriented support is key to this process (Mihajlović, 2014). Having above-mentioned in mind, we developed competence development programmes for practitioners working with individuals from vulnerable groups in adult education and social welfare system. Those programmes are developed as the 8-hours training programmes focused on the following topics: 1. CGC: key concepts and activities; 2. Client-centred and context-sensitive approach in developing CGC activities; 3. Examples of good practices; 4. Peer support activities in developing plan of CGC services; 5. Key takeaways and planning the next steps. Since 2021, more than 180 practitioners have attended the training programme for practitioners in social welfare and evaluated it as valuable capacity development activity (grade point average: 4.82/5.0); the programme for adult education practitioners has been attended by fewer participants but is considered equally valuable (3.91/4.0). During this interactive workshop, participants will have the opportunity to recognize the importance of career guidance as a social inclusion mechanism, embrace the clients' needs-centred and context-sensitive approach and get familiar with methodology for developing the CGC activities in adult education and social welfare systems. Furthermore, through discussion and peer support activities the participants will have the opportunity to get new ideas for developing CGC activities in their own context.

**Keywords:** *career guidance, capacity development, adult education, social services, vulnerable groups*

**Presentation language:** *English*

**Poster**

**Equity, Diversity and Inclusion in Guidance Service**

## **27 – Tandem Internship Model: Fostering Cultural Integration and Professional Growth**

**Jyrki Rajala & Anni-Maija Viitasaari**

**Centria University of Applied Sciences, Finland**

This presentation explores how students' professional development and collaboration with companies can enhance cultural integration. During the Export Expert project (funded by the European Social Fund), the tandem internship model was developed.

What is the Tandem Internship Model? In this model, a Finnish and an international university student jointly participate in an internship at the same company. By working together, both students gain intercultural experience and establish connections with local companies in the students' study place. The Central-Ostrobothnia international strategy (2022) states that the region has weaknesses including labour shortage, low multiculturalism, weak integration of immigrants and international students, and a low number of highly educated individuals in the province. Connections made in the project can lead to increased student commitment to studies and improved prospects in Finland and in the local region.

Export Expert Project Overview: According to the survey done by the Ostrobothnia Chamber of Commerce (2023), over 71% of the companies in the region struggle to find a workforce and 78% responded that it affects the company's growth. The Export Expert project piloted the tandem internship model to facilitate international talent recruitment by companies to help them find qualified workers.

**Keywords:** *Tandem internship, Professional Growth, Career Guidance, Collaboration, Diversity*

**Presentation language:** *English*

**Poster**

**Equity, Diversity, and Inclusion in Guidance Services**

## **28 – Developing a methodology for measuring quality and progress of outreach in the framework of the Youth Guarantee in the Western Balkan countries**

**Amina Isanović Hadžiomerović (1), Ana Frichand (2), Biljana Blazhevaska Stoilkovska (2), Ljiljan Veselinović (1), Florian Kadletz (3) & Jaana Kettunen (4)**

**University of Sarajevo, Bosnia and Herzegovina (1), Ss. Cyril and Methodius University in Skopje, Republic of North Macedonia (2), European Training Foundation, Italy (3), FIER at University of Jyväskylä, Finland (4)**

Western Balkan (WB) countries have committed to the Youth Guarantee (YG), which ensures that young people under 30 receive a quality offer of employment, education or training within four months of becoming unemployed or leaving education. Reaching out to young people not in education, employment or training (NEETs) is key for the success of the YG. However, out-

reach to inactive and hard-to-reach is a challenge for countries, as is monitoring progress and ensuring quality of outreach. To address this challenge, the EU agency European Training Foundation (ETF) and University of Jyväskylä, Finland, have partnered with universities in six WB countries. Together, they aim to develop a methodology for public employment services and others to measure quality and progress of NEET outreach by defining learning outcomes in the form of a career management skills (CMS) framework. The framework defines the competences required to be ready to participate in formal learning and work activities and builds the basis for deriving learning, monitoring and evaluation tools.

This study presents one part of the initiative, an analysis of (CMS frameworks from nine international sources: Australia, Canada, England, Estonia, Ireland, Malta, Scotland, and Serbia, as well as the EU LifeComp framework. A total of 496 specific competencies were identified and organized using a predefined analytical framework encompassing three main areas: Self in Context, Education & Learning, and Work-Career-Livelihood. Each of these areas was linked to corresponding general competencies, such as knowledge, attitudes, practical skills, social networking skills, and critical understanding of self in educational and work settings. Further analysis yielded a refined list of 244 items distributed across the aforementioned areas. The initial results provide a comprehensive catalogue of competencies identified in the CMS frameworks from the international context, which, in a next step, will serve as a source for contextualizing the methodology to the six WB countries.

**Keywords:** *career management skills, Youth Guarantee, NEETs, Western Balkan, outreach methodology*

**Language of the presentation:** *English*

**Poster**

**Evidence-Based Practice in Guidance; Equity, Diversity, and Inclusion in Guidance Services; Accessible and User-Centered Guidance Services**

## **29 – You are not alone. What can social and public employment services do to improve employment access for care leavers.**

**Gianvincenzo Nicodemo**

**Pegaso Telematic University, Italy**

The transition from adolescence to adulthood is a challenging period for young people who grew up under the public care. These young adults face unique obstacles, including limited access to education, inadequate support networks, and psychological impacts from their time in care. In Italy, the employment prospects of care leavers are significantly influenced by the country's work and social services policies. Despite existing programs, many care leavers struggle to find stable and meaningful employment.

The poster shows results from a scoping review aiming to explore the factors influencing employment outcomes for care leavers, focusing on their in-care experiences. The objective is to identify elements that either facilitate or hinder their access to the job market, considering the roles of professionals like social workers, psychologists, and social educators, as well as policy-makers.

Care leavers, defined as individuals who leave foster or residential care between the ages of 16 and 25, are at high risk of social exclusion. They often face instability, powerlessness, unpreparedness, abandonment, and mistrust. Compared to their peers, care leavers are more likely to have criminal convictions, become young parents, and experience social exclusion and mental health issues. They are also less likely to achieve academically, attend higher education, or be employed.

The scoping review methodology used in this study follows the five-stage process proposed by Arksey and O'Malley, enriched by other literature on scoping reviews. The review identified 25 sources focusing on factors promoting or constraining employment access for care leavers.

Results indicate that factors during the in-care period significantly impact future employment outcomes. Early work experiences and stable placements are crucial. Education plays a key role, with care leavers who complete their studies being more likely to find employment. Foster care leavers generally fare better than those from residential care, likely due to greater placement stability. Limiting placement changes and ensuring better matching processes can improve employment outcomes for care leavers.

**Keywords:** *care leavers, out-of-home, employment, scoping review*

**Presentation language:** *English*

**Poster**

***Equity, Diversity, and Inclusion in Guidance Services***

## **30 – Aligning the aspirations and skills of Qatar’s youth with the needs of the Qatari economy**

**Saad Al-Kharji & Fouad El Rassi**

**Qatar Career Development Center, Qatar**

This paper is based on three different research reports conducted over a three-year period, focusing on the Qatari population, and following a ‘career culture’ approach, which has not been attempted before. Both qualitative and quantitative survey methods have been utilized, encompassing a wider range of respondents from various segments of senior stakeholders, including a larger survey sample of 1,056 Qatari students, graduates, and parents. Five key areas were explored, including career awareness, social influence, skills gap, career guidance and qatarization.

**Keywords:** *Youth, Qatar, economy, culture, career*

**Presentation language:** *English*

**Poster**

***Accessible and User-Centered Guidance Services***



## Understanding UK Armed Forces Veterans Career Guidance Needs: A Systems Theory Framework Approach

Sally-Anne Barnes

Leicester School of Business, UK

Transitioning from the armed forces to civilian work and securing employment is often defined as a successful transition. Whilst recent data show that the number of UK armed forces leavers in employment is increasing, the longevity of that employment and whether it is fulfilling and matches an individual's aspirations has been given insufficient attention in the literature. Qualitative data from a mixed methods study of UK armed forces veterans who had left the Regular Armed Forces between 24 months and 10 years is analysed utilising the systems theory framework. The 42 in-depth interviews with veterans provide rich information on their experiences of transitioning into and through the civilian labour market, and on their experiences of accessing and navigating the veterans' support system, including that from guidance services. The systemic influences on veterans' opportunities to secure and maintain employment in their career journey are explored, thereby identifying potential enablers and barriers to longer-term employment. This multi-level perspective enables the influences at the individual level (micro), social system and environmental-societal system (macro level) to be examined. These influences were found to influence veterans' longer-term employment experiences in the civilian labour market. However, the key to understanding veterans' experiences and how guidance services can provide support is based on the interaction between these influences. The findings offer a set of recommendations to develop guidance services that meet the needs of veterans. As well as suggest how to develop a system of support (comprising guidance services, employers, service charities and government) that delivers improved longer-term employment outcomes for these individuals.

*Keywords: systems theory framework, transition support, veterans*

*Presentation language: English*

*Paper – Session room: Felix, 14 November, 11:15–12:45*

*Accessible and User-Centered Guidance Services*

## Self-Determination Theory Perspective on Careers: Stability and Change of Autonomous Career Motivation in Adolescence

Iva Šverko & Toni Babarović

Ivo Pilar Institute of Social Sciences, Croatia

This two-study paper investigates autonomous motivation in career behaviour using Self-Determination Theory (SDT). Study 1 adapts and validates the Autonomous Career Motivation

Scale (ACMS) for adolescents, confirming reliability and structural invariance across samples of early (N=404) and middle adolescents (N=431). Study 2 examines longitudinal changes in autonomous career motivation in early (N=304) and middle adolescents (N=367) over three years, highlighting the increasing importance of external motivational factors during key educational transitions. Both studies underscore the validity of the ACMS and the need for personalized career counselling that addresses motivational aspects for career construction in adolescence.

**Keywords:** *Autonomous career motivation, Autonomous Career Motivation Scale (ACMS), Self-Determination Theory (SDT), career construction, adolescence*

**Presentation language:** *English*

**Paper – Session room:** *Felix, 14 November, 11:15–12:45*

**Evidence-Based Practice in Guidance**

## **Work values as moderators of the association between personality and basic psychological needs at work.**

**Mathieu Busque-Carrier and Yann Le Corff**

**Université de Sherbrooke, Canada**

Personality traits are relatively stable, consistent, and enduring psychological characteristics that are inferred from patterns of behaviors, attitudes, feelings, and habits in the individual and are associated with psychological growth outcomes. Work values are beliefs specific to the career context that serve as criteria or goals for assessing jobs and work environments and are deemed more malleable than traits. They also have been linked to psychological need satisfaction and frustration at work, which are particularly important variables to consider given their contribution to psychological thriving. This study investigates the hypothesis that work values interact with personality traits in predicting psychological growth at work. A better understanding of psychological mechanisms that facilitate psychological growth at work would help improve the effectiveness of career guidance and management interventions. The sample included 652 College/University professionals (74% women) from Canada. The results suggest that intrinsic work values moderate the associations between two traits, Negative Emotionality and Conscientiousness, and basic psychological needs satisfaction. Intrinsic work values also moderated the associations between Negative Emotionality, Conscientiousness, Extraversion, and Agreeableness with basic psychological needs frustration. Extrinsic and Status work values did not moderate any of the associations. These results suggest that career guidance and management interventions aiming to enhance employees need satisfaction and prevent need frustration at work should aim to promote intrinsic work values endorsement.

**Keywords:** *work values, personality traits, Big Five, basic psychological needs at work*

**Presentation language:** *English*

**Paper – Session room:** *Felix, 14 November, 11:15–12:45*

**Evidence-Based Practice in Guidance**

## **Career Indecision and Career Indecisiveness in High School and Vocational Training Students: A Scoping Review**

**María Mata-Correas**

**Comillas Pontifical University, Spain**

Rapid social, political, technological, and economic transitions, high rates of uncertainty and youth unemployment, increased incidence of mental health problems in adolescence, and schools overwhelmed by the needs of students underline the importance of delving deeper into career indecision and the adolescents who find it more difficult to work on their life projects—especially career indecisiveness since it is more connected with pessimistic views, emotional aspects, and the self. The 2030 agenda invites new perspectives in career guidance to give answers to the present and future challenges, that need integration of the uniqueness of each individual inclusively and sustainably. Following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses extension for Scoping Reviews statement, it is examined the published literature between 2007 and 2023, in English and Spanish, on factors defining and predicting career indecision and career indecisiveness in high school and basic and intermediate vocational training students, its measurement instruments for adolescents, and the applied intervention programs. The main aim of this paper is to provide a map of the literature bringing together these three aspects to provide a holistic perspective on the constructs and the theoretical and practical aspects. A search of the databases PsycInfo, Meline, ERIC, Web of Science, Scopus, Psycodoc, and Dialnet was conducted. Following the predetermined inclusion criteria, 78 studies (N= 825) were analyzed and their data was extracted. The results are presented with the characterization of the CIPP-C model, offering an integrative multidimensional overview. Results highlighted the heterogeneity of factors on both indecision types; the reliability and validity of unidimensional and multidimensional instruments at a cross-cultural level to assess them, the need for intervention programs for those who present career indecisiveness, and the importance of macrocontextual factors to take into account.

*Keywords: career indecision, career indecisiveness, systematic review, career guidance, career decision-making difficulties*

*Presentation language: English*

*Paper – Session room: Keljo (Alexandra), 14 November, 11:15–12:45*

*Accessible and User-Centred Guidance Services*

## **Exploring University Students' Evolving Needs in Career Adaptability**

**Nurten Karacan Ozdemir**

**Hacettepe University, Türkiye**

Career adaptability (CA) is a vital asset for career management in today's challenging labor market, encompassing psychosocial coping resources for mastering career development needs,

transitions, work related traumas (Savickas, 2005), contributing many adaptive behaviors and positive career outcomes (Rudolph et al., 2017).

Based on a cross-cultural research project, we aimed to explore (1) the associations among social emotional learning (SEL) skills, work volition, career developmental needs and CA of university students and (2) university students' needs regarding each dimension of CA within Career Construction Theory (Savickas, 2005). This paper is based on the findings from Türkiye in the second phase (TUBITAK Project no: 122N773).

The first phase showed that work volition and career development need significantly predicted CA, sequentially mediating the relationship between SEL skills and CA (Çohadar et al., 2024). The second phase involves a detailed exploration of students' CA needs. Utilizing Career Adapt-Abilities Scale (Porfeli & Savickas, 2012) scores from the first phase, high (upper 75%) and low (lower 25%) CA groups were identified. Through semi-structured focus groups and individual interviews, strategies for enhancing university students' CA across dimensions (concern, control, curiosity, confidence) were inquired.

The findings obtained from a high (N=5) and low (N=3) CA groups suggest multifaceted recommendations to enhance CA of students. The former suggested early sector exploration, empowering students through informed decision-making processes starting in high school, fostering curiosity through research, providing opportunities to obtain real job experiences, and networking, and promoting confidence through voluntary work, internships, and gaining professional experience at an early age are recommended. The latter, on the other hand, mainly addressed difficulties of making career plans due to economic condition in the country and lack of opportunities. Overall, the findings emphasize differences between low and high CA groups' career development needs and the importance of pre-employment experiences across dimensions for effective career preparation.

**Keywords:** *career management skills, career adaptability, psychosocial skills, qualitative exploration*

**Presentation language:** *English*

**Paper – Session room:** *Keljo (Alexandra), 14 November, 11:15–12:45*

**Accessible and User-Centered Guidance Services**

## **The role of emotional and behavioral strengths and difficulties in career adaptability**

**Hanna Nuutinen & Anne-Mari Souto**

**University of Eastern Finland, Finland**

The study is framed within Savickas' career construction theory (1997,2002,2005), highlighting career development as a continuous person-environment integration process where people actively build their careers and respond to the transition and challenges present and ahead. However, the way the individuals react or respond to these challenges and transitions depends on their resources and perceived barriers (Savickas, 1997,2002, 2005). The current quantitative research study examines the role of emotional and behavioral strengths and difficulties as an indicator of adaptive readiness in explaining career adaptability as an indicator of adaptability resources in general upper secondary school. A total of 214 boys and 244 girls in the beginning of the study, attending general upper secondary school in Eastern part of Finland reported their strengths and difficulties (SDQ) and their career adaptability (CAAS) in the beginning and end of

studies. Structural equation modeling was performed to test theoretical hypothesis about the relation between emotional and behavioral difficulties and prosocial behavior to career adaptability. The findings indicated that emotional symptoms were related to lower levels of career control and confidence in the beginning of upper secondary school studies. In the final year, emotional symptoms, prosocial behavior, conduct problems, and hyperactivity were all related to different CAAS dimensions. Prosocial behavior was positively related to career curiosity and confidence, while emotional symptoms were related to lower career adaptability in concern, control, and confidence. Conduct problems were linked to lower levels of control and confidence, while hyperactivity was related to reduced concern, curiosity, and confidence in career adaptability. The implications of these findings enhance our understanding of the individual predictors of career adaptability and propose interventions that enhance social and emotional resources of students who exhibit emotional difficulties or hyperactivity behavior as well as promote prosocial interaction.

**Keywords:** *career adaptability, emotional and behavioral strengths, career development, general upper secondary school, career guidance in schools*

**Presentation language:** *English*

**Paper – Session room:** *Keljo (Alexandra), 14 November, 11:15–12:45*

**Accessible and User-Centered Guidance Services; Equity Diversity, and Inclusion in Guidance Services**

## **Paper session 7.3      Room: Vasikkavuori & Kanavuori**

### **Engaging humanities and social sciences students in multi-disciplinary team projects – Impacts on career identity narratives**

**Freda Zapsalis**

**RMIT University, Australia**

The presentation draws upon the presenter's PhD in exploring how multi-disciplinary, inter-disciplinary, and trans-disciplinary team projects (subsequently "multi-disciplinary") can shape humanities and social science (HASS) students' career identity. Multi-disciplinary learning opportunities provide students to work with other students from diverse disciplines, creating an authentic work environment to solve societal or industry challenges. These experiences are linked to the development of empathy and creativity (Edmonson et al., 2020), important skills to thrive in a dynamic and artificial intelligence (AI) driven job market. This research focuses specifically on HASS students who generally face career uncertainty as their degree can be perceived as impractical, generalist and less vocationally oriented (Cameron et al., 2019; Harvey & Shahjahan, 2013). Results involving semi-structured interviews with 10 HASS students from Australia, Finland and the Netherlands who participated in multi-disciplinary team projects will be shared. A thematic analysis revealed the impact of these projects on students' perception of themselves and their education. Narrative analysis through individual student career stories highlighted the importance of their learning experience in enabling their career identity. These

insights can assist career guidance professionals to help students from generalist and non-vocational streams such as HASS in constructing their career identity.

*Keywords: career identity, multi-disciplinary, inter-disciplinary, humanities, career development learning*

*Presentation language: English*

*Paper – Session room: Vasikkavuori & Kanavuori (Alexandra), 14 November, 11:15–12:45*

*High quality guidance services*

## **Pratiques informationnelles sur la formation et le travail chez des personnes spécialistes en orientation**

**Eddy Supeno**

**Université de Sherbrooke, Canada**

Les théories en développement de carrière soulignent le rôle central de l'information dans le choix de carrière (Gati & Levin, 2015) et les études indiquent que les praticiens en orientation figurent parmi les principales sources d'information des personnes en processus de choix de carrière (Supeno et al., 2021). Toutefois, les travaux sur les pratiques informationnelles de ces praticiens dans le cadre de leurs interventions demeurent parcellaires. Une enquête (n=330) et des entretiens individuels (n=46) ont été réalisés au Québec pour documenter leurs pratiques informationnelles sur la carrière (sources informationnelles consultées et information sur la carrière recherchée). Prenant appui sur McKenzie (2003), les pratiques informationnelles sur la carrière de praticiens en orientation sont conceptualisées comme un ensemble d'actions et de choix, inscrit dans un contexte social, pour chercher de l'information sur la carrière dans différentes sources pour soutenir des personnes dans leur choix de carrière. Les analyses statistiques de l'enquête ont montré que les principales informations recherchées sur la carrière concernent les programmes de formation et les métiers et que les principales sources d'information consultées sont non humaines et institutionnelles. Des éléments contextuels et certaines caractéristiques des populations desservies sont associés au choix de certaines catégories d'informations et de sources. L'analyse thématique des verbatim d'entrevues met également en évidence l'importance des éléments contextuels et le fait de disposer d'un bon réseau de sources humaines constitue un support d'information sur les carrières non négligeable. Bien que l'information sur la carrière (recherche, évaluation et communication) constitue une dimension importante du travail des praticiens de l'orientation, cette recherche est la première à documenter explicitement leurs pratiques d'information sur la carrière au regard des études recensées.

## **Informational practices on educational and occupational information of guidance practitioners**

Career development theories underline the central role of information in career choice (Gati & Levin, 2015) and studies show that guidance practitioners are among the main information sources of people making career choices (Supeno et al., 2021). However, the actual career informational practices of these practitioners in their interventions remain fragmented. An online survey (n=330) and individual interviews (n=46) were carried out with guidance practitioners in Quebec to document their career informational practices (information sources consulted and career information sought). Based on Mc Kenzie (2003), career informational practices of guidance practitioners are conceptualized as a set of actions and choices, embedded in a social

context, for searching career information in different sources to support people in their career choice. Statistical analysis of the survey showed that the main career information sought relates to training programs and occupations and the main information sources consulted are non-human and institutional. Contextual elements and some characteristics of populations served are associated with selecting certain categories of information and sources. Thematic analysis of interview verbatim also highlight the importance of contextual elements and having a good network of human sources constitute a significant career information support. Although career information (research, evaluation and communication) constitutes an important dimension of the work of guidance practitioners, this research is the first to explicitly document career information practices of guidance practitioners with regard to the studies identified.

**Keywords:** *Information, practice, guidance, practitioners, career*

**Presentation language:** *French*

**Paper – Session room:** *Vasikkavuori & Kanavuori (Alexandra), 14 November, 11:15–12:45*

**Evidence-Based Practice in Guidance**

## **Blending Innovation: A Hybrid Approach to Transforming Careers and Employability Support Services**

**Deirdre Hughes**

**CareerChat (UK) & Warwick University Institute for Employment Research (IER), England**

The integration of advanced technologies in education is transforming the landscape of student support services, with a significant focus on enhancing careers support and employability services through innovative solutions. This paper explores the scoping and development of a careers chatbot that leverages the latest advancements in generative artificial intelligence (AI) with respect to large language models (LLMs). By incorporating AI and LLM capabilities, chatbot technology can provide personalised, real-time careers information and advice tailored to individual needs with an inbuilt warm handover to a careers and employability professional for more in-depth guidance, if needed.

This approach addresses the growing demand for accessible and effective all-age career services ensuring that individuals' receive timely (including out-of-hours) and relevant support as they navigate through the myriad of choices and decisions, in their search for meaningful learning and work. The paper contents clearly link to scientific research and innovative careers chatbot practice examining the potential of LLMs to enhance learner engagement, streamline and support careers and employability processes and to promote greater equity and access to career-related exploration, information and advice.

The aim is to highlight both the opportunities and challenges of implementing such AI-driven solutions in an all-age careers ecosystem, offering insights into front-line careers staff and student perceptions and experiences, while identifying and testing practical options for mitigating risks. By addressing these benefits and challenges, education institutions, careers, employability, and community services, can effectively use generative AI advancements in LLMs to enhance

(rather than to replace) professional career support services, making them more equitable, accessible, and impactful for young people and adults.

*Keywords: AI; careers support; large language models; all-age; chatbots*

*Presentation language: English*

*Paper – Session room: Vasikkavuori & Kanavuori (Alexandra), 14 November, 11:15–12:45*

*Digital Evolution in Guidance Services*

**Paper session 7.4**

**Room: Taulumäki (Alexandra)**

## **Pioneering Strategic Leadership in Career Guidance: A Case Study from Bharthiar University, India**

**Sachin Kumar**

**WRS Government College, India**

Career guidance stands as a cornerstone for nurturing the aspirations and potentials of individuals, yet its effective implementation remains a challenge, particularly in the Global South. Despite policy affirmations, the establishment of comprehensive career guidance systems has encountered numerous hurdles, leaving a significant portion of youth underserved, especially in regions like India. Limited access, primarily confined to urban and affluent demographics, coupled with deficient capacity building and professionalization, underscores the urgent need for transformative initiatives. In this context, Bharthiar University, situated in the southern Indian province of Tamil Nadu, emerges as a beacon of strategic leadership in career guidance. Distinguished as the sole institution offering postgraduate degrees in the field, the university spearheads a multi-faceted approach to cultivate a robust ecosystem for career guidance delivery. Through innovative strategies including diverse educational programs, development of validated guidance materials, engagement with educational institutions, alumni involvement, and advocacy for policy reforms, Bharthiar University exemplifies a holistic model for catalyzing change. This paper delineates the contextual backdrop, operational strategies, and tangible impacts of Bharthiar University's Department of Extension and Career Guidance. By unpacking their initiatives, it provides valuable insights and actionable lessons for universities across the Global South seeking to pioneer similar transformations in their respective domains. Through collaborative partnerships, strategic leadership, and concerted efforts, universities can serve as catalysts for nurturing comprehensive career guidance ecosystems, thereby empowering youth and fostering socio-economic development on a broader scale.

*Keywords: Strategic Leadership, Career Guidance, Bharthiar University, Higher Education, Global South*

*Presentation language: English*

*Paper – Session room: Taulumäki (Alexandra), 14 November, 11:15–12:45*

*Cross-Sectoral and Coordinated Guidance Services*



# Navigating Uncertainty: Exploring the experience of uncertainty by generalist theology students

**Leena Itkonen**

**University of Jyväskylä & University of Helsinki, Finland**

Changes in the labour market and working conditions have intensified uncertainty regarding university students' future career prospects. Despite this uncertainty, it is essential to orient oneself toward the future and understand the implications of current actions. Barnett (2012) argues for pedagogical approaches that accommodate uncertainty and empower individuals in complex contexts. Also in career research, there is a growing interest in understanding career uncertainty, with investigations into its relationship with decision-making, self-management, adaptability, and identity. This study focuses on how university students in a generalist theology program experience and respond to uncertainty. The aim of the study is to explore the role of uncertainty in students' study paths, examining how uncertainty is navigated and understood. The research questions inquire about students' experiences of uncertainty and the relationship between present actions and future ideas.

Traditional career theories have often emphasized certainty in planning and transitions, overlooking uncertainty. Hodkinson and Sparkes (1997) suggest that career-related decision-making often occurs unpredictably, and it is influenced by various factors. More recent theories emphasize adaptability and identity development in uncertain contexts. Planned happenstance theory recognizes uncertainty, highlighting the importance of cultivating attitudes such as curiosity and flexibility. However, Trevor-Roberts et al. (2016) call for a deeper understanding of uncertainty in career theories, emphasizing its significant impact on career behaviour.

The study involves 18 interviews with students in a generalist theology program, focusing on the uncertainty they face. Preliminary findings indicate that uncertainty arises at various points in students' academic journeys and is influenced by external comments and internal identity concerns. The ongoing thematic analysis will provide further insights into students' experiences of uncertainty and its implications.

This research contributes to understanding uncertainty among university students and has implications for career counselling practices, offering insights into how to support students in navigating uncertain academic and career pathways.

***Keywords: uncertainty, career planning, graduate careers, career choice***

***Presentation language: English***

***Paper – Session room: Taulumäki (Alexandra), 14 November, 11:15–12:45***

***Accessible and User-Centered Guidance Services***

# Outlining the multifaceted question of impact in guidance policies and practices

**Mira Kalalahti (1), Toni Kosonen (2), Sanna Vehviläinen (3) & Janne Varjo (4)**

**University of Jyväskylä, Finland (1,2), University of Eastern Finland, Finland (3) & University of Helsinki, Finland (4)**

Identifying the relationships between the inputs, outcomes and impacts of guidance are neither simple nor straightforward. Impact construction processes are contextually situated and, consequently, what may work well in one context may not produce the same results in a different context. We utilise the multilevel ecological analysis, and through empirical cases sketch the recognition of impact construction processes at different levels (macro, meso(exo) and micro). Our focus is on the guidance policies and practices and we view the impact construction processes through the lenses of guidance experts and practitioners.

The aim of the presentation is to outline the multifaceted question of impact in guidance policies and practices. First we ask: How do guidance experts and practitioners construct the 'impact' of guidance as a structural, community and individual issue? Second we ask: How are the impact construction processes integrated into guidance experts and practitioners' work?

The presentation builds on existing literature and research on impact, which provides us with the framework for our work, as well as on empirical cases, which helps us to argue for our conclusions. We provide interpretations and empirical cases from previous studies and re-interpret with integrative strategies the main 'threads' of constructing and integrating the impact processes within the guidance policies and practices.

We conclude that there are gaps between different objects set for the guidance and in practice guidance experts and practitioners do 'bricolage work', where they integrate different impact processes within their work and navigate between different and sometimes conflicting and stressing objectives. The recognition of the multidimensionality of these processes enables the experts and practitioners to find positive impacts from various aspects within their work.

***Keywords: Guidance policies, guidance practices, impact***

***Presentation language: English***

***Paper – Session room: Taulumäki (Alexandra), 14 November, 11:15–12:45***

***Evidence-based practice in guidance***

## **How a national lifelong guidance strategy became a living and evolving document?**

**Chair: Teija Felt**

**Ministry of Economic Affairs and Employment**

**Presenters: Kaisu Koivula (2), Piia Lievetmursu (3), Milla-Miia Luosujärvi (3), Janne Savolainen (1), Reino Savolainen (1)**

**Ministry of Economic Affairs and Employment, Finland (1), Development and Administrative Services Centre, Finland (2), Hyria Education, Finland (3)**

When the most recent national lifelong guidance strategy in Finland was created in 2020, as part of the national reform on continuous learning, the most pressing challenges in Finland in different fields of guidance were recognized. These were

- 1) not everyone has equal opportunities for career planning in Finland and individuals' own competences and acquire systematically skills to plan and manage their own careers
- 2) lifelong guidance services need to be better coordinated, i.e. through better knowledge and evidence-base and cross-sectoral co-operation
- 3) digitalisation is not utilized at its most and
- 4) guidance practitioners' own competences need to be systematically developed reflecting current global changes.

The six main dimensions of the strategy were defined to meet these challenges, but also available funding was allocated to find solutions to these challenges.

As part of the EU's Resilience and Recovery Funding, lifelong guidance was raised as one of the focus points of the skills related funding. This session will shed light to three successful projects carried out within this program.

The outcomes of these different projects, to make the national strategy a living document, will be summarized in an upcoming publication and will be utilized in the development of a new national digital tool/platform to support continuous learning called Competence Path. The aim is to transform project work into permanent practices and tools.

### **Presentation 1**

**Kaisu Koivula (Development and Administrative Services Centre, Finland), Piia Lievetmursu & Milla-Miia Luosujärvi (Hyria Education, Finland)**

This presentation introduces the creation of a national framework for career management skills and how this process has been nationally coordinated and implemented through different sectors.

## Presentation 2

### **Reino Savolainen (Ministry of Economic Affairs and Employment, Finland)**

This presentation focuses on the use of labour market information and anticipation of skills/occupations needed in the labour market to support authorities, guidance professionals and individuals

## Presentation 3

### **Janne Savolainen (Ministry of Economic Affairs and Employment, Finland)**

The development of low-threshold multiprofessional Ohjaamo network in the context of guidance and services they offer for youth. How the network became a permanent part of the Finnish guidance system.

*Symposium keywords: Lifelong Guidance Strategy, Career Management Skills, Multiprofessional guidance services, Labour Market Information*

*Presentation language: English*

*Symposium – Session room: Encore, 14 November, 11:15–12:45*

*Cross-sectoral and Co-ordinated Guidance Services*

## **Symposium 7.2**

**Room: Alvar**

### **Social Justice in career guidance and counselling: practitioners' perceptions in Portugal, Poland, Finland and Denmark**

**Chair: Anna Bilon-Piórko**

University of Lower Silesia, Poland

**Presenters: Anna Bilon-Piórko (1), Mariana Lucas Casanova (2) & Rie Thomsen (3)**

University of Lower Silesia, Poland (1), Polytechnic Institute of Porto, Portugal (2), Aarhus University, Denmark (3)

Introduction

Social justice concepts have influenced career guidance and counselling (CGC) theory, but their practical application remains unclear. This symposium examines the integration of social justice perspectives in CGC practice.

Objectives:

Four studies conducted in cross-sectoral career services will be presented to promote a discussion on the social justice.

Theoretical basis:

Symposium will be based on theoretical perspectives developed in the CGC field (e.g. Blustein, Duffy and others), as well as classical analyses and theories of social justice.

Methodology

These studies will explore how practitioners position social justice in career practice, and if different perceptions of social justice emerge, considering philosophical and political economic understandings of social justice. The analysis aims to answer the following research questions:

To which issues related to social justice participants refer to?

What are the dynamics in the discourse and potential inconsistencies in the debate on the place of social justice in career guidance?

All presentations are based on qualitative methodologies, namely interviews and focus groups. Data were analysed in accordance with Laclau's concept of empty signifier, and social justice theories as sensitising concepts.

Results:

Through this analysis we intend to explore how social justice is defined by participants; if social justice is a credible signifier or how this concept may be renegotiated in the career guidance field. Indeed, only through a transparent understanding of social justice and by ensuring its significance to practitioners, can CGC contribute to social transformation and social justice.

Discussion:

This symposium will contribute to the debate on the role of career practitioners in social justice by offering an analysis of the perceptions of social justice by Portuguese, Polish, Finish and Danish workers in career related areas, aiming to sensitise researchers and practitioners to individual, social and political impacts of career guidance practice, which may promote, or hinder, social justice.

## **Presentation 1**

### **Anna Bilon-Piórko (University of Lower Silesia, Poland)**

This presentation examines the perspectives of career guidance (CG) practitioners working with marginalized populations, including homeless individuals and persons with disabilities. The analyses are derived from in-depth narrative interviews conducted as part of a research project investigating career guidance practitioners' personal theories of social justice from 2017 to 2022. The findings will elucidate the primary areas of concern, dilemmas, and the inconsistencies and challenges practitioners face in relation to social justice issues. The presentation posits that social justice functions as an empty or floating signifier, capable of being imbued with a variety of ideas and concepts. Furthermore, it illustrates the multidimensional and dynamic nature of social justice conceptualizations among career guidance practitioners.

## **Presentation 2**

### **Mariana Lucas Casanova (Polytechnic Institute of Porto, Portugal)**

This presentation will present a secondary analysis of a focus group with eight Portuguese psychologists from different areas of practice (including education and career counselling) focused on the implications for practice of a quantitative research conducted during the economic crisis in Portugal (2009–2019), a time of increased unemployment, precarity and austerity. The dis-

cussion demonstrated the internalisation of hegemonic discourses on these issues, impacting practitioners' perceptions of their professional role and ethical boundaries in the name of neutrality and value-free practice, while inadvertently ascribing to neoliberal discourses that reproduce subjectivities that privilege values of profit, individualism and individual success through individuals' adaptation to the labour market. Thus, this secondary analysis will offer a deeper understanding of participants' conceptualisations of social justice and their relationship with their practice.

### **Presentation 3**

#### **Rie Thomsen (Aarhus University, Denmark)**

This presentation explores career guidance counsellors' (GC) perspectives on their role in relation to social mobility, presenting a thematic analysis based on 14 in-depth interviews with Danish upper secondary school GCs and managers.

*Symposium keywords: career guidance and counselling; social justice; qualitative analysis; decent work*

*Presentation language: English*

*Symposium - Session room: Alvar, 14 November, 11:15-12:45*

*Equity, Diversity, and Inclusion in Guidance Services*

## **Workshop 7.1**

## **Room: Kortepohja (Alexandra)**

### **Possibilities of guidance for sustainable futures**

#### **Sara Peltola & Anne Valkeapää**

**University of Jyväskylä, Finland & Euroguidance/EDUFI, Finland**

Ecological crises are intensifying, emphasizing the need for significant societal changes to protect our planet. The primary goal of this workshop is to enhance participants' understanding of how guidance services can contribute to sustainable futures. Additionally, participants will be introduced to the "Time Out" dialogue method (Erätaukodialogi) developed by the Finnish Timeout Foundation. This method helps to facilitate constructive discussions and build shared understanding on complex topics.

As an introduction to the topic university teacher, PhD researcher Sara Peltola will present current more-than-human perspectives to guidance. After this, participants will engage in a constructive discussion using the Timeout dialogue method. The aim is to co-create increased understanding of the theory and practice of balancing individual aspirations with social and global needs in today's volatile, uncertain, complex, and ambiguous world. In the dialogue we aim to explore diverse perspectives, including unpredictable insights and new thinking.

The dialogue will be facilitated by Anne Valkeapää from Euroguidance Finland and Sara Peltola from University of Jyväskylä. As the dialogue method is at its best with small group, we limit the number of participants to 15. We encourage guidance practitioners, experts and researchers

from diverse backgrounds to participate. Observations from the dialogue will be shared with the international guidance community through Euroguidance communication channels.

*Keywords: Green guidance, Sustainability, Social justice, Entanglement, Planetary boundaries*

*Presentation language: English*

*Workshop – Session room: Kortepohja (Alexandra), 14 November, 11:15–12:45*

*Sustainability in Guidance*

## **Workshop 7.2**

**Room: Anton**

### **Meet the Editor – Publishing in an academic journal: International Journal for Vocational and Educational Guidance**

**Nikos Drosos**

**European Cypros University & IJVEG journal Editor, Cypros**

Disseminating the results of our studies is essential for all researchers; and publishing in academic journals is one of the most obvious and effective ways to achieve it. Publication of our research contributes both to the development of our field and to our own professional development as researchers.

Nonetheless, academic journals have specific expectations and requirements. Journals are always keen to receive high quality manuscripts, and in order to ensure the high quality of the published material they follow rigorous review procedures. The aim of this presentation will be to present how to identify a journal's expectations, improve a manuscript's quality, and consider different publication strategies. The International Journal for Vocational and Educational Guidance is among the most well-known journals in our discipline, publishing articles in relation to work and leisure, career development, career counselling and guidance and career education, which have preferably either an international content (e.g. comparative studies, multi or cross-cultural perspectives, regional surveys, etc.) or contribute to topics of broad international interest (e.g. theoretical developments, ethical issues, etc.). Important national developments which are of wider interest can be included.

*Keywords: IJVEG journal, academic journal, scientific writing*

*Presentation language: English*

*Workshop – Session room: Anton, 14 November, 11:15–12:45*

*High-Quality Guidance Services; Evidence-based Practice in Guidance*

## **Navigating Digital Evolution: Integrating Responsible Generative AI into Career Counseling**

**Nurten Karacan Ozdemir**

**Hacettepe University, Türkiye**

Career counseling is being transformed by artificial intelligence (AI). AI plays an active role in various aspects of career counseling, including self-assessment, acquiring knowledge, developing skills, navigating the job search process, matching individuals with suitable jobs, and analyzing the labor market. Tools such as chatbots and virtual assistants support individuals' decision-making and job search by providing personalized recommendations (D'Silva et al., 2020; Jarrahi et al., 2022). Responding to the rapid developments in this field, the International Labour Organization (ILO) presented an inventory of digital career guidance tools and underscored their potential to bolster career development processes (ILO, 2021; ILO, 2022), and the Organisation for Economic Co-operation and Development (OECD) offered diverse application examples in this domain through its OiDCY guide (OECD, 2023).

Generative AI has the potential to support the career development of individuals from different age groups based on a development perspective such as Super's Lifespan Lifespace approach (Özdoğan & Karacan-Ozdemir, 2023). The recent increase in interest in this topic has been reflected in the literature (Karacan-Ozdemir & Özdoğan, 2024) and in practice (Karacan-Ozdemir, 2024a, b).

This interactive and experiential workshop will demonstrate how different generative AI tools can be used to support career development of children and young people. Participants will also have the opportunity to design sample applications, write prompts, and check and correct the results. Throughout this workshop, ethical and responsible use of generative AI will be discussed, along with the new career counseling competencies that may be needed in this evolved landscape.

***Keywords: Responsible AI, career counseling, children and adolescents***

***Presentation language: English***

***Workshop - Session room: Elsi, 14 November, 11:15 - 12:45***

***Digital Evolution in Guidance Services***



## **31 – Analyse de l'utilisation des technologies de l'information et des communications (TIC) en orientation scolaire et professionnelle : une évolution numérique de la profession**

**Annie Gourde**

Laval University, Canada

Depuis quelques années, plusieurs auteurs se sont penchés sur l'évolution des TIC dans le domaine de l'orientation et un constat émerge : il est nécessaire de soutenir les personnes conseillères en orientation à développer leurs compétences afin de les aider à s'adapter aux nouveautés technologiques, mais également en facilité l'utilisation avec les différentes populations (Békés et Aafjes-van Doorn, 2020; CEFRIO, 2014; De Marcellis-Warin & Mondin, 2021; Houssemand et Loarer, 2023; Kettunen et Maleka, 2018; Ozenne et al., 2018; Paterson et al., 2017; Samspon et al., 2020; Steel et al., 2017; Turcotte et Goyer, 2023a; 2023b). L'objectif général de cette recherche doctorale est d'analyser l'évolution de la présence et de l'utilisation des TIC dans le domaine de l'orientation scolaire et professionnelle au Québec. Cet objectif principal se décline en quatre objectifs spécifiques : 1) Déterminer quelles technologies numériques se sont intégrées à la pratique des CO au cours des 60 dernières années par un examen approfondi des documents d'archives, des écrits et des savoirs d'expérience ; 2) Proposer une typologie des activités professionnelles soutenues par les technologies numériques au sein des pratiques en orientation ; 3) Faire ressortir les facteurs de conversion liés à l'utilisation des TIC (ce qui facilite ou qui freine) dans les activités en orientation scolaire et professionnelle à la lumière de l'approche par les capacités (Sen, 2010) ; 4) Analyser la capacité des personnes conseillères, en prenant en considération les ressources, les opportunités saisies et l'utilisation faite de la technologie dans les activités professionnelles et en dégager des recommandations. Grâce à une analyse documentaire et des entrevues semi-dirigées, le portrait de l'évolution des technologies sera fait. Au Québec, il semble que, selon l'analyse documentaire, les ordinateurs ont commencé à influencer la profession, particulièrement dans les écoles auprès des étudiants du secondaire, en 1970.

## **Analysis of the Use of Information and Communication Technologies (ICT) in Career Guidance: A Digital Evolution of the Profession**

Digital technologies are among the rapidly developing elements, a growth that seems to accelerate with the advent of artificial intelligence and various collaborative platforms that have emerged since the pandemic (Boullier, 2019; Pierron, 2021). In recent years, several authors have examined the evolution of ICT in the field of career counseling, and a clear conclusion emerges: it is necessary to support career counselors in developing their skills to help them adapt to technological innovations, as well as to facilitate their use with various populations (Békés and Aafjes-van Doorn, 2020; CEFRIO, 2014; De Marcellis-Warin & Mondin, 2021; Houssemand and Loarer, 2023; Kettunen and Maleka, 2018; Ozenne et al., 2018; Paterson et al., 2017; Samspon et al., 2020; Steel et al., 2017; Turcotte and Goyer, 2023a; 2023b). The general objective of this doctoral research is to analyze the evolution of the presence and use of ICT in the field of school and career counseling in Quebec. This main objective is divided into four specific ob-

jectives: 1) Determine which digital technologies have been integrated into the practice of career counselors over the past 60 years through an in-depth examination of archival documents, writings, and experiential knowledge; 2) Propose a typology of professional activities supported by digital technologies within counseling practices; 3) Highlight the conversion factors related to the use of ICT (what facilitates or hinders) in school and career counseling activities in light of the capabilities approach (Sen, 2010); 4) Analyze the capability of counselors, taking into account the resources, opportunities seized, and the use of technology in professional activities, and make recommendations. Through a document analysis and semi-structured interviews, a portrait of the evolution of technologies will be drawn. In Quebec, according to the document analysis, it appears that computers began to influence the profession, particularly in schools with high school students, in the 1970s.

**Keywords:** *technologies, guidance, capability, digital, career*

**Presentation language:** *French*

**Poster**

**Digital Evolution in Guidance Services**

## **32 – Difficulties and conflicts in career development support for subordinates by supervisors**

**Rie Michitani & Sumie Masaki**

**Juntendo University, Japan & Bunkyo University, Japan**

The working environment has changed drastically, and workers must develop their careers without relying on their organizations. In Japan, however, only some companies have introduced a career counseling system, and workplace supervisors are expected to provide career support. Supervisors are responsible for organizational management and may experience conflicts with their roles by providing support to enhance individual proactivity in career development. Studies on factors that enhance protean career orientation are inadequate within the organization. This study clarified the difficulties managers face when providing career support to their subordinates. Twenty-six managers from six companies participated in the study; semi-structured interviews were conducted regarding their experiences providing career development support to their subordinates. The average interview time was 65 minutes. The qualitative analysis using reflexive thematic analysis generated three main themes: “gaps in perception between the organization and the individual,” “making sense of work and supporting growth through work,” and “depth of the relationship between supervisor and subordinate.” While the study revealed the specific difficulties of career support provided by managers in organizations, it also showed the reality of particular career support based on work that supervisors can only offer. This study’s findings can be used to provide specific guidance to corporate managers on how to relate to their subordinates when providing career support.

**Keywords:** *protean career orientation, career development in organizations, supervisor*

**Presentation language:** *English*

**Poster**

**Accessible and User-Centred Guidance Services**

## **33 – Everybody has to be a career counselor: the importance to involve all educational community in guidance.**

**Pilar Ponce**

**Education Council of the Community of Madrid, Spain**

The Education Council of Community of Madrid (Spain) is the body of representation of the educational community. One of the main goals of the Council is reflect on the most important questions of the education. In this way, we dedicated the last six months to guidance, especially with a programme of debates.

The guidance was chosen as a main issue because its concept is changing. Nowadays, guidance is more than asking about what you want to study or what your job will be. It is also about self-knowledge and developing competences and skills to work anywhere, because the jobs of the future are not created yet.

The representatives of the educational community participated in the debate's sessions: students, families, teachers, career counselors, stakeholders of the private sector, representative of the public administration (Region of Madrid), university experts, social organizations, and so on.

The debates sessions have two formats:

- A conference and a following discussion.
- Focus group with different groups of the representatives of the educational community.

During the sessions, the attendees agree different proposals. The main proposals insist on the importance to share good practices and to develop and spread career guides and other resources to help families to support their children.

The proposals also emphasize the new guidance model that focus on self-knowledge, the necessity to include it in the curriculum of all the subjects, and in the general plan of the school, and the role of tutorials, being used to support guidance activities.

The key conclusion is that is important to involve everybody in guidance: all teacher (not only career and school counselors), families, local traders, alumni, etc. If everybody work together, young people could have role models to learn different life skills, chose better academic and professional career, and achieve their well-being and personal balance.

***Keywords: guidance, participation, educational community.***

***Presentation language: English***

***Poster***

***Equity, Diversity, and Inclusion in Guidance Services; Sustainability in Guidance; Cross-Sectoral and Coordinated Guidance Services***

## **34 – Guidance in Vocational High Schools through the Prism of a Systemic Approach**

**Sabrina Foka Terles**

**Conservatoire national des arts et métiers, France**

The vocational high school (Lycée professionnel, LP) occupies a special place within the French education and training system. It is at the interface between the world of work and the world of education. This position requires continuous changes in objectives in order to meet the constantly changing demands of the labour market and the academic expectations of higher education.

Great ambitions are attributed to the LP so that it becomes a path of excellence. However, the LP welcomes a population that is somewhat specific on several levels. They come from a disadvantaged background, whose chances of academic success are reduced. In addition, they had difficulties at school, and they had to make an early choice of guidance. Today, it is clear that the LP does not meet the expectations that have been set for it.

This contribution deals with the functioning of guidance of the students in LP. The analysis of the guidance before entering LPs will shed light on the difficulties they are faced with. In order to address these problems, this article proposes a new paradigm for guidance, which is a systemic approach applied to guidance. What are the issues, roles, and positions that each stakeholder occupies that can contribute to a better knowledge of the guidance system and to improve its functioning?

**Keywords:** *systemic approach, guidance, vocational high school*

**Presentation language:** *English*

**Poster**

**Evidence-based Practice in Guidance**

## **35 – What makes us believe in our skills? Measuring sources of career counseling self-efficacy**

**Andronikos Kaliris (1), Philia Issari (2) & Kostas Mylonas (3)**

**European University Cyprus, Cyprus & National and Kapodistrian University of Athens, Greece (1), National and Kapodistrian University of Athens, Greece (2) & National and Kapodistrian University of Athens, Greece (3)**

To retain effectiveness through the current turbulent era for work and society, career counselors not only need to update their skills, but also hold appropriate levels of self-efficacy (Ginevra et al., 2014; Heppner et al., 2003; Kaliris et al., 2013). This research lied upon the Socio-cognitive Theory framework (Bandura, 2012) for counselor training (Larson, 1998; Mullen et al., 2015) particularly, on the facet of self-efficacy formation resources. Employing a mixed methods sequential exploratory design (Creswell, 2009), we developed the Sources of Career Counseling Self-efficacy beliefs Scale (SCCSE) aiming to gain a better understanding of the factors that professionals rely upon to construct a sense of confidence on career counseling skills (Hu et al.,

2015; Soresi et al., 2004; Tang et al., 2004). In a pilot study with 118 career counselors, SCCSE demonstrated satisfactory internal consistency coefficients ( $\alpha$ ) and the expected structure. Employing two samples, 219 career counselors working at various agencies and offices (e.g. Liaison Offices, Public Employment Services etc.), as well as 31 postgraduate students of career guidance and counseling, we found positive correlations among SCCSE, a modified Greek form of the Career Counseling Self-Efficacy Scale (O'Brien et al., 1997), and the Core Self-Evaluations Scale (Judge et al., 2003), indicating convergent validity for the new scale. Further analyses revealed that professionals tend to rely more than trainees on "previous relevant experience" while trainees are grounded more than career counselors on "supervision and mentoring experiences" and on "feedback received by colleagues". These differential score patterns of self-efficacy sources between groups were confirmed by a profile analysis with repeated measures, providing evidence of construct validity. Findings are discussed in relation to career counseling effectiveness, professionals' self-assessment practices and designing of career counseling training programs.

**Keywords:** *Sources of Career Counseling Self-Efficacy Scale (SCCSE), training, self-assessment*

**Presentation language:** *English*

**Poster**

**High-quality guidance services**

## **36 – A Comparative Study of Guidance Systems Supporting VET Transitions**

**Sally-Anne Barnes (1), Jaana Kettunen (2) & Hanna Pullinen (3)**

**University of Leicester School of Business, Leicester, United Kingdom (1); FIER at University of Jyväskylä, Finland (2, 3)**

As the economy experiences ongoing structural changes, changing employment relationships and external shocks, growing skills mismatch in the European labour market are likely to be exacerbated. The ambition of the Skills2Capabilities project is to generate new evidence on how skill supply can better meet demand and the needs of the European economy and society. The study is comprised of a range of interrelated projects which will identify lessons for policy and practice to enhance VET systems of support. Career guidance and counselling can be seen as a building block in VET systems by supporting the delivery of services but also supporting those undertaking a VET transition. It is important to understand how systems are established, evolve and develop in response to changing labour markets, skills supply and demand. Focusing on initial research examining career guidance and counselling systems and how they support VET transitions, this poster presentation starts to map out how different systems operate to guide and support those considering, engaging in and transitioning out of VET.

Using qualitative methods, the role of policy, stakeholders and services in VET systems are being researched. Desk-based research is underway to create in-depth profiles of skills formation systems in Austria, Bulgaria, Estonia, Finland, Germany, Norway and the UK. This has included an examination of lifelong learning and guidance legislation and strategies, funding mechanisms, and a mapping of the stakeholders and services operating in VET. Initial findings highlight how very different systems are in operation with varying degrees of legislation. Through an examination of different regulations and strategies, the research is creating a comparative narrative on the impacts of different national contexts and skills formation systems on fostering positive

transitions in the VET system. There are some suggestions on how career guidance and counselling systems could develop and evolve to resolve skills mismatches.

Skills2Capabilities (<https://skills2capabilities.eu/about.html>) is funded through Horizon Europe.

**Keywords:** *VET, transition support, adult learning, guidance systems*

**Presentation language:** *English*

**Poster**

**Evidence-Based Practice in Guidance**

## **37 – Lifelong guidance regional policies: two Italian Regions in comparison**

**Ester Bonomi**

**University of Milan, Italy**

The poster is the synthesis of the current state of my doctoral project and explores the differences in lifelong guidance policies between two Italian Regions, Lombardy and Veneto. According to the European Council Resolution 2008/C 319/02, lifelong guidance is a continuous process enabling citizens to make educational, training, and occupational decisions and manage their life paths. The EU promotes a holistic approach to career guidance, emphasizing coherence and integration across various governance levels. In Italy, national efforts to systematize guidance policies have had limited success, with regional and local levels playing crucial roles in implementation. The research aims to address two issues: the policy configuration of Lombardy and Veneto's regional guidance systems and the reasons behind their differences. The hypothesis posits that, despite similarities in EU and national influences, educational systems, and socio-economic contexts, the two regions diverge in their "policy styles": Lombardy exhibits a proactive and rational approach of the administration, while Veneto favours a network governance, in which the regional government aims to mediate the relationship between actors. Process tracing, a qualitative method, is used to explore causal mechanisms, examining documents, interviews, and archival materials to identify sequences of events leading to policy outcomes. Preliminary findings reveal distinct regional strategies: Veneto's laws and policies seem to work together to form a network system of services, while Lombardy's measures are more uncoordinated and focused on the "Dote" system, which integrates career guidance within active labour market policies. However, recently Lombardy has sought to negotiate agreements to anticipate educational, employment and guidance needs of the territory and implement corresponding actions. These variations in policy styles, influenced by political culture, seem to explain the differences in guidance policies.

**Keywords:** *Lifelong guidance, Policy mix, Multilevel governance, regional policies, Comparative analysis*

**Presentation language:** *English*

**Poster**

**Cross-Sectoral and Coordinated Guidance Services**

## **38 – Overcoming Microaggressions in Career Counseling: The Role of ‘Self as Context’**

**Katsutoshi Furuta**

**Ritsumeikan University, Japan**

The purpose of this study was to clarify the relationship between perceived microaggressions and perceived empathy in counseling sessions at university career centers. Furthermore, the moderating effect of self as context on this relationship was examined. The hypothesis that the negative relationship between microaggressions and empathy is mitigated by self as context was set and tested. An online survey targeting university students (including graduate students) was conducted. Students with experience consulting with only one counselor at a university career center were selected, resulting in 1,000 valid responses. Data with logical inconsistencies were excluded, leaving 901 responses for analysis. A multiple regression analysis was conducted with perceived empathy as the dependent variable, and perceived microaggressions, self as context, and the interaction term between microaggressions and self as context as independent variables. A significant positive relationship was found between self as context and perceived empathy ( $\beta = .24, p < .001$ ). A significant negative relationship was found between perceived microaggressions and perceived empathy ( $\beta = -.30, p < .001$ ). Furthermore, a significant positive relationship was found between the interaction term of microaggressions and self as context and perceived empathy ( $\beta = .10, p < .01$ ). A simple slope test showed that the negative significant relationship between microaggressions and perceived empathy was present at both low (-1SD) and high (+1SD) levels of self as context. The magnitude of the impact of microaggressions on perceived empathy was moderated by self as context. These findings suggest that enhancing the self as context in students may help mitigate the negative effects of microaggressions on perceived empathy in counseling settings.

**Keywords:** *Career counseling, Microaggression, Self as context*

**Presentation language:** *English*

**Poster**

**Evidence-Based Practice in Guidance**

## **39 – Polarizing views and experiences of counselling lessons in school context**

**Sirja Möttönen and Merja Tamminen**

**University of Eastern Finland, Finland**

Classroom counselling in schools is probably a Finnish phenomenon for which no direct model can be found elsewhere. The Finnish National Agency for Education specifies in the curricula that counselling should be provided using a variety of approaches based on individual and group needs and abilities of students. Although classroom counselling is an important part of a counsellor's work in schools (about a third of it), it is surprising how little research has been done on it in Finland.

The purpose of this study was to find out what kind of issues and perspectives study counsellors and students bring up regarding classroom counselling as a school subject. Secondly, our aim was to identify pedagogical opportunities and challenges related to classroom counselling. The research method was an integrative review. The data consisted of six dissertations and three latest university theses from UEF and special professional material from the counsellors, who were guiding students during their practical training. The data was analyzed by data-driven content analysis.

Our findings indicate that, it is important to develop different pedagogical and counselling methods to increase the dialogue and activity between students and counsellor in school context. According to the results, counselling lessons are important as a place to provide information to everyone at the same time and get to know the students. On the other hand, the diversity of students and their capacities, skills and attitudes make teaching difficult. Missing numerical assessment also causes tensions among counsellors and students. Counsellor's personality and way of acting in classroom play a big role in how counselling lessons are perceived as motivating and meaningful by students. Conflicting feelings are associated with the roles, when counsellor acts in a dual role at the same time maintaining class order and be a student-centered and approachable trusted person.

**Keywords:** *pedagogical counselling, counselling lessons, school context, integrative review*

**Presentation language:** *English*

**Poster**

**Equity, Diversity, and Inclusion in Guidance Services**

## **40 – The Roundabout method for promoting digital skills in career counseling: Results from the preliminary validation phase in Italy**

**Lea Ferrari & Teresa Maria Sgaramella**

**University of Padova, Italy**

Digitization requires career counselors to work to strengthen and increase the digital competences of their clients. Employees need increasingly more pronounced digital competences to overcome digital transformation, especially when unskilled or semi-skilled. The CGC-Digitrans Erasmus+ project, which involves partners from Germany, Netherlands, Austria, Italy and Lithuania has been working to develop an innovative career counselling method, the CGC Roundabouts for Digital Transformation, to support practitioners in promoting digital skills in their clients via a multi-actors strategy. As part of the validation of the method, a specific preparatory course has been developed to present it and collect participants' opinions about the Roundabout feasibility. Videos, case studies, group exercises and discussions were included in the teaching methodology. Five Italian participants were interviewed about the strengths and weaknesses of the course and the first preliminary opinion about the method. After summarizing the Roundabout method and the workshop's teaching methodology and structure, the results of the interviews will be described. The thematic analysis allowed to identify four main



topics. Suggestions for the realization of future preparatory course to learn the Roundabout methodology will be discussed.

**Keywords:** *digitalization, practitioners, workshop, counseling method*

**Presentation language:** *English*

**Poster**

**High-quality guidance services**

## **41 – The Think-Aloud-Protocol as a Reflecting Tool on Counselling Competence Development**

**Marlene Wicker**

**University of Applied Labour Studies, Mannheim & Trier University, Germany**

Self-reflection has received considerable attention in existing counselling competencies (Alis et al., 2018). According to Meier and Davis, “in no other profession does the personality and behavior of the professional make such a difference as in counseling” (1997, p. 61). Beginning counsellors should enhance their self-awareness of counselling, making guided reflection on competence development in early professionalisation stages essential (Henrich, 2021; Meier & Davis, 1997). Self-reflected learning involves understanding the socio-cultural context of learning, relating what is learned to real-life situations, and exploring how learning occurs (Taylor, 2020, p. 4). It strengthens professional responsibility, competence, relationships, self-awareness, and self-care, thereby improving counselling outcomes (Taylor, 2020, p. 8). The most promising way to assess counselling competencies is through observation and reflection (Iller & Wick, 2009; Schiersmann et al., 2013).

This poster presents the think-aloud protocol method and its application for reflecting on the counselling practice of university students of career guidance and counselling in early professionalisation stages. Using think-aloud protocol on their videotaped counselling sessions encourages students to reconstruct significant moments in their competence development process (M. A. Elliott & Giersch, 2016; Elliott, 2010). It allows students to reflect on their perceptions, thoughts, and actions (Bourdieu, 1993), underlying personal development tasks (Hericks, 2006, p. 70) and professional roles (Dewe, 2009).

The poster focuses on qualitative pre-testing with focus group interviews from students of career guidance and counselling. It a) demonstrates the think-aloud protocol procedure and its contextualisation in system theory (Luhmann, 2021; McMahon & Patton, 2019; Schiersmann, 2013), theory of practice (Bourdieu, 1993; Bourdieu & Bourdieu, 2010), and reflexive pedagogy (Dewe, 2009; Dewe & Otto, 2012), b) connects to professionalisation theories and competence development and c) shows how students perceive the method when applied to their videotaped counselling practice and its usefulness for guided self-reflection.

**Keywords:** *Reflexive Practise, Self-Reflection, Counselling competencies, Professional development, Think-Aloud-Protocol*

**Presentation language:** *English*

**Poster**

**High-Quality Guidance Services**

## **42 – Understanding work experience in the post-digital era: taking challenges and competencies in the job analysis**

**Teresa Maria Sgaramella & Lea Ferrari**

**University of Padova, Italy**

The uncertainty, unpredictability and rapid changes that characterize current times challenge procedures and activities usually carried out by career counseling professionals. As it clearly emerges from the literature, Job Analysis has been used to gather information about work, describe the tasks and activities that enable the achievement of a worker's goals in a specific environment, to describe knowledge, skills, abilities, and other characteristics (KSAOs) useful for achieving strategic goals in the work environment. Considering recent studies and following the suggestions of the 2030 Agenda, dimensions promoting a decent work, new sensibilities, ethical and inclusive choices, and attention to environment play a meaningful role in work experience and in satisfaction with work life, together with 21<sup>st</sup> century skills, such as digital competences. There is then the need to give new meanings to JA, to open it to new dimensions considering new visions of work and diversity of clients.

To address these issues, we developed a survey to promote understanding of work experience in current changing contents and changing work. Diverse perspectives guided the tool. The dimensions addressed were Activities and associated skills; Psychological resources of the individual; Conditions and choices that characterize the work context; Future Orientation. A transversal level of analysis captured the meaning of challenges and innovations, namely digital competencies, and attitudes.

A first validation study involved 95, from 19 to 55 years old, in their early, middle and mature careers.

By identifying systemic barriers, relationships with satisfaction with work life, the quali-quantitative survey promotes the first action relevant to effectively dismantling barriers, to facilitate equal opportunities and decent work for all individuals, thus supporting the development of effective guidance practices.

***Keywords: Integrative Job Analysis, Resources, Work contexts, Digital skills***

***Presentation language: English***

***Poster***

***Digital Evolution in Guidance Services; Equity, Diversity, and Inclusion in Guidance Services***

## **43 – Using work-related competence measurements within an OSA to support informed study decisions**

**Lydia Oeljeklaus**

**University of Applied Labour Studies, Germany & Heidelberg University, Germany**

Work requirement-related competencies, including both cognitive and non-cognitive skills, are important predictors of life outcomes related to success and satisfaction in education, employ-

ment and life in general (Heckman et al., 2006; Rammstedt et al., 2017). During the transition from school to higher education or work, non-cognitive skills such as vocational interests (Nauta, 2013), motivation (Paixão & Gamboa, 2017) and personality (Roberts et al., 2003) influence career decision-making processes. However, students may find it difficult to navigate through the plethora of available options (Thiele & Kauffeld, 2020). A variety of different services are available to support students in choosing an apprenticeship or course of study. In German-speaking countries, online self-assessments (OSAs) are a widely used tool in the higher education selection process (Höft et al., 2020). The principal objective of OSAs is to encourage students to reflect on their suitability for their study programme(s) of interest, thereby facilitating the process of making an informed decision. To date, most OSAs focus solely on study fit, rather than on fit for a particular occupational context. However, the fit between a person and a work environment may be important for both job satisfaction and overall life satisfaction (Swanson, 2012). Consequently, the utilisation of later career-related measures via OSA may prove beneficial not only in the selection of a course of study, but also in the prediction of future fit to a profession, thus influencing occupational attainment and the quality of subsequent employment experiences (Saks & Ashforth, 2002). We will present the concept of an OSA to be developed for a university of cooperative education in Germany, along with initial findings from two measurement instruments: a questionnaire and a situational judgement test, which assess work-related competencies.

**Keywords:** *Online self-assessment, person-environment fit, non-cognitive skills, choice of study*

**Presentation language:** *English*

**Poster**

**High-Quality Guidance Services**

## **44 – Inter-University Network of Guidance Counsellor Teachers (RIPO). Collaboration on guidance research in the service of society.**

**Robert G. Valls-Figuera (1), Rebeca García-Murias (2) & Soledad Romero-Rodríguez (3)**

**University of Barcelona (1), University of Santiago de Compostela (2) & University of Sevilla (3)**

The Inter-University Network of Guidance Counsellor Teachers (RIPO) is made up of university guidance teachers and researchers. It has 140 members from all over Spain and was included as a thematic network Research on Lifelong Guidance in the National Interuniversity Research Association (AIDIPE). This poster presentation shares the network's axes, objectives, and evolution from its creation, in 2009. The network holds an annual meeting, which usually involves around 50 researchers. Guidance practitioners are also invited to exchange concerns and to explore synergies and channels for research-practice collaboration. The network involved the establishment and consolidation of a "self-managed" space of reference in Career Guidance and Counselling. RIPO understands research as a source of professional and disciplinary development. To respond to this approach, six working axes were established: 1) Theoretical and practical references of guidance; 2) Research as an essential instrument to advance in a quality professional practice; 3) Interconnection with existing national and international professional associations; 4) Quality training of guidance professionals; 5) Contribution to public policies on guidance; 6) Visibility of the role of guidance in society. Our poster presents the actions of

guidance to support young researchers who are getting involved in the research in the field of guidance (JovIn RIPO); the results of the analyses of the research map and innovation on guidance in Spain (research and innovation groups) and the challenges posed by the network in relation to its axes of work. The network has allowed, among other results, to carry out research that is more connected to social needs; to strengthen the collective feeling; to gain recognition of its capacity for representation and the reliability of its contributions by other academic or professional associations. The challenges for the near future include internationalisation and reflection on the place of Artificial Intelligence (AI) in research and training in guidance in a context of sustainability and social justice.

*Inter-University Network of Guidance Counsellor Teachers (RIPO), lifelong learning, lifelong guidance, networking*

*Presentation language: English*

*Poster*

*Evidence-Based practice in Guidance; High-Quality Guidance Services*

## **45 – Intervention integrating a collaborative guidance game to foster reflection on meaning for people with disabilities**

**Caroline Arnoux-Nicolas**

**University of Paris Nanterre, France**

Introduction

In a context of uncertainty, there is an emerging need for innovative interventions to support people with disabilities in their reflection on the meaning of work and the meaning of life in the field of vocational guidance.

Objectives

In this context, we are proposing an intervention based on a collaborative guidance game (Arnoux-Nicolas, 2022) followed by a group reflection session, to help people begin to question the meaning of their work and the meaning of their life. This intervention was adapted to support people with disabilities in the context of their reintegration. Our paper reports on a research aimed at assessing this intervention.

Theoretical basis

In recent years, the theme of meaning has come to the fore in the field of lifelong guidance research, notably through the meaning of life (Steger et al., 2006) and the meaning of work (Rosso et al., 2010; Morin, 2008; Arnoux-Nicolas, 2019).

Methodology

This board game is facilitated by a support professional, to initiate reflection on the meaning of work and life and professional development. The intervention, consisting of the game and a group reflection session, was adapted to support 2 men and 4 women with disabilities (motor, mental), aged between 34 and 59. A focus group was organised after the reflection session. The discussions during the focus group and the reflective session were transcribed. A thematic content analysis was carried out on the textual data collected.

## Results

The results show that this serious game helps us to better understand the interest of this group in questioning the meaning of their return to work. The participative dimension of the game shows how the relationship with others can be a real resource for this vulnerable group. The results will be discussed in the light of the specific needs of this group.

***Keywords: Serious game, meaning of work, meaning of life, intervention in lifelong vocational guidance***

***Presentation language: English***

***Poster***

***Equity, Diversity, and Inclusion in Guidance Services***



UNIVERSITY OF JYVÄSKYLÄ  
FINNISH INSTITUTE FOR  
EDUCATIONAL RESEARCH