

NICE ACADEMY 2026 · NATIONAL AND KAPODISTRIAN UNIVERSITY OF
ATHENS

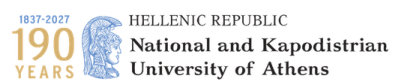
Conference Programme

Green Guidance: Interpretations and Implications

FULL PROGRAMME WITH ABSTRACTS

16–19 September 2026

Athens, Greece



Sponsors:



Media Sponsors:



Table of Contents

Conference Overview	3
Keynote Speakers	4
Organising & Scientific Committee	8
Programme Schedule	9
Day 1 · Wednesday, 16 September	9
Day 2 · Thursday, 17 September	10
Day 3 · Friday, 18 September	12
Day 4 · Saturday, 19 September	14
Abstracts	15
Thursday, 17 September	15
Friday, 18 September	25

Programme Overview

Wednesday 16th
Venue: <u>Athens University History Museum – Tholou 5, Athens 105 56</u>
16:00–17:00 Registration & Welcome Coffee
17:00–17:20 Welcome & Introduction to NICE Academy 2026
17:20–18:50 Keynote Panel: Greek Overview <i>Evangelia Siachou, Antonia Samara, Dimitris Gaitanis, Periklis Vavourakis</i>
19:00–20:00 Cocktails with a View

Thursday 17th
Venues: Room 1 <u>Central Building – Drakopoulos Auditorium</u> Room 2 <u>Central Building – Argyriadis Auditorium</u> Room 3 <u>Kostis Palamas Building, Akadimias 48 – 1st floor</u> Room 4 <u>City of Athens Cultural Center – Tritsis Auditorium & lobby</u> <i>All rooms are within a 3–9 minute walk from one another. Volunteers are on hand to assist and guide you.</i>
09:00–09:30 Registration & Welcome Coffee
09:30–09:40 Welcome & Notices
09:40–10:30 Keynote Speech #1 <i>Mariana L. Casanova & Tomás Sprlák</i>
10:30–11:00 Mid-morning Coffee Break
11:00–12:00 Session 1: Parallel Papers
12:10–13:10 Session 2: Parallel Papers
13:10–14:00 Lunch Break
14:00–14:50 Keynote Speech #2 <i>Peter Plant</i>
15:00–15:45 Session 3: Workshop <i>Peter Plant</i>
15:50–16:40 Session 3: Parallel Workshops (cont.) <i>Limited seats. Sign up at the Registration Desk.</i>
16:45–17:30 Session 3: Parallel Workshops (cont.) <i>Limited seats. Sign up at the Registration Desk.</i>
17:30–18:30 Structured Networking
18:30 Optional Cultural Activity

Friday 18th
Venues: Room 1 <u>Central Building – Drakopoulos Auditorium</u> Room 2 <u>Central Building – Argyriadis Auditorium</u> Room 3 <u>Kostis Palamas Building, Akadimias 48 – 1st floor</u> Room 4 <u>City of Athens Cultural Center – Tritsis Auditorium & lobby</u> <i>All rooms are within a 3–9 minute walk from one another. Volunteers are on hand to assist and guide you.</i>
09:00–09:30 Registration & Welcome Coffee
09:30–09:40 Welcome & Notices
09:40–10:30 Keynote Speech #3 <i>Eva Kavkova</i>
10:30–11:00 Mid-morning Coffee Break
11:00–12:00 Symposium <i>Laboratory of Counselling Science and Vocational Career, NKUA</i>
12:00–12:30 Poster Session
12:30–13:30 Lunch Break
13:30–14:20 Keynote Speech #4 <i>Cynthia Harrison</i>
14:30–15:30 Session 4: Parallel Papers
15:40–16:25 Session 5: Workshop <i>Mary McMahon</i>
16:30–17:15 Session 5: Parallel Workshops (cont.) <i>Limited seats. Sign up at the Registration Desk.</i>
17:15–17:45 Project Meetings
18:00 NICE 'Family Photo'
19:00–22:00 Optional Gala Dinner <i>Athinaikon Restaurant</i>

Saturday 19th
Venue: <u>City of Athens Cultural Center – Tritsis Auditorium</u>
09:15–09:45 Welcome Coffee
09:45–10:45 Keynote Speech #5 <i>Mary McMahon</i>
10:45–11:15 Mid-morning Coffee Break
11:15–12:45 Reflection and Takeaways – Panel & Q&A
12:45–13:00 Farewell Ceremony & Handover to NICE 2027

Keynote Speakers

WEDNESDAY, 16 SEPTEMBER

Keynote Panel · Greek Overview

“Bridging Policy, Education, and the Labour Market: Green Guidance as a Driver of Inclusive and Sustainable Development”

Evangelia Siachou, Antonia Samara, Dimitris Gaitanis, Periklis Vavourakis

The green transition represents one of the most significant challenges and opportunities facing Greek society and the labour market today. As sustainability increasingly shapes economic development, employment patterns, and workforce demands, young people are called upon to navigate a rapidly changing world of work. In the Greek context, where the need for sustainable growth coexists with persistent challenges such as youth unemployment, skills mismatches, and social inequalities, Green Guidance emerges as a critical mechanism for supporting individuals in making informed educational and career choices. This panel explores how career guidance policies, education systems, and lifelong learning initiatives can contribute to the development of green and transferable skills, preparing young people for emerging occupations and the evolving demands of a greener economy.

At the same time, the discussion highlights the importance of collaboration among policy-makers, educational institutions, career guidance services, employers, and social economy organizations in ensuring that the green transition becomes an opportunity for inclusive development. Drawing on perspectives from vocational guidance policy, higher education, human resource management, and supported employment for vulnerable populations, panelists will examine both the opportunities and challenges associated with integrating sustainability into guidance and employment practices. Particular attention will be given to promoting equal access to emerging green opportunities, fostering social inclusion, and strengthening pathways into meaningful employment, ensuring that no one is left behind in Greece's transition towards a more sustainable and socially responsible future.



Evangelia Siachou

Assistant Professor of Human Resource Management, Department of Economics, NKUA

Evangelia Siachou is an Assistant Professor of Human Resource Management at the Department of Economics of the National and Kapodistrian University of Athens. She holds a Ph.D. in the field of Knowledge Management (Athens University of Economics and Business), an M.Sc. in Industrial Relations and Personnel Management (London School of Economics), and a Bachelor's degree in International and European Studies (Panteion University of Athens). She has several years of experience teaching Human Resource Management and Management courses in both undergraduate and graduate programs (University of Athens MBA and M.Sc. Philosophy and Management, Open University of Cyprus, Hellenic Open University, Liverpool University, International Hellenic University). Her dedication to academic teaching was reflected in the Faculty Excellence Award that Dr. Siachou received from Liverpool University in 2019.



Antonia Samara

PhD in Comparative Education and Lifelong Learning · Laboratory Teaching Staff, NKUA

Antonia Samara holds a PhD in Comparative Education and Lifelong Learning. She currently works as Laboratory Teaching Staff at the National and Kapodistrian University of Athens. She has worked at the Greek Ministry of Education for the project of Model Experimental Schools, at the Institute of Education Policy for the project of Schools' Self Evaluation, and at the Marasleio Model Experimental School as a teacher, a head teacher and member of the School Board. She has also worked as a Lecturer in Masters Degree Programmes in the National and Kapodistrian University of Athens and the Open University of Cyprus. She has published on Lifelong Learning Policies, Lifelong Learning and Higher Education, Education Governance and Teachers' Continuous Professional Development in Greek and English. She is a member of the Executive Committee of the Greek Comparative and International Education Society and member of the Editorial Board of the bilingual academic journal "Comparative and International Education Review".



Dimitris Gaitanis

Head of the Department for Scientific Support of Career Guidance Practitioners and Services, E.O.P.P.E.P.

Dimitris Gaitanis is a senior career guidance and counselling expert based in Athens. He holds a bachelor's degree in Pedagogy, a master's in Career Guidance, and a PhD in History of Education from the National and Kapodistrian University of Athens. With over 16 years of experience in the field—eight of which as department head—he currently serves as Head of the Department for the Scientific Support of Career Guidance Practitioners and Services at the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP). Specialising in quality assurance, he served as Greece's national representative to the ELGPN network (2007–2015), has conducted extensive research within national and European projects, and contributed to the development of the Ministry of Education's National Framework for Quality Assurance in Lifelong Learning.



Periklis Vavourakis

Scientific Coordinator, Supported Employment Network (EGYA), Panhellenic Federation of Social Cooperatives

Periklis Vavourakis is an occupational therapist and the Scientific Coordinator of the Supported Employment Network (EGYA Network), operating under the umbrella of the [Panhellenic Federation of Limited Liability Social Cooperatives \(POKoiSPE\)](#). He leads the scientific oversight of the [EGYA Program](#) (Specialized Supported Employment Offices). He is a key advocate for utilizing structured job-coaching methodologies. His work focuses heavily on assuring the quality of mental health support services and engaging directly with employers. Beyond his national duties, he has contributed as a coordinator for European adult education initiatives (such as Erasmus+ frameworks) to bring international social-inclusion best practices to Greece.

Keynote Speech #1

“Meaningful Careers in Times of Uncertainty: Integrating Social Justice and Green Guidance”

Dr Mariana Lucas Casanova & Dr Tomáš Šprlák

In 1986, Beck's seminal book “Risk Society: Towards a New Modernity” captured manufactured risk as the zeitgeist of society, associated with globalisation, neoliberalism, and the ecological crisis, through which, among its societal, economic, and political consequences, individuals are increasingly made responsible for

managing systemic risks. Ten years later, reflecting on how these manufactured social risks are psychologically experienced (i.e., psychosocial uncertainty), Marris describes the creation of politics of uncertainty, in which the power to cope with it, is unequally distributed, arguing that it depends more on material circumstances than psychological resources. Drawing on attachment theory, he illustrates how individuals cope with an unresponsive social world as with an unresponsive parent, often adopting self-defeating strategies, believing that ‘to mistrust oneself is less frightening than to see how dangerously untrustworthy the societies we inhabit may be’ (1996, p. 12).

Over the past thirty years, the socioeconomic and political landscape has become increasingly complex through processes of financialisation, communitarian fragmentation that engenders distrust, and the erosion of ethics and morals. In everyday working life, these are reflected in narratives of competition, performance, growth, and success, which have contributed not only to the atomisation of workers, the weakening of collective solidarity and unionisation, but also the dismantling of welfare systems, and ultimately the current turn toward authoritarianism. Solidarity as a foundation for an ethics of care for others and for the world has been undermined, replaced by instrumental logics and the commodification of what should remain incalculable: people, work, and nature.

These environmental, cultural, socioeconomic and political changes, and the politics of uncertainty they produce, have an impact on everyday life, psychological well-being, and career development, depriving work of its potential to offer meaning. This keynote therefore calls on career practitioners to engage in the co-construction of the ‘politics of collaboration/association and reciprocity’ (as proposed by Marris), arguing that career guidance and counselling have an ethical responsibility to contribute to the common good and social justice. Green Guidance provides an opportunity to integrate social justice and environmental sustainability into career guidance and counselling. Accordingly, we will explore why we need Green Guidance, what it entails and how it can be implemented in practice, encouraging participants to use the handbook and toolkit developed through the Exploring Green Guidance project.



Mariana Lucas Casanova

PhD in Psychology · Integrated Researcher, inED · Invited Adjunct Professor, ESE-IPP, Portugal

Mariana Lucas Casanova, PhD in Psychology, is a psychologist with over 20 years of experience working with higher education students and graduates, specialised in Educational Psychology, Clinical Psychology, and Vocational and Career Development. She is an Integrated Researcher at the Centre for Research & Innovation in Education (inED) and an Invited Adjunct Professor at the School of Education, Polytechnic of Porto (ESE-IPP). Using mixed-methods approaches, her research explores experiences of work, precarity, unemployment, psychosocial uncertainty, green guidance, and political participation. She has led and implemented EU-funded research and intervention projects involving vulnerable social groups such as migrants and young people with disabilities. Adopting a multidisciplinary critical approach grounded in social justice, she examines the impact of socioeconomic and political factors on the social value and organisation of work, as well as on individuals’ experiences and meanings related to employment and career development, thus contributing to both policymaking and career development practice.



Tomáš Šprlák

Career guidance counsellor, researcher and psychologist specialising in green guidance

Tomáš Šprlák is a career guidance counsellor, researcher, and psychologist specialising in green guidance—the integration of environmental sustainability and ecological justice into career development. He is a key researcher and project manager for the “Exploring Green Guidance” project and serves on the collegial council of Lab Green Guidance in France. He also works as a Project Manager for the Fédération Nationale des CIBC and facilitates the Sustainable Jobs Fresk with Solidarités Nouvelles face au Chômage (SNC). Šprlák advocates that career choices should serve both individual ambitions and planetary ecosystem needs, exploring the balance between counselor neutrality and socio-political responsibility. He has co-authored several studies on lifelong guidance systems and co-developed tools such as the Sustainable Career Cards Sort (SCCS).

THURSDAY, 17 SEPTEMBER

Keynote Speech #2

“Green Guidance: Trends and Tensions”

Dr Peter Plant

At a moment of profound planetary and societal disruption, career guidance stands at a historic crossroads. Once viewed as a marginal, utopian concept, Green Guidance has emerged as an imperative paradigm shift, challenging the profession to fundamentally rethink its purpose beyond narrow market agendas and relentless economic growth. This keynote addresses the transformative trajectory and structural tensions defining this new landscape, interrogating the divide between managerial “light green” compliance and radical “dark green” systemic transformation. By confronting critical dilemmas—from greenwashing and politicized resistance to the urgent mandate for ecojustice—the presentation frames career development as an indispensable catalyst for vocational hope and collective resilience, redefining the ethical and social contract of work in the twenty-first century.



Dr Peter Plant

University of South-Eastern Norway · Originator of the concept of ‘Green Guidance’ (1996)

Dr Peter Plant has worked in the career guidance and career education field for 50 years, with his latest affiliation at the University of South-Eastern Norway. He is the originator of the concept of “Green Guidance” (introduced in 1996, followed by extensive publications in 2014, 2020, and 2021), arguing that career counseling should not only examine an individual’s financial stability or psychological satisfaction, but also the environmental impact of their career choices, directly connecting sustainability and climate change with social justice. Over his career, he has acted as a policy consultant to the European Commission, the OECD, the European Foundation for the Improvement of Living and Working Conditions, and the European Training Foundation, participating in numerous European initiatives including the Erasmus+ project “Trias: Workplace Guidance”. A large part of his work concerns quality assurance and evidence in career guidance across Europe and North America, posing the critical question of whether we should be “counting what is measured or measuring what counts?”. Alongside his international policy work, he is heavily engaged in rural politics and serves as chairman of LAG (EU’s Rural Fund) in Denmark, where he runs an organic farm.

FRIDAY, 18 SEPTEMBER

Keynote Speech #3

“Beyond Green Jobs: Sustainable Career Guidance in Practice”

Dr Eva Kavkova

This keynote brings a practitioner’s perspective to the debate on sustainability and careers. As a career practitioner working directly with diverse client groups, including those facing disadvantage, I will share field-based experiences of how sustainability can be meaningfully integrated into everyday guidance conversations.

Drawing on the Exploring Green Guidance project and its outcomes, the session argues that green guidance is not about steering clients towards “green jobs”. It is about understanding how different clients experience climate and economic change, and how we can address sustainability without imposing values or increasing guilt – especially among those already under pressure.

The presentation is structured around four interconnected dimensions:

1. Clients’ perspectives and readiness. How do we “meet clients where they are”? From highly engaged to sceptical or disengaged clients, I will share practical strategies for adapting language and framing sustainability through job security, skills, values or community impact.
2. Ethical boundaries and professional identity. How do we balance impartiality with social responsibility? Reflecting on real guidance dilemmas, we will explore how to avoid moralising, politicising or individualising systemic problems.
3. Practical entry points. What are small, realistic ways to begin with? Through examples from one-to-one and group guidance, I will illustrate how sustainability can be integrated into labour market information, assessment, counselling and brokering activities.
4. The systemic dimension. Green guidance also includes advocacy and feedback. Insights from work with vulnerable clients can inform organisational development and policy discussions, contributing to a more just transition.

Rather than offering one “correct” model, this keynote invites reflection: What kind of professional do I want to be? And how can I integrate sustainability into practice in ways that are ethical, realistic and empowering for all clients?



Dr Eva Kavková

Director, EKS · Chair, Czech Chamber of Career Guidance Experts

Eva Kavková is a career practitioner and director of EKS (Czechia), with over twenty years of experience in career education and guidance. She works with young people and adults, including disadvantaged groups such as long-term unemployed women and women aged 50+, focusing on competence development, empowerment and sustainable career pathways.

She is a founding member and Chair of the Czech Chamber of Career Guidance Experts and a member of the Czech National Guidance Forum.

Sustainability is a key focus of her work. Eva is a s a core team member and expert in the Erasmus+ projects Exploring Green Guidance and Green Career Education, and co-author of several international publications and articles on green guidance, including work on ethical challenges and evidence for sustainable career practice. She regularly contributes to national and international conferences, bringing a strong practitioner perspective to debates on sustainability and social justice in career guidance.

FRIDAY, 18 SEPTEMBER

Keynote Speech #4

“Green Ambitions for a Sustainable Future”

Dr Cynthia Harrison Villalba

The ‘green transition’ is not only an environmental challenge. It is also a labour market, learning and skills challenge, shaped by evolving and sometimes competing demands, while creating new opportunities for individuals, communities, and economies.

In this context, the presentation draws on key messages from Meeting Skill Needs for the Green Transition: Skills Anticipation and VET for a Greener Future (Cedefop and UNESCO-UNEVOC, 2025). This fourth practical guide, authored by a diverse group of area experts, takes a thematic rather than a methodological approach. It begins by examining the relationship between blended ‘skills intelligence’ and VET in support of the green transition, before exploring the value of cooperation and governance in advancing sustainability and circularity. The guide dovetails into how VET can make a practical contribution to a greener future, highlighting the drivers of change and the role of apprenticeships, adult skilling, validation and microcredentials.

A walkthrough of the guide may stimulate reflection on career development and career information needs, particularly in communicating the relevance of sustainable development and socio-ecological transitions and transformations for learning, work, and careers (Cedefop, 2026).



Dr Cynthia Harrison Villalba

Policy Officer, Cedefop · Coordinator, CareersNet

Cynthia Harrison Villalba is a Policy Officer at CEDEFOP (European Centre for the Development of Vocational Training), within the Department for VET and Skills, specialising in lifelong career guidance and its links to learning and employability. She also coordinates CareersNet, CEDEFOP’s European network of experts on career guidance policies and systems. Her work lies at the intersection of career guidance, lifelong learning, employability, and public policy. She has contributed to the development and promotion of European frameworks and policy approaches to career guidance, with a particular focus on holistic, quality and sustainable guidance systems. She also has an academic and research background in areas related to career aspirations, civic competence, sociology, and comparative/international education. At CEDEFOP, her work has also covered the validation of non-formal and informal learning, adult learning financing, and statistics related to vocational education and training.

SATURDAY, 19 SEPTEMBER

Keynote Speech #5

“Sustainable Development and Green Guidance: What does systems theory have to offer?”

Dr Mary McMahon

Sustainable development is a longstanding complex systems problem brought into sharp focus through the United Nations 2030 Sustainable Development Goals (SDGs). A global effort involving governments, corporations, and individuals has been striving to meet these goals. Professional disciplines, including career guidance, are also making a contribution towards the achievement of the goals. In career guidance, a range of theoretical perspectives have been drawn on to inform research and practice. To date however, no comprehensive theoretical account of sustainability and its multifaceted and interrelated elements has been offered in career guidance. Systems theory offers a way of interpreting the interconnected social justice and environmental challenges of sustainability and considering its implications for green guidance. This presentation reflects on the Academy through the lens of systems theory.



Dr Mary McMahon

Honorary Associate Professor, School of Education, The University of Queensland, Australia

Mary McMahon is an Honorary Associate Professor in the School of Education at The University of Queensland, Australia, and a globally renowned authority in career development. She is the co-developer of the groundbreaking Systems Theory Framework (STF) and the My System of Career Influences (MSCI) qualitative assessment process. A leading figure in narrative and constructivist career counselling, she has published extensively, authoring several benchmark international textbooks across theory and practice. She is the recipient of the prestigious ESVDC Award (2020) and the APCDA Lifetime Achievement Award (2021), and serves as Vice-President of the Career Industry Council of Australia (CICA). Her work continues to champion systems thinking, youth career exploration, and reflective supervision for guidance practitioners worldwide.

Organising & Scientific Committee

Organising Committee

Katerina Argyropoulou

Director, Laboratory of Counseling Science and Vocational Career, NKUA

Olympia Chaidemenaki

Laboratory of Counseling Science and Vocational Career, NKUA

Pinelopi Mpelki

Laboratory of Counseling Science and Vocational Career, NKUA

Anne Chant

Canterbury Christ Church University · NICE Foundation Board Member (Chair)

Teresa Maria Sgaramella

University of Padova · NICE Foundation Board Member

Jan Woldendorp

National Expert for CareersNet at Cedefop · NICE Foundation Board Member

Aspasia (Sissy) Karavia

Laboratory of Counseling Science and Vocational Career, NKUA

Anastasia Vrettou

Laboratory of Counseling Science and Vocational Career, NKUA

Aristidis Lorentzos

Laboratory of Counseling Science and Vocational Career, NKUA

Laurent Sovet

Université Paris Cité · NICE Foundation Board Member

Rebeca García Murias

University of Santiago de Compostela · NICE Foundation Board Member

Yvor Broer

In Dialogue · NICE Foundation Board Member

Scientific Committee

Prof. Katerina Argyropoulou

National and Kapodistrian University of Athens, Greece

Dr Anne Chant

Canterbury Christ Church University, United Kingdom

Prof. Lea Ferrari

University of Padua, Italy

Prof. Kimberly Howard

Boston University, United States of America

Prof. Jaana Kettunen

Finnish Institute for Educational Research, University of Jyväskylä, Finland

Dr Beatriz Malik-Liévano

UNED, Spain

Dr Cristina Miranda Santana

Universidad de Las Palmas de Gran Canaria (ULPGC), Spain

Rudolf Schröder

Universität Oldenburg, Germany

Scott Solberg

Wheelock College of Education and Human Development, Boston University, United States of America

Dr Robert G. Valls-Figuera

Universitat de Barcelona, Spain

Dr Erik Zeltner

Tilburg University

Olympia Chaidemenaki

National and Kapodistrian University of Athens, Greece

Dr Lidia Daza Perez

University of Barcelona, Spain

Prof. Rebeca García Murias

University of Santiago de Compostela, Spain

Aspasia (Sissy) Karavia

National and Kapodistrian University of Athens, Greece

Dr Tania Lyden

University of Warwick, United Kingdom

Dr Dione Mifsud

University of Malta, Malta

Dr Chong Park

Boston University, United States of America

Prof. Teresa Maria Sgaramella

University of Padova, Italy · Committee Chair

Dr Laurent Sovet

Université Paris Cité, France · Committee Chair

Jan Woldendorp

Cedefop, Netherlands

Wednesday, 16 September 2026

Venue: Athens University History Museum – Tholou 5, Athens 105 56

16:00–17:00	Registration & Welcome Coffee
17:00–17:20	Welcome & Introduction to NICE Academy 2026
17:20–18:50	Keynote Panel: Greek Overview Speakers: Dr Evangelia Siachou, Assistant Professor of Human Resource Management, NKUA · Dr Antonia Samara, Laboratory Teaching Staff – Comparative Education & Lifelong Learning, NKUA · Dr Dimitris Gaitanis, Head of the Career Guidance Services Department, E.O.P.P.E.P. · Periklis Vavourakis, Scientific Coordinator, EGYA Program, Panhellenic Federation of Social Cooperatives <i>“Bridging Policy, Education, and the Labour Market: Green Guidance as a Driver of Inclusive and Sustainable Development”</i>
19:00–20:00	Cocktails

VENUES

- Room 1** [Central Building – Drakopoulos Auditorium](#)
- Room 2** [Central Building – Argyriadis Auditorium](#)
- Room 3** [Kostis Palamas Building, Akadimias 48 – 1st floor](#)
- Room 4** [City of Athens Cultural Center – Tritsis Auditorium & lobby](#)

All rooms are within a 3–9 minute walk from one another. Volunteers are on hand to assist and guide you.

09:00–09:30 **Registration & Welcome Coffee**
[Central Building – Argyriadis Auditorium](#)

09:30–09:40 **Welcome & Notices**
[Central Building – Argyriadis Auditorium](#)

09:40–10:30 **Keynote Speech #1**
Speakers: Mariana Lucas Casanova & Tomás Sprlák **ONLINE**
“Meaningful Careers in Times of Uncertainty: Integrating Social Justice and Green Guidance”
[Central Building – Argyriadis Auditorium](#)

10:30–11:00 **Mid-morning Coffee Break**
[Central Building – Drakopoulos Auditorium](#)

11:00–12:00 **Session 1 · Parallel Papers**

ROOM 1
Sara Peltola #103 · Sini Parampota #140 · Dione Mifsud #152
[Central Building – Drakopoulos Auditorium](#)

ROOM 2
Kimberly Howard #134 · Anne Chant & Marios Kostas #100 · Alfredo Berbegal-Vázquez & Beatriz Malik-Liévano #144
[Central Building – Argyriadis Auditorium](#)

ROOM 3
Rödolf Schroder et al. #105 · Filomena Parada #124 · Korin Grant & Tania Lyden #112
[Kostis Palamas Building – 1st floor](#)

ROOM 4
Kirsten Dalene #136 · Maria Pafioli #131 · Paola Magnano & Rita Zarbo #104
[City of Athens Cultural Center – Tritsis Auditorium](#)

12:10–13:10 **Session 2 · Parallel Papers**

ROOM 1
Aru Berkimbay et al. #116 · Aissatou Lam et al. #132 · May Kunz #149
[Central Building – Drakopoulos Auditorium](#)

ROOM 2
Nensi Tomac #118 · Marija Kostanic #160 · Rebeca García-Murias & Robert G. Valls-Figuera #157
[Central Building – Argyriadis Auditorium](#)

ROOM 4
Maria Gkoutsia #127 · Lidia Daza Perez #150
[City of Athens Cultural Center – Tritsis Auditorium](#)

13:10–14:00 **Lunch Break**
[Central Building – Drakopoulos Auditorium](#)

14:00–14:50 **Keynote Speech #2**
Speaker: Peter Plant
“Green Guidance: Trends and Tensions”
[Central Building – Drakopoulos Auditorium](#)

15:00–15:45 **Session 3 · Parallel Workshops**

ROOM 1
Peter Plant
[Central Building – Drakopoulos Auditorium](#)

15:55–16:40	Session 3 · Parallel Workshops (cont.) ROOM 1 Nikos Drosos #145 Central Building – Drakopoulos Auditorium ROOM 2 Czeslaw Noworol #130 Central Building – Argyriadis Auditorium ROOM 4 Jan Woldendorp #151 City of Athens Cultural Center – Tritsis Auditorium	
-------------	---	--

16:45–17:30	Session 3 · Parallel Workshops (cont.) ROOM 1 Åsa Sundelin #102 Central Building – Drakopoulos Auditorium ROOM 2 Irene Andrioti #125 Central Building – Argyriadis Auditorium	
17:30–18:20	Structured Networking Kostis Palamas Building – 1st floor	
18:30	Optional Cultural Activity Walking tour – information at the registration desk. Meeting point: Central Building – Entrance	

Friday, 18 September 2026

Rooms as listed on Day 2 · see venue guide above

09:00–09:30	Registration & Welcome Coffee Central Building – Argyriadis Auditorium
09:30–09:40	Welcome & Notices Central Building – Argyriadis Auditorium
09:40–10:30	Keynote Speech #3 Speaker: Eva Kavkova “Beyond Green Jobs: Sustainable Career Guidance in Practice” Central Building – Argyriadis Auditorium
10:30–11:00	Mid-morning Coffee Break Central Building – Drakopoulos Auditorium
11:00–12:00	Symposium Organizer: The Laboratory of Counselling Science and Vocational Career, NKUA — Katerina Argyropoulou, Aspasia Karavia, Anastasia Vrettou, Olympia Chaidemenaki, Pinelopi Belki “Nature, Eco Empathy, Social Justice, and Sustainable Career Development as Pathways to Well Being” Central Building – Drakopoulos Auditorium
12:00–12:30	Poster Session Rosemarie Pichler #113 · Lindsay Williams #120 · Irene Andrioti #126 · Chrysanthi Georganta #128 · Shkembin Tafilaj #137 · Georgios Damalos #142 · Anila Shala #143 · Katherine Quispe Contreras #153 · Katherine Quispe Contreras #154 · Saba Sayyed #158 · Gozde Aciker Kurtay #155 · Nikolaos Polatos #161 City of Athens Cultural Center – Lobby
12:30–13:30	Lunch Break Central Building – Drakopoulos Auditorium
13:30–14:20	Keynote Speech #4 Speaker: Cynthia Harrison “Green Ambitions for a Sustainable Future” Central Building – Drakopoulos Auditorium
14:30–15:30	Session 4 · Parallel Papers ROOM 1 Scott Solberg #133 · Oda Notevarp Paulsen #148 · Chrysanthi Georganta #122 Central Building – Drakopoulos Auditorium ROOM 2 Georgios Kokkalis & Kalliopi Chaviara #109 · Anna Patrikakou #159 · Antonia Samara #108 Central Building – Argyriadis Auditorium ROOM 3 Biljana Blazhevsksa Stoilkovska #111 · Biljana Blazhevsksa Stoilkovska #146 · Aristeidis Lorentzos #114 Kostis Palamas Building – 1st floor ROOM 4 Hatice Kubra Ozdogan #121 · Cristina Oliveira #135 · Tarja Juurako-Koskinen #106 City of Athens Cultural Center – Tritsis Auditorium
15:40–16:25	Session 5 · Parallel Workshops ROOM 1 Mary McMahon Central Building – Drakopoulos Auditorium

16:30–17:15	Session 5 · Parallel Workshops (cont.) ROOM 1 Lea Ferrari #156 Central Building – Drakopoulos Auditorium ROOM 2 Foteini Kalogerogianni #101 Central Building – Argyriadis Auditorium ROOM 3 Sini Parampota #141 Kostis Palamas Building – 1st floor ROOM 4 Odysseas Diamantis #107 City of Athens Cultural Center – Tritsis Auditorium
17:15–17:45	Project Meetings ROOM 1 COCAG project supported by COST – Meeting Central Building – Drakopoulos Auditorium ROOM 2 NICE Foundation meeting – future projects / NICE 3 Central Building – Argyriadis Auditorium ROOM 3 Other project groups (TBC) Kostis Palamas Building – 1st floor ROOM 4 Other project groups (TBC) City of Athens Cultural Center – Tritsis Auditorium
18:00	NICE ‘Family Photo’ Central Building – Entrance
19:00–22:00	Optional Gala Dinner Pre-registered participants only. Athinaikon Restaurant

Saturday, 19 September 2026

Venue: [City of Athens Cultural Center](#)

09:15–09:45	Welcome Coffee
09:45–10:45	Keynote Speech #5 Speaker: Mary McMahon <i>“Sustainable Development and Green Guidance: What does systems theory have to offer?”</i> Tritsis Auditorium
10:45–11:15	Mid-morning Coffee Break
11:15–12:45	Reflection and Takeaways Panel & Q&A Tritsis Auditorium
12:45–13:00	Farewell Ceremony & Handover to NICE 2027 Tritsis Auditorium

If a Google Maps link does not open properly, please try opening it in Google Chrome or Mozilla Firefox.

Abstracts

Parallel papers, workshops, symposium and poster session · Thursday–Friday, 17–18 September 2026

Abstracts · Thursday 17 September

Session 1: Parallel paper presentations, 11:00 – 12:00

#103 Integrity Under Pressure – Ethical and Epistemological Tensions With Human And More-than-human Relationships In Guidance Counselling In Finland

Sara Peltola - University of Jyväskylä, Finland

In Finland, guidance is a statutory right in basic and secondary education. The ethical guidelines created by guidance counsellors emphasise the importance of integrity: acting honestly while providing up-to-date, reliable, and diverse information and supporting critical evaluation of it (Suomen opinto-ohjaajat ry, 2021). In this live paper presentation, I present the first article of my ongoing doctoral research, that approaches guidance counselling as a world-making (wor(l)ding) practice in which integrity is neither neutral nor fixed, but entangled with polarisation, mis/disinformation, and ecosocial crises. Discussions on guidance for sustainable futures are often framed as “green guidance,” which challenges individualistic assumptions in career counselling (Plant, 2014). Recent scholarship calls for a relational turn for guidance to better respond to the needs of individuals, societies, and the planet (Toiviainen & Bilon-Piórko, 2025). Building on this work, the study draws on relational onto-epistemology and agential realism (Barad, 2007), treating reality as produced through ongoing material-discursive intra-actions. Integrity is understood as something enacted in diverse entanglements of practice, policy, social and material reality. The study draws on writings from 18 Finnish guidance counsellors and dialogues with 11 of them. The analytic approach is diffractive and relational: I read counsellors’ texts and dialogues through/with theoretical apparatuses to trace how human and more-than-human are detached and/or entangled within guidance counselling, and what the ethical concept of integrity does as part of this. The paper surfaces how integrity enacts with/in Finnish guidance counselling amid ecological crises. It reframes integrity as a relational, more-than-human practice rather than a property of statements. It articulates implications for guidance ethics, professional learning, and policy—expanding “green guidance” and advancing the proposed relational turn (Plant, 2014; Toiviainen & Bilon-Piórko, 2025). In sum, I argue that integrity, performed as material-discursive care, can strengthen guidance as a practice that contributes to democratic and sustainable futures.

REFERENCES

- Barad, K. (2007). Meeting the Universe Halfway: Quantum Physics and the Entanglement of Matter and Meaning. Duke University Press.
- Plant, P. (2014). Green Guidance. In G. Arulmani, A. J. Bakshi, F. T. L. Leong, & A. G. Watts (Eds.), Handbook of Career Development: International Perspectives (pp. 309–316). Springer. https://doi.org/10.1007/978-1-4614-9460-7_17
- Suomen opinto-ohjaajat ry (2021). Opinto-ohjaajan työn eettiset periaatteet. <https://www.sopo.fi/yhdistys/eettiset-periaatteet/>
- Toiviainen, S. P., & Bilon-Piórko, A. D. (2025). Developing the notion of relationality in understanding careers in precarious and vulnerable times. International Journal for Educational and Vocational Guidance. <https://doi.org/10.1007/s10775-025-09743-5>

#140 Supporting career development in conflict zones: An Asia Pacific Career Development Association initiative

Effrosyni {Sini} Parampota - Asia Pacific Career Development Association, Qatar

In 2016, Tristram Hooley and the late Ronald Sultana stated that “many who work in career guidance and associated fields perceive what is at stake for individuals and societies and seek to do something about them” (Hooley & Sultana, 2016). A decade later the world sees a record number of wars and conflicts in Europe, Middle East, Africa, Asia and elsewhere (UN Security Council, 2026) with major implications for the local communities and the global economy. There is a great literary volume on migration and refugees’ issues related to workforce and lifelong guidance, however there is none related to lived experiences of career professionals in conflict-afflicted areas and war zones. True to the principles of career guidance in social justice, the Asia Pacific Career Development Association (APCDA) initiated in 2024 an action research project to document the lived experiences of colleagues in such environments and understand the challenges experienced both personally and professionally, which expanded in concept and offerings in the subsequent years. Today, under this initiative APCDA provides scholarships to career professionals and paraprofessionals, educators, and/or researchers in conflict zones to attend its’ hybrid annual conference, participate in tailored professional development activities and networking events that take into consideration their socioeconomic and cultural peculiarities, receive psychosocial support -if needed, and produce evidence-based content about the importance of career guidance as a peace-building tool. This presentation aims to highlight the value of career guidance and social justice in challenging environments, as well as the active role professional bodies can play in building advocacy, taking meaningful action to mitigate barriers, and promoting social justice.

REFERENCES

- Hooley, T. and Sultana, R. (2016). Career guidance for social justice. Journal of the National Institute for Career Education and Counselling, 36, 2-11. <https://www.securitycouncilreport.org/country-regional-issues>

This presentation will illustrate how culture and morals can significantly impact career and life decisions. The case follows a student from an Asian country who decided to choose counselling as a profession and registered for a Master's degree in Malta. She went through culture shock as she tried to settle down as a student, but things became really complicated when she became pregnant. The presentation will analyse difficulties that people can go through to reach their career goals when they are pursuing their dreams in clashing cultures and morals. Major issues included family involvement and expectations, issues around honour and shame and practical issues around education and career choice. The author will also delve into how ethnographic issues can influence choices at any given time. The author uses a narrative approach to illustrate the case study in an evocative way

#134 Laying the Foundation: Theory, Research, and Practice in Career Guidance for Children in Educational Settings*Kimberly Howard, Zhouyan Bu - Boston University, United States of America*

Career development is a lifelong process that begins in early childhood, yet career guidance scholarship and practice have historically focused far more heavily on adolescents and adults than on younger children. This presentation draws on a recently authored handbook chapter to provide an integrative overview of contemporary theory, current research, and emerging practice applications in career guidance for children in primary educational settings, with attention to cultural responsiveness and social justice. Four theoretical frameworks are examined for their contributions to developmentally appropriate career guidance programming: Career Construction Theory (CCT) and Life Design, Social Cognitive Career Theory (SCCT), the Concepts of Career Choice and Attainment (CCCCA) Model, and the Social Emotional Learning and Career Education (SELCE) approach. Together, these frameworks illuminate how children construct career meaning, develop social cognitive beliefs, reason about career-related processes with increasing sophistication, and grow across career and social emotional developmental domains simultaneously. Synthesizing three major literature reviews — spanning ecological, content-based, and topic modeling approaches — the presentation identifies key trends in child career development research over the past two decades, including the roles of family, school, socioeconomic context, gender, and cultural factors in shaping children's career exploration, awareness, aspirations, and adaptability. Drawing on this theoretical and empirical foundation, the presentation highlights advances in practice, including validated career assessment tools for children, the deliberate integration of career guidance with social emotional learning curricula, and the expanding role of technology and media-based career interventions. Equity implications are foregrounded throughout, with attention to how well-designed career guidance programming can broaden children's occupational horizons and counteract gendered and socioeconomic barriers to career exploration.

REFERENCES

- Howard, K.A.S & Bu, Z. (In press). Counseling Psychology in Schools. In L. Flores, C. DeBlaere, A. Pieterse, A. Singh, & L. Spanierman (Eds.), APA Handbook of Counseling Psychology, Second Edition.
- Howard, K.A.S & Bu, Z. (In press). Children and Career Guidance in Education. In M. McMahon & N. Arthur Palgrave International Handbook of Career Guidance in Education
- Oliveira, I.M., Howard, K.A.S., Marques, C., Silva, A.D., & Taveira, M.C. (2024). Conceptions of Career Choice and Attainment in Portuguese Preschool and Elementary-School Children. International Journal for Educational and Vocational Guidance, Open Access, July 2024. <https://doi.org/10.1007/s10775-024-09691-6>.
- Howard, K.A.S., & Ferrari, L. (2022). Social Emotional Learning and Career Development in Elementary Settings. British Journal of Guidance and Counselling, 50(3), pp. 371-385, DOI: 10.1080/03069885.2021.1959898.

#100 Gender and Role; a limitation of Green Guidance?*Anne Chant, Marios Kostas - Canterbury Christ Church University, United Kingdom*

Green Guidance emphasises how career decisions shape not only future work trajectories but also the environmental and social futures individuals help produce. Yet its transformative potential depends on children being able to imagine sustainable futures for themselves; an imagining that may be constrained by early gendered influences on career identity formation. We know that ideas about work and role relate to identity and context (McMahon, 2017) and begin in early childhood, making it essential to understand how gender norms shape what kinds of environmentally responsible futures become thinkable for young children. Drawing on Butler's theory (1991) of gender performativity and Barad's (2007) notion of material discursive intra action, this study explores how young children learn, negotiate, and reiterate gender norms through their everyday encounters with people, objects, spaces and activities. Using qualitative observations and informal conversations with 20 children in an early years setting, complemented by semi structured interviews with four Early Years practitioners, the study examines how gendered performances shape children's emerging orientations toward future selves, roles and responsibilities. Preliminary findings reveal that, by age four, children engage with normative gender discourses in distinct yet patterned ways. The playground emerged as a strongly gendered space, divided into gender homogeneous zones where children performed and reinforced 'successful' masculinity or 'girly' femininity through bodies, play materials, and spatial practices. These material discursive forces collectively shape how gender is lived and reproduced, influencing what kinds of futures feel available, permissible, or desirable. We argue that without explicitly addressing how gender performativity limits children's imagined career futures, the aims of Green Guidance risk being diminished. Strengthening Green Guidance therefore requires confronting the gendered shaping of children's career imagination so that sustainable futures become genuinely imaginable for all.

REFERENCES

- Barad, K. (2007). Meeting the universe halfway: Quantum physics and the entanglement of matter and meaning. duke university Press.
- Butler J. (1991). Imitation and gender insubordination. In Fuss D. (ed.) inside/out: Lesbian theories, gay theories (pp. 13-31). New York: Routledge.
- McMahon, M. (2017). WORK AND WHY WE DO IT: A Systems Theory Framework Perspective. Career Planning & Adult Development Journal, 33(2).

Alfredo Berbegal-Vázquez¹, Beatriz Malik-Liévano², Beatriz Alvarez-González², Magdalena Suárez-Ortega³

1: Universidad de Zaragoza (UZ), Spain; 2: Universidad Nacional de Educación a Distancia (UNED) and Spanish Guidance Association (AEOP)-Spain; 3: Universidad de Sevilla (US), Spain

Career research has extensively focused on identity construction, adaptability and self-management. However, less attention has been paid to ecojustice and questions such as: Under what conditions can career trajectories actually be sustainable and sustained over time? How can we address the contradictions between labour market constraints and sustainable careers? This paper explores the tension between becoming and sustaining, and how to support green and socially responsible professional identities. The study is based on ten autobiographical interviews with adults involved in training processes, labour insertion and career reorientation under diverse socio-economic and life conditions. Using a comparative interpretative analysis, the research examines how trajectories are constructed, maintained or disrupted across different contexts. Findings show that becoming and sustaining are not equivalent processes. Participants often display significant adaptation and self-management skills, yet career sustainability depends not only on individual competences but also on possibility conditions such as access to networks, institutional mediation, recognition of experiential learning and socio-economic stability, since trajectories are strongly shaped by all of these. Four forms of sustainability emerge across trajectories: adaptive, tensioned, critical and unsustainable sustainability. The analysis reveals that many competences remain informal, insufficiently recognised and difficult to transfer across contexts, limiting the long-term viability of trajectories. Based on these findings, the study argues for a shift in career guidance from an exclusive focus on adaptability and career construction towards a more context-sensitive understanding of sustainability. Guidance practice should support individuals in assessing and negotiating the structural conditions that enable continuity over time. In this sense, career emerges as a relational and socially situated process rather than an individual attribute. The results highlight the importance of an advocacy-oriented role in guidance. The work presented derives from Phase 2 of the R+D Project, with reference MCIN/AEI/10.13039/501100011033, funded by the Ministry of Science and Innovation (MCIN) / State Research Agency (SRA) Spain/ PID2020-114833RB-I00, 2021-2026.

#105 'Does Our Future Depend on It??' - Students' Beliefs About the Energy Transition and Its Connection to Relevant Careers

Rudolf Schröder, Tina Fletemeyer, Christoph Krause - University of Oldenburg, Institute for Economic Education, Germany

A study on students' perceptions from the project "Perspectives in the Northwest – Training with Energy" will be presented, which focuses on students' perceptions of the role of the energy transition as well as key apprenticeship professions within the energy transition. Perceptions represent a relevant factor in learning experiences. They serve as the starting point for the design of new learning content and learning opportunities (see Hammann/Asshoff 2015, 15). Using mind maps, 243 students (8th and 9th grades in Lower Saxony) at general and vocational schools were surveyed and the results were analyzed using qualitative content analysis (see Mayring 2022). The findings show that many of the respondents do not associate any specific ideas with the term "energy transition." When ideas are expressed, an emotional assessment is evident that — particularly in relation to economic conditions — is accompanied by fear or skepticism. Relevant professions associated with renewable energies (apart from hydrogen) are seen especially in STEM professions. The presentation will introduce the study and discuss implications for promoting the visibility of apprenticeship professions relevant to the energy transition. Another focus will be on learning materials developed within the project that address young people's perceptions.

REFERENCES

- Albertus, M. (2015): Berufliche Orientierung als Bestandteil zeitgemäßen Chemieunterrichts. Eine Interventionsstudie zur Implementierung ausgewählter berufsorientierender Elemente in chemiebezogene Lernumgebungen der Sekundarstufe I. Dissertation, Universität Berlin.
- Bundesinstitut für Berufsbildung (2023): Datenreport zum Berufsbildungsbericht 2023. Informationen und Analysen zur Entwicklung der beruflichen Bildung. Online: https://www.bibb.de/dokumente/pdf/bibb_datenreport_2023_11102023.pdf (Zugriff: Oktober 2025).
- Deutsche Industrie- und Handelskammer (DIHK) (2024): Defossilisierung und Klimaneutralität. Fachkräftebedarf und Fachkräftegewinnung in der Transformation. Online: <https://www.dihk.de/resource/blob/125844/fb44e61c7128505cae35eac05f57d0b6/dihk-prognos-studie-fachkra-fte-fu-r-die-defossilisierung-data.pdf> (Zugriff: Oktober 2025).
- Hammann, M./Asshoff, R. (2015): Schülervorstellungen im Biologieunterricht: Ursachen für Lernschwierigkeiten. 2. Aufl. Seelze: Klett/Kallmeyer.
- Mayring, P. (2022): Qualitative Inhaltsanalyse, Grundlagen und Techniken, 13., überarbeitete Auflage, Weinheim: Beltz.

#124 Rethinking Career Guidance for Sustainable Futures: What Young People Tell Us About Career Choices and Guidance at Critical Transition Points

Filomena Parada - Lusófona University, Portugal

Throughout education, young people must make complex career decisions affecting access to resources, perceived opportunities, and self-understanding of potential pathways, thus influencing how their future lives and careers unfold (Schoon et al., 2015). In Portugal, Grade 9 marks the end of comprehensive education, which entails a normative transition that is challenging for many adolescents (Cardoso et al., 2018). For the first time, they are required to choose between different upper secondary education and training pathways. Access to quality guidance is essential for how they navigate such complex decisions (Vieira et al., 2017). Preliminary analysis of the qualitative data collected in Portugal within the framework of a European-funded project reveals that young people frequently described difficulties with the choices they made to date, raising questions about the timing of the choice, and the accessibility, quality, efficacy and perceived usefulness of guidance provision. It is the aim of our live paper presentation to examine how (1) young people in post-comprehensive education or training pathways reflect on the career choices they made at the end of Grade 9, and on the career guidance interventions they experienced; (2) these reflections evidence of a broader challenge for career practice: how young people's retrospective accounts of these moments can inform careers practice designed to prepare them for sustainable futures. Specifically, we will focus on how guidance can support youth in making career choices at critical transition points, while helping them navigate future transitions, uncertainty and changing communities of work and learning in sustainable ways. To that end, we will link young people's accounts of their career choice-related experiences with career guidance approaches that emphasise career learning, reflexivity, social justice, and lifelong career development (see Hooley et al., 2016). Outputs will be synthesised live to produce shared takeaways for practitioner training and intervention design.

REFERENCES

- Parada, F. (accepted). Individuals' careers: Career goals and planning. In Hooley, T. & Solberg, S. (Eds), Elgar Encyclopedia of Career Development.
- Parada, F., Upadaya, K., & Salmela-Aro, K. (2023). Upper secondary academic education and vocational education and training in comparative perspective. In M. Berends, S. Lamb & B. Schneider (Eds.). The Sage handbook of sociology of education (pp. 388-409). Sage. ISBN: 9781473967458 <https://us.sagepub.com/en-us/nam/the-sage-handbook-of-sociology-of-education/book250209>
- Parada, F. & Salmela-Aro, K. (2022). Real-time processes of career goal construction: A case study approach with implications for the development of adolescents' identity. Identity. <https://doi.org/10.1080/15283488.2022.2030233> (open access publication; Q1/Q2 publication in 2022, Scimago Journal Rank)

This paper presents the results of research exploring UK career development practitioners' perspectives on green guidance. It will:

Introduce key concepts, terms and basis for green guidance

Outline study rationale, research aims, methodology and findings

Discuss, with practitioners and trainers, implications for practice, training and future research e.g. perceived barriers to green guidance, green guidance typologies, engagement methods and supporting practitioners in green guidance.

Growing global awareness of the links between the climate crisis and labour market change is shaping individual career paths - challenging career development practitioners to support clients through this transition. Green guidance integrates environmental concerns into career practice by considering the environmental impacts of life, learning, and work choices. Adoption of green guidance is complex and uneven. Exploring practitioners' perspectives, the influencing factors, and the relationship between them helps to better understand engagement with green guidance practice. This study builds on Casanova and Hooley (2026), who validated measures of practitioners' attitudes toward green guidance and climate change and found that practitioners' attitudes to green guidance are influenced by their attitudes towards climate change, with their perception of their clients attitudes towards green guidance acting as a mediator. It extends this by including instruments that measure practitioners' social and environmental activism (adapted from Ginevra et al., 2024). The study examines relationships between these constructs and their implications for guidance practice. With over 300 responses, the survey closed mid-May 2026. Data analysis will include thematic analysis, descriptive statistics and confirmatory factor analysis to explore demographic differences and relationships for UK practitioners. Analysis during July/August 2026, will provide a better understanding of green guidance among UK practitioners. Exploring results with practitioners and training providers will develop a deeper understanding of enabling factors in green guidance and how perspectives and practice are changing in response to environmental concerns.

REFERENCES

- Casanova, M. & Hooley, T. (2026) Measuring engagement with green guidance: Validation of new instruments and a mediation model. Journal of the National Institute for Career Education and Counselling, 56 (1). <https://doi.org/10.20856/jnicec.5612>
- Ginevra, M., Di Maggio, I., Santilli, S., & Nota, L. (2024). Development and Validation of an Instrument to Assess Activism toward Social and Environmental Sustainability in Career Counseling. Journal for Social Action in Counseling & Psychology, 16(1). <https://doi.org/10.33043/12db7b5x42>
- Hooley, T., Bakke, I.B., Lucas Casanova, M., Kavková, E., Košťálová, H., Ostroha, L., Šprlák, T. & Wrzosek, M. (2024). Practitioners' perspectives on green guidance: An international survey. Exploring Green Guidance. Instituto Politécnico do Porto. Escola Superior de Educação. <https://www.green-guidance.eu/resources/green-guidance-survey-report/>
- Grant, K. (2024). How green is your practice? A process for auditing and reimagining career guidance practice for a greener world. Journal of the National Institute for Career Education and Counselling, 53(1), 89-104.
- Green Guidance. (n.d.). Resources [Web page]. <https://www.green-guidance.eu/resources/>
- Kavková, E., & Šprlák, T. (2024). Reflections on ethical challenges in green guidance. Journal of the National Institute for Career Education and Counselling, 53(1), 80-88.

#136 Sustainable Futures Through Career counsellors' Emotional Competence

This paper presentation draws on the STRENGTH Project (u.å.) and the conceptual article by Dalene (2025), in which emotional competence is understood as “the ability to (1) recognize, (2) understand, and (3) manage, express, and regulate emotions” (p. 3). The article argues for the value of elevating emotional competence as a distinct sub-competence within the professional competence of career counsellors (Dalene, 2025; Cheetham & Chivers, 1998). However, how career counsellors themselves experience the development of emotional competence—and the significance this appears to have for their ability to work sustainably and avoid emotional exhaustion—has received little empirical attention. In this paper, I will present recent findings from an empirical study guided by the research question: “How do career counsellors in a Norwegian context experience the significance of developing emotional competence?” Participants were recruited from a part-time master's-level course offered in autumn 2025, in which the development of emotional competence was a central focus. The empirical material to be analyzed consists of students' submitted reflective texts, as well as three focus group interviews with a total of ten participants drawn from the same cohort. The data will be analyzed using reflexive thematic analysis (Braun & Clarke, 2019) and discussed in light of previous research and theory related to counsellors' professional competence (Mayer et al., 2025; Normann-Eide, 2020; Weber et al., 2021; Dalene, 2025). Preliminary analytical insights suggest that career counsellors experience it as somewhat unfamiliar to be “granted permission” to focus on their own emotions and emotional experiences in their work; at the same time, several also describe this focus as liberating and enriching. The presentation aims to highlight examples of how emotional competence may contribute to sustainable futures for career counsellors.

REFERENCES

- Dalene, K. M. (2025). Emosjonell kompetanse som del av veileders profesjonelle kompetanse: Et konseptuelt bidrag til en utvidet forståelse [Emotional competence as an integral dimension of guidance practitioners' professional competence: A conceptual contribution toward a broadened understanding]. Nordisk tidsskrift i veiledningspedagogikk (NORDVEI), 10(2). <https://doi.org/10.15845/ntvp.v10i2.4411>
- Dalene, K. M. (2025). Konstruktivistiske og narrative tilgange [Constructivist and narrative approaches]. I I.-L. L. Petersen & B. K. Poulsen (Red.), Professionel vejledning: En grundbog i uddannelses-, erhvervs- og karrierevejledning [Professional Guidance: A Basic Book of Educational, Vocational and Career Guidance]. Akademisk Forlag.
- Dalene, K. M. (2024). Emosjonell kompetanse hos karriereveiledere [Emotional competence of career counsellors]. I I. M. Bakke, I. B. Bakke & T. Schulstok (Red.), Ikke bare god å snakke med: Om profesjonalisering av karriereveilederrollen i Norge [Not just good to talk to: About the professionalization of the career guidance role in Norway] (s. 55–80). Fagbokforlaget.

As organizations worldwide race to embed sustainability imperatives into their core strategies, executives and senior professionals often find that green responsibilities are now woven into their traditional roles. Drawing on combined client cases and practitioner insights from private practice (Work Science/CVexperts), this presentation examines the dual reality that career counsellors observe: on the one hand, there are professionals actively seeking to reposition themselves for greener roles; on the other hand, many experience a sudden expansion of their existing responsibilities to include complex sustainability mandates, often initiated by employers. Goals: To shed light on the real-world trends in the expansion of sustainability and ESG responsibilities within executive roles, as observed through private career guidance practice. To bridge perspectives between academic and practical career counseling in the context of the evolving green labor market. Organizational priorities worldwide are shifting toward sustainability, yet most executives and career changers are not initially prepared for the integration of green roles into core leadership functions. Many professionals find themselves required to adopt sustainability mandates by their employers, even if they were not actively seeking such a career change. There is a gap in available guidance and practical resources for those facing these new demands. Findings indicate common challenges faced by both groups, such as uncertainty, skills gaps, and role identity tension. The discussion will highlight how personalized career counseling - through skill-mapping, values clarification, and targeted upskilling - facilitates smoother adaptation to these new demands. The presentation will conclude by arguing for closer collaboration between practitioners, employers, and academic institutions to support future-ready leadership and ensure successful green career transitions.

REFERENCES

- CEDEFOP (2023). Green transition and lifelong guidance: Policy and practice across Europe. <https://www.cedefop.europa.eu/en/news/green-transition-and-lifelong-guidance-policy-and-practice-across-europe>
- OECD (2022). Employment Implications of the Green Transition. <https://www.oecd.org/employment/green-transition.htm>
- European Commission (2020). European Skills Agenda for sustainable competitiveness, social fairness and resilience. <https://ec.europa.eu/social/main.jsp?catId=1223>
- Cedefop & European Commission/ETF (2021). Skills for a green Europe: Data, evidence, and recommendations for education and employment policies.
- <https://www.cedefop.europa.eu/en/news/research-shows-growing-demand-greenskills-europe>
- Sullivan, R. & Mackenzie, C. (eds.) (2020). Responsible Investment: ESG and Sustainability in Practice. Routledge.
- Patton, W. & McMahon, M. (2006). The Systems Theory Framework of Career Development and Counseling: Connecting Theory and Practice. International Journal for the Advancement of Counselling, 28, 153–166.

#104 **Becoming Agents of Change: A Critical Green Guidance Intervention for Sustainable and Just Careers**

Paola Magnano, Rita Zarbo - Kore University of Enna, Italy

Amid increasingly complex and unpredictable labour markets, career guidance is evolving into a practice that promotes sustainability, social responsibility, and resilience. Attention to environmental issues, equity, and inclusion is essential to helping individuals construct professional identities that address broader societal and planetary challenges (Donald et al., 2024; Vrettou, in press). This study presents a career guidance intervention involving 20 university students, grounded in a critical theoretical perspective and aimed at fostering transformative agency in relation to sustainable development. Drawing on a critical approach (Thomsen, Hooley, & Mariager-Anderson, 2022), the intervention highlights power relations, the need to unveil implicit assumptions in dominant narratives, and examines the interaction between individuals and their socio-environmental contexts. Within this framework, individuals are seen as agents capable of generating change despite contextual constraints. Participants were engaged in a structured reflective process focused on self-efficacy, risk intelligence, and agency. They were encouraged to view their career development not only as influenced by external factors but also as a means of influencing society and the environment. This perspective was expanded by linking their potential contributions to the 17 United Nations Sustainable Development Goals (SDGs), helping them identify areas for meaningful impact. Qualitative findings show that participants developed greater awareness of their role in social and environmental change. Many reinterpreted personal experiences, including challenges, as resources for positive impact. Reflections addressed social justice issues—such as workplace well-being, access to education and healthcare, and inequality reduction—as well as environmental actions like reducing food waste, limiting pollution, and promoting responsible resource use. Overall, the study demonstrates that integrating critical perspectives into career guidance can enhance both individual adaptability and engagement with sustainability and social justice, thereby supporting the development of meaningful, socially transformative careers.

Session 2: Parallel paper presentations, 12:10 – 13:10

#116 Bridging Emotional Well-Being and Future Readiness: Educators' Perspectives on Social and Emotional Learning in Kazakhstan

Aru Berkimbay, Chong Park, Scott Solberg -Wheelock College of Education and Human Development/Boston University, United States of America

Social and emotional learning (SEL) has emerged globally as a critical foundation for supporting students' academic engagement, emotional well-being, resilience, and future readiness. International organizations including the OECD, ILO, and European Training Foundation increasingly emphasize that educational systems must prepare students not only academically, but also socially and emotionally to navigate complex educational, workforce, and societal transitions. Within Kazakhstan, rapid educational reforms, multilingual schooling contexts, and growing attention to student mental health create an important opportunity to examine how educators conceptualize and implement SEL in practice. This session presents findings from a grounded theory study exploring educators' perceptions of SEL across Kazakh-speaking and Russian-speaking educational contexts in Kazakhstan. Using open and axial coding procedures informed by modified grounded theory, the study analyzed educator responses to identify how SEL is understood, enacted, and connected to student outcomes. Findings revealed that educators conceptualize SEL as a teacher-mediated relational system in which emotional support, trust-building, psychological safety, and emotional regulation function as central mechanisms supporting student engagement, communication, decision-making, and future readiness. Comparative analysis identified meaningful differences across language groups. Kazakh-speaking educators more frequently emphasized self-management, discipline, adaptation, and postsecondary and workforce readiness, reflecting a developmental and future-oriented framing of SEL. In contrast, Russian-speaking educators more strongly emphasized emotional support, mental health, communication, and relationship-building, reflecting a relational and psychological well-being orientation. Despite these differences, both groups consistently linked SEL to academic engagement and student success. The session will discuss implications for culturally responsive SEL implementation, teacher preparation, and educational policy in multilingual educational systems. Participants will also explore how Kazakhstan's evolving educational reforms create opportunities to integrate SEL into broader goals related to student well-being, inclusion, and workforce readiness.

REFERENCES

- Park, C. M., Ferrari, L., Scoda, A.-D., Ozdemir, N. K., Marsay, Gloria., & Solberg, V. S. H. (Eds.). (2025). Social and emotional learning as foundation for future readiness : translating research to practice /. Springer. <https://doi.org/10.1007/978-3-031-84591-8>
- Park, C. M., Szplit, A., & Solberg, V. S. H. (2025). Exploring the global landscape of SEL: Commonalities, nuances, and key considerations. In C. M. Park et al. (Eds.), Social and emotional learning as foundation for future readiness: Translating research to practice (pp. 257–265). Springer. Park, C. M., Ferrari, L., Scoda, AD., Ozdemir, N. K., Marsay, G., Solberg, V. S. H. (2025).
- Cross-Cultural Perspectives on the Nature and Value of Social and Emotional Learning Skills. In C.
- M. Park et al., (eds) Social and Emotional Learning as Foundation for Future Readiness. Education Science, Evidence, and the Public Good, vol 3. Springer, Cham.

#132 From Fragmentation to Coordination: Designing Student-Centered Pathways to Green Careers and Sustainability in a University Setting

Aissatou Lam, Scott Solberg, Chong Park, Anne Bell - Wheelock College of Education and Human Development/Boston University, United States of America

Across higher education, students are increasingly seeking careers that provide both economic mobility and opportunities to contribute meaningfully to addressing complex global and local challenges. Green careers and occupations connected to the 17 U.N. Sustainable Development Goals offer significant opportunities for young adults to pursue purposeful work. At the same time, universities often struggle to connect academic programs, undergraduate research, experiential learning, mentoring, and employer engagement into coherent systems that help students navigate pathways from exploration to workforce transition. As a result, students frequently rely on informal networks and fragmented advising structures to make decisions about majors, experiences, and career opportunities. This presentation describes the summer phase of a student-centered implementation initiative at Boston University designed to strengthen institutional coordination around career development and impact-oriented pathways. Building on Boston University's "Every Student Receives" career framework (Explore → Build → Launch), the project applies an implementation science approach to organize existing institutional assets into clearer and more accessible pathways for students. The initial phase focuses on a comprehensive landscape analysis using data aligned with the Sustainability Tracking, Assessment & Rating System (STARS). The project team is mapping academic programs, undergraduate research opportunities, internships, student organizations, alumni networks, and employer partnerships connected to sustainability and impact-oriented career pathways across the university.

The project will also conduct stakeholder focus groups with career center staff, faculty, alumni, and students to explore strategies for coordinating student exploration, skill development, mentoring, and workforce transition opportunities. Focus groups will engage participants in a structured SWOT analysis examining strengths, weaknesses, opportunities, and threats associated with implementing a more student-centered and integrated career development ecosystem. The presentation will share the project's conceptual framework, landscape analysis methodology, and thematic analysis approach that will guide interpretation of the SWOT findings and inform development of a student-facing pathways map and implementation strategy.

REFERENCES

- Solberg, V. S. H., Park, C. M. & Ozedimir Karacan, N., (in press). Interventions that Support Youth's Well-Being, Educational Attainment, and Workforce Development: Counseling Psychology's Emerging Paradigm for Designing Youth Interventions. In L. Flores et al., APAHandbook of Counseling Psychology.
- Solberg, V. S. H., Andrei, A. & Park, C. M. (in press). Designing and Implementing Career Education in Schools. In M. McMahon & N. Arthur (Eds.) Palgrave International Handbook on Career Guidance in Education.
- Park, C. M., Donnelly, H. K., Rodriguez, A., Esquivel, L., Nardi, C., Trunfio, P., Oliver-Davila, A., Howard, K. A. S., & Solberg, V. S. H. (2023). Developing STEM career identities among Latinx youths: Collaborative design, evaluations, and adaptations during COVID-19. Behavioral Sciences,13, 949.

Career practitioners work under high emotional demands and structural pressures. While relational competence is central to career guidance, less attention has been given to self-compassion as both a professional skill and a client competence. This paper explores self-compassion at two levels: as a practitioner competence that strengthens emotional regulation, relational quality and sustainability, and as a teachable competence for clients that supports resilience, agency and dignity in career development. The analysis is based on reflective logs from a six-month self-compassion programme integrated into career guidance education, and on 10 individual qualitative interviews with continuing education and master's students who explored self-compassion as a strategy to promote academic well-being. Findings show that both practitioners and students developed greater awareness of the inner critic and improved emotion regulation. Practitioners also reported stronger presence in guidance. This contributed to more attentive, non-judgemental and ethically grounded practice. Practitioners also reported a reduced tendency to over-responsibilise clients, suggesting a link between self-compassion and more equitable guidance. The paper further explores how self-compassion can be introduced to clients as a career competence. When framed as skills for self-regulation and coping with uncertainty, it supports agency without reinforcing individual blame. However, this requires explicit attention to structural conditions to avoid individualising systemic inequalities. Self-compassion is thus positioned as a bridge between practitioner professionalism and socially just practice. The findings respond to current debates in European career guidance on the integration of socio-emotional competences and social justice.

REFERENCES

- Kunz, M. (2024). Selvmødfølelse og Selvaretakelse – en innfallsvinkel til økt profesjonalisering i karriereveilederrollen i Bakke, I. M., Bakke, I. B., & Schulstok, T. Ikke bare god å snakke med: om profesjonalisering av karriereveilederrollen i Norge. (1. utgave. ed.). Fagbokforlaget.
- Kunz, M. (2016). Qigong som mindfulnessmetode i teori og praksis - en strategi for arbeidsdeltakelse i Aubert, A.M., Andersen, T. H. & Holte, J. T. S. (Red.), Veivalg. Årbok for veiledernetterverket i Innlandet.

#118 Feeling Fit in an Early Career Choice: Insights from VET Students and Teachers

Nensi Tomac, Iva Černja Rajter, Toni Babarović - Ivo Pilar Institute of Social Sciences, Croatia

Developing a sustainable career partly depends on whether an individual feels that the career they chose matches their interests and abilities. In vocational education and training (VET), career decisions are made early, when many students are still unsure about their interests and, therefore, may enrol in a vocational programme without a clear understanding of it. Thus, this study examined how VET students perceive their fit with the chosen programme and how teachers describe students' interest and motivation. The sample included 1290 first-year VET students (48.7% female) and eight focus groups with 52 vocational teachers from different vocational fields. Students generally reported a moderately positive fit with their vocational programme, particularly regarding the fit referred to their personal characteristics, with 70% of students reporting positive fit of their characteristics with those required from students in their programme. However, teachers described a different picture. In their experience, students' interest for a programme is low, with many of them entering VET with limited understanding of the occupation they enrolled in. Only a small number of students show high and intrinsic motivation from the start. Teachers explained that programme choice is mostly driven by extrinsic factors such as parental expectations, peer influence, low academic achievement, or glamorised media portrayals of occupations. Due to unrealistic expectations, teachers reported that students lose interest over time when faced with demands and reality of the occupation. The findings highlight the importance of examining a person-programme fit from multiple perspectives. While students report how they personally experience fit with their programme, teachers offer another perspective based on everyday contact with students and their motivation. Career guidance practices should encourage realistic career exploration and include teachers' experiences as part of the guidance process, as they may provide valuable insight for developing guidance activities grounded in the realities of vocational education.

REFERENCES

- Tomac, N., Krpanec, E., Černja Rajter, I., & Popović, D. (in press). Roditeljska podrška i školski uspjeh kao resursi obrazovne angažiranosti i karijerne adaptabilnosti učenika strukovnih škola [Parental support and school achievement as resources for school engagement and career adaptability among vocational school students]. *Psychological Topics*.
- Popović, D., Tomac, N., & Blažev, M. (under review). New generation at work: VET teachers' perspectives on students, teaching, and career prospects. Manuscript submitted for publication to *Journal of Education and Work*.

#160 Should We Stay or Should We Go? SUPERB Value Instrumentality Explaining Intentions to Work Abroad

Marija Kostanić, Dora Popović, Iva Šverko - Ivo Pilar Institute of Social Sciences, Croatia

Contemporary career decisions are shaped not only by what young people value in work, but also by whether they believe these values can realistically be achieved in their current labour market. This study examined the role of SUPERB career values and perceived SUPERB value instrumentality (Galić, 2025) in explaining intentions to leave Croatia for work in EU-31 region. Specifically, we tested whether perceived instrumentality is more important than value endorsement in predicting mobility intentions, and whether these associations differ across demographic groups. Using survey data from a nationally representative sample of young Croatian workers (N = 1500), we first examined demographic differences in SUPERB values across gender, education and subjective socioeconomic status. Women scored higher on values of Safety and Balance, whereas men scored slightly higher on Empowerment and Relationships. Education showed mostly negligible effects. In contrast, subjective socioeconomic status showed clearer associations with several value domains, including overall SUPERB values, Upgrading, Purpose, Empowerment and Relationships. Hierarchical regression analysis showed that SUPERB instrumentality was more important than SUPERB values in explaining intention to leave Croatia for work abroad ($\Delta R^2 = .033$, $p < .001$), supporting the assumption that mobility intentions are driven more by perceived attainability of important values in the domestic labour market. Moderation analyses further showed that gender moderated the relationship between SUPERB instrumentality and intention to leave. The negative association between instrumentality and intention to leave was stronger among men. Education did not moderate these relationships, while subjective socioeconomic status moderated only the Relationships domain. These findings suggest that career guidance and retention policies should focus not only on strengthening young people's employability, but also on improving the perceived attainability of meaningful career values within Croatia. Career guidance interventions should therefore address realistic career opportunities, workplace quality, and value fulfilment in the domestic labour market.

REFERENCES

- Erceg, N., Kunst, J. R., & Kostanić, M. (2026). AI: Biasing vs. Debiasing (working title). OSF Preregistration.
- Kostanić, M. (2025). Too much of a good thing? Exploring the curvilinearity of relations between leadership performance and achievement, affiliation, and power motive [Master's Thesis, University of Zagreb, Faculty of Humanities and Social Sciences]. Online Repository ODRAZ. <https://urn.nsk.hr/urn:nbn:hr:131:760656>
- Erceg, N., Andrić, L., Bosilj, L., Britvić, F. D., Čeko, A., Dedić, M., Diatlovska, S., Jakopović, M., Jakopović, T., Jelić, D., Komlinović, T., Kostanić, M., Leverić, N., Nežnanović, I., Ostoić, F., Prevendar, M., Tadijan, M., Tokić, L., Vukasović, M., Zahirović, A., Mikac, U., Palanović, A., Ružojić, M., Parmač Kovačić M., & Galić, Z. (2024). Teaching actively
- open-minded thinking online: encouraging effects of a serious computer game and an
- online module. *Journal of Cognitive Psychology*, 36(1), 1-16.
- <http://dx.doi.org/10.1080/20445911.2024.2417104>

Soledad Romero-Rodríguez³, Rebeca García-Murias², Robert G. Valls-Figuera¹, Andrea Zammiti⁴, Angela Russo⁴ - 1: Universitat de Barcelona, Spain; 2: Universidad de Santiago de Compostela, Spain; 3: Universidad de Sevilla, Spain; 4: Università di Catania

Contemporary career development is increasingly shaped by uncertainty, labour market transformations, employability pressures, and growing concerns regarding wellbeing, sustainability, and social justice. Within this context, concepts such as decent work and sustainable careers have gained increasing relevance in vocational psychology and career guidance research, particularly among university students facing educational and professional transitions. Previous qualitative findings developed with Spanish and Italian university students showed that sustainable careers are not understood exclusively in economic or occupational terms, but are strongly associated with wellbeing, work–life balance, personal fulfilment, social contribution, and mental health concerns (Russo et al., 2023). Building upon these findings, this abstract introduces the Spanish component of the international project Cross-Cultural Comparison of Work and Career Perceptions, involving universities from Europe, Latin America, Asia, and Africa. The Spanish sample includes students from the Faculties of Education at the University of Barcelona, the University of Seville, and the University of Santiago de Compostela. The study combines qualitative and quantitative data to analyze students' perceptions of decent work, career sustainability, professional expectations, well-being, career adaptability, and career decision-making processes. From a career guidance perspective, the findings may contribute to understanding how young adults imagine their future professional lives and which dimensions they consider essential for building meaningful and sustainable career trajectories. The results highlight the relevance of developing more contextualized, socially responsive, and wellbeing-oriented career guidance practices capable of supporting young adults in increasingly complex and uncertain educational and professional transitions.

#159 Constructing Sustainable Professional Identities: Narrative Career Learning for Early-Career Professionals

Anna Patrikakou - 2nd regional health authority, Greece

Healthcare professionals are increasingly required to construct sustainable careers within environments characterised by uncertainty, workforce shortages, rapid change, and growing societal needs. Career guidance therefore needs approaches that move beyond occupational information and support individuals in developing meaningful and resilient professional identities. This presentation introduces and discusses a narrative career learning intervention implemented with residents in General and Family Medicine. The intervention combined two reflective workshops designed and facilitated by a career counsellor in collaboration with an experienced physician whose career trajectory offered rich opportunities to explore professional identity, values, social responsibility and sustainable practice. The first workshop used the physician's professional life story as a catalyst for reflection on professional transitions, community responsibility, teamwork, advocacy, uncertainty, and resilience. The second workshop employed selected scenes from the film *Médecin de campagne* (2016) as narrative prompts through which participants explored professional identity formation, continuity of care, professional boundaries, burnout, relational practice, and career sustainability. The intervention was informed by Career Construction Theory, Narrative Career Counselling, Experiential Learning, Communities of Practice, and Professional Identity Formation approaches. Rather than focusing on career choice, participants were invited to reflect on how professional identities are constructed through experience, relationships, values, and participation in communities. The presentation will actively engage participants in selected reflective activities drawn from the workshops, demonstrating how professional narratives, role models, and cinematic storytelling can be used as practical tools for career learning. Particular emphasis will be placed on how career practitioners can help individuals connect professional roots and values with sustainable future career development. The approach may be transferable to a wide range of helping professions where identity, meaning, community participation, and sustainability are central concerns for career development and guidance practice.

REFERENCES

- Lengelle, R., & Meijers, F. (2014). Narrative identity: Writing the self in career learning. *British Journal of Guidance & Counselling*, 42(1), 52–72.
- Savickas, M. L. (2013). Career Construction Theory and Practice. In *Career Development and Counseling: Putting Theory and Research to Work* (2nd ed.). Wiley.
- Van Tongeren, M., & Meijers, F. (2023). Career guidance for sustainable futures and meaningful work. *NICE Academy Proceedings*.

#150 Guidance Needs and Doctoral Trajectories: Understanding PhD Students' Experiences in Education in Spain

Lidia Daza Perez¹, Juan Llanes Ordóñez¹, Maria de la O Toscano Cruz², Kathy Quispe Contreras¹, Robert Guerau Valls Figuera¹ - 1: University of Barcelona, Spain; 2: University of Huelva, Spain

Doctoral education constitutes a critical yet underexplored transition in higher education, where guidance systems remain insufficiently developed despite being recognised as a student right and a key indicator of quality. From a green guidance perspective, doctoral training can also be understood as a relevant context for fostering socially and environmentally responsible research careers. This presentation is part of the project TREDOC (PID2023-147669OB-I00, funded by MICIU/AEI/10.13039/501100011033 and FEDER/UE). We analyse how doctoral students in Education in Spain experience entry into and progression through PhD programmes, identifying their guidance needs to inform more effective and sustained support practices across the doctoral trajectory. Previous research shows that doctoral education is characterised by academic and administrative challenges, bureaucratic demands, isolation, and work–life balance difficulties (Figuera et al., 2019; Fraguas-Sánchez et al., 2023; Litalien & Guay, 2015). Supervision quality, mentoring, and integration into communities of practice are key factors supporting agency, persistence, and expectation adjustment (Rodríguez-Farías, 2024). Guidance can also help doctoral candidates reflect on the social relevance and impact of their research trajectories. Using a qualitative interpretative approach, the study draws on 23 in-depth biographical interviews across five Spanish universities. Findings conceptualise the doctoral journey as a diverse and non-linear process shaped by prior trajectories and multiple motivations, influencing research identity and the meaning attributed to the doctoral project. The doctoral project emerges not only as an academic endeavour but also as a space where candidates may negotiate their commitment to socially relevant and sustainable knowledge production. Continuity depends on students' capacity to sustain their trajectories within complex personal contexts. Supporting this sustainability involves recognising the ethical and social dimensions of doctoral trajectories, including equity, inclusion, and responsibility in knowledge creation. These findings aim to foster guidance approaches that support both persistence and the development of research careers aligned with social justice and sustainability.

REFERENCES

- Figuera, P., Torrado, M., & Valls, R.G. (2019). El estudio longitudinal de las trayectorias universitarias como foco de análisis. En P. Figuera (Ed.), *Trayectorias, transiciones y resultados de los estudiantes en la universidad* (pp. 93-121). Laertes.
- Fraguas-Sánchez, A.I., Serrano, D.R., Medina, M.Á., & González-Burgos, E. (2023). Higher Education vs. Professional Opportunities: The Value of Ph. D. Studies. *Education Sciences*, 13(9), 909. <https://doi.org/10.3390/educsci13090909>
- Litalien, D., & Guay, F. (2015). Dropout intentions in PhD studies: A comprehensive model based on interpersonal relationships and motivational resources. *Contemporary Educational Psychology*, 41, 218-231. <https://doi.org/10.1016/j.cedpsych.2015.03.004>
- Rodríguez-Farías, M. G. (2024). La responsabilidad social en el contexto universitario y la formación de nuevos profesionales. *Cienciamatrua. Revista Interdisciplinaria de Humanidades, Educación, Ciencia y Tecnología*, 10(18), 366-390. <https://doi.org/10.35381/cm.v10i18.1306>

Green Guidance: Reimagining Career Guidance for Sustainable Futures

Peter Plant, Professor Emeritus, University of South-East Norway, Norway

Climate change, environmental degradation, and growing social inequalities are challenging career guidance to rethink its role and purpose. This interactive workshop introduces the concept of Green Guidance, an approach that integrates sustainability, wellbeing, and social justice into career development and educational choices. Drawing on recent developments in the field, participants will explore how guidance can support individuals in reflecting on the ecological and social consequences of work and career decisions across all occupational sectors, rather than focusing exclusively on “green jobs”. Through dialogue and critical reflection, the workshop will address themes such as meaningful work, activism, sustainable career development, and the ethical responsibilities of guidance professionals in times of ecological and social transition. Participants will be encouraged to examine opportunities, dilemmas, and future directions for integrating sustainability into guidance practice and policy.

Session 3: Parallel workshops, 15:55 – 16:40

#145 Green Guidance for a Just Transition: Psychosocial Support, Inclusion, and Sustainable Careers

Nikos Drosos¹, Argyro Charokopaki², Eleni Theodori³, Rena Varvitsioti³, Periklis Vavourakis⁴, Nektaria Sifaki⁵

1: European University Cyprus, Cyprus; 2: University of West Attica, Greece; 3: INE-GSEE (Labour Institute of the Greek General Confederation of Labour); 4: POKOISPE (Panhellenic Federation of Limited Liability Social Cooperatives); 5: ELETYP (Greek Society for Supported Employment)

The transition towards greener and more sustainable economies is reshaping labour markets and career trajectories, creating both new opportunities and new forms of exclusion. While discussions on green guidance often focus on green jobs, skills, and environmental awareness, less attention has been given to the social sustainability dimensions of career development, including psychosocial wellbeing, inclusion, equitable participation, and support for vulnerable populations during labour market transitions. This interactive workshop explores how career guidance and psychosocial support practices can contribute to a just and inclusive green transition. Drawing on complementary practice examples implemented in Greece since 2022, the workshop examines how socially sustainable approaches can support individuals experiencing labour market insecurity, psychosocial difficulties, disability, exclusion, and career transition challenges. Short practice-based inputs will introduce participants to innovative initiatives, including psychosocial support centres for workers, specialised supported employment services for individuals with autism and psychosocial difficulties, research on transversal competencies required in contemporary labour markets, and integrated support practices for vulnerable adults. These examples will serve as starting points for collaborative reflection on the role of career guidance in promoting sustainable participation in work, wellbeing, resilience, and social justice. The workshop aims to: (a) critically explore the relationship between green guidance, social sustainability, and social justice; (b) reflect on how career guidance can support vulnerable populations during green and digital transitions; (c) examine the role of psychosocial support and competence development in sustainable careers; and (d) encourage participants to identify transferable ideas and practices relevant to their own contexts. The session will combine short conceptual inputs, practice examples, small-group discussions, collaborative reflection activities, and plenary dialogue. Participants will actively engage in discussing who risks being left behind during green transitions and how career guidance can integrate ecological awareness with inclusion, wellbeing, and social justice.

#130 How Green is Green? Fuzzy Thinking in Green Guidance

Czesław Noworol - Jagiellonian University, Poland

How “green” is a career? And how do we guide people when the answer is never simply yes or no? This interactive workshop invites participants to explore a fresh and unconventional tool for career guidance: fuzzy reasoning. Set against the backdrop of Green Guidance—where career decisions are increasingly shaped by the climate crisis, sustainability, and social responsibility—the session introduces fuzzy sets and logic as a practical way to work with ambiguity, uncertainty, and competing values. Instead of reducing choices to rigid categories, participants will learn how to think in degrees, modelling nuanced judgments such as “partly sustainable” or “more or less aligned with green transition.” The workshop aims to demystify fuzzy reasoning for beginners and connect it directly to Green Guidance practice. It highlights how fuzzy logic can enrich counselling conversations by making implicit judgments visible, structured, and discussable. Participants—career practitioners and academic trainers with no prior technical background on fuzzy sets—will gain an innovative, hands-on method to support complex decision-making. They will leave with a new lens for evaluating careers, facilitating dialogue, and co-creating more sustainable pathways with clients. After a short, dynamic introduction, participants immediately move into action: reflecting on their own understanding of sustainability, constructing simple “greenness” scales for real professions, and experimenting with intuitive “if–then” reasoning. Small-group work, role-play, and collaborative problem-solving based on real regional examples may form the core of the session, ensuring deep engagement and practical relevance.

#151 A New Model for Workplace Learning in Career Guidance and Development in The Netherlands

Jan Woldendorp¹, Helma Schuldink² - 1: Saxion, Netherlands, The; 2: AndThis (endit), the Colbe network

LLD is becoming the new paradigm when it comes to careers in education and the labor market. Important developments are the need for lifelong guidance and major developments like the green transition and the development of an inclusive and sustainable society and economy. This has consequences for the training of career professionals. To meet these challenges, the Colbe Network together with Saxion UAP in the Netherlands, developed a model to respond adequately. The approach shows a working model of a private-public partnership in the development of dual learning in higher education, based on the concept of workplace learning. Based on the Dutch Noloc Competence Framework they developed a curriculum for a traineeship in career development. For evaluation purposes a quantitative and qualitative survey is developed to measure the outcomes. In the workshop we will present the lessons learned from the experiences of both the participants and their employer. In this workshop, we will discuss the possibilities the model offers to train people in the career profession in a process of re-careering in practice. In an interactive way, we will explore strengths and weaknesses, opportunities and threats and possibilities of transferring the approach to other (European) contexts and practical implications of the implementation of the model.

Session 3: Parallel workshops (cont.), 16:45 -17:30

#102 Embedding Green Guidance in Career Counsellor Education and Training: A Collaborative Workshop

Åsa Sundelin, Lisa Tönus - Department of Education, Stockholm University, Sweden

This workshop invites participants involved in education and training of career guidance counsellors to explore how green and sustainable guidance can be integrated into higher education curricula and academic training. The workshop builds on the understanding that green guidance is not about steering people towards green jobs, but about facilitating reflective and exploratory processes that incorporate sustainability perspectives and encourage conscious career choices (Lucas Casanova et al, 2025, p. 25). As the green transition reshapes labour markets, academic programmes must develop the knowledge and competencies of career professionals in navigating ecological, economic and social change within their career guidance work. The workshop aims to strengthen the capacity of higher education institutions to prepare future career counsellors for sustainability-oriented practice. Participants will examine how concepts such as planetary boundaries, shifting career narratives, and possible pathways toward greener careers can be embedded in course design, teaching activities, and assessment. The session also addresses ethical considerations, including how to balance non-directive guidance with societal responsibility.

#125 Bridging Roots and Futures: Experiential Tools for Sustainable Career Development

Irene Andrioti – National and Kapodistrian University of Athens, Greece

This live training workshop introduces an experiential approach to sustainable career development, supporting career practitioners, counsellors, educators to help learners connect personal identity, local context and future-oriented career choices. The workshop focuses on the idea that career development is not only about choosing an occupation, but about designing meaningful, adaptable and responsible pathways that balance personal growth, community needs and environmental awareness. Participants will explore how self-awareness, career management skills, decision-making and sustainable entrepreneurship can be combined into practical guidance interventions. The workshop will be highly interactive. After a short conceptual framing, participants will engage in three practical activities adapted from a student training toolkit. First, they will map personal or learner strengths through a “Growth Tree” reflection, identifying how individual resources can contribute to sustainable futures. Second, they will work with a “Career Skills Diamond” to prioritise key skills such as adaptability, resilience, creativity and opportunity awareness in changing labour markets. Third, in small groups, they will design a “Sustainable Career Scenario” for a young person facing a real-life transition, using a structured decision path that includes exploration, evaluation, commitment, implementation and re-evaluation. The final part of the workshop will invite participants to translate the experience into their own professional settings by designing a short intervention idea for schools, universities, youth centres or career counselling services. Learners will leave with a transferable workshop model, adaptable worksheets, facilitation prompts and a clearer understanding of how sustainable career development can become a practical, learner-centred and community-sensitive guidance approach.

Symposium, 11:00-12:00

Nature, Eco Empathy, Social Justice, and Sustainable Career Development as Pathways to Well Being*The Laboratory of Counselling Science and Vocational Career, NKUA — Katerina Argyropoulou, Aspasia Karavia, Anastasia Vrettou, Olympia Chaidemenaki, Pinelopi Mpelki*

The climate crisis, growing social inequalities, and rapidly changing labour market conditions call for a redefinition of career guidance beyond traditional models of vocational choice. Contemporary approaches argue that career development should not only support employability and career success but also foster well-being, social responsibility, and environmental sustainability (Blustein, 2019, Di Fabio & Rosen, 2018, Plant, 2020). Within this perspective, Guichard's Active Life framework (Cohen-Scali et al., 2025) shifts the focus from "What occupation should I choose?" to "How do I want to live in a sustainable world?", highlighting career guidance as a process of personal, social, and ecological meaning-making. This symposium presents an integrated theoretical and empirical framework for Green Guidance, grounded in the principles of Active Life. The proposed model examines the relationships among Nature Connectedness, Eco-empathy, Social Justice, Sustainable Career Development, and Well-Being, offering an eco-social perspective on career development in the 21st century. The empirical study was conducted with a sample of 265 Greek career counsellors. Findings revealed statistically significant positive relationships among all major variables of the model. Nature Connectedness was positively associated with Eco-empathy, while Eco-empathy was positively related to both dimensions of Social Justice. Furthermore, Sustainable Career Development was positively associated with Nature Connectedness, Eco-empathy, Social Justice, and Well-Being. Well-Being emerged as the strongest predictor of Sustainable Career Development, followed by Nature Connectedness, highlighting the central role of psychological and environmental factors in shaping sustainable career pathways. Through four interconnected presentations, the symposium explores a developmental pathway that begins with individuals' relationships with nature, continues through the cultivation of Eco-empathy and social responsibility, extends to sustainable career development, and culminates in well-being as an indicator of holistic human flourishing. In addition, practical applications drawn from European projects and educational initiatives will be presented, illustrating how green skills and advocacy skills can be integrated into career guidance practice. Overall, the findings support the view that Green Guidance is not merely concerned with preparing individuals for green jobs. Rather, it represents a transformative approach that connects nature connectedness, Eco-empathy, social justice, well-being, and sustainable career development, contributing to the formation of individuals capable of co-creating more just and sustainable futures.

REFERENCES

- Blustein, D. L. (2019). The importance of work in an age of uncertainty: The eroding work experience in America. Oxford University Press.
- Cohen-Scali, V., Drabik-Podgórná, V., Podgórný, M., Duarte, M. E., Guichard, J., Aisenso, G., Di Fabio, A., Maree, K., Masdonati, J., Nota, L., Pouyaud, J., Ribeiro, M. A., & Antonio, D. S. (2025). New perspectives for life-design interventions in the anthropocene context. *Australian Journal of Career Development*, 34(1), 5-17.
- Di Fabio, A., & Rosen, M. A. (2018). Opening the black box of psychological processes in the science of sustainable development: A new frontier. *European Journal of Sustainable Development Research*, 2(4), 47. <https://doi.org/10.20897/ejosdr/3933>
- Plant, P. (2020). Green guidance: Guidance for the green transition. *International Journal for Educational and Vocational Guidance*, 20(1), 5-22. <https://doi.org/10.1007/s10775-019-09414-3>
- Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2016). Multicultural and social justice counseling competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development*, 44(1), 28-48. <https://doi.org/10.1002/jmcd.12035>
- Savickas, M. L. (2013). Career construction theory and practice. In S. D. Brown & R. W. Lent (Eds.), *Career development and counseling: Putting theory and research to work* (2nd ed., pp. 147-183). John Wiley & Sons.

Poster Session, 12:00 – 12:30

#113 Working towards a bright future – pathways to sustainable careers! How “Green Guidance” is put into practice at the Lower Austrian Education and Career Guidance Service.*Rosemarie Pichler - MAG Menschen und Arbeit GmbH, Projekt "Bildungsberatung NÖ", Austria*

The Lower Austrian Education and Career Guidance Service has been working intensively on current climate and environmental issues for more than five years and regards 'Green Guidance' as an important contribution to a sustainable societal transformation. The aim is to support adult people as they make sustainable education and career choices and to raise their awareness of 'green' career fields. To this end, ten key measures have been developed, including the establishment of a dedicated working group, targeted further training for advisers, specialised advisory services on sustainable careers, the greenjobs-noe.at platform, enhanced cooperation with environmental organisations, and the sustainable design of its own work processes and events. International exchange and networking also play a significant role in this. In this way, the educational guidance service aims to actively take responsibility for a future worth living and the protection of our planet.

#120 Elementary Level Child Career Development Interventions: A Systematic Review*Lindsay Williams, Lea Ferrari - University of Padova, Italy*

As children at the elementary level are developing self-concept, exploring possibilities, and forming understandings around work and career, these developmental processes have important implications for future social, educational, and vocational pathways. Consistent with the broader recognition of career development as a lifelong process, scholars have continued to emphasize the importance of supporting career development during earlier developmental stages. However, despite these calls, research examining career development with children at the elementary level remains comparatively limited in relation to older populations. Therefore, to better understand how childhood career development is being approached within elementary settings, a systematic review was conducted examining career related programs. To maximize data availability, eight databases, including gray literature sources, were searched, resulting in 19 studies published between 2005 and 2025 that met eligibility criteria for inclusion. The review analyzed the theoretical frameworks informing programs, primary outcomes targeted, and contextual characteristics reported across studies including socioeconomic status and familial or community involvement. Findings revealed substantial heterogeneity across the included studies, reflecting considerable variation in approaches and targeted outcomes. Given the formative nature of this developmental period and the comparatively limited research currently available, developing a clearer understanding of childhood career development across diverse elementary level contexts may help inform future research, practice, and program development, including developmentally appropriate approaches informed by principles of green guidance.

Prison Education Practices

Irene Andrioti - Compass Services, Greece

This presentation explores the role of career guidance in supporting sustainable social and professional reintegration for vulnerable groups, focusing on formerly incarcerated women and young offenders. It combines insights from an ongoing qualitative postgraduate research study with applied practices developed through an Erasmus+ project (2021-23). The research component investigates how career counselling may strengthen career adaptability, resilience, self-efficacy, and meaning-making during the transition from incarceration to social reintegration. Drawing upon Career Construction Theory (Savickas), self-efficacy theory (Bandura), social capital theory (Bourdieu), and life-span career development approaches (Super), the study examines how career guidance may function as a protective and empowering factor against social exclusion and recidivism. Alongside the research framework, the presentation introduces the Erasmus+ project as an example of practice-oriented and sustainable career intervention in prison education contexts. Particular emphasis will be placed on the participatory methodology used for the development of training modules and educational tools through collaboration among practitioners, prison professionals, trainers, social workers, and stakeholders. Furthermore, the presentation will discuss the project's innovative "Impact Evaluation Kit", designed to promote evidence-based practice, longitudinal monitoring, and transferable evaluation cultures within prison and reintegration services. The presentation aims to stimulate discussion on how career practitioners can design guidance interventions that are socially sustainable, evidence-informed, and adaptable to complex transition environments. Participants will be invited to reflect collaboratively on how career guidance can move beyond short-term employability outcomes towards long-term empowerment, inclusion, and sustainable futures for socially excluded populations.

REFERENCES

- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change.
- Bourdieu, P. (1986). The forms of capital.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology.
- Conlon, F., & Devlin, M. (2019). Supporting Offenders into Employment Formative evaluation. Ministry of Social Development.
- Connell, C. et al. (2023). Effectiveness of interventions to improve employment for people released from prison.
- Savickas, M. L. (2005). The theory and practice of career construction.
- Super, D. E. (1990). Career and life development.

Developing an Accessible Career Interest Inventory for Students with Disabilities: A Multi-Stakeholder Validation Approach and Psychometric Roadmap (The EPANA Project)

Chrysanthi Georganta^{1,2}, Georgios Belesiotis^{1,2}, Amalia Anastasoglou^{1,2}, Dimitra Tourlida^{1,2}, Charilaos Monokrousos^{1,2}, Eleftheria Nyfli^{1,2} - 1: Career Sign, NPO; 2: National and Kapodistrian University of Athens

Access to inclusive vocational guidance is a fundamental right, yet a significant gap exists for students with disabilities (PWDs). Research by Career Sign NPO shows that over 58% of students with disabilities remain undecided about their career paths. This indecision stems from various systemic barriers, while the absolute lack of accessible assessment tools highlights how underdeveloped career counseling remains for this population. The EPANA project addresses this exclusion by developing a scientifically validated, accessible career interest questionnaire. The project refines a pool of 297 items - selected through structured expert debates - into a validated set of under 100 questions. A core pillar is the International Exchange of Best Practices through collaborations with RISK: Research Center for Social and Educational Sciences and VIEWS International. Accessibility was verified via a two-fold audit: External Consultation: Strategic audits with international organizations to align with European standards. Internal User Testing: Direct testing with 10 individuals representing visual, hearing, motor impairments, and autism. Outreach & Analysis A massive campaign engaged 80 Associations for PWDs, 80 Special Education units, 24 Universities, 127 Community Centers, and 34 Activity Centers. With 230 pilot participants, the analysis includes Exploratory Factor Analysis (EFA) for item reduction, followed by Confirmatory Factor Analysis (CFA) and Measurement Invariance to ensure bias-free assessment across disability types. EPANA introduces the first national accessible career interest tool in Greece. This presentation showcases the methodological challenges of "item reduction" in specialized populations and demonstrates how cross-sectoral partnerships foster Social Sustainability and Inclusive Vocational Guidance in Europe. The EPANA project is implemented under the PLATO program by Career Sign NPO. PLATO is co-funded by the European Union (CERV), the Bodossaki Foundation, and the NGO Support Centre.

Student Career Readiness and Labour Market Confidence: A Comparative Perspective from Public and Private Higher Education in Kosovo

Shkumbin Tafila¹, Butrint Avdyli² - 1: University of Prishtina, Kosovo; 2: UNI-Universum International College, Kosovo

This poster presents a small-scale comparative study exploring student career readiness and labour market confidence in public and private higher education institutions in Kosovo. The transition from higher education to employment remains a key challenge for students, universities, and career guidance practitioners, particularly in contexts where labour market expectations are changing and where students often face uncertainty regarding skills, employability, and institutional support. The study aims to compare how students from public and private higher education institutions perceive their preparedness for the labour market, their confidence in finding employment after graduation, and the role of their university in supporting career development. Particular attention is given to students' perceptions of practical skills, internships, career guidance services, links with employers, and the perceived value of their degree in the labour market. The poster will present preliminary findings from a short student survey, identifying similarities and differences between public and private university students. It will explore whether students feel equally supported in developing career-related competencies, whether they trust their institution's role in improving employability, and what types of career support they consider most useful. By focusing on student perspectives, the contribution aims to support discussion on how higher education institutions and career guidance services can strengthen the transition from study to work. The findings are expected to offer practical implications for career practitioners, academic staff, and institutional quality development processes, especially in relation to improving employability support, student confidence, and collaboration between universities and the labour market.

Certification Pathways*Georgios Damalos - GEORGIOS A DAMALOS, Greece*

Green guidance is often associated with ecological transitions and green occupations. This poster argues that its implications are broader: career guidance should also support adults in building careers that are sustainable, meaningful, socially responsible and psychologically viable. The poster presents findings from a qualitative study on international professional certifications obtained through written examinations, focusing on ACCA and PMP candidates and graduates. The study explored how demanding certification pathways contribute to sustainable career development, what motivates adults to pursue them, what barriers they experience, and how they manage the psychological pressure involved. Thirteen semi-structured interviews were analysed thematically following Braun and Clarke's approach. Findings suggest that professional certifications are not experienced merely as additional credentials. They function as routes of upskilling, reskilling, professional recognition, career flexibility and long-term career strategy. At the same time, they create important sustainability risks, including time scarcity, fatigue, fear of failure, sleep disruption, limited institutional recognition, unsupportive workplace cultures and conflicts between learning, work and family responsibilities. The poster presents a practical guidance framework based on five interconnected dimensions of sustainable professional development: role and value alignment, self-awareness and awareness of the external environment, ethical responsibility and social contribution, work-life boundaries, and dynamic person-environment adaptation. The aim is to invite discussion on how career practitioners can help adults approach lifelong learning not as an individualized burden, but as a supported, reflective and sustainable career process.

#143 From Exploration to Transformative Learning: Patterns and Meaning of Relational and Societal-Environmental Influences in Lifelong Career Development*Anila Shala, Angela Rocca, Teresa Maria Sgaramella - SEEDs Network, University of Padova, Italy*

Career development today unfolds within contexts marked by uncertainty, social inequality, and environmental challenges, requiring approaches that extend beyond employability toward socially and environmentally responsible futures. This study explores how relational, societal, and environmental influences shape reflexive career processes across adulthood, focusing on how individuals connect work, wellbeing, community belonging, social contribution, and environmental responsibility in imagining their futures. The research is based on studies conducted within the SEEDs Research Network and examines narratives from 120 participants living in Italy: late adolescents, emerging adults (18–29 years), established adults (30–45 years), and middle adults (46–60 years). Some participants also faced intraindividual and psychosocial complexities during life transitions. Using MSCI visual mapping activities and guided reflective dialogues, participants explored personal, relational, societal, and environmental systems influencing career development. Results highlight age-related systemic differences in the meaning attributed to relational influences. Across groups, relational and socio-environmental systems functioned both as resources for growth and identity development and as sources of pressure when individuals experienced conflict, uncertainty, or limited control across systems. Themes shifted from self-exploration to external responsibilities, generativity, and contributing to community wellbeing. Despite developmental differences, participants' narratives revealed interconnected systems rather than fragmented experiences. Reflexivity consistently centered on meaningful work, ethical responsibility, community participation, and long-term wellbeing. The findings suggest that systems thinking can support transformative career counseling by helping individuals understand careers as dynamically embedded within broader social and ecological systems. A lifelong, systemic perspective may therefore foster the development of capacities needed to become agents of responsive and socially just change.

#153 Questionnaire on Doctoral Students' Transitions: Design and Validation process*Mercedes Torrado Fonseca, Katherine Quispe Contreras, Robert Guerau Valls Figuera, Lidia Daza Perez - Universidad de Barcelona, Spain*

Doctoral education is key to the scientific development of universities and to the academic and professional development of students. For those undertaking a doctorate, the process is complex and shaped by personal, academic, institutional and professional challenges. Such complexity calls for a review of counselling and continuous guidance practices throughout the doctoral process. In this context, the TREDOC project aims to analyse and understand the transitions and trajectories of doctoral candidates and to identify the factors that influence their academic success and the construction of their professional identity. The project involves members from six Spanish universities (UB, UdL, UNIZAR, UBU, UHU and UNED) and international collaborators. The study employs a sequential, mixed-methods approach, organised into four phases. This poster presents the development of Phase 3, focused on the design of an online questionnaire addressed to doctoral students. The questionnaire aims to collect information on the relevant elements involved in transition processes from a broader sample, and to identify guidance needs throughout their doctoral education. The instrument was developed collaboratively, based on the constructs identified in Phase 2. These constructs emerged from autobiographical interviews. A content validation process was carried out with international experts. The questionnaire combines open-ended and closed questions and Likert-type scales, and is organised into five dimensions: (1) Student profile and context, academic and professional background; (2) Access to the programme, timing, reasons and expectations; (3) Support, related to supervision, research groups and peer support; (4) Adaptation, academic trajectories, intentions to drop out, facilitators and barriers; and (5) Projection, identity, educational and professional value. The results will provide evidence to improve the doctoral experience with regard to support, guidance and supervision. The questionnaire is intended to serve as both a diagnostic tool, and as a means of understanding the realities of doctoral education.

#154 Guidelines for the Research Process. Analysis of methodological approaches in doctoral theses*Robert Guerau Valls Figuera, Mercedes Torrado Fonseca, Katherine Quispe Contreras, Marta Capllonch Bujosa, Josefa López Arévalo - Universidad de Barcelona, Spain*

The content of this paper is framed within a broader research project whose primary objective is to analyze the transitions and trajectories of doctoral students in education (PID2023-147669OB-I00, funded by MICIU/AEI/10.13039/501100011033 and FEDER/UE). Spanish universities participate in this project: the University of Barcelona, the University of Huelva, the University of Burgos, the University of Zaragoza, and the National University of Distance Education. The research is structured into four phases; this contribution presents a progress report on the results of Phase 1, which aims to provide a macro-level and global characterization of doctoral education in Spain and to examine in depth the methodological characteristics of defended doctoral theses. A systematic understanding of these features is essential for identifying training needs and improving doctoral programs within the framework of continuous doctoral education. To this end, the TESEO doctoral theses database has been used, from which abstracts of theses defended between 2021 and 2024 in education doctoral programs at the participating universities were selected. Following a validation and data cleaning process, the final corpus consisted of 372 theses. A systematic content analysis of the abstracts was conducted, considering variables such as research design, field of study, sample size, data collection techniques, and analytical procedures. The results show that the majority of theses involve co-supervision, thereby strengthening doctoral guidance. More than half of the theses are developed within a national context, focusing mainly on higher education and secondary education settings. From a methodological perspective, there is a prevalence of mixed-methods approaches and purely qualitative research, often based on relatively small samples. The use of multiple data collection techniques is common, and data analysis frequently involves licensed software. These findings make it possible to identify the research competencies required at the doctoral level and to propose guidance strategies to support students in assessing their competencies.

#158 Toward Green Guidance in Practice: A Holistic Framework Integrating Psychometrics, Contextual Assessment, and Practitioner-Designed Tools

Saba Sayyed - Talentsphere - Center for Counseling and Education, India

This good-practice presentation introduces a holistic career guidance framework developed in India for work with students and young adults. It responds to a recurring limitation in career counselling: educational choices are often shaped mainly by marks, aptitude scores, or broad interest areas, while family influences, lived realities, work values, lifestyle preferences, and future-oriented meaning remain insufficiently explored. The framework combines three complementary layers of assessment and dialogue. First, standardized psychometric tools are used to assess aptitude, personality, and vocational interests. Second, a Preliminary Information Form, completed before the first session, captures academic background, family context, educational history, and relevant personal circumstances. Third, practitioner-designed checklists are used during counselling to explore preferred work environments, aspirations, work values, lifestyle expectations, and students' sense of contribution, responsibility, and fit in a changing world of work. By combining these layers, the framework helps counsellors move beyond test interpretation toward a fuller student profile that supports more self-aware, context-sensitive, and sustainable career decisions. It aligns with Green Guidance by encouraging students to consider not only what they can do, but also how they want to live, what kind of future they want to contribute to, and how career choices connect with social and ecological realities. The approach is particularly relevant in contexts where family expectations, educational pressure, and local opportunity structures strongly shape decision-making. The presentation will share the framework, sample tools, and reflections from practice in India, highlighting how this approach can be adapted across diverse cultural and educational settings.

#155 Career Development, Systems Thinking, and Just Futures: Lessons from Established Adults in Italy and Türkiye

Gozde Aciker Kurtay¹, Ezgi Cenk¹, Teresa Maria Sgaramella^{1,2}- 1: SEEDs Network: Supporting Emergence, Engagement, and Development across Systems, Italy; 2: University of Padova, Department of Philosophy, Sociology, Education and Applied Psychology, Italy.

Adults in their 30s to 50s experience a range of career development challenges and issues, such as gender inequality and environmental concerns, often characterized by complex interactions among human and environmental subsystems. From a systems thinking perspective, the world can be conceived as a complex system composed of multiple interconnected human and environmental subsystems. This contribution draws first on the analysis of literature published over the last decade examining the systemic influences experienced by established adults, with particular attention to women aged 30–50 living in Italy and Türkiye. These two socio-cultural contexts are characterized by distinct intergenerational relationships, economic conditions, and gender expectations. Findings reveal culturally specific systems of influence alongside common systemic challenges, including balancing caregiving and work responsibilities, negotiating evolving identities, addressing environmental concerns, and sustaining meaningful relationships. The limited number of available studies and their tendency to focus on isolated components provide an incomplete understanding of these complex issues and are rarely open to medium to long-term solutions. The lived multisystemic experiences of women aged 30–50, is then proposed to highlight pathways of interactions between the individual relational and societal-environmental systems. Explored through the My System of Career Influences (MSCI) visual mapping framework and guided reflection sessions (Patton & McMahon, 2017), these narratives enable a deeper examination of the dynamic interactions among systems. The patterns illustrate how macro-level cultural and structural influences both constrain and enable individuals to navigate present challenges while contributing to the construction of more just futures.

#161 Assessing Children's Interests and Perceived Competence for School-Based Career Guidance: Evidence from the Greek ICA-3 Adaptation

Nikolaos Polatos - University of Patras, Greece

Early career guidance should help children explore possible selves, interests, and perceived capabilities without prematurely narrowing their educational and occupational horizons. This proposal presents the Greek adaptation and psychometric evaluation of the Inventory of Children's Activities–3 (ICA-3), an activity-based RIASEC measure designed for children and early adolescents. The study included 300 Greek students in Grades 5–9: 150 upper-primary students in Grades 5–6 and 150 lower-secondary students in Grades 7–9. The study examined internal consistency, external-relations evidence with trait emotional intelligence (TEIQue-CSF) and children's perceived self-efficacy (CPSE), developmental-group and gender-related score patterns, profile elevation and differentiation, Prediger's People–Things and Data–Ideas dimensions, direct RIASEC circular-order evidence through the Randomization Test of Hypothesized Order Relations (RTHOR), and supplementary general-elevation diagnostics. The Greek ICA-3 showed mostly adequate internal consistency for exploratory school-based use. External-relations evidence was theoretically interpretable, particularly for Social scores in relation to socioemotional and self-efficacy variables, and for Investigative and Conventional scores in relation to academic self-efficacy. Developmental-group findings indicated lower interest-profile elevation among older students and selective differences in Data–Ideas orientation. Gender-related differences were mainly observed in Realistic and Artistic domains, highlighting the need for cautious, non-stereotyped interpretation. RTHOR analyses did not provide direct statistical support for the expected RIASEC circular ordering in this sample, while supplementary analyses suggested a meaningful general elevation component. The poster discusses the ICA-3 not as a tool for assigning children to future occupations, but as a reflective school-based assessment resource. Its value lies in supporting dialogue about interests, perceived competence, learning opportunities, encouragement, and broader educational possibilities. In this sense, child-oriented assessment can contribute indirectly to sustainable career guidance by helping practitioners expand, rather than restrict, children's perceived futures.

Session 4 • Parallel Papers, 14:30 – 15:30

Scott Solberg, Chong Park, Anne Bell, Alister d'Monte - Wheelock College of Education and Human Development/Boston University, United States of America

Implementation science provides frameworks and methods for understanding the factors that influence whether new programs and innovations can be successfully adopted, implemented, and sustained in real-world settings. This study applies the Implementation Science Consolidated Framework for Implementation Research (CFIR) to examine organizational readiness and implementation determinants associated with launching a Youth Development Practitioner apprenticeship initiative across three Boston-area youth-serving organizations. Using a sequential mixed-methods community-engaged design, data were collected through focus groups with alumni and staff, leadership planning meetings, surveys, thematic analyses, and cross-organizational implementation activities. The CFIR framework was then used to organize and interpret findings across domains related to innovation characteristics, outer setting influences, inner setting conditions, characteristics of individuals, and implementation processes. Results identified several common implementation facilitators across organizations. Within the inner setting domain, organizations demonstrated strong commitment to relationship-centered mentoring, culturally responsive practice, and positive youth development values. Across the outer setting domain, leaders identified growing workforce shortages in youth-serving sectors and the need for paid career pathways for young adults from historically marginalized communities. Innovation-related strengths included enthusiasm for hands-on learning, rotation-based experiences, stackable credentials, and multi-generational mentorship models. The analysis also identified major implementation challenges. These included staff turnover, supervision burden, onboarding demands, funding sustainability, and tensions between operational workforce needs and developmental supports for fellows. Important contextual variation also emerged across organizations regarding language access, cultural identity, staffing structures, and approaches to rotations and supervision. Findings demonstrate the usefulness of CFIR as an analytic framework for understanding how community-based organizations assess fit, feasibility, readiness, and sustainability when implementing apprenticeship-based workforce development models. The study contributes to emerging implementation science research on designing equitable workforce ecosystems within youth-serving community organizations.

REFERENCES

- Solberg, V. S. H., Park, C. M. & Bell, A. (2025). Design Specifications for Luanching Youth Development Practitioner Apprenticeships in Community Organizations. Wheelock Center for Future Readiness.
- Park, C. M., Ferrari, L., Scoda, A.-D., Ozdemir, N. K., Marsay, Gloria., & Solberg, V. S. H. (Eds.). (2025). Social and emotional learning as foundation for future readiness : translating research to practice / . Springer. <https://doi.org/10.1007/978-3-031-84591-8>
- Solberg, V. S. H., & Ali, S. R. (Eds.). (2017). Handbook of career and workforce development research, practice and policy. Routledge.

#148

Exploring Career Guidance Practitioners Role Within the Norwegian Labour and Welfare Administration (Nav) in A Social Justice Perspective

Oda Notevarp Paulsen1, Malin Sofie Landmark2, May Kunz3, Hannah Owens Svennungsen4

1: Western Norway University of Applied Sciences; 2: Oslo Metropolitan University; 3: University of Inland Norway; 4: Norwegian University of Science and Technology

Career guidance plays a crucial role in supporting sustainable and inclusive career pathways, yet its position within the Norwegian Labour and Welfare Administration (Nav), is an under-researched area. This paper builds on a qualitative study, examining how the counsellor role and career guidance are understood and practiced within Nav. The analysis combines emancipatory career guidance, street-level bureaucracy and professional identity, showing how identity shapes counsellors' role, understanding and practice. Findings show that career guidance is widely practiced in relational and dialogical ways, yet rarely conceptualized or named as such. Counsellors support users in navigating complex life transitions, linked to health, education, and labour market marginalization. These practices are shaped by organizational conditions of time pressure, performance targets and expectations of rapid labour market attachment, creating tensions between meaningful, individualized guidance and efficiency-driven policy goals. These findings are relevant to current discussions on green guidance, where social justice, inclusion, and attention to structural conditions are understood as central to supporting sustainable and resilient career development. In this perspective, the tensions identified in Nav point to how institutional frameworks may enable or constrain guidance practices that contribute to both equitable participation and longer-term sustainability in working life. Strengthening career guidance in Nav requires organizational recognition of career guidance as a part of the counsellor's role, and as more than a tool for labour market matching. Developing shared language, conceptual clarity, and professional learning structures may support more explicit, inclusive, and socially just career guidance practices within welfare services. In the discussion we would like to ask: How do organizational conditions shape the ability to provide meaningful and socially just career guidance? What would help practitioners recognize and articulate career guidance as part of their role? And which key changes are needed to strengthen socially just career guidance in welfare services?

REFERENCES

- Holm-Nordhagen, A. og Paulsen, O.N. (2026). Praksisguide for arbeid med kvalitet i faglige nettverk i karriereveiledning. Skriftserien fra Universitet i Sørøst-Norge nr. 193. <https://hdl.handle.net/11250/5347265>
- Holm-Nordhagen, A. & Paulsen, O.N. (2025). Kvalitetsutvikling i faglige nettverk: et deltakerperspektiv. Veilederforum. <https://veilederforum.no/artikler/teori/kvalitetsutvikling-i-faglige-nettverk-et-deltagerperspektiv>
- Vogt, J. & Paulsen, O. N. (2025). Utvikling av veilederrollen ved bruk av case i profesjonsrettet veilederutdanning for lærere. I E. Bjerkholt, N.
- A. Vasseljen, A. K. Dahl & G. S. Steinnes (Red.), Profesjonsfaglig veiledning for individuell og kollektiv utvikling (s. 181–197). Cappelen Damm Akademisk. <https://doi.org/10.23865/cdf.270.ch3.4>
- Paulsen, O.N. (2025). Karriereveiledning arbeidsinkludering. Teorier og praksis. Fagbokforlaget.
- Paulsen, O. N. (2024). Utvikling av profesjonsidentitet som karriereveiledere i lærende nettverk. I I. M. Bakke, I. B. Bakke & T. Schulstok (Red.), Ikke bare god å snakke med. Om profesjonalisering av karriereveilederrollen i Norge (265–283). Fagbokforlaget.

The Greek labor market is currently defined by a persistent paradox: high unemployment rates alongside a significant skills gap and the "brain drain" of highly qualified scientists. While Artificial Intelligence (AI) offers transformative potential for recruitment and guidance, international literature warns against algorithmic biases. This study explores how Natural Language Processing (NLP) can serve as a balanced tool to bridge the gap between candidates and employers while preserving the essential role of human career counsellors. This pilot research utilized a dataset from the Greek Public Employment Service (DYPA), comprising 15,000 resumes and 50 job descriptions. To ensure objectivity, demographic data (age, gender) were excluded. The methodology involved rigorous text normalization followed by the implementation of the Word2Vec algorithm (100 dimensions) to create a multi-dimensional "resume space." Matching accuracy was evaluated using various distance metrics, with Manhattan Distance proving the most effective in identifying optimal candidates for specific roles. The model successfully identified semantic proximity between professional terms (e.g., linking "hairstylist" with "hair" and "styling"). Findings indicate that NLP models trained exclusively on professional qualifications - rather than historical hiring data - effectively decouple skills from socio-demographic prejudices. This approach significantly mitigates traditional biases and promotes inclusive guidance, ensuring that candidates, including those from marginalized groups or individuals with disabilities, are evaluated solely on their professional potential. The study concludes that AI-driven tools can significantly enhance the efficiency of career counselling by identifying skill gaps and suggesting "neighboring" career paths. However, human oversight remains indispensable. The synergy between NLP technology and the ethical judgment of career practitioners is vital for delivering personalized, objective, and socially responsible guidance. This "augmented" counseling approach offers a strategic response to the Greek labor market's challenges, aligning career development with social justice and human-centric technological integration.

#109

Implementing the Career Self-Concept for Sustainable Futures: An Integrated 4-Stage Intervention Model Combining Narrative Practices and Green Guidance

Georgios Kokkalis, Kalliopi Chaviara - National and Kapodistrian University of Athens, Greece

Contemporary career decision-making requires maintaining a "dynamic person-career fit" (De Vos et al., 2020). Traditional guidance often struggles to bridge the gap between self-awareness and sustainable action, leading to resource depletion and burnout. This intervention addresses this gap by integrating Green Guidance principles, which connect career choices to broader eco-social realities, ensuring long-term job satisfaction, decent work, and burnout prevention (Foster Adrial et al., 2026; Plant, 2020). The model operationalizes sustainability indicators—Health, Happiness, and Productivity—into actionable steps. It aims to: (1) promote values-alignment as a protective factor against exhaustion; (2) cultivate "Resource Caravans" through career adaptability (Hobfoll, 1989); and (3) establish an eco-social career equilibrium by balancing professional goals with personal commitment, societal involvement, and meaningfulness (Plant, 2020; De Vos et al., 2020). Grounded in Law's (2010) Career Learning Theory, the model utilizes a 4-stage progression:

Self-Awareness (Sensing/Sifting): Facilitating "meaning-making" and sorting gathered information into patterns to crystallize vocational preferences.

Options Exploration (Focusing): Evaluating paths against a prioritized profile to ensure dynamic fit and alignment with global/environmental needs.

Decision Making: Formulating sustainable career scripts evaluated through a holistic sustainability lens (Barriers/Self-Care/Social Justice).

Action (Understanding): Identifying specific "Adapting Responses" to build Career Agency and confidence in executing choices (Savickas, 2013).

Initial findings from a pilot implementation (n=8) revealed significant gains in career clarity and personal agency. The model offers an "integrated yet structured framework" for practitioners, shifting the focus from traditional individualistic matching to resource regeneration, ecological awareness, and long-term career sustainability.

REFERENCES

- De Vos, A., Van der Heijden, B. I. J. M., & Akkermans, J. (2020). Sustainable careers: Towards a conceptual model. *Journal of Vocational Behavior*, 117.
- Foster Adrial, L., et al. (2026). The Implications of Burnout and Person–Job Fit on Job Satisfaction. *Jurnal Manajemen Motivasi*, 22.
- Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. *American Psychologist*, 44(3).
- Law, B. (2010). A career learning theory.
- Plant, P. (2020). Paradigms under Pressure: Green Guidance. *Nordic Journal of Transitions, Careers and Guidance*, 1(1).
- Savickas, M. L. (2013). Career construction theory and practice. In *Career development and counseling*.

Development

Maria Gkoutisia¹, Ellianna Mantaka-Brinkmann², Irene Andrioti² - 1: National and Kapodistrian University of Athens, Greece; 2: HouseHub NGO

How can professional environments transition from isolated, performance-driven structures to sustainable ecosystems of professional flourishing and collective well-being? Recent research in organizational ethics and leadership studies highlights growing concerns around emotional exhaustion, professional isolation, and the normalization of working cultures lacking psychological safety, inclusion, and meaningful human connection. In response, contemporary organizational approaches emphasize human-centered professional cultures that support well-being and collective flourishing. Drawing on a doctoral study on ethical leadership in post-crisis organizational transformation, this presentation explores how such principles may be applied in real professional environments. To address this question in practice, we reflect on a pilot project centered on the experience of a specific women-led collaborative professional community within a nonprofit coworking organization, built around shared values, inclusion, and human-centered professional relationships. The community is examined as a real-life example of how principles of ethical leadership, human-centered organizational theory, and sustainability can be applied in everyday professional practice and support ongoing professional development. Seeking to better understand the lived experience of this environment, we conducted an exploratory qualitative inquiry within the community through reflective questionnaires focusing on participants' professional experiences. Preliminary findings suggest strong experiences of inclusion, professional growth, psychological safety, and work-life balance. Participants described the environment as supportive and respectful, with these experiences appearing to strengthen long-term engagement and sustainable professional development within the community. Rather than presenting human-centered professional environments as idealized concepts, we argue that such approaches can become realistic forms of professional practice. The collaborative community presented in this study offers an evolving real-life example of how human-centered and values-based professional cultures may support more sustainable forms of professional development, collective well-being, and meaningful professional belonging. Through discussion, participants will be invited to connect these findings with their own professional experiences and explore how values-based approaches may support more sustainable professional communities.

REFERENCES

- Gkoutisia, M. (2025). The Contribution of Aristotelian Virtue Ethics to Organizational Transformation in the Post-COVID-19 Era: Philosophical Dimensions & Practical Implications. Doctoral dissertation, National and Kapodistrian University of Athens.
- Goutsia, M. (2025). Women in the Covid-19 Pandemic: Domestic Violence and Job Discrimination. Inclusive Strategies for a Foreseen, Yet Side-lined Challenge. In: Marques, J. (ed.), Encyclopedia of Diversity, Equity, Inclusion and Spirituality. Springer Nature
- Goutsia, M. (2025). Virtuous Leadership in a Post-Pandemic World: Strategies for Sustainability and Social Justice. In: Marques, J. (ed.), Encyclopedia of Diversity, Equity, Inclusion and Spirituality. Springer Nature

#108 Competence Frameworks and the Development of the Competent Lifelong Learner. Implications For Counselling and Guidance.

Antonia Samara - National and Kapodistrian University of Athens, Greece

Since the beginning of the 21st century, the discourse on lifelong learning has been linked to competencies, which are approached as dynamic combinations of knowledge, skills, and attitudes/dispositions. The concept of lifelong learning is also linked to the idea of the entrepreneurial self within a framework of individual responsibility and self-regulation. In our paper, we address the discourse of competencies and competence frameworks produced by the EU Joint Research Centre not only as sets and guidelines of learning outcomes, but also as concrete descriptors of expected skills, dispositions and social/economic behavior. We proceed to discuss the architecture of competence frameworks both as formative/educational rubrics, as well as (self) assessment tools and we examine the contribution of (self)-assessment to the development of lifelong learning subjects, focusing especially on the European Sustainability Competence Framework (GreenComp). We draw on the literature on the fields of sustainable evaluation, evaluation as learning, and self-directed learning to systematically map the intersection between evaluation and lifelong learning and we then examine the European frameworks for transversal competences, and especially the GreenComp, as tools for (self)-assessment in the design of personalized learning pathways. Finally, and we examine implications, challenges and perspectives for counselling and guidance for the shaping of (self)assessed and ever developing lifelong learners.

REFERENCES

- Argyropoulou, K., Samara, A., Mouratoglou, N., Karavia, A. Mpelki, N. (2022). Building competence frameworks for a changing world. The case of Career Competences Framework. Comparative and International Education Review. No. 28, pp. 108-129 [in Greek]
- Samara, A. (2021). Education governance in the era of lifelong learning: The construction of the lifelong learning teacher. In V. Chiou, L. Geunis, O. Holz, Oruç Ertürk, F. Sheldon (eds). Voices from the Classroom: A Celebration of Learning Vol. 1. Münster: Waxmann, pp. 307-317
- Samara, A. (2024 a). Lifelong Learning and competences. Aspects of the European and the Greek experience. In International Conference "Adult Education and Lifelong Learning in an era of Uncertainty" Proceedings. Athens [in Greek]
- Samara, A. (2024b). Assessment and Lifelong Learning. Constructing the lifelong learning subject. In 3rd International Conference Proceedings of the Greek Society for Educational Assessment Proceedings "Assessment in a changing world". Athens [in Greek]
- Samara, A. (2025). Preparing future secondary school teachers for developing personal, social and lifelong learning key competence. A case study from the NKUA Department of Educational studies. In Asderaki, F. Tsagkarakis, S. (eds) "Studying, Teaching, Learning the European Union II". Conference Proceedings. University of Piraeus Research Centre (in Greek)
- Samara, A. (in press). Mapping Personal, Social and Learning to Learn Competence in the Greek lower Secondary Education Curriculum. 13th Panhellenic Conference of the Hellenic Educational Society
- Pasiás, G. & Samara, A. (2021). European educational governance: policy learning and the teaching profession, in: Sidiropoulos, S., Tzagkarakis, S. I. & Kritas, D. (eds), Europe at the Crossroads: Leadership, Challenges and State of Play, Proceedings of the 1st POLITEIA International Conference, Hellenic Association of Political Scientists: Athens, pp. 297-309

Biljana Blazhevaska Stoilkovska, Nikolina Kenig - Institute of Psychology, Faculty of Philosophy, Ss. Cyril and Methodius University in Skopje, Republic of North Macedonia

Based on distributive justice incorporated in equity theory, as well as sustainable career and positive psychology perspectives, this study addresses the critical problem of employee turnover by examining how perceived pay equities, systemic employment stability, work-related subjective wellbeing and task performance strengthen intent to stay within the employing organization. The convenience sample consisted of 375 employees, predominantly from the private sector (61.3%) and female (57.6%); most of the participants had higher education (63.0%) and average of 7.92 years of work tenure ($SD = 5.36$). Data were collected through an online survey based on voluntary participation, with inclusion criteria requiring participants to have a maximum of 20 years of job tenure. A binary logistic regression analysis was conducted to predict employee turnover intentions based on perceptions of pay fairness, employment sector (state/private), work-related subjective well-being, and self-rated task performance. The model explained 45.2% of the variance in turnover intentions with overall success rate of 76.3% and correctly predicting 82% of those intending to stay and 70% of those intending to leave. The results suggested that turnover intentions were primarily driven by perceived pay fairness ($B=1.064$, $p<.001$) and employment sector ($B=-1.083$, $p<.001$), followed by work-related subjective well-being ($B=-.047$, $p<.001$), whereas individual task performance did not emerge as a significant predictor ($B=-.002$, $p>.05$). These findings implied that the decision to remain within an organization is not driven by the evaluation of individual performance, but rather by whether employees perceive their inputs to be justly rewarded relative to others. This suggests that distributive justice is paramount for retention, as employees prioritize systemic fairness over their own contribution toward job tasks completion. In addition, employment sector and work-related subjective wellbeing showed that both actors, organizations and employees should be considered when planning retention activities and promoting sustainable careers and employments as part of career development programs.

REFERENCES

- (2026) Process evaluation of a hybrid effectiveness-implementation, pragmatic, cluster randomised controlled trial (IMPULSE) to improve psychosocial treatment of patients with psychotic-spectrum disorders in Southeast Europe. PLOS ONE 21(2): e0338408. <https://doi.org/10.1371/journal.pone.0338408>
- (2024). Integrating morality into intelligent machines – can artificial intelligence make unsupervised moral decisions? Annual, 77, 211-224].
- (2023). Identification of work-family boundary management styles: two-step cluster analysis among teachers in university, secondary and primary education. Annual, 76, 361-371.
- (2021). A measure of boundary flexibility for work and family domains: first psychometric evaluation in a sample of teachers. Annual, 74, 267-
- 277. <https://doi.org/10.37510/godzbo2174267bs>
- (2021). Anticipatory psychological contract among university students: How to balance between obligations and inducements? Psychology: science and practice, 9-10, 41-53. <https://doi.org/10.47054/psyscip219-1004bs>
- (2021). Procrastination and working styles in high school students:
- Does gender moderate this relationship? Psychological Thought, 14(1), 94-114. <https://doi.org/10.37708/psyct.v14i1.545>

#146 Career Sustainability and Social Justice: Serial Mediation Analysis of the Relationship among Climate for Inclusion at Work, Burnout, Career Satisfaction and Work Performance

Biljana Blazhevaska Stoilkovska, Nikolina Kenig - Faculty of Philosophy, Ss. Cyril and Methodius University in Skopje, Republic of North Macedonia

Taking into consideration different perspectives (COR theory, organizational justice theory, literature on climate for inclusion at work and models of sustainable careers), this study aimed to examine the mechanisms underlying the relationship of inclusive and supportive work environment with individual work performance, that is work assignments completion, cooperation and productive behavior. On a convenient sample of 525 participants (female=305) employed in various industries a serial mediation analysis was conducted to test whether perceived inclusion at work will reduce occupational burnout which in turn will predict stronger career satisfaction, ultimately leading to improved individual work performance. The results revealed a nonsignificant direct effect of perceived climate for inclusion at work on individual work performance. It was found that climate for inclusion significantly reduced burnout which in turn negatively predicted work performance. In addition, career satisfaction was positively predicted by climate for inclusion, which then predicted higher work performance. Both indirect effects were significant indicating full mediation. Serial mediation effect showed that perceived workplace inclusion weakened burnout, which in turn increased career satisfaction, finally leading to higher work performance as evaluated by the study participants. Overall, the model accounted for 46.6% of the variance in individual work performance ($R^2=.466$, $F(3, 521)=151.79$, $p<.001$), suggesting that promotion of inclusive and supportive work environment could contribute to work performance, primarily by buffering burnout and enhancing career fulfillment. The findings will be discussed from the perspective of social justice, i.e. inclusiveness in the work environment, recognition for all employees, psychological safety, and participation in decision-making as an important workplace resources, as well as their role, primarily in the well-being, and consequently in the individual work performance, as an indicator of sustainable career.

REFERENCES

- (2026) Process evaluation of a hybrid effectiveness-implementation, pragmatic, cluster randomised controlled trial (IMPULSE) to improve psychosocial treatment of patients with psychotic-spectrum disorders in Southeast Europe. PLOS ONE 21(2): e0338408. <https://doi.org/10.1371/journal.pone.0338408>
- (2024). Integrating morality into intelligent machines – can artificial intelligence make unsupervised moral decisions? Annual, 77, 211-224].
- (2023). Identification of work-family boundary management styles: two-step cluster analysis among teachers in university, secondary and primary education. Annual, 76, 361-371.
- (2021). A measure of boundary flexibility for work and family domains: first psychometric evaluation in a sample of teachers. Annual, 74, 267-
- 277. <https://doi.org/10.37510/godzbo2174267bs>
- (2021). Anticipatory psychological contract among university students: How to balance between obligations and inducements? Psychology: science and practice, 9-10, 41-53. <https://doi.org/10.47054/psyscip219-1004bs>
- (2021). Procrastination and working styles in high school students:
- Does gender moderate this relationship? Psychological Thought, 14(1), 94-114. <https://doi.org/10.37708/psyct.v14i1.545>

Aristeidis Lorentzos, Viktoria Kasviki National and Kapodistrian University of Athens, Greece

This paper presents the operational framework and practices of the Career and Entrepreneurship Office of the National and Kapodistrian University of Athens as a model for promoting inclusive and sustainable career development.

The main goal is to highlight how university career services can function as mechanisms that support equal access to career guidance and professional opportunities. The problem addressed concerns the gap between students' needs for structured career support and the limited accessibility of such services in many educational contexts.

The approach focuses on the analysis of the Career and Entrepreneurship Office's core services and initiatives, including individual career counseling sessions, career development webinars, and Career Days that facilitate direct interaction with employers. In addition, the Career and Entrepreneurship Office has established a highly significant nationwide outreach initiative that provides information to secondary schools across Greece about the 41 academic departments of the largest university in the country. This initiative ensures the equal promotion and visibility of all university departments, offering prospective students comprehensive and unbiased information regarding their academic and professional pathways. These services are provided free of charge to all students and graduates, reinforcing the principles of social justice and equal opportunity. Findings suggest that structured, accessible, and student-centered career services contribute significantly to enhancing employability skills, career adaptability, and informed decision-making. Moreover, the integration of inclusive practices supports the development of sustainable career pathways for a diverse student population. Overall, the Career and Entrepreneurship Office of the National and Kapodistrian University of Athens exemplifies how higher education institutions can actively contribute to bridging opportunity gaps and fostering equitable career development ecosystems.

#121 **Green Guidance in High Schools: Teachers' and School counsellors' Perspectives from Türkiye**

Nurten Karacan Özdemir¹, Hatice Kübra Özdoğan², Ayşe Dilara Sal³ - 1: Hacettepe University; 2: Baskent University; 3: National Defence University, Turkey

The climate crisis and concerns about sustainability are reshaping educational and career development processes. Critical perspectives in career guidance demand that we unmask ideology, attend to power relations, and recognise how systemic barriers constrain individual agency. Green career guidance, therefore, must foreground social justice and structural change rather than reproduce neoliberal responsibilisation discourses that individualise environmental and career outcomes. In the Turkish context, how teachers and school counsellors experience and practice green guidance remains unexplored. This study investigates their perceptions to explore possibilities for emancipatory career guidance. This study used a phenomenological qualitative design. Semi-structured interviews were conducted with 9 school counsellors and 5 teachers working in public high schools in Ankara. Participants had at least five years of professional experience and worked in different school types and subject areas. Interviews were audio-recorded, transcribed verbatim, and analyzed using an interpretive approach. Data collection and analysis are ongoing. Most participants stated that they had not previously encountered the concept of "green guidance." Nevertheless, they described school practices related to environmental sustainability, although these were not usually understood in this way. Participants also described intensive curricula, workload, time constraints, and limited institutional support as barriers to addressing these issues in schools. Some participants said that they include these topics in their work with students because of their personal interests and sensitivity. However, they also noted the need for more systematic approaches at the policy and curriculum levels. Green career guidance remains an emerging area in the Turkish context. Findings suggest the need for stronger support at policy, curriculum, and practice levels. More critically, the findings underscore that green career guidance must be reframed: not merely as environmental awareness or sustainable development, but as a social justice issue intrinsically linked to power relations, and structural change within educational settings.

REFERENCES

- Karacan-Ozdemir, N., & Gurbuz-Akcay, F. (2025). Career experiences of women early career researchers in higher education in Türkiye. *European Educational Research Journal*, 0(0). <https://doi.org/10.1177/14749041251392120>
- Karacan Ozdemir, N., Ayaz, A. (2025). How psychological and organizational factors shape career motivation: the serial mediating roles of career adaptability and the quality of work life. *Int J Educ Vocat Guidance*. <https://doi.org/10.1007/s10775-025-09766-y>
- Park, C. M., Ferrari, L., Scoda, A. D., Ozdemir, N. K., Marsay, G., & Solberg, V. S. H. (Eds.). (2025). *Social and Emotional Learning as Foundation for Future Readiness: Translating Research to Practice* (Vol. 3). Springer Nature.

#135 **Do Teacher-Led Career Conversations Improve How Students Feel at School? Evidence from a District-Wide RIASEC Implementation**

Cristina Oliveira Santos, Steve Regur - Educators Cooperative, USA

Schools are being asked to improve student well-being, strengthen career readiness, and prepare young people to navigate uncertain, eco-social futures. Too often, these aims are treated as separate initiatives. This paper examines whether incorporating career conversations into everyday teaching can connect these goals by improving students' well-being, sense of agency and identity, and career competencies. The study was conducted across all eight schools in a Pennsylvania district during the districtwide implementation of RIASEC-based career conversations. Rather than using RIASEC to sort students into occupations, the approach treated it as a shared language for helping students talk about interests, strengths, identity, learning, and future possibilities. Data were collected through three waves of online student surveys between October 2024 and October 2025, with students initially in grades 4, 6, 8, 10, and 12 (N = 958, 591, 1,056). Measures included well-being at school, career competencies (reflection, shaping, exploration, networking), career identity, career locus of control, participation in career learning activities, and demographic variables. The well-being scale was adapted from McLellan and Steward (2015) and validated for this school context. Group interviews with students and teachers were used to interpret quantitative trends. Findings suggest that when career conversations were more frequent, student well-being associated more strongly with career identity, RIASEC congruence, locus of control, and career reflection. Well-being was lower among girls, students from lower socio-economic backgrounds, and those who received English language support, although both teachers and students reported that frequent career conversations strengthened self-concept, agency, clarity of interests, and self-confidence. The paper argues that teacher-led career conversations can function as a practical form of career guidance infrastructure: relational, repeatable, and embedded in everyday school life. The presentation will invite participants to consider how this approach can inform career guidance practice, teacher preparation, and whole-school systems oriented to socially and ecologically sustainable futures.

REFERENCES

- De Oliveira Santos, C. (2024). Career conversations for the development of student career competencies: a study in Portuguese secondary schools [Apollo - University of Cambridge Repository]. <https://doi.org/10.17863/CAM.120817>

Tarja Juurakko-Koskinen - Tampere University of Applied Sciences, Finland

The deterioration of student well-being and increasing dropout rates have long been major challenges in education. This presentation is based on ethnographic doctoral research on the Network Learning and Competencies (VETO) degree programme, launched at Tampere University of Applied Sciences in 2022. The primary aim of the programme is to build an ecosystem that supports both learning and student well-being. The study analyses students' experiences using the Theory of Sustainable Well-being (Helne & Hirvilammi, 2015), which conceptualises well-being as a relational and holistic interaction between individuals and their environment. Student well-being is examined through four interrelated dimensions: Having, Doing, Loving, and Being. In the VETO degree programme, educational structures and practices were redesigned to allow students to define their professional orientation during their studies. Students were regarded as experts in their own learning, and the starting points of the programme were collaborative learning and well-being. Learning methods included team-based learning, project-based working-life skills development, and primarily online studies focusing on professional competence. The role of supervisors and coaches was to support and reflect on learning through guided, dialogical practices. The key finding of the study is that, despite the incompleteness, uncertainty, and ambiguity inherent in a novel degree programme, students demonstrated strong commitment to their studies when their learning was trusted and when they were encouraged to learn without predefined answers or fixed learning paths. Although students were critical of their studies, they trusted Tampere University of Applied Sciences as an education provider. Generic skills gradually became more central than subject-specific competence, individual study paths developed in unique ways, and the learning group emerged as the foundation for learning. Students reported personal growth and optimism about their future, encapsulated in one student's reflection: "We are the path-makers ourselves."

REFERENCES

- Juurakko-Koskinen, Tarja & Tikkanen, Tarja (2025). Kestävää uraohjausta etsimässä. (Looking for sustainable career guidance.) <https://urn.fi/URN:NBN:fi-fe2025060460530>
- Juurakko-Koskinen, Tarja & Jussila, Ari & Paasimaa, Sanna (2023). Yhteisen toimintakulttuurin kehittäminen Silta-kampukselle. (Developing a common operating culture for the Silta campus.) <https://urn.fi/URN:NBN:fi-fe2023060752763>
- Oppiminen ja ohjaus dialogissa – kokemuksia VETO-tutkinto-ohjelman alkumetreiltä | Tarja Juurakko-Koskinen & Katariina Hakala (2023). (Learning and guidance in dialogue – experiences from the early stages of the VETO degree program) <https://sites.tuni.fi/tamk-julkaisut/pedagogiset-ratkaisut/oppiminen-ja-ohjaus-dialogissa-kokemuksia-veto-tutkinto-ohjelman-alkumetreilta-tarja-juurakko-koskinen-ja-katariina-hakala/>
- Hakala, Katariina & Juurakko-Koskinen, Tarja (2022). Kohtauksia koulutusjärjestelmässä ja ammatillisen koulutuksen arjessa: opinto-ohjauksen, erityisen ja vaativan erityisen tuen rajankäyntiä. (Scenes in the education system and everyday life in vocational education: the border between study guidance, special and demanding special support.) <https://urn.fi/URN:NBN:fi-fe2023020125494>

Session 5 · Workshop 15:40 – 16:25

Sustainable Development and Green Guidance: Innovative Applications of the Systems Theory Framework

Dr Mary McMahon, Honorary Associate Professor, University of Queensland, Australia

Sustainable development is a complex systems problem as reflected in the interconnected focus areas of the United Nations Sustainable Development Goals (SDGs), that is, people, the planet, prosperity, peace, and partnership. The sustainable development agenda concerns "development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (United Nations World Commission on Environment & Development, 1987, p. 16). Social justice and environmental concerns are at the heart of the SDGs. Everyone has a role to play in the achievement of the SDGs including career guidance researchers and practitioners. In keeping with the sustainable development agenda, career guidance has an opportunity to encourage clients to consider their career choices from not only their perspective but also the perspective of the impact of their choices on other people, the environment, and the future of the planet. This approach to career guidance has been termed by some as green guidance. The Systems Theory Framework (STF) of career development offers a map of the complexities of sustainable development that can be applied in green guidance. Application of the STF to sustainable development through its practice tools of systems thinking and systems mapping can aid practitioners to develop innovative approaches to their work. Systems thinking has been identified as an essential meta-competency in the era of sustainable development. This workshop focuses on learning about and applying systems thinking and systems mapping to sustainable development in green guidance. Workshop participants will be actively engaged in experiential applications of the STF to the SDGs, reflective activities that stimulate systems thinking, systems mapping exercises, and group work that consider environmental awareness and social justice and can be readily applied in practice.

Session 5 · Parallel Workshops (cont.), 16:30 – 17:15

#156 Ecocritical Dialogues with Children's Literature: Reimagining Career Meanings and the World of Work

Lea Ferrari - University of Padua, Italy

The recent Culture Club section in the NICE newsletter has highlighted the potential of literature as a meaningful resource for career reflection and career learning. Narratives can, in fact, support individuals in constructing new career meanings, envisioning alternative futures, and situating their aspirations within broader social and ecological systems. Children's literature, in particular, engages readers cognitively, emotionally, and imaginatively, fostering critical awareness of self and others while stimulating attention, memory, empathy, and imaginative projection (Nikolajeva, 2014). In addition, it can facilitate exploration of the interconnections among personal development, community well-being, and environmental sustainability. This workshop is grounded in ecocriticism, the European Green Competence Framework, and the Green Dialogue Approach, a methodology developed by an international and interdisciplinary team over the past three years (Campagnaro et al., 2026). This approach emphasizes dialogic, collaborative, and multimodal practices, encouraging professionals to move beyond a traditional engagement with texts and to conceptualize literature as a relational and ecological space where meaning is co-constructed. Within this framework, literary encounters become opportunities to cultivate green competences, stimulate ecological sensibilities, and promote reflective thinking about sustainability and interdependence. Participants will engage in a practical and fun activity using a selected set of children's picturebooks. Through structured and open-ended dialogic interactions, they will explore how literary narratives can function as catalysts for reasoning about sustainable development, ecological responsibility, and the competencies needed to navigate complex socio-environmental challenges and the world of work. Aligned with the aims of Green Dialogues, this activity enhances participants' capacity to address contemporary environmental and social issues while simultaneously strengthening their analytical, interpretive, and aesthetic engagement with children's literature. In doing so, it positions literature as a pedagogical tool that can enrich green career guidance and support the development of future-oriented, ethically grounded career pathways.

This interactive workshop explores how career guidance and counseling can promote sustainable and socially just career pathways for Roma communities. Grounded in the principles of green guidance, social justice, and culturally responsive practice, the workshop highlights the role of career practitioners in addressing structural inequalities and supporting inclusive and sustainable development. The workshop aims to deepen participants' understanding of how cultural context, discrimination, and environmental challenges intersect in shaping career opportunities for Roma individuals. Participants will critically reflect on their own assumptions and professional practices, while exploring ways to challenge stereotypes and promote equity in guidance processes. The session is highly participatory, engaging participants for the majority of the workshop through case studies, small-group discussions, role-play, and guided reflection. Working with real-life scenarios, participants will collaboratively develop strategies for culturally sensitive and community-informed interventions. Particular emphasis will be placed on recognizing community strengths, resilience, and informal skills, as well as addressing systemic barriers. Participants will gain practical tools to support both individual empowerment and community-level change. The workshop will also explore how sustainability and environmental awareness can be meaningfully integrated into career guidance practices, particularly when working with marginalized communities. The workshop is designed for career practitioners, counsellors, and trainers interested in inclusive, socially responsible, and future-oriented guidance practices.

#141 Integrating Role Biography in Career Services to Support Women Managing Transitions*Effrosyni {Sini} Parampota - Asia Pacific Career Development Association, Qatar*

Across lifespan women manage transitions while navigating career and competing commitments in the personal, professional or social arena. From adulthood to motherhood –or not, a divorce, menopause, empty nest, or retirement, transitions often come with identity shifts requiring redefining roles, reconciling societal expectations with personal values, and navigating emotional shifts. Contemporary career theories often miss to address the unique challenges and needs of women, e.g. reproductive health, work issues or gender inequalities that impact participation of billions of women globally, leading many to either exit the workforce or shift careers. Empowering women is a vital accelerator for all 17 Sustainable Development Goals and a core element of social justice and inclusion. Innovative approaches in career services can be a game changer in supporting women, facilitating transitions, identity shifts, and non-linear leadership journeys in a more holistic and inclusive approach. The Role Biography is a socioanalytic informed method that offers new understandings of a person's distinctive, interior path through life. It is a personal narrative that examines the variety of work roles a person undertakes through decades, and their impact. Following a brief presentation, workshop participants will be asked to draw on an A4 or A3 paper their Role Biography in a set of frames; each frame will be a symbolic representation of the role taken by the participant, starting from the age of six years and adding subsequent frames for every decade until present. The roles explored are selected by participants alone, giving them full freedom of what they wish to share. No previous drawing experience is required. The exercise will be followed by individual reflections and group discussion. The workshop is intended for a group of 15 career practitioners wishing to deepen their practice and experiment with innovative approaches. All materials will be provided by the facilitator.

#107 Integrating Hope-Action and Career Genograms for Sustainable Career Development: An Experiential Workshop in Green Guidance*Odysseas Diamantis, Katerina Argyropoulou - Department of Educational Studies, National & Kapodistrian University of Athens, Greece*

This experiential workshop introduces an integrative, practice-oriented intervention that combines the Hope-Action Model (Niles, Yoon, & Amundson) with career genograms to support sustainable and meaningful career development within the framework of Green Guidance. Grounded in systems theory and narrative approaches to career counselling, the workshop explores how individuals construct career pathways through the dynamic interplay of intergenerational influences, psychosocial resources, and future-oriented agency. Particular emphasis is placed on aligning personal aspirations with sustainability-related values, including social contribution, ecological awareness, and long-term psychosocial well-being. Participants will be actively engaged in a structured sequence of experiential activities that combine self-reflection, narrative exploration, and action-oriented planning. Through a guided career genogram exercise, they will map family and contextual influences on career development, followed by a Hope-Action intervention focusing on agency, pathways thinking, and goal-directed behavior. Through facilitated reflection and small-group discussion, participants will identify recurring patterns, constraints, and opportunities shaping career trajectories, while also developing alternative and more sustainable career pathways. The workshop uses simple, accessible materials (e.g., paper-based tools and minimal slides) and is designed to be transferable across diverse career guidance settings. Participants will gain practical tools and techniques that can be directly applied in career guidance practice, particularly in fostering hope and future orientation. This workshop is relevant for career practitioners, counsellors, educators, and researchers interested in systemic and strengths-based approaches to sustainable career development.
