



PROGRAM and ABSTRACTS

NICE Academy Deventer 2024

Venue: Saxion Deventer, Handelskade 75, 7417 DH Deventer

Wednesday September 18th

17:00	Welcome reception	Main Hall
17:30	Introduction of the Academy <ul style="list-style-type: none"> • Anne Chant NICE • Keklik Yücel (Saxion) • Talkshow • Jeroen Bregman (Noloc) • Jan Woldendorp Registration cultural activities Jan Woldendorp	Room D007

	Title, presenters and abstract	Form	Day	Time CET	Room
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Thursday September 19th

	Title, presenters and abstract	Form	Day	Time CET	Room
9:00	Welcome				Main hall
9:30-10:30	Keynote				
	Career Guidance and Counselling: How to develop the way to the top? Prof. Dr. Maurice de Greef is Chair <i>Vrije Universiteit Brussel</i>	Keynote	19th	9:30	D007

	Career guidance and counselling is one of the best mechanisms to support people in finding the right place on the labour market. The question is what works and what can possibly lead to success for each individual person. Based on several international studies you'll get the answer. It's all about finding the right mix between the best ingredients to facilitate career guidance and counselling for different target groups in our society.				
10:30-11:00	Coffee Break				
11:00-12:30	Workshops				
101	Sustainable Career Development: Counselors in front of an Opportunity to Enhance Individual and Societal Well-being Katerina Argyropoulou, Olympia Chaidemenaki, Aspasia Karavia <i>National and Kapodistrian University of Athens, Greece, Laboratory of Counseling Science and Vocational Career</i>	Workshop	19th	11:00	B102
	<p>In today's world, Sustainable Career Development is emerging not as a choice, but as a necessity. The 17 UN goals for sustainable development by 2030 highlight the importance given to sustainability and its relation to individual and social well-being. Based on this perception, the Laboratory of Counseling Science and Career Development at the National and Kapodistrian University of Athens adopted the concept of Sustainable Career Development, which is described as the dynamic interaction of the individual and the environment in a way that promotes self-regulation and development. The multidimensional content of Sustainable Career Development aims at: a) life/career management (represents the individual's ability to navigate and effectively manage his/her life/career), b) future life/career projects (refers to self-awareness in terms of feelings, values, needs, strengths and weaknesses, as well as of the individual's roles and priorities in life) and c) identity awareness (represents individual's ability to identify his/her future life/career plans) (Argyropoulou, 2021).</p> <p>To successfully utilize the sustainable career model counselors need to be able to explore and conceptualize themselves as a sustainable project (Argyropoulou et al, 2020) by developing deep reflexivity. The stimulation of reflexivity allows each counselor to identify the essential aspects of professional personality, envision a future by drawing on his/her authentic values, and reflect on their future career life plans (Karavia & Argyropoulou, in press). Therefore, the main objective of the proposed workshop is the reflection of counselors on the concept of sustainable career development and the role the counselor is called to play in this regard, emphasizing on reflexivity and counseling skills that will support people's professional lives and promote their professional development. Through appropriate educational exercises such as creative writing, reflective dialogue, brainstorming, and role-playing, we will enhance the perspective of primary prevention in career guidance, with the aim of enhancing individual and societal well-being.</p>				
109	Careers as Tension Fields Jouke Post, Olof de Graaf <i>Saxion University of Applied Sciences, the Netherlands</i>	Workshop	19th	11:00	B202
	<p>Aims and focus of the workshop</p> <p>Careers can be understood as dynamic tension fields in which several internal and external forces are at work. In the Netherlands, since the publication of <i>A matter of meaning: career guidance in a new perspective</i> (Meijers and Wijers, 1997), the image of a lemniscate has been used to visualize these fields of tension. In this</p>				

	<p>report a new conceptual framework was developed around careers and career services, with a focus on enhancing career competence(s). This workshop builds on this framework with two additional sources. We start with some career related ideas of the Canadian philosopher Charles Taylor, formulated in Sources of the self (1989) and The ethics of authenticity (1991). Taylor's vision of meaning in life and career is rooted in his broader moral philosophy, in which authenticity, meaning and value orientations play a central role. A second, more recent addition, concerns the vision on career competences in the National Quality Framework for career guidance (2021), published in Norway. This report, intended to give a quality impetus to the career guidance system in Norway, includes five career competences that strongly resemble the conception of careers as tension fields.</p> <p>Planned activities</p> <ul style="list-style-type: none"> - Introduction and setting the scene - Reflection and discussion on some 'career relevant'-quotes from Taylor - Presentation and discussion regarding two examples of the application of the five career competences in the Netherlands: <ul style="list-style-type: none"> o James/CNV: the five competences used in 'career checks' for working adults o Saxion University AS: the plans to use the five competences as ingredients in the development of educational materials for students in a bachelor programme on career guidance. - Conclusions <p>Benefits for learners</p> <p>We will present, explore and discuss both theoretical issues and practical applications that are innovative and directly applicable for participants</p>				
113	<p>Career Counselling Aimed at Inclusion: The Qualitative Career Interview for Formerly Imprisoned Persons (FIPs).</p> <p>Magnano, Paola (1); Zarbo, Rita (1); Lodi, Ernesto (2); Perrella, Lucrezia (2)</p> <p><i>1: Kore University of Enna, Italy; 2: University of Sassari, Italy</i></p>	Workshop	19th	11:00	B302
	<p>The escalating vulnerabilities arising from the instability and unpredictability of contemporary life underscore guidance's crucial social and inclusive role. As a tool to diminish inequalities, broaden opportunities for all individuals, and deconstruct stereotypes and stigmatisation that often confine certain social groups to marginalised occupational niches, career guidance provides a platform for people to articulate their unique qualities and diversity. In the last years, the most updated career counselling frameworks have provided insights that help practitioners respond to situations that are characterised by complexity. Career guidance during the imprisonment experience is a device to support social inclusion after the release; it has social and individual relevance, as it prevents recidivism and gives formerly imprisoned persons (FIPs) further opportunities to rewrite their stories and to aspire to a better future. The workshop aims to share some reflections on the opportunities and barriers arising from career interventions involving FIPs and to test and evaluate a qualitative career interview ad hoc created to be applied in prison. It will be articulated as follows:</p> <ol style="list-style-type: none"> 1. Brief presentation of recent literature insights on the issue of career guidance for FIPs 2. Group discussion on a project proposal and feedback: the participants will discuss in small groups on the weaknesses and strengths of a project proposal, particularly considering the individual, social and systemic vulnerability situation of formerly imprisoned persons (FIPs) and the social components related to the intervention with the outside community, employers and companies to work on the processes of prejudice and stigma and facilitate the career paths of imprisoned people. 3. Role-playing: Participants will be involved in administering the career interview in small groups (counsellor-client-observatory) and will be required to provide 				

	feedback on its utility, applicability, and pleasantness.				
108	Exploration of Career Management Skills: A Brief Workshop for High School Students Laurent Sovet, Kimberley Brioux, Goran Loiseaux <i>Laboratoire de Psychologie et d'Ergonomie Appliquées (LaPEA), Université Paris Cité, Université Gustave Eiffel, France</i>	Workshop	19th	11:00	B402
	<p>Career Management Skills (CMS) can be defined as “a whole range of competences which provide structured ways for individuals and groups to gather, analyse, synthesise and organise self, educational and occupational information, as well as the skills to make and implement decisions and transitions.” (Sultana, 2012, p. 229). Assessing CMS serves multiple purposes, including informing students about their current level of proficiency (Sultana, 2013). Various assessment methods can be used, including self-report measures (Sovet & Jacquin, 2021). Following a formative assessment approach requires critical reflection on one’s past achievements to make an accurate judgment. Implementing relevant pedagogical techniques is likely to reduce self-assessment bias when using this assessment method (Karpen, 2018). As part of career education activities, a one-hour workshop has been designed and offered to freshman high school students in France. Using a card sorting activity, the workshop aims to engage students in dialogues and reflections on the connections between career management skills (CMS) and their past achievements. The training workshop scheduled during the NICE Academy comprises four parts: (1) Theoretical and practical considerations regarding the assessment of career management skills (CMS), (2) Presentation of the concise workshop and its context, (3) Engaging participants in a collective exercise derived from the workshop, and (4) Facilitating a general discussion on the assessment of CMS.</p>				
11:00-12:30	Paper presentations				
100	Career Adaptability for Vulnerable Social Groups: Research Findings and Implications Katerina Argyropoulou, Olympia Chaidemenaki, Aspasia Karavia <i>National and Kapodistrian University of Athens, Greece, Laboratory of Counseling Science and Vocational Career</i>	Paper presentation	19th	11:00	C173
	<p>The purpose of this presentation is to investigate the relationship between occupational preferences, personality traits, and career adaptability in the context of drug addiction recovery. Its goal is to identify reliable indicators of employment and social inclusion for this vulnerable population. Individuals in recovery face considerable challenges with employment and social reintegration. These barriers include stigma, low self-efficacy, and a lack of career guidance tailored to their individual needs. Understanding the factors that influence their career adaptability is crucial for designing effective support mechanisms.</p> <p>In 2023, an empirical study was undertaken using a correlational design to investigate the relationships between J. Holland's professional personality typology (RIASEC) and the Five-Factor Model (FFM) of personality traits from the perspective of career adaptability (Savickas & Porfeli, 2012). Data was collected from 400 people participating in recovery programs.</p> <p>Findings: The research reveals small but statistically significant correlations between the RIASEC typology and the Five-Factor Model, suggesting that while these assessments are not interchangeable, they provide complementary insights into career adaptability (Gottfredson, 1993). The findings emphasize that career</p>				

	<p>adaptability is a critical factor for successful employment and social reintegration. Specifically, individuals with higher career adaptability are better equipped to handle the complex social and personal obstacles they face during and after their recovery process (Richardson et al., 2012; Di Maggio et al., 2022).</p> <p>Conclusion: The study concludes that career guidance and counseling tailored to enhance career adaptability can significantly improve employment outcomes and social integration for people in recovery. This has implications for policy and practice, suggesting a need for targeted interventions that address both the psychological and vocational needs of this group.</p>				
102	<p>Career Practitioners' Conceptions of Career Management Skills at Finnish Universities of Applied Sciences Päivi Kauppila (1); Jaana Kettunen (2) <i>1: Jamk University of Applied Sciences; 2: University of Jyväskylä</i></p>	Paper presentation	19th	11:00	C173
	<p>This paper presents a phenomenographic study of career practitioners' conceptions of career management skills (CMS) at the Finnish Universities of Applied Sciences (UAS). The role of career guidance has evolved alongside the changing world of work, placing increasing emphasis on adaptability and managing change. Despite the demonstrated positive impact of the acquisition of CMS in educational settings, such as increased degree completion rates, reduced dropouts, and smoother transitions to the world of work, the potential for supporting the acquisition of CMS remains to some extent unrealized. Guidance services often focus on supporting the educational choices and academic growth of students within their chosen field, rather than on enhancing the acquisition of CMS. Previous studies have indicated that career practitioners' understandings of the CMS may be incomplete. The analysis of interview data in this present study revealed five distinct descriptive categories reflecting career practitioners' conceptions of CMS at UAS. CMS were conceived as (1) irrelevant, (2) secondary, (3) noteworthy, (4) significant, and (5) indispensable. The differences appeared along six dimensions, including awareness, relevance, emphasis, CMS acquisition, CMS promotion, and the practitioner's role. This aligns with previous evidence that career practitioners' conceptions of CMS differ in multiple ways and vary in emphasis. Furthermore, CMS are not self-evident or fully understood by all career practitioners at UAS. This paper presentation session will introduce the study and invite participants to explore a framework for understanding the acquisition of CMS and to recognize the goals and developmental needs of career guidance in higher education.</p>				
111	<p>Group Career Coaching - Empowering Learners and Innovating Practice Susan Meldrum <i>Edinburgh Napier University, United Kingdom</i></p>	Paper presentation	19th	11:00	B502
	<p>This interactive presentation aims to raise awareness of group career coaching and the Collective Career Coaching Approach (Meldrum, 2021) and its potential to empower learners and innovate practice. Through a presentation and the discussion of a case study it will offer baseline skills in its use. Group career coaching is an approach with small groups which is able to build up meaningful inter-personal relationships within a group and has the potential to empower learners to improve their career and life chances (Thomsen, 2012). It is able to channel the existing skills set of career practitioners and be closer in practice to one-to-one career counselling and coaching than facilitated group workshops (Law, 1996).</p>				

	<p>Despite its potential group career coaching has up until recently, been underutilized and its benefits and outcomes are not well researched or well known (McMahon and Watson, 2021; Meldrum, 2017, 2021; Westergaard 2013). In addition, there are very few models of delivery and a lack of training of practitioners in its use. However, there is growing evidence to suggest that group career coaching is beginning to gain in popularity (DiFabio and Maree, 2012, Meldrum, 2017; Westergaard, 2013). In the UK within higher education establishments, for example, the approach is being utilized to complement 1-1 and group workshops as part of service delivery and a number of pilot projects are currently taking place. In terms of models The Collective Career Coaching Approach (Meldrum, 2021) is a model which uses critical pedagogical learning theory (Friere, 1970) and GROW coaching techniques (Whitmore, 2002) to help raise the profile of group career coaching. The presentation is aimed at researchers, practitioners and managers with an interest in introducing group coaching to service delivery.</p>				
<p>12:30-13:00</p>	<p>Method & research market</p>				
<p>121</p>	<p>Exploring Systemic Influences on Current Life and Future Career Development in Adults Recovering Substance Abuse Rocca, Angela (1); Sgaramella, Teresa Maria (1); Hosseinkhani, Nazanin (1); Pontiggia, Chiara (2) <i>1 University of Padova, Italy; 2 Gulliver Centre, Varese, Italy</i></p>	<p>Methods & Research market</p>	<p>19th</p>	<p>12:30</p>	<p>A302</p>
<p>Abstract Individuals recovering from drug addiction often experience unemployment. In Italy, for example, 67% of people enrolled in a rehabilitation program are currently unemployed (Presidency of the Council of Ministers, 2023). Although work inclusion is a challenge for them due to numerous obstacles and both intraindividual and contextual factors play a significant role (Sutton et al., 2004), studies focusing on their complex career stories are limited. By adopting a systemic and integrative perspective, this study aims to contribute to the understanding of determinants that significantly impact their career development. Thirty-six adults (aged 25-63 years) undergoing residential rehabilitation participated in the study, including 27 males and 9 females. They were proposed the adult version of the My System of Career Influences interview (MSCI; McMahon, et al. 2013) and the short version of Ryff's Psychological Well-being Scale (Ryff, & Keyes, 1995; Burns, & Machin, 2009). Qualitative and quantitative data collected were analysed at various levels. Lexical analyses revealed predominant themes in professional development that vary from individual characteristics to socio-environmental factors. Meaningful differences emerged among participants based on the length of their stay in the rehabilitation community. Reinert's method provided a detailed structure of the narratives, identifying specific clusters of systemic influences. Finally, correspondence analysis identified an intricate connection between social relationships and future work-life planning. The study highlights the significant influence of social and family dynamics on recovery pathways and future aspirations and decisions. The MSCI prompted profound reflections among participants regarding their life experiences, their personal attributes, and their impact on future life. The patterns identified can be highly beneficial for rehabilitation counselling programs by offering valuable insights for the development of targeted initiatives aimed at promoting residents' future inclusion in the world of work.</p>					

123	Future Work Selves in Individuals with History of Addiction: Psychological Resources, Future Goals and Wellbeing Cecilia Corso, Teresa Maria Sgaramella <i>University of Padova, Italy</i>	Methods & Research market	19th	12:30	A302
<p>Future-oriented aspects of the self-concept represent an aspect of the self-concept relating to individuals hopes and aspirations for future life (Strauss et al., 2012). Future work self-constitutes a motivational resource to achieve them (Oyserman & James, 2011) In today's uncertain and competitive environments, future work self becomes extremely important in guiding behaviours, follow self-development coping strategies and improve themselves continuously to realize individual career goals. This study aims to explore the resources and attitudes that influence future work selves in adults who experience challenges and threats due to the condition they experienced until recently with substance abuse (Davies & Filippopoulos, 2015). The tools used to address this goal focus on the occupational time perspective (Zacher & Frese (2009) to represent one's work experience from a temporal standpoint; future goals in various life areas (Cox et al.,2009; Sgaramella, 2013), and the six dimensions of well-being experience proposed by Ryff (Ryff, 1995). Participants consisted of 23 adults (20 males and 3 females) with a mean age of 38.74 years (SD=11.49). They all have in common history of substance abuse. The analysis of hopes and aspirations for the future revealed a general difficulty in identifying and planning future goals. The areas of greater interest in their goals are home context, relationships, and leisure time, with limited career-related goals. A significant relationship emerged between goals, future orientation, and dimensions of well-being, in particular with the environmental mastery dimension.</p> <p>The results suggest that these are all relevant dimensions to consider when analysing future projections of work selves in individuals with experience of substance abuse. Career counselling professionals should engage in studies and initiatives that involve adults with these complexities in their life; the dimensions explored should be integrated into assessment and career counselling actions.</p>					
124	Inter-University Network of Guidance Counsellor Teachers. Collaboration at the Heart of Research on Guidance in the Service of Society García-Murias, Rebeca (2); Valls-Figuera, Robert G. (1); Romero-Rodríguez, Soledad (3) <i>1: University of Barcelona, Spain; 2: University of Santiago de Compostela, Spain; 3: University of Sevilla, Spain</i>	Methods & Research market	19th	12:30	A302
<p>Our proposal is framed in the Inter-University Network of Guidance Counsellor Teachers (RIPO). This network is made up of university guidance teachers and researchers (140 members from all over Spain); it was also included as a thematic network Research on Lifelong Guidance in the Spanish Interuniversity Research Association (AIDIPE). The poster shares the network's axes, objectives, and evolution from its creation, in 2009. The network holds an annual meeting, which usually involves around 50 researchers. Guidance practitioners are also invited to exchange concerns and explore synergies for research-practice collaboration. The network involved establishing and consolidating a "self-managed" space of reference in career guidance and counseling. RIPO understands research as a source of professional and disciplinary development. To respond to this approach, six working axes were established: 1) Theoretical and practical references of guidance; 2) Research as an essential instrument to advance in a quality professional practice; 3) Interconnection with existing national and international professional associations; 4) Quality training of guidance professionals; 5) Contribution to public policies on guidance; 6) Visibility of the role of guidance in society. Our poster presents the actions of guidance to support young researchers in the field of guidance; the results of the analyses of the research map and innovation on guidance in Spain (research and innovation groups) and the challenges posed by the network concerning its axes of work. Some of the network results are to carry out research more connected to social needs; to strengthen the collective feeling; to gain recognition of its capacity for representation and the reliability of its contributions by other academic or professional associations. The challenges for the near future include internationalisation and reflection on the place of AI in research and training</p>					

	in guidance in the context of sustainability and social justice.				
00	Reflecting on the job knowledge with children's literature Lea Ferrari <i>University of Padova, Italy</i>	Methods & Research market	19th	12:30	A302
	<p>School-age is recognized as a unique moment for the development of career identity and supporting children in telling, hearing, and enacting their emerging life-career stories is considered crucial (Hartung, 2015). With children's booklets, educators have the opportunity to achieve this goal. Stories capture the attention, provide information and role models. Moreover, combining cognitive and emotional aspects they can facilitate deep understanding and memorization (Harkins, 2001; Nicholson & Pearson, 2003). Accordingly, a 3 sessions program for primary school children was designed to improve hope toward the future, satisfaction with life, and career exploration. The booklet 'Be Positive' (Meiners, 2013) to discuss optimistic thoughts and hopes in daily life events, and the booklet "Dream On! A Book about Possibilities" (Meiners, 2016) to start thinking and planning about the future, career choices included, were used in the first two sessions. In the third session, children were guided to summarize their learning and write their life-career stories. 74 students who attended the 8th grade took part in the program, half of them in the experimental group. Pre and post-test R Manova shows a significant increase in hope for the future, satisfaction with life, and career exploration. The analysis of the open questions shows the emergence of new categories related to the proposed concepts. Results show promising and demonstrate it is possible to work with children to help them to stimulate career exploration and foster a deep understanding of positive attitudes toward the future.</p>				
13:00-14:00	Lunch time				
14:00-15:00	Keynote				
	Lifelong learning: A symbiotic relationship Dr. Linda Koopmans <i>TNO Healthy Living & Work</i>	Keynote	19th	14.00	D007
	<p>Today's labor market faces numerous challenges. We are confronted with social transitions, such as the energy transition and the aging population, as well as rapid technological developments in the field of digitalization and artificial intelligence. At the same time, many sectors are struggling with long-term labor shortages. These developments require continuous development of personnel and an inclusive labor market. What does this mean for individual career development and for career guidance and counselling? How do we strengthen formal and informal learning? And what does this mean for organizations? Linda will take us along in research on learning culture in Dutch organizations, the benefits of investing in learning and development, and a five-step plan to build a strong learning culture within organizations.</p>				
15:00-16:30	Workshops				
127	Empowering Sustainable Career Pathways Nemcova, Lenka	Workshop	20th	15:00	B102

	<i>EKS, Czech Republic</i>				
	<p>Careers and the nature of work are facing tremendous changes, responding to emerging technologies, as well as broader changes such as climate change. As a career practitioner dedicated to fostering sustainable futures, I would like to introduce our Erasmus+ project, "Green Career Education." This initiative is designed to integrate principles of sustainability into educational and professional pathways, equipping individuals with the knowledge and skills needed for green careers. In this workshop, I will present the core principles and key topics of the "Green Career Education" programme. Our focus is on promoting environmental sustainability through education and career development. We aim to raise awareness about the importance of green careers and provide practical strategies to incorporate sustainability into various professions. Our program is tailored to support career practitioners, academic trainers, and educators in guiding their students and clients towards fulfilling and sustainable career paths.</p> <p>Participants will gain valuable insights into the emerging green job market, understanding the competencies required and how to effectively support clients in pursuing sustainable careers. We will explore methods to integrate sustainability into curricula, develop green skills training programs, and enhance student engagement in sustainable careers.</p> <p>To put theory into practice, I will facilitate a collaborative group activity. Participants will be divided into small groups and given a real-world challenge related to green career education.</p>				
104	<p>How to Human: What AI Can Teach Us About the Very Human Dynamics of Career Work and the Implications for the Training and Development of Career Practitioners</p> <p>Wendy Pearson <i>University of Warwick, United Kingdom</i></p>	Workshop	20th	15:00	B202
	<p>Relevance: The arrival of generative chatbots, such as ChatGPT, has amplified interest in AI technology. We stand in a moment where we can consider how we can shape technology and how we allow technology to shape our practice, in ways that make our interactions more human, not less.</p> <p>Aims and focus: The workshop focuses on current and future applications of AI in career work. Practitioners and those involved with their training will experience and critically reflect on how generative AI (chatbots) can work alongside human practitioners to create interactions which bring together the best of what AI and humans can do.</p> <p>Benefits for learners: By the end of the workshop, participants will:</p> <ul style="list-style-type: none"> • Have a better developed understanding of applications and limitations of generative AI (chatbots) in career work. • Consider attitudes and behaviours in relation to this technology. • Have an awareness of actions they might take to enhance human aspects of interactions with clients. • Consider training implications of an evolving technological landscape. <p>Planned activities: Participants will experience a tripartite model in which humans and AI bots work together to support a client. A goldfish-bowl model will allow practitioners who are confident to begin the interaction with a practice client. Others begin in an observer role, moving into the</p>				

	<p>demonstration when ready.</p> <p>Participants will then be invited to discuss their observations in a professional dialogue which will raise questions of professional identity, ethics and traditions of practice. We will consider implications for training.</p> <p>Participants will create action plans to take the learning beyond the session.</p> <p>Materials needed:</p> <p>Projection for laptop, space for seating in a (semi-circle) shape preferably without tables.</p>				
105	<p>Visual orientation</p> <p>Torna, Camilla (1); De Maurissens, Isabel (2)</p> <p><i>1: Icastic Consulting, Italy; 2: INDIRE, Italy</i></p>	Workshop	20th	15:00	B302
	<p>Visual Orientation is an innovative Life Design and Career Guidance method designed for anybody that faces educational or professional choices and for the teachers and consultants who support them. The method applies Systems Thinking and Information Architecture to Personal Sustainability by adopting images as a tool for reflection on personal capabilities and their mapping, as a sense-making process for envisioning new desirable futures. The use of images is grounded on the fact that they act in the attention economy, fire emotions, shape aspirations, are social informants but most of all are inclusive, especially important for people with disabilities or that have to express themselves in a foreign language.</p> <p>In a dialogic process, a person is invited position pre-selected personal images into three maps, designed as a progressive sequence. At the end of the process, interconnections emerge at a glance and identify the leverage points for starting in a new direction. Finally, choosing from one of 4 given reference frameworks (European Lifelong Learning Key Skills, Life Comp, Entre Comp, Green Comp) the subject, together with the tutor/consultant, identify a kew skill that needs to be carried out.</p> <p>The method sparked from the collaboration between Isabel de Maurissens and Camilla Torna on the writing of a book (currently being published in Italian). Isabel de Maurissens is a Researcher of the use of images in education at INDIRE – the National Institute for Documentation, Innovation and Educational Research, the Italian Ministry of Education’s oldest research organisation with headquarters in Florence, Italy.</p> <p>Camilla Torna is an Information Designer, Teacher and Researcher specialised in the creation of mapping tools for facilitation, founder of Icastic Consulting + Design and former Program Director of the Master in Communication Design at SACI Florence.</p>				
114	<p>Professional Career Guidance for Women in Management Positions in the Field of Digital Competence</p> <p>Rickhoff, Marie-Louise (1); Trotta, Dennis (1); Woldendorp, Jan (1); Reuter, Anke (2); Schuldink, Helma (3)</p> <p><i>1: Saxion, The Netherlands; 2: Hochschule der Bundesagentur für Arbeit, Deutschland; 3: endit, The Netherlands</i></p>	Workshop	20th	15:00	B402
	<p>In 2020, the European Commission launched its Gender Equality Strategy 2020-2025, recognising glaring labour market disparity women face. It's no longer just about equality—it's about economic and global competitiveness. Women must be empowered to achieve their professional goals, unleashing their full potential in an increasingly digital world (European Commission 2020). A significant issue is the persisting gap women in management position experience in the digital transformation. In the Erasmus+ project DigiGen ('Digital Gender') the partners developed the means to bridge this gap by educating guidance and HR professionals</p>				

	<p>to offer new guidance and counselling services for this group of female leaders. For this reason, the partners in the DigiGen-project have developed, piloted and evaluated a holistic and science based up-skilling programme aimed at professionals in the career guidance and HRM community regarding the empowerment of women in management positions in terms of digital competencies. The up-skilling programme offers the didactic basis, modules and materials to conduct training via different channels (F2F and online). Among various topics, the up-skilling programme clarifies the growing need for specific digital competencies in management positions. Digitalisation not only demands the acquisition of digital skills but also involves new work and learning models as well as innovative approaches to problem-solving and decision-making in companies. Furthermore, there is insufficient professional counselling for managers and companies in competence development.</p> <p>In this workshop participants will get an introduction to the up-skilling programme and and its main topics of prevalence. After a brief introduction of the DigiGen project and its deliveries participants will experience its value by participating in exercises chosen from the modules. ‘endit Careerprofessionals’, one of the Dutch piloting partners shall demonstrate the way they experienced the value and usefulness of the upskilling programme and the way they aim to incorporate its content into their services.</p>				
15:00-16:30	Paper presentations				
116	Language as a Challenge for Career Guidance and Counselling Müller, Anna-Lena <i>Carl von Ossietzky Universität Oldenburg, Germany</i>	Paper presentation	20th	15:00	C173
	<p>Young people with a migrant background are particularly at risk when it comes to the transition to work (cf. OECD 2024, 111). The integration of migrant students into educational and career pathways presents a challenge for guidance, both now and in the future.</p> <p>The presentation highlights how language skills impact on career guidance. Activities, such as skills assessment procedures, are largely conducted in the national language. If there is a lack of necessary language skills, they will not be reached by the measures. In addition, the language used is characterised by professional specificity, e.g. job titles, job descriptions, etc., which is not part of everyday language. The promotion of language skills needs to be integrated into the guidance process, which has been shown to be successful in various studies (cf. Prediger/Neugebauer 2023).</p> <p>The interactive part of the presentation will focus on the analysis of language barriers and the presentation of language-responsive teaching approaches, including the adaptation of support to students' language needs (cf. Lenz et al. 2024, 185). Practical examples and recent research findings from a study on language requirements in careers guidance materials will be used to show how targeted language support and training can be integrated into the careers guidance process to improve equal opportunities and access to the labour market. Participants are invited to share their own experiences and perspectives throughout the presentation.</p> <p>Bibliographic references</p> <ul style="list-style-type: none"> - Lenz, K./Obersteiner, A./Wittmann, G. (2024): Who benefits most from language-responsive learning materials in mathematics? In: Educational Studies in Mathematics, 116, 185-211. - OECD (2024). Challenging Social Inequality Through Career Guidance: Insights from International Data and Practice. Paris: OECD Publishing. - Prediger, S./Neugebauer, P. (2023): Can students with different language backgrounds equally profit from a language-responsive instructional approach for 				

	percentages? Differential effectiveness in a field trial. In: Mathematical Thinking and Learning, 25(1), S. 2-22.				
117	Career Guidance and Counselling for international mobility students: The impact of the ENIS Network Valls-Figuera, Robert G. (1); García-Murias, Rebeca (2); Torrado-Fonseca, Mercedes (1) <i>1: University of Barcelona, Spain; 2: University of Santiago de Compostela, Spain</i>	Paper presentation	20th	15:00	C173
	<p>Our paper proposal is framed in the European Network on International Students Mobility. Connect and Practice aimed to promote collaborations between researchers and practitioners, put together different interdisciplinary and practical examples, and provide recommendations for best International Student Mobility (ISM) practices. The original idea was to foster the interconnection of existing researcher islands: people researching international student mobility who now had a space to generate important synergies around a common research topic.</p> <p>ENIS is organized into five working groups (WG) which contain researchers, practitioners, and stakeholders with different disciplines and motivations, but all interested in ISM. WP3 focuses on the international students' social and cultural integration into the host country. It is commonly believed that students who go abroad will benefit from the experience in many ways, including an increased proficiency in a foreign language, or a higher intercultural competence. However, that is not always the case since some students go back home “empty-handed”. The problem is that they fail to integrate into the host culture and build relationships with co-nationals or are isolated. The objective of this group is to research how to help international students navigate the social and cultural events they may encounter during their sojourn.</p> <p>Therefore, it is important to give young people the tools to live, enjoy, and benefit the most from the mobility experience in the host country. One way of supporting the achievement of these goals is by providing Career Guidance and Counselling (CGC) actions and services that provide students with a set of key competencies to</p>				

	address these mobility experiences. CGC plays a key role by helping students to prepare for the learning opportunities abroad, supporting them in the decision-making processes, career choices, etc., and providing monitoring and sustenance in all issues under the framework on international mobility projects.				
118	Career Guidance in the Context of the Energy Transition in the Regional Economic Area Schröder, Rudolf; Müller, Anna-Lena <i>Institute for Economic Education, Carl von Ossietzky Universität Oldenburg, Germany</i>	Paper presentation	20th	15:00	B502
	<p>The energy transition is one of the biggest challenges of the 21st century (Yergin 2022). In recent years, over 13 million jobs have been created around renewable energies worldwide (cf. IRENA 2023, 13). In Germany, as well as other countries, the situation is characterised by a general shortage of skilled workers, with unfilled training positions limiting the energy transition (cf. prognos 2023, 8).</p> <p>Labour Market Information (LMI) is crucial for Career Guidance (cf. Alexander et al. 2019). However, young people are not sufficiently aware of the career opportunities in renewable energy. Studies indicate that sustainability values play a minor role in students' career choices (cf. Gebhardt/Beck 2020; Schleer/Calmbach 2022). In Germany, training occupation titles often lack keywords like "environment" or "sustainability," unlike degree programs. Traditional "dirty" jobs are still needed to build renewable energy infrastructure, and the demand for skilled labor varies regionally based on economic structures.</p> <p>The recently launched project "Perspectives in the Northwest Metropolitan Region - Training with Energy" explores the energy transition's impact on the job market in the regional economic area, broadening students' career perspectives and helping companies recruit trainees. Key project measures include developing educational materials, organizing internships and workplace visits with companies, and conducting teacher training and networking activities.</p> <p>Based on the project, initial evaluation results and participants' individual experiences, the following questions will be actively discussed:</p> <ul style="list-style-type: none"> • What role can LMI on the regional economic area play in Career Guidance and Counselling for the energy transition? • How can the importance of individual values for energy transition be strengthened for students' career choices? • What support do career counsellors need? <p>(The bibliography can be requested from the authors)</p>				
119	The Unique Relationships within CompetentNL; The Significance for Career Professionals in Facilitating Intersectoral Mobility with the New Dutch Skills Language Herman Miedema <i>dit-WERKt, The Netherlands</i>	Paper presentation	20th	15:00	B502
	<p>Outline of the Presentation:</p> <p>Introduction:</p> <ul style="list-style-type: none"> • Overview of CompetentNL and its relevance in the rapidly evolving education and labor market. • Consequences of societal objectives and the challenges in the sectoral segmented education and labour market. <p>Goals:</p> <ul style="list-style-type: none"> • Addressing three primary issues: Miscommunication, Mismatch, and Mis-encounter within the labor market. • Demonstrating how a skills language can mitigate these issues. <p>Problem Statement:</p> <ul style="list-style-type: none"> • The traditional sector-based approach to education and employment creates barriers in communication and alignment between skills and job requirements. 				

	<ul style="list-style-type: none"> Existing skill languages do not adequately address the specific needs of the Dutch labor market, particularly at the MBO (intermediate vocational education) level. <p>Approach:</p> <ul style="list-style-type: none"> Introduction to CompetentNL as the emerging Dutch skills language designed to bridge the gap between education and employment. Description of CompetentNL's two unique relationships: <ol style="list-style-type: none"> The relationship between occupations, skills, and education at the MBO level. The relationship between tasks and skills. <p>Findings and Innovations:</p> <ul style="list-style-type: none"> How CompetentNL facilitates a more granular analysis of a candidate's skills through the relationship between tasks and skills. The utility of this relationship for career professionals in providing deeper insights into candidates' abilities and corresponding tasks, leading to more accurate job matching. <p>Practical Implications:</p> <ul style="list-style-type: none"> Presentation of the Matching and Career Tool as a practical application of CompetentNL. Illustration of how skill gap analysis and corresponding training opportunities provide actionable information for both career professionals and candidates. <p>Conclusion:</p> <ul style="list-style-type: none"> Emphasis on the benefits of adopting CompetentNL for career professionals in improving intersectoral mobility. Call to action for practitioners to integrate this new skills language into their practice to enhance career guidance and job matching processes.
<p>16:30-19:00</p>	<p>Cultivating activity: Guided city tour in 4 groups</p>



	Title, presenters and abstract	Form	Day	Time CET	Room
Friday September 20th					
9:00	Welcome				Main hall
9:30-10:30	Keynote				
	Rethinking the person for career development Prof. Dr. Peter Robertson <i>Edinburgh Napier University, Scotland</i>	Keynote	20th	9:30	D007
	Career theories and models often fail to make explicit their underpinning assumptions. An important set of assumptions relate to how we conceptualise the person: the human individual that is the focus for theorising and the target of our helping services. This failure means that often research and practice is based on implicit or simplistic assumptions about our service users. In this presentation the case will be made that a more sophisticated ‘model of man’ could better inform our work. Drawing on systems thinking and the Capability Approach, a model will be proposed. Its potential value in assessing clients, building their self-awareness, and highlighting areas for exploration will be explained.				
10:30-11:00	Coffee Break				
11:00-12:30	Workshops				
0	Applying the Capability Approach to Career Development Peter Robertson <i>Edinburgh Napier University Schotland</i>	Workshop	20th	11:00	B002
	<p>Aims and focus of the workshop</p> <p>This workshop will introduce the Capability Approach, which is rooted in the work of the economist and philosopher Amartya Sen (e.g. 1998). The Capability Approach provides a way of thinking about how to support people to improve their lives. It highlights social justice and genuine freedom to make choices aligned with personal or collective values. It has been adapted for application to career guidance (e.g. Robertson & Egdell, 2018; Robertson & Picard, 2020). This way of thinking draws attention to the resources people have available, and how they can be supported to convert these resources into lives and lifestyles that they have reason to value.</p> <p>Building on the Robertson’s keynote presentation at this conference (<i>Rethinking the person for career development</i>), and also on Robertson (2023), this session will address:</p> <ul style="list-style-type: none"> - Identification of strengths, resources and barriers to career development - Building resources and mitigating barriers 				

	<ul style="list-style-type: none"> - Raising awareness of the set of available opportunities - Identifying what matters: what the person values - Implementing choices <p>The workshop will go through the following stages:</p> <ol style="list-style-type: none"> 1. Presentation: Overview of the model (20 minutes) 2. Practice session in pairs – identifying resources and barriers (20 minutes) 3. Review of emerging issues & presentation on role of values (10 minutes) 4. Practice session in pairs – identifying valued lives/lifestyles (20 minutes) 5. Plenary & next steps (20 minutes) 				
125	<p>New Opportunities for Reintegration Through Use of Virtual Reality? Schell-Kiehl, Ines (1); Beckhuis, Marloes (2); Verwajen, Gijs (1); Yohannes, Ruth (1) <i>1: Verwey Jonker Instituut, The Netherlands; 2: Saxion UoAS, The Netherlands</i></p>	Workshop	20th	11:00	B102
	<p>Aims and focus of the workshop Verwey-Jonker Institute, together with its partners, will develop a new way of reintegration of employees with long-term burn-out in the sector social work and youth. Over a period of 4 years (2023-2027), this project will investigate the extent to which VR technology can help these people to return to the labour market. As part of the project, we are researching the use of various VR experiences that focus on reintegration and retaining talent for the care and welfare sector. In this workshop we will start with a short presentation of the project. Afterwards the participants can actively participate by testing three different VR applications: Career orientation and interview training for employees and a change of perspective for employers who want to find out more about the target group. All three applications have been developed in co-design with employees, employers, re-integration experts and career practitioners. We take enough VR glasses, screens and computers with us. But we need sufficient power and stable WIFI. Maximum number of participants: No limit; We can use the workshop as a demonstration and let others watch on the screen while one person is testing (Casting). The project is funded by ZonMW. More information can be found at https://www.verwey-jonker.nl/re-integratie-tweede-spoor/</p>				
103	<p>Project CGC-DigiTrans - Competence Requirements and Practice Networks for Counsellors in the Context of Digitalisation Weber, Peter (1); Ferrari, Lea (2); Waldendorp, Jan (3); Stark, Martin (4); Sgaramella, Teresa M. (2); Trotta, Dennis (3); Schulz, Jenny (1) <i>1: University of Applied Labour Studie, Germany; 2: Padova Universtity; 3: Saxion University; 4: University Krems</i></p>	Workshop	20th	11:00	B202

	<p>In this workshop, we will take a closer look at the digital transformation in particular. Different groups of adults are affected by this in different ways, as existing professions and work tasks are changing, new tasks are emerging, and other tasks are disappearing. This creates new competence requirements. The promotion of professional development and further training in the work context can be a relevant response (Martínez-Bravo 2021). However, access to counselling is not the same for different groups. It is argued that career counselling and support can be a helpful pathway for workers who are left behind by the digital transformation. Better access to counselling and networking of stakeholders at an operational level are ways to promote further training on digital topics and manage changes in the world of work and employment.</p> <p>This requires intensive cooperation between careers counsellors, the world of work and education providers. To do this, professionals need to develop a common language and work more closely together. Networking must be initiated and utilised by the counsellors themselves (CGC-DigiTrans 2024). In practice, this is implemented in many places, but by no means in the entire field of counselling.</p> <p>We presents and discusses with participants the work steps and results of the CGC-DigiTrans project (https://digitransformation.net/) to date. In particular, we look at the "digital competences" model developed (Weber and Schulz 2023) and the "Roundabout for multi-actor counselling" method. The developed handbook contains many methodological suggestions that can be used directly in counselling practice, and which will be introduced in the workshop.</p> <p>Sources: Martínez-Bravo, M.C.; Sádaba Chalezquer, C.; Serrano-Puche, J. (2021). Meta-framework of digital literacy: comparative analysis of 21st-century skills frameworks. <i>Revista Latina de Comunicación Social</i>, 79, 76-110. CGC-DigiTrans (2024). Handbook: CGC Roundabouts for Digital Transformation. CGC Project. https://digitransformation.net/wp-content/uploads/2024/02/WP2-A3_Handbook_DigiTrans.pdf [2024-06-10].</p>				
12:30-13:00	Structured network sessions				
	Structured network sessions	Networking	20th	12:30	B002
13:00-14:00	Lunch time				
14:00-15:00	Keynote				
	Keeping Pace with Digital Change Prof. Dr. Jaana Kettunen <i>University of Jyväskylä, Finland</i>	Keynote	20th	14:00	D007
	As technological advances, including artificial intelligence (AI), change how individuals explore and acquire information about education, training and work opportunities, there is a pressing need to align career services and associated professional practices with these new technologies. The rise of artificial intelligence (AI) further accelerates this shift. Digitalisation, AI, and digital transformation offer considerable opportunities, but they also necessitate rethinking our approach to services and ensuring that practitioners are equipped with the competencies they need in this context.				
15:00-	Workshops				

16:30					
106	<p>Perspectives for Lifelong Learning and Development Kuijpers, Marinka (1); Mazareeuw, Marco (2) <i>1: Open Universiteit, The Netherlands; 2: NHL-Stenden Hogeschool, The Netherlands</i></p>	Workshop	20th	15:00	B002
	<p>Today's (future) workers are entering dynamic work environments and labour markets, making lifelong learning and development essential for staying relevant and achieving sustainable careers (De Vos et al., 2020). However, the extensive discussion on the conceptualization and purpose of lifelong learning and development (Biesta, 2006; Moore, 2020) reveals the ambiguity surrounding these terms. Whether lifelong development and lifelong learning can be used interchangeably, and their similarities and differences, are debated in current research (Knight et al., 2023). Clarification of these terms is necessary because different interpretations can lead to fundamentally different perspectives and unnoticed contradictions. For example, research shows that employees and managers view lifelong learning either from the perspective of economic organizational goals or from the perspective of personal development, but these views rarely coincide (AUTHOR, 2020). In order to clarify the different perspectives on lifelong learning and development, we have developed a dialogue tool based on literature and consultations with academics in the field of lifelong learning and development in the context of vocational education. According to us this tool can help to position the vision, guidance and implementation of lifelong learning and development in a broader sense. The tool can also be used by professionals in the field to engage in dialogue that may change and broaden their perspectives.</p> <p>In the Nice conference workshop we will present the different perspectives on lifelong learning and development, the guidance associated with these perspectives and their specific challenges. Participants will use the dialogue tool to discuss their vision and guidance in relation to lifelong learning and development and formulate possible next steps to shape guidance from the variety of perspectives.</p>				
20	<p>A Proposed Method for Job Assessment Testing Geert-Jan Gorter <i>FUJOUR GmbH, Germany</i></p>	Workshop	20th	15:00	B102
	<p>The aim of the Fujour platform is to raise the efficiency of the vocational orientation process by identifying specific career suggestions and internship opportunities for pupils in secondary schools using an assessment process. After an internship - matching the interests - has been done, the experiences will be reflected. Functions for teachers and pupils have been implemented to support the vocational test, the internship process itself, the lessons and offer information procurement about professions, progress monitoring and job application support. Internship and apprenticeship providers will be offered functional support for processing the internship.</p> <p>This contribution is restricted to the module "Responsive Survey". With the assistance of professionals in the field of vocational orientation and testing methods, we developed a new method of responsive questioning in order to calculate an extended professional personality, not only based on RIASEC but consisting of many more vocation-relevant attributes. The user profile is being refined continuously during the vocational orientation process until school-leaving and generates changing suggestions for jobs, apprenticeships and dual studies.</p> <p>In our contribution, we would like to explain key points of the theory, then take a look ahead on the further steps that are planned to determine and raise empirical validity and provide an outlook on an AI collaboration project with the University of Twente regarding this subject.</p> <p>In the second half (about 30 - 40 minutes) we'd like to invite the participants to join in by acting as a school class and playing the roles of school students and teacher, going through the interactive questionnaires by app or browser application, monitoring the class's progress and finally discussing the results.</p>				

107	Empowering Career Counselling with the "Zurich-Mainz-Counselling Model" Monika Sodermann <i>Career Counsellor</i>	Workshop	20th	15:00	B202
<p>The workshop "Empowering Career Counselling with the Zurich-Mainzer Counselling Model" aims to provide guidance to individuals seeking career counselling by breaking down challenging phases of life transitions into manageable steps The ZML model combines career counselling and career psychology in a holistic approach by enabling individuals to recognize their potential and skills and clarify career questions and decisions.</p> <p>The workshop will cover the main features of the model, its theoretical foundation, and its applications, and will include hands-on exercises and group discussions .</p> <p>The workshop will be structured as follows:</p> <ol style="list-style-type: none"> 1. Introduction to the Zurich-Mainzer-Counselling Model: Overview of the model, its theoretical foundation, and its history. 2. Main Features and Application: Overview of the Zurich-Mainzer Counselling Model modular structure and selected instruments of a typical counselling process . 3. Sharing of experiences and insights from using the Zurich-Mainzer Counselling Model approach in counselling practice . 4. Hands-On Exercise: Participants will engage in exercises using some instruments to understand its practical applications and benefits . 5. Group Discussion and Feedback: Participants will discuss their experiences and provide feedback on selected tools . <p>The Zurich-Mainzer Counselling Model has been shown to significantly enhance self-reflection and the identification of development areas, explore participants' strengths, interests, skills, and strengthen individuals' self-esteem . It is a resource-oriented model that takes social networks, leisure activities, and material background into account when developing the next professional step.</p> <p>References:</p> <ul style="list-style-type: none"> - www.fortbildungszentrum-laufbahnberatung.de - Laufbahnberatung 2.0, Dr. Martina Nohl 					
115	Integrating Green Guidance into Your Practice Sprlak, Tomas (1); Ostroha, Ladislav (1); Wrzosek, Marta (2) <i>1: Association for Career Guidance and Career Development, Slovakia; 2: Katalyst Education, Poland</i>	Workshop	20th	15:00	B402
<p>Aims and focus</p> <p>The workshop will help career practitioners reflect on their current practice and identify opportunities of integrating the sustainability issues into their practice. Climate change is currently influencing individuals' careers through the transformation of the labor market and education system towards sustainability, as well as through various psychosocial effects, including climate anxiety. This dynamic has given rise to an emergent 'green guidance' movement, which examines how career guidance can address and contribute to mitigating the impacts of climate change. The workshop is based on the literature review, survey among practitioners, identification of good practices across several countries realized within the "Exploring Green Guidance" project. It will introduce the main concepts of career guidance, its current state (clients' needs and practitioners' perceptions) and different ethical stances. It will allow participants to try some approaches (cards sort linked to sustainability, narrative questions, career education sessions) and reflect on their own practice and possible ways of integrating sustainability.</p> <p>Benefits for learners</p> <ul style="list-style-type: none"> - Understand the emergence of the green guidance, different dimensions of sustainability and potential implications for practice 					

	<ul style="list-style-type: none"> - Reflect on ethical issues related to green and sustainable guidance - Experience examples of green guidance activities for different target groups - Reflect on one's practice and identify potential for integrating the sustainability dimensions - Participate on a creative process of brainstorming green guidance tools <p>Activities</p> <ul style="list-style-type: none"> - Short theoretical introduction (presentation) - Ethical stance: Individual reflection and group discussion based on Packer's light green versus dark green approaches to guidance and on ways of connecting sustainability with different types of clients - Reflection on practice: Individual reflection and group discussion on potential ways of "greening" existing practice - Introduction of a framework for green and sustainable guidance and discussion on development of new tools 				
15:00 - 16:30	Paper presentations				
120	<p>Renewal of the National Occupational Standard and Master's Degree Programme for Career Counsellors in the Context of Higher Education Reforms in Latvia</p> <p>Jansone, Ilze Astrīda (1); Soika, Inita (2)</p> <p><i>1: State Education Development Agency VIAA, Latvia; 2: Latvia University of Life Sciences and Technology</i></p>	Paper presentation	20th	15:00	C173
	<p>Goals</p> <p>To ensure continuity of training for career counsellors in Latvia in the context of legislative and institutional reforms in the higher education sector, the professional master's degree programme in Education Science with a qualification of Career Counsellor offered since 2009 with periodic updates was transferred to the field of Human Resource Management in 2023.</p> <p>Problem</p> <p>A prerequisite for the accreditation of the revamped Career Counselling master's degree programme was the renewal of the 2011 National Occupational Standard for Career Counsellors. The Standard was linked to the field of Education Science and was not aligned with current regulations for occupational standards.</p> <p>Approach</p> <p>A working group for the renewal of the Career Counsellor occupational standard was established with the involvement of several stakeholders, including the programme director for the new master's degree. Recommendations for the renewal of the occupational standard published in research commissioned by the Ministry of Education and Science in the context of a review of the adult guidance landscape were used as the source material for initiating the work.</p> <p>Findings</p> <p>Current national regulations for occupational standard development are more practice-oriented and follow specific semantic rules of formulation for duties, tasks, skills, knowledge and competences. Due to the significant restructuring of the presentation of the standard, changes in career guidance practice and input by experienced professionals in the field, the focus on counsellor research skills was reduced, and several areas of knowledge changed from profession-specific to general.</p>				

122	<p>Evaluating Post-Graduate Employability and Program Impact: Insights from the University of Prishtina's Graduate Tracking Study Nikoçeviq-Kurti, Elmedina (1); Tafilaj, Shkumbin (2) <i>1: Faculty of Education, University of Prishtina, Kosovo; 2: Career Development Center, University of Prishtina</i></p>	Paper presentation	20th	15:00	C173
<p>Graduate tracking in European universities, including Kosovo, has begun recently, emphasizing job market inclusion and career development post-graduation. However, existing efforts primarily measure teaching and learning outcomes rather than career trajectories. Accurate graduate tracking is crucial for higher education institutions (HEIs) to assess the impact of study programs on employability and job market relevance. Key research questions explored employment rates, program-specific employability, factors influencing further studies, graduate satisfaction, transition duration to employment, engagement in practical work during studies, and the influence of faculty and gender on employment outcomes. The study also examined the relationship between internships and job search duration, job sector and satisfaction, and field of work versus job satisfaction. The study used a random sample of 987 respondents from approximately 100,000 graduates (2010-2023), collected via email using a refined Google Forms questionnaire. Data analysis was conducted using SPSS software, with normality tests confirming the statistical validity of the survey variables. By gathering direct feedback, the survey identified well-developed areas and those needing improvement, offering perspectives to guide UP in enhancing educational experiences and supporting professional development. Key findings revealed that around 73% of respondents are employed or engaged in practical work, while 27%, mainly master's level students, are unemployed due to study commitments and the prevalence of full-time job offers in the market. Most employed graduates found jobs within five months post-graduation, often in their field of study, with many having completed internships during their studies. The study highlighted the importance of practical work, as internship experience correlated with shorter job search times. The findings will guide policy and curriculum improvements, enhance student support services, and establish a framework for ongoing graduate tracking to ensure continuous improvement in educational outcomes and employability.</p>					
110	<p>From Occupational Image to Professional Reality Jeany van Beelen-Slijper, William Hazenbroek <i>Hogeschool Inholland, The Netherlands</i></p>	Paper presentation	19th	11:00	B502
<p>Introduction The context of the professional in 2024 is quickly evolving. In the rapidly developing labour market, where technological developments cause some parts of jobs to disappear and new parts to emerge, companies struggle with defining future-proof job qualifications and job profiles that fit their needs. Additionally, people who are making study or career choices often lack a clear picture of the eventual profession; these inaccurate occupational images create barriers in the career decision-making process.</p> <p>Problem Analysis In 2024, professionals will likely discuss professions with the same names differently than they did a decade ago. Changes in work influence job profiles - they renew - and therefore, on occupational images, they shift. These images that people have of professions play an important role in career decisions. There is a distinction between the individual occupational images of the professionals themselves and collective occupational images. The shifting professional reality is not sufficiently reflected in occupational images. The paper presentation will address the issue that occupational images often conflict with professional reality.</p>					

	<p>Approach / method Based on results from ten qualitative case studies, this contribution shows important findings of a systematic review of occupational images among (1) young people making a study or career choice and (2) practitioners and career professionals.</p> <p>Goal - provide insight into how individual and collective occupational images relate to professional reality. - provide tools on how we can address this in career guidance practice.</p> <p>Findings Many young people have abstract occupational images because they did not do in-depth research. Amongst practitioners and career professionals from the case studies, collective occupational images seemingly do not match professional reality. This has implications for both career orientation and career realization. A holistic approach to occupational images can offer perspectives for closing the gap between occupational images and professional reality.</p>
16:30-17:30	The NICE Network, yesterday, today, tomorrow (Founders) NICE Foundation Assembly meeting
19:00	Gala Dinner

	Title, presenters and abstract	Form	Day	Time CET	Room
Saturday September 21st					
9:00	Welcome				Main hall
9:30-10:30	Surprise act				
10:30-11:00	Coffee Break				
11:00-12:00	Keynote				
	Sustainable careers Prof. Dr. Beatrice van der Heijden <i>Radboud University Nijmegen, The Netherlands</i>	Keynote	21st	11:00	D007



	Get inspired by recent thinking about a New Career Paradigm. Prof. Dr. Beatrice van der Heijden shares key insights about Sustainable Careers and how different stakeholders can protect and ideally enhance all workers' career sustainability across the lifespan.
12:00-12:30	Collaborative reflections and closing ceremony