**Building Career Management Skills:**

**Taking the 2030 Agenda goals and recent European projects into career education**

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In contemporary societies, people are expected to self-manage and self-construct their careers throughout the lifespan and there is a growing consensus that these efforts must begin in childhood. Career management skills (CMS), that are multifaceted skills and attitudes or competencies which help individuals to identify their strengths, develop career learning goals and take action to enhance their careers (ELGPN, 2012; Sultana, et al., 2016). They may support individuals in taking full advantage of educational and career opportunities, in coping with difficulties in the workplace, and in maintaining balance among several working, educational and family roles (ELGPN, 2012; Sidiropoulou-Dimakakou, et al., 2010).

The complex conditions that characterize our age require innovative preventive effort to contrast the risks of exacerbating social inequalities and exclusion processes at many individual and contextual levels since early ages. The 2030 Agenda SDGs offers a framework for developing significant actions that met the CMS, especially for the new generations. In addition, literature on early career education emphasizes the need of referring to model that target actual complexities in multiple ways. Among these the Systemic Theory Framework (McMahon & Patton, 2004) and the SELCE model (Howard & Ferrari, in press) contribute to point out contents and guidelines that should characterize early group career education.

In this workshop some examples of career education activities that took into consideration the mentioned models will be shared and discussed in the light of the CMS.

A first set comes from two educational paths: the first, “*Foreseeing my footprints..*.” aims at discovering personal strengths and identifying potential future and, the second, “*… in building future communities*” aims at discovering the positive contribution of each individual and the relevance of networking in reaching personal and common goals.

A second set of examples comes from current implementation of two Erasmus+ projects, respectively psSMILE, focused on social and emotional capacity building in school context, and INCREA+ with its innovative approach to inclusive education, Career and Life Skills development through Educational Artmaking practices**.**

Participants will be then invited to work together and guided to personalize actions for diverse groups of participants, to share and discuss their reflections and learning.