



PROGRAMME & ABSTRACTS

NICE ACADEMY 2025

10 - 13 September

Valletta, Malta



SESSION ICONS



PAPER PRESENTATION



WORKSHOP



POSTER/GOOD PRACTICE PRESENTATION



Programme Overview






Wednesday 10th	Thursday 11th	Friday 12th	Saturday 13th
	09.00-09.30 Registration and Welcome Coffee	09.00-09.30 Registration and Welcome Coffee	09.00-09.30 Welcome Coffee
	09.30-11.00 Presentations & Workshops (S2-S5)	09.30-11.00 Presentations & Workshops (S1-S5)	9.30-10.30 NICE Symposium (S1)
	11.00-11.30 Mid-morning Coffee Break	11.00-11.30 Mid-morning Coffee Break	10.30-11.00 Keynote Recording & Panel Discussion (S1)
	11.30-12.30 Keynote Speech: Manwel Debono (S1)	11.30-12.30 Keynote Speech: Rosie Alexander (S1)	11.00-11.30 Mid-morning Coffee Break
	12.30-13.30 Poster Session (Exhibition Gallery)	12.30-13.30 Networking Session	11.30-12.30 Closing Ceremony (S1)
	13.30-14.30 Lunch Break	13.30-14.30 Lunch Break	
16.00-18.00 Welcome Desk opens for check in	14.30-15.30 Keynote Speech: Tristram Hooley (S1)	14.30-15.30 Keynote Speech: Deirdre Hughes (S1)	
16.00-17.00 Welcome Coffee	15.30-17.00 Presentations & Workshops (S1-S5)	15.30-17.00 NICE Assembly (S1)	
17.00-17.30 Welcome and Introduction to NICE Academy 2025 (S1)			
17.30-18.00 Keynote Speech: Gege Gatt (S1)	17.15 - 19.30 Cultural Social Activity	19.00 - 22.00 Networking Event: Gala Dinner (Location: The Xara Lodge, Rabat)	
18.00-18.30 Keynote Speech: David Xuereb (S1)			
18.30-19.00 In Conversation with Gege Gatt & David Xuereb (S1)			






16.00-18.00	Welcome Desk opens for check in	
16.00-17.00	Welcome Coffee	
17.00-17.30	Welcome and Introduction to NICE Academy 2025	 Space 1
17.30-18.00	Opening Keynote Speaker Gatt, Gege Keynote Title Navigating the Digital Frontier: AI and Sustainable Innovation in the Future of Work	 Space 1
18.00-18.30	Opening Keynote Speaker Xuereb, David Keynote Title The Future of Work: Navigating the Green Transition with Evolving Skills	 Space 1
18.30-19.00	In Conversation with Gege Gatt & David Xuereb Moderator Micallef Grimaud, Clayton	 Space 1



9.00-9.30	Registration and Welcome Coffee			
9.30-11.00	Type: Session	Type: Workshop	Type: Workshop	Type: Workshop
	<p>The Experiences of Higher Education for Black Students at a UK University; how can careers support address the awarding gap? Chant, Anne</p> <p>Autonomous Career Motivation in the Contemporary Work Context Sverko, Iva; Babarovic, Toni</p> <p>Career Guidance For Sustainable Futures – Trade Unions And Transitions. Gravina, Joseph</p> <p>Coping with Job Loss and Supporting Re-employment: Insights from Greek Adults Aged 30–45+ Drosos, Nikos; Charokopaki, Argyro; Megalou, Artemisia; Polyzoidou, Stelina</p> <p> Space 2</p>	<p>The Pedagogical Model of Small Group Guidance in Practice Rosenius, Päivi; Möttönen, Sirja; Nuutinen, Ulla</p> <p> Space 4</p>	<p>What About Career Counselling Group Process In The New Era? Zarbo, Rita; Magnano, Paola</p> <p> Space 5</p>	<p>Career Checks as a Practice for Social Justice and Diversity, Equity and Inclusion Yan, Yvonne; Woldendorp, Jan</p> <p> Space 3</p>
11.00-11.30	Mid-morning coffee break			
11.30-12.30	<p>Keynote Speech: Debono, Manwel Tribute to Ronald Sultana: Weaving across Boundaries</p>			<p> Space 1</p>

12.30-13.30	Type: Poster Session				
	<p><u>Digital Recruitment Strategies Of Small And Medium-Sized Enterprises</u> Reuter, Anke</p> <p><u>The Role of Nature Connectedness and Social Justice Awareness in Sustainable Career Development: A Study of Undergraduates and Career Counseling Practices</u> Sverko, Iva; Argyropoulou, Katerina; Vrettou, Anastasia</p> <p><u>From Disconnection to Direction: Understanding Systemic Changes and Their Potential in Career Development Throughout the Recovery Process</u> Rocca, Angela; Sgaramella, Teresa Maria; Pontiggia, Chiara</p> <p><u>Building Bridges Between Higher Education and the Labor Market: An Interactive 'Career Mapping' Method</u> Tafilaj, Shkumbin</p> <p> Exhibition Gallery</p>				
13.30-14.30	Lunch Break				
14.30-15.30	<p><u>Keynote Speech</u>: Hooley, Tristram Career Development, Organizational Development, Community Development and Societal Development: Building a Virtuous Circle  Space 1</p>				
15.30-17.00	Type: Session	Type: Workshop	Type: Workshop	Type: Workshop	Type: Workshop
	<p><u>Towards Sustainable Career: Exploring The Role Of Self-efficacy Beliefs, Goals, Career Guidance Activities, And Consciousness In Career Choice Satisfaction Among Emerging Adults</u> Blazhevskia Stoilkovska, Biljana; Frichand, Ana</p> <p><u>Emotional Intelligence and Employability in Albania in the Age of Artificial Intelligence: A New Perspective on Education and the Labour Market</u> Kallciu, Nada; Cakaj, Rovena</p> <p><u>Career Development as Interdisciplinary - weaving the threads together</u> Frigerio, Gill</p> <p><u>My Future Blue Career (Practice Orientation)</u> Quirino, Isabel</p> <p><u>Empowering Refugees and Migrants - Career Path from Scratch</u> Stankiewicz, Kristina</p> <p> Space 1</p>	<p><u>Responsive Careers: Between Individual Freedom and Collective Responsibility</u> Post, Jouke</p> <p> Space 3</p>	<p><u>Exploring Role Models and Sustainable Career Identities: A Life Design Workshop</u> Karavia, Aspasia; Argyropoulou, Katerina</p> <p> Space 2</p>	<p><u>Embedding Reflective Career Learning Practices: A Whole-School Approach to Career Development</u> Hili, Ann Julene; Giordmaina, Tania; Borg, Jessica; Gravina, Dorianne</p> <p> Space 4</p>	<p><u>Cities of the future</u> Kavkova, Eve</p> <p> Space 5</p>
17.15-19.30	Cultural Social Activity				

9.00-9.30	Registration and Welcome Coffee				
9.30-11.00	Type: Session	Type: Workshop	Type: Workshop	Type: Workshop	Type: Workshop
	<p>Enhancing Sustainable Career Pathways in Geographically Remote Greek Islands Through Targeted Social Interventions Argyropoulou, Katerina; Chaidemenaki, Olympia</p> <p>Supporting Sustainable Career Transitions: Developmentally Informed Workshops for Students Černja Rajter, Iva; Blažev, Mirta; Dević, Ivan; Krpavec, Eta; Popović, Dora; Šimunović, Mara</p> <p>Implementation of support to disabled university students: Academics' Perspectives Mallia Borg, Rachel</p> <p>Building Self-Efficacy Through Work-Oriented Comprehensive Education: Student Experiences of Learning Across Boundaries Ranna, Pia Irene; Kalalahti, Mira</p> <p> Space 1</p>	<p>Training Career Guidance Practitioners for Sustainable Futures: Working with the Career Development Handbook Frigerio, Gill; Hooley, Tristram; Alexander, Rosie</p> <p> Space 2</p>	<p>Client Feedback For Supporting Data-driven Enhancements To Career Service Quality Vaha, Sandra</p> <p> Space 3</p>	<p>Deep Talk – A Relational Practice Encouraging And Supporting A Meaningful Dialogue On What Matters In Career. King, Paul</p> <p> Space 5</p>	<p>Rebuilding Identity, Honouring Wounded Skills: Supporting Veterans in Career Transition Farrugia, Roseann</p> <p> Space 4</p>
11.00-11.30	Mid-morning coffee break				

11.30-12.30	Keynote Speech : Alexander, Rosie Small is Beautiful: Career Guidance in Rural Communities	 Space 1
12.30-13.30	Type: Networking Sessions	
	<p>**Live, based on participants' proposals</p> <p>**Planned: Systemic Approaches in career education and counseling: from foundations to tools and assessment choices.</p>	 Space 1
13.30-14.30	Lunch Break	
14.30-15.30	Keynote Speech : Hughes, Deirdre Building Brighter Futures: Empowering Diverse Communiites through Career Guidance	 Space 1
15.45-17.00	NICE ASSEMBLY	 Space 1
19.30-22.30	<p>Networking Event: Gala Dinner</p> <p><i>Attendance at this social event requires pre-booking via the NICE registration system on the website. Payment must be made by invoice/bank transfer ahead of time.</i></p>	 The Xara Lodge, Rabat

9.00-9.30	Welcome Coffee
9.30-10.30	<p>NICE Symposium: Moving Across Adults' Lifetime, Life Spaces and Learning: Integrating Perspectives in Career Counseling</p> <p>Sgaramella, Teresa M.; Ferrari, Lea; Keser Aschenberger, Filiz; Discussant: Chant, Anne</p> <p> Space 1</p>
10.30-11.00	<p><u>Keynote Recording</u>: Nicoll, William (Bill) Integrating Mental Health and Career Counseling</p> <p>Followed by a panel discussion: Ferrari, Lea; Sgaramella, Teresa M.; Mifsud, Dione; Drosos, Nikolaos; Moderator: Micallef Grimaud, Clayton</p> <p> Space 1</p>
11.00-11.30	Mid-morning coffee break
11.30-12.30	<p>Closing Ceremony</p> <p> Space 1</p>

KEYNOTE SPEECHES: Wednesday 10 September

Navigating the Digital Frontier: AI and Sustainable Innovation in the Future of Work

Gege Gatt - *EBO*

Dr. Gege Gatt is the CEO of London-based company EBO an AI enterprise which automates citizen engagement. He is a digital entrepreneur, a TEDx speaker and has won the UK's Enterprise Awards in 2024. He is a WHO reviewer on healthcare information strategy.

Gege serves as an Executive Board Member of the Malta IT Law Association and is a specialist examiner at the University of Malta. He's a Board Member of Humanity 2.0 developed by the Vatican in Rome with a consortium of thought-leaders to identify and remove impediments to human flourishing. His doctoral degree is in IT Law.



The Future of Work: Navigating the Green Transition with Evolving Skills

David Xuereb - *Malta Council for Economic and Social Development*

David is an architect and structural engineer and led built-environment teams in many parts of the world for over 30 years. He currently supports a strong, tangible and committed decarbonized economic transition in Malta through ESG principles that are impactful and exponential, regenerative and distributive.

David lectures at the University of Malta, presided over the Malta Chamber of Commerce between 2019 and 2021 and currently chairs the Malta Council for Economic and Social Development (MCESD) The National Productivity Board (NPB), the Low Wage Commission (LWC) and the Malta ESG Alliance (MESGA).



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KEYNOTE SPEECHES: Thursday 11 September

Tribute to Professor Ronald Sultana: Weaving across Boundaries

Manwel Debono - *University of Malta*

Professor Manwel Debono is a Chartered Occupational Psychologist with a PhD specialising in career choice. He worked as a career advisor before joining the Centre for Labour Studies at the University of Malta in 2003, where he has since served as an academic. From 2009 to 2014, he was the Director of the Centre, playing a key role in developing various study programmes, including the Master in Lifelong Career Guidance and Development. With a research career spanning over 25 years, he has contributed to numerous national and European research projects on career guidance and development, industrial relations, working conditions, and human resources. He has published extensively, including peer-reviewed papers, reports, monographs, chapters, and books.



Career Development, Organisational Development, Community Development and Societal Development: Building a Virtuous Circle

Tristram Hooley - *University of Derby*

Tristram Hooley is Professor of Careers Education at the University of Derby and visiting professor at Canterbury Christ Church University and the University of Inland Norway. He has published hundreds of books, papers and reports looking at a wide variety of issues in education, the labour market and career. His latest book is [The Career Development Handbook](#) which he co-wrote with Gill Frigerio and Rosie Alexander. He is the Chief Editor of the NICEC journal and on the boards of the International Centre for Career Development and Public Policy and the Career Development Policy Group. He also writes the blog Adventures in Career Development at <https://adventuresincareerdevelopment.wordpress.com/>



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KEYNOTE SPEECHES: Friday 12 September

Small is Beautiful: Career Guidance in Rural Communities

Rosie Alexander - *Aarhus University*

Rosie Alexander holds a postdoctoral research fellowship at Aarhus University, Denmark. Her research focuses on the role of place in career development and career guidance with a particular focus on rural and island places. Her PhD focused on the career and migration pathways of higher education students from the Scottish Islands of Orkney and Shetland and her book *Higher Education, Place and Career Development: Learning from Rural and Island Students*, was published by Routledge in 2024. Her postdoctoral research is being conducted in three Danish island communities, and involves working with career education and guidance practitioners to explore how career guidance practices can be innovated to more fully address issues of place. Alongside her research work, Rosie has also worked in the education of careers professionals, previously being a lecturer on the Career Guidance and Development postgraduate programmes at the University of the West of Scotland. She has also written about best practices in career education and guidance, including the use of Labour Market Information, and in 2024 she co-authored a handbook for trainee practitioners, *The Career Development Handbook* with Tristram Hooley and Gill Frigerio. Prior to her academic career she worked as a careers adviser in Scotland and England, and for ten years developed and led the careers service at the University of the Highlands and Islands in Scotland.



Building Brighter Futures: Empowering Diverse Communities Through Career Guidance

Deirdre Hughes - *University of Warwick*

Specialises in careers, employment, and skills policies at international, national, and regional levels. Deirdre is an Associate Professor at the University of Warwick's Institute for Employment Research (IER) and was the Founding Director of the International Centre for Guidance Studies (iCeGs) at the University of Derby. Deirdre has advised UK and other government ministers and policymakers on careers and employability ecosystems and is a Vice-President of the International Association for Vocational and Educational Guidance (IAEVG). In 2024, she co-authored three academic books published by Routledge. Deirdre is also the Founding Director of CareerChat (UK), a pioneering tech company focused on career exploration and AI, and Managing Director of dmh associates, supporting careers practitioners to elevate the impact of their work. In 2012, she was awarded an OBE for services to lifelong guidance.



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KEYNOTE SPEECHES: Saturday 13 September

Integrating Mental Health and Career Counseling

William G. Nicoll - Resilience Counseling and Training Center in North Conway

William G. Nicoll, Ph.D. is currently co-director of the Resilience Counseling and Training Center in North Conway, New Hampshire, USA. He received his B.A. from the University of New Hampshire, M.Ed. in Counseling from Boston University, and a Ph.D. in Counseling from the University of Arizona. He has 50+ years of experience in both the mental health and education fields. His experience includes serving for 33 years as a professor of counseling, including as department chair. Bill's professional experience includes serving as a mental health counselor/therapist working in agency, private practice, and correctional settings as well as a special education teacher (behavior disorders), school counselor (public and international schools). Bill is a widely known speaker, trainer, and consultant on resilience-based strategies for working with children, families, schools and with clinical mental health issues. For many years, he was a highly rated national trainer in Brief Counseling/Therapy for the American Counseling Association's National Professional Development program. He has been a consultant for the U.S. Department of State Office of Overseas School and international school organizations. Bill has also provided consulting and professional training services throughout N. America, South & Central America, Africa, Europe and Asia for numerous mental health organizations, universities, and international schools. Bill has published several books and book chapters including, "Resilience and the Internationally Mobile Family", Bully Proofing Schools: The Basics, and "Developing Resilient Youth: Classroom activities for social-emotional competence".



ABSTRACTS: Thursday 11 September, 09.30-11.00

The Experiences of Higher Education for Black Students at a UK University; how can careers support address the awarding gap? **[ID: 100]**

Anne Chant - *Canterbury Christ Church University, Medway Campus, United Kingdom*

The awarding gap between black students in Higher Education and white students has been recognised in the UK as an issue requiring urgent response. At my own University in the southeast of England, the gap is wider than average (30%) and there is also a gap in awards between black students and other minority ethnic groups.

Assumptions amongst academic staff are common, such as these students have poor attendance, come from disadvantaged backgrounds and are more prone to academic misconduct. Data presented in this research challenges these assumptions as well as the notion that black students are a uniform group with shared perspectives and challenges. The perspective of the students themselves remains relatively unexamined, in particular their expectations and notions of their identity as HE students. In this research and seminar I set out to explore the notion that engagement with higher education lies within a broader narrative of career that includes issues of social justice, access to opportunities and the unconscious bias of employers and educators.

This seminar presents research that examines contextual data and the perceptions of black students of Higher Education within the context of their broader career plans. We will examine three sets of data, the outcomes of which provide insights into and understanding of the particularities of black students' experiences. We will consider the provision and delivery of career support as an integral part of their engagement with higher education, as a counter narrative to the notion that teaching and learning approaches can address the challenges of these communities.



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ABSTRACTS: Thursday 11 September, 09.30-11.00

Autonomous Career Motivation in the Contemporary Work Context [ID: 114]

Iva Sverko, Toni Babarovic - *Ivo Pilar Institute of Social Sciences, Croatia*

The contemporary work environment is increasingly defined by job flexibility, highlighting the need for ongoing career self-management. According to the dynamic model of career self-regulation proposed by Hirschi and Koen (2021), modern career orientations—preferences for protean and boundaryless careers—serve as key drivers of career development. These orientations act as antecedents to a range of career behaviors and outcomes, all shaped by personal and contextual factors. Among determinants of career self-management process, we also see the motivation for career development which is often overlooked in career theories. To address this gap, we developed the Autonomous Career Motivation Scale (Šverko, Babarović, & Krpanec, 2024), grounded in Self-Determination Theory. This scale measures six distinct motivational dimensions—intrinsic, identified, positive introjected, negative introjected, external, and amotivation—capturing individuals' motivation to engage in the career construction process.

In our earlier project Free Career Choice, on large samples of early and middle adolescents, we confirmed the scale's structure, established its position within the broader nomological network of career constructs, and traced its developmental trajectory during adolescence. Currently, in the WORKMOBIL project, which investigates intra-European youth labor migrations within the framework of contemporary career theories, we utilize autonomous career motivation as a contributor to career development of young adults. This paper has three primary aims. First, we introduce the newly developed construct of autonomous career motivation, presenting its comprehensive validation on 1200 adolescents and discussing its relevance for various career outcomes. Second, on sample of 1500 young employees we situate this construct within the Hirschi and Koen's (2021) model of career self-regulation, examining the interrelations between career motivation, career orientations, and different aspects of career self-management. Third, given its importance for career development, we outline practical interventions designed to enhance autonomous career motivation and to support more effective career development among adolescents and young adults.



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ABSTRACTS: Thursday 11 September, 09.30-11.00

Career Guidance For Sustainable Futures – Trade Unions And Transitions [ID: 117]

Joseph Gravina - *University of Malta, Malta*

This presentation draws for its resources from European trade union projects Greenet, GTA and TUDO for EDU (GWU, 2023-2025 [a], [b], [c]) in which the present author participated as external specialist to the General Workers Union. These focused on the role of unions as vital actors in times of ongoing crises (see also, GWU, 2022-23) and especially the European Union's digital and green twin transitions which are affecting jobs, phasing out some and introducing others. It counters the employer-led, top-down model of 'workfarist' (Jessop & Sum, 2006) career guidance. Instead, it envisions a structured, union-led guidance model informed by workers lived experiences and collective knowledge. Knowledge and experience are articulated by Antonio Gramsci's concept of praxis, leading to a cohesive and 'organic' career guidance framework. Focusing on Malta, and trade unions' role to represent and protect members' interests, the presentation problematises the relation between the proposed career guidance role of the union and its 'consensual' social partner role and guarantor of the social dialogue 'system'. Is this the best way to protect workers' rights and interests within the context of transition introduced above?

A second query follows: What needs to be done for the union to take a relatively more active role, including a presence on the social partner tables that decide about and plan agendas affecting work. Consequently, the union will be in a stronger position to career guide its members and attract new worker cohorts, less prone to be unionised (Debono, 2018). Finally, suggestions will be proposed, among others, the presence of specially trained union personnel who can effectively meet members' demands through tailored career guidance. Unlike the narrow focus on skills and job placement, broader intellectual and moral dimensions are proposed, including worker participation, work-life balance, remote work, and sustainable development. This confirms the approach is grounded in social justice, highlighting structural concerns – management and labour inequality – but also addressing the unique challenges faced by immigrant workers, women, youth, people with disabilities, and atypical workers. It underlines the need for a 'just transition' career guidance framework that addresses and advocates for inclusive and equitable support.

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ABSTRACTS: Thursday 11 September, 09.30-11.00

Coping with Job Loss and Supporting Re-employment: Insights from Greek Adults Aged 30–45+ [ID: 123]

Nikos Drosos¹, Argyro Charokopaki², Artemisia Megalou³, Stelina Polyzoidou³

¹European University Cyprus, Cyprus; ²University of West Attica, Greece; ³National Organisation for the Certification of Qualifications & Vocational Guidance (EOPPEP), Greece

This study explores how unemployed Greek adults aged 30–45+ cope with job loss and engage in the job search process, with the aim of informing career counseling practice. Grounded in the Social Cognitive Model of Career Self-Management (Lent & Brown, 2013), the research investigates personal and contextual barriers, supports, and coping behaviors from a self-regulation perspective.

Using a qualitative design, we conducted in-depth interviews with 15 individuals who had experienced involuntary loss of full-time employment and had been actively seeking re-employment for two to nine months or more. This approach enabled a rich exploration of how internal factors (e.g., self-efficacy, adaptability) and external conditions (e.g., social support, labor market challenges) interact in the re-employment process. The findings highlight a range of difficulties, including emotional stress, skill mismatches, and gender-related issues. Participants also identified key personal resources and support mechanisms that facilitated adaptive coping and job search efforts. Importantly, the study identified coping behaviors aligned with the SCCT-CSM framework, offering insight into how unemployed adults self-regulate during career disruption.

From a practice perspective, the study provides actionable insights for career practitioners and counselors. It underscores the value of interventions that strengthen adaptive capacities (e.g., resilience, self-regulation skills), as well as the importance of addressing contextual barriers through holistic, individualized support. The research supports the integration of theory-driven models into counseling practice and the design of training programs for practitioners working with mid-career adults facing unemployment.

Overall, this study contributes to both the scientific understanding and the practical application of coping and career self-management during unemployment, offering evidence-based guidance for enhancing counseling services and outcomes in this field.

Bibliography

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ABSTRACTS: Thursday 11 September, 09.30-11.00

The Pedagogical Model of Small Group Guidance in Practice [ID: 120]

Päivi Rosenius, Sirja Möttönen, Ulla Nuutinen - *University of Eastern Finland, Finland*

In the workshop, the participants get to simulate the pedagogical model of small group guidance and can gain practical experience into methods of small group guidance which combines the advantages of individual support and group interaction. Whereas individual counselling is personal, small group counselling is a working method that emphasizes the community dimension, the active role and peer support of the participants which reinforces a sense of inclusion and social cohesion.

Structured small group guidance method is based on experiential learning developed by Borgen and Amundson (1989). In addition to individual needs, the method pays attention to the needs of the group and so it is guidance in the group and with the help of the group (Vanhalakka-Ruoho & Ruponen 2013).

The small group counseling process can take many forms: it can consist of functional exercises, learning and homework activities adapted to the objectives and implementation. Peer support is essential, and the group dynamics between group members are always a unique event. The focus of the guidance process is at the beginning, when group dynamics start to build - participants get to know each other and establish a common goal. The counsellor supports the commitment and interaction of the participants.

As the process proceeds, the role of the participants increases, and the role of the counsellor decreases. Engagement in small group work can at best be seen to lead to a change in the individual behavior of participants. The small group guidance is suitable for both educational institutions and work life.

References

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Vanhalakka-Ruoho, M., & Ruponen, R. (2013). What do the participants gain? Group counselling to enhance agency at work. *International Journal for Educational and Vocational Guidance*



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ABSTRACTS: Thursday 11 September, 09.30-11.00

What About Career Counselling Group Process In The New Era? [ID: 113]

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

In recent years, the most advanced career counselling frameworks have offered valuable insights to help practitioners navigate complex situations, emphasising the importance of holistic and customised approaches. Among these, narrative career counselling approaches appear to have effectively addressed the need to establish close contact with clients, to deeply understand their needs and tailor appropriate responses accordingly.

Within this process, the narrative career counsellor must be capable of demonstrating an understanding of the client's "experiential world" and have established a supportive environment for them.

But what process are we talking about? And what happens when, beyond the counsellor-client dyad, another key player—the group—comes into play? Furthermore, which models can best describe this process through a holistic career counselling lens that does not disregard the broader context and its astonishing pace of change?

The workshop intends to offer some reflections on the career counselling process and the impact that the actors involved can have on each other and the process itself. It aims to provide a starting point for sharing experiences between academics and practitioners, supporting the development and implementation of group career counselling processes, and opening opportunities for discussion and creating research networks on this topic.



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ABSTRACTS: Thursday 11 September, 09.30-11.00

Career Checks as a Practice for Social Justice and Diversity, Equity and Inclusion [ID: 121]

Yvonne Yan^{1,2}, Jan Woldendorp³

¹James B.V.; ²Trade union CNV; ³Saxion University of Applied Sciences

This workshop deals with the challenge how career practitioners can contribute to social justice and become more aware of and competent in their role as 'social systems intervener & developer' (Schiersmann et al, 2012). We will present the preliminary results of a participatory action research done within James the careers service of the Dutch trade union.

Meijers and Wijers (1997) stated that careers can be understood as dynamic tension fields in which several internal and external forces are at work. In Norway a quality impetus was presented by the introduction of the National Quality Framework for career guidance (2021). It consists of five competence areas that conceptualize careers as tension fields and addresses social justice in careers as distinguished by Hooley, Sultana, & Thomsen (2021). Based on these foundations James developed a practical online toolbox (Career Check) for practitioners to contribute to social justice in their daily work.

We will present, explore and discuss theoretical and innovative practical input that are directly applicable for participants – how to create more awareness on social justice, what tools can contribute to social justice in careers, and what steps are needed to include this in the training of future CGC professionals.

Planned activities

- Setting the scene
- Presentation of the application of career buttons for social justice in the Netherlands: examples of the application of the 'career checks': educational exercises, reflection and discussion, development of a new HE curriculum building on the Norwegian Quality Framework with elements from the NICE handbook.
- Interactive group session on the relevance and use of the research and materials presented.
- Discussion and conclusions



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ABSTRACTS: Thursday 11 September, 12.30-13.30

Digital Recruitment Strategies Of Small And Medium-Sized Enterprises [ID: 104]

Anke Reuter - *University of Applied Labour Studies (HdBA), Germany*

The literature on recruitment strategies is vast, but it takes little account of the needs and perspectives of small and medium-sized enterprises (SMEs). It follows that widely proclaimed 'best' recruitment strategies, especially in today's digital context, do not fit the situation of SMEs. Public Employment Services (PES) have a crucial role in assisting employers in recruiting and finding suitable staff, especially for SMEs which rely on expert guidance due to their natural personnel and financial constraints. For, the European Network of Public Employment Services states that 'the objective is to improve labour market function by [...] assisting employers with the recruitment of suitable skilled staff [...]', the International Labour Organisation includes PES's support towards enterprises in their recommendations, and researchers discussed the matter within a shared workshop at the international IAEVG conference 2024.

Knowing what is needed to support SMEs in finding their digital recruitment strategy, therefore, becomes an essential prerequisite for PESs to offer tailored and well-founded guidance. The PhD-project "The Perspective of Small and Medium-sized Enterprises on Recruiting Skilled Workers in a Digitalised Context" (working title) aims to identify such a counselling strategy for public employment services to support employers in attracting and finding the right employees in a digitalised labour market.

The poster at the NICE Academy will present the results of a structured literature review – as part of the PhD-project – that investigated the status quo of research on digital recruitment strategies of SMEs. It demonstrates opportunities and challenges for SMEs and connects them to potential approaches for a target group-oriented and appropriate counselling strategy for PES. The latter will be investigated and elaborated on in the ongoing PhD project by means of half-standardised expert interviews



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ABSTRACTS: Thursday 11 September, 12.30-13.30

The Role of Nature Connectedness and Social Justice Awareness in Sustainable Career Development: A Study of Undergraduates and Career Counseling Practices [ID: 108]

Katerina Argyropoulou, Anastasia Vrettou

NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS, Greece

As constant socio-economic and environmental changes require new approaches to career development (Savickas, 2013) career sustainability emerges as a central issue in modern career counseling and career guidance. A career path is not static but is characterized by adaptability, skill development, and work-life balance (De Vos et al., 2020). This study explores the contribution of connection with nature and social justice values to shaping resilient and sustainable career trajectories among undergraduate students. Based on quantitative data, the research utilizes three psychometric tools: the Connectedness to Nature Scale (CNS) (Mayer & Frantz, 2004, translated in Greek Argyropoulou, Karavia, Belki & Mouratoglou, 2023), and the Social Justice Scale (SJS) (Torres-Harding et al., 2012).

The first measures the degree to which an individual feels connected to the natural environment, while the second assesses a person's commitment to social justice and equality. Through the results of these tools, the study examines how environmental awareness and social justice influence career choices of individuals, enabling undergraduate students to respond to future challenges and the newly shaped labor market. The research focuses on the role of career development as a means of promoting sustainable career pathways. Career counselors can strengthen individuals' personal and career identity by providing personalized strategies that integrate ecological and social dimensions into professional growth (Blustein, 2006).



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ABSTRACTS: Thursday 11 September, 12.30-13.30

From Disconnection to Direction: Understanding Systemic Changes and Their Potential in Career Development Throughout the Recovery Process [ID: 122]

Angela Rocca¹, Teresa Maria Sgaramella¹, Chiara Pontiggia²

¹Università degli Studi di Padova, Italy; ²Centro Gulliver Soc. Coop. Sociale a r.l., Italy

Career development for individuals experiencing vulnerability—such as substance use disorders and psychiatric comorbidities—calls for a systemic and integrated approach that encompasses individual, relational, and contextual influences (McMahon & Patton, 2018). Such an approach can foster identity reconstruction and support the emergence of a positive and future-oriented self-concept.

This case study explores how personal and contextual influences evolve during a one-year residential rehabilitation program. The participant, a 37-year-old man with a history of addiction, engaged in structured sessions using My System of Career Influences (MSCI; McMahon, Watson, & Patton, 2005), alongside two quantitative measures: the Future Time Perspective Scale (Carstensen & Lang, 1996) and the Psychological Well-being Scales (Ryff & Keyes, 1995).

Through a mixed-methods design, the study analysed narrative shifts and psychological changes over time. Results show a progressive transformation: the participant gained a clearer sense of agency, redefined his vocational identity, and articulated a more coherent and future-oriented life narrative. These outcomes illustrate the dynamic interplay of systemic influences during recovery and highlight how career guidance can play a pivotal role in fostering meaningful and sustainable life transitions. This case offers practical and theoretical insights for career practitioners and researchers. It reinforces the value of narrative and systemic approaches in guiding adults through complex transitions, particularly within rehabilitation contexts, and calls for more integrative, long-term models of career support tailored to individuals facing compounded vulnerability.



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ABSTRACTS: Thursday 11 September, 12.30-13.30

Building Bridges Between Higher Education and the Labor Market: An Interactive 'Career Mapping' Method [ID: 126]

Shkumbin Tafilaj - *University of Prishtina, Kosovo*

This poster presentation introduces Career Mapping, an interactive and empirically supported method developed by the Career Development Center at the University of Prishtina. The method connects academic learning with the evolving needs of the labor market and has been applied to over 1,200 students from various faculties. Career Mapping helps students through structured self-reflection and decision-making, combining visual tools, digital platforms, and guided career counseling. The E-Karriera platform, developed by the Career Center, supports the process by offering tools for tracking progress and providing personalized resources for skills development. Additionally, feedback from our industrial board ensures the method aligns with current labor market trends and employer needs.

In individual and group sessions, students explore personal values, identify transferable skills, recognize available resources, and map out potential career pathways. This process helps set clear short-term and long-term goals, factoring in transitions from academic to professional contexts.

The approach is empirical: qualitative feedback is collected after each session to assess the method's impact. Common reflections highlight increased self-awareness, motivation, and a clearer understanding of career opportunities and growth needs.

Participants will have the chance to:

- View the visual process of Career Mapping.
- Explore real-life examples from our implementation.
- Discuss the adaptability of the method in different contexts.



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ABSTRACTS: Thursday 11 September, 15.30-17.00

Towards Sustainable Career: Exploring The Role Of Self-efficacy Beliefs, Goals, Career Guidance Activities, And Consciousness In Career Choice Satisfaction Among Emerging Adults [ID: 127]

Biljana Blazhevska Stoilkovska, Ana Frichand - *Faculty of Philosophy, Ss. Cyril and Methodius University in Skopje, Republic of North Macedonia*

Young people engage in various adaptive behaviors in the process of career exploration. One of the key factors in facilitating these behaviors are social cognitive factors, such as self-efficacy beliefs and goal setting, but also personal traits, especially consciousness could play significant role (Brown & Lent, 2013). The use of various information sources, that is various career guidance activities, can also be important.

In this study the role of self-efficacy beliefs, life and career related goals, conscientiousness and the number of career guidance activities in predicting career outcomes - choice satisfaction and choice preference (like) was examined using secondary data of the Growing up in Ireland project (wave 4, conducted in 2018 and 2019) . The sample consisted of 20 years old university students in Ireland (cohort '98, N=3480, female=1867).

Two binary logistic regression analyses were performed. The results revealed that self-efficacy beliefs (belief in own analytical skills), life goals and career goals, consciousness, and number of career guidance activities significantly predicted career choice satisfaction (Wald (1)=25.73, $p<.001$; Exp(B)=1.21; Wald(1)=4.51, $p<.05$; Exp(B)=.95; Wald(1)=27.85, $p<.001$; Exp(B)=1.25; Wald(1)=38.91, $p<.001$; Exp(B)=1.24; Wald(1)=7.66, $p<.01$; Exp(B)=1.085, respectively). However, the regression model accounted for small portion of the total variance (Nagelkerke pseudo $R^2=.064$), while overall prediction success was found to be 71.7%. As shown, career choice preference was significantly predicted by self-efficacy beliefs (believe in own analytical abilities, Wald (1)=21.46, $p<.001$; Exp(B)=1.185), life goals (Wald(1)=9.42, $p<.01$; Exp(B)=.93); career goals (Wald(1)=46.91, $p<.001$; Exp(B)=1.33), consciousness (Wald(1)=28.85, $p<.001$; Exp(B)=1.20), and number of career guidance activities Wald(1)=5.39, $p<.05$; Exp(B)=1.07). The model explained 6.4% of the variance in the criterion variable with overall prediction success of 69.8%.

Results will be discussed in the context of career theories and their implication in career guidance practice. Future studies should investigate these relationships by using longitudinal design and by applying structural modeling.



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ABSTRACTS: Thursday 11 September, 15.30-17.00

Emotional Intelligence and Employability in Albania in the Age of Artificial Intelligence: A New Perspective on Education and the Labour Market [ID: 110]

Nada Kallciu, Rovenca Cakaj - *University of Tirana, Albania*

In an era where rapid technological advancements—particularly in artificial intelligence (AI)—are reshaping the global labour market, the demand for employability skills is becoming increasingly complex. This study aims to explore which human competencies remain irreplaceable by AI, with a particular focus on emotional intelligence (EI) as a key driver of professional success in the Albanian context.

The rationale for focusing on EI lies in its unique contribution to human interaction, decision-making, collaboration, and leadership—competencies that are difficult to automate. Unlike technical skills, which are increasingly being performed by machines, emotional and interpersonal skills are essential for navigating complex social and professional environments. Within this framework, EI emerges as a crucial factor for sustainable labour market integration.

The research employs a qualitative methodology. Four focus groups were conducted with a total of 18 participants, including education experts, policymakers from the Ministry of Economy, and representatives from the National Employment and Skills Agency (AKPA). Participants were selected based on their experience in education and labour policy. The data were analysed using thematic analysis to identify prevailing attitudes, perceptions, and recommendations regarding the role of EI in career development.

Findings highlight the growing importance of soft skills—such as communication, emotional awareness, and conflict management—in an increasingly digitalized labour market. The study recommends the systematic integration of EI into school curricula and vocational training programs as a strategic response to better prepare young people for the demands of the future workforce.



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ABSTRACTS: Thursday 11 September, 15.30-17.00

Career Development as Interdisciplinary - weaving the threads together [ID: 119]

Gill Frigerio - *University of Warwick, United Kingdom*

In this paper I will present an overview of a recent project which resulted in a series of articles for Norwegian practitioners on the disciplinary origins of career development work. From noting that many different subjects have something to offer us in enriching our thinking about career development, we will look at four that have been profiled in the series:

- philosophy
- linguistics
- literary studies
- policy studies

I will go on to present a multidimensional model for considering careers work as interdisciplinary. We will consider our own disciplinary allegiances and how they relate to career, and also consider the disciplines we don't identify with - what might be the gaps in our thinking that result. How does that affect sustainable futures for ourselves and for those we work with?

Most significantly, we will then look at integration - how do we bring together so many perspectives on career development and each make use of them in our practice? Together we will weave disciplines together to make a robust and beautiful fabric as the basis of career development work for sustainable futures.

Bibliography

<https://veiledederforum.no/career-guidance-and-other-fields-study>



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ABSTRACTS: Thursday 11 September, 15.30-17.00

My Future Blue Career (Practice Orientation) [ID: 124]

Isabel Quirino - *University of Coimbra, Portugal - PhD Student*

We present My Future Blue Career, a project designed to train IVET teachers to implement learning scenarios that promote the development of blue skills in IVET students of EQF level 4 hospitality courses in Algarve, a Portuguese region where sun and sea tourism is the main economic activity.

We assume that the green transition already underway will change the scope of existing hospitality jobs in the region and that providing green skills training in IVET is a way to improve the condition of young students facing future labour market needs. We use the designation blue skills as green skills that are related to ocean, and to water in general, meeting the region characteristics.

The implementation of the project is led by career practitioners, within the scope of their intervention in IVET in secondary schools. The project involve the active participation of teachers and the collaboration of representatives from the world of work (e.g. hotels and resorts, restaurants, travel agencies, outdoor sports and entertainment companies, maritime and nautical companies) and of professionals from universities knowledge centers (e.g. CCMAR - Centre of Marine Sciences - University of Algarve).

Teachers participate in a training course that includes classroom sessions, field visits, hands-on workshops, and collaborative work to elaborate micro-credentials to be integrated into the curriculum of hospitality courses. The integration of micro credentials is framed within the Portuguese guidelines related to curricular flexibility in IVET system, under which secondary schools have autonomy to decide about 25% of the curriculum of IVET courses. Experiential methodologies are privileged and several themes are explored according to specific needs related to diverse hospitality jobs (e.g sea water, sea waste, biodiversity, sea food, blue carbon).

In our presentation we discuss the potential transferability of the methodology of My Future Blue Career project to other contexts and IVET domains.



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ABSTRACTS: Thursday 11 September, 15.30-17.00

Empowering Refugees and Migrants - Career Path from Scratch [ID: 111]

Kristina Stankiewicz - *Ocalenie Foundation, Poland*

By supporting refugees and migrants in career development, counselors help strengthen both new communities and the broader society.

This presentation will explore key challenges these individuals face, such as language barriers, diploma recognition, legal status, and cultural integration, and how to support them in building a career path that reflects their unique needs and labor market realities.

- Developing and increasing self-awareness — Here, we must be particularly sensitive to the fact that some stories are painful and people may want to forget them. At the same time, we must ensure we do not dismiss the professional experience the person gained in their country of origin.
- Identifying and naming competencies — It is important to strike a balance between encouraging the person to name their skills and providing an objective assessment.
- Setting goals (short- and long-term) — Supporting the person in having the courage to look toward the future and helping them to plan it step by step.
- Realistic assessment of the labor market, its requirements, and development opportunities (e.g., education, vocational courses) — Ensuring the person's sense of security is especially important here, equipping them with knowledge to help them confidently take the next steps.
- Encouraging activity and participation in the counseling process — It is essential to consider cultural differences, provide education, and promote independence
- Opening up to the changes the future may bring — So that the person can adapt and find their place in it.

At the end of the presentation, all of these stages will be shown as interconnected elements of one whole: the process of building a career path.

The audience will be invited to actively participate and share their reflections on each stage, exploring how we can support individuals with refugee and migrant experience at every step of their professional journey.



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ABSTRACTS: Thursday 11 September, 15.30-17.00

Responsive Careers: Between Individual Freedom and Collective Responsibility [ID: 109]

Jouke Post - Saxion University of Applied Sciences, Netherlands

We will explore how the tension between personal fit (individual interests, abilities, enjoyment) and social fit (contribution to society, social added value) as conceived by political philosopher Russel Muirhead can be addressed in career choices and guidance.

The emphasis will be on the concept of 'responsive careers': integrating meaning and collective values into career considerations and choices, given the growing need among (young) people and workers for work that 'matters'. Attention will be paid to the current labour market shortages and how career choices are related to this, particularly choices for socially valuable work in public sectors.

Participants will benefit from insight into theories, underlying paradoxes and considerations related to questions about meaningful work that also contributes to 'the collective goods'. They will explore concepts that provide insight into a more existential approach to career questions (e.g. Charles Taylor, Hartmut Rosa), and be presented with practical examples to help (young) people on their way to meaningful work. Participants will also explore ways to strengthen value-driven career guidance and discover concrete opportunities to contribute to the broader interest and reflect on their contribution as professionals.



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ABSTRACTS: Thursday 11 September, 15.30-17.00

Exploring Role Models and Sustainable Career Identities: A Life Design Workshop [ID: 112]

Aspasia Karavia, Katerina Argyropoulou

Kapodistrian University of Athens School of Philosophy, Greece

Sustainable career development is a lifelong, reflective journey that fosters self-awareness, environmental consciousness, and socially responsible decision-making. It plays a pivotal role in both career exploration and life orientation, helping individuals navigate complex challenges and make decisions aligned with their values, sense of meaning, and life purpose.

In this interactive workshop, participants will engage with the My Career Story tool (Savickas & Hartung, 2022) to explore how role models influence the formation of early career identities. Role models serve as imaginative templates that individuals use to shape personal traits and aspirations. Their selection reflects choices about self-image and the qualities one hopes to develop. Responses to questions about role models often reveal the traits and abilities individuals adopt as blueprints for self-construction — especially during adolescence, when these identity fragments begin to coalesce into an initial career identity.

Drawing on insights from a qualitative study involving secondary students in Attica, Greece, this session will highlight the forms and characteristics of early career identities and the role models that influence them—particularly in relation to sustainable career development. Through guided self-reflection and group activities, participants will examine how role models act as imaginative templates for identity development and career choices, and how these figures can support—or hinder—sustainable career pathways. Participants will leave with practical tools to apply in counseling, education, or personal development contexts, along with a deeper understanding of how to facilitate sustainable career narratives in diverse populations.



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ABSTRACTS: Thursday 11 September, 15.30-17.00

Embedding Reflective Career Learning Practices: A Whole-School Approach to Career Development [ID: 116]

Ann Julene Hili, Tania Giordmaina, Jessica Borg, Dorianne Gravina

Ministry for Education, Sport, Youth, Research and Innovation, Malta, Wellbeing Services/Euroguidance Malta

This workshop encourages career guidance practitioners and academic trainers to systematically integrate reflective practices into their programmes through a whole-school approach. Drawing on the Career Learning and Development – A Framework for Schools (Malta, 2020), which aims to support the planning, design and delivery of career education and guidance, the session highlights how structured reflection can build career learning competences and support institutional development. Participants will explore the framework's four benchmarks, which serve as key pillars for effective career learning, and examine how they are applied within our local context. Then they will apply the reflective practitioner model (Schön, 1983; Sultana, 2018) to examine their own practice and develop strategies for embedding reflection in their settings.

Participants will use the framework's four key benchmarks to evaluate career learning activities and develop adaptable, reflective action plans. The collaborative format fosters peer learning, while the practical case study approach and application of a SWOT analysis ensures that participants leave with tools and insights directly applicable to their own work.



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ABSTRACTS: Thursday 11 September, 15.30-17.00

Cities of the future [ID: 129]

Eva Kavková
EKS, Cechia

The aim of the workshop is to introduce brand new tools for career practitioners, which will enable them to easily integrate the topic of sustainability (both environmental and social) into career guidance and education (it can be implemented with both children and adults).

The tools we will present are one of the outputs of the international project “Exploring Green Guidance” and will be published next year. They are currently in a trial phase, we are testing them in practice and collecting feedback.

During the workshop, we will introduce the activity called “Cities of the future”. It can be used as a career conversation opener (with clients and/or students) and it encompasses following topics:

- The future of work – what changes await us in the near and distant future – linked to the global trends in the world of work and technology, which professions will thus disappear and which will emerge, what are the risks and benefits for humankind.
- Competences for sustainability – what skills we need to develop in response to green and digital transformation (linked to GreenComp framework).

Participants will have a unique opportunity to:

- First try out completely new career guidance methods focused on a sustainable future (in the form of group work).
- Then share their experience (how can these topics be integrated into everyday counselling practice, what works and what doesn't work with clients/students) in a facilitated discussion.

The workshop is intended for both academics and practitioners, as the activities we will carry out during the workshop can be applied to both guidance and teaching practice, with different age groups.



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ABSTRACTS: Friday 12 September, 9.30-11.00

Enhancing Sustainable Career Pathways in Geographically Remote Greek Islands Through Targeted Social Interventions [ID: 107]

Katerina Argyropoulou, Olympia Chaidemenaki

NATIONAL AND KAPODISTRIAN UNIVERSITY OF ATHENS, Greece

Adopting "student activation" as a core strategy, this paper presents innovative career guidance and awareness initiatives implemented in secondary schools across geographically remote Greek islands (e.g., Syros, Skiathos, Kythira, Ikaria, Ithaca, Corfu, Kea, Ios, Amorgos, Symi, Lemnos, and Tinos). These interventions aimed to enhance environmental awareness, foster ecological consciousness, and prepare students for careers that support planetary sustainability. Aligned with the 17 UN Sustainable Development Goals (UN, 2015), these social actions promote the integration of "green" jobs into career guidance, equipping students with the skills for sustainable career pathways. The initiative encouraged secondary students to make informed and sustainable career choices, explore diverse career opportunities in non-urban settings, and develop "green" and ecological skills in order to shape adaptable career prospects. The impact assessment was conducted through questionnaires and focus groups, with qualitative data analysis revealing a strong correlation between students' career choices and sustainable career models. The findings highlight the need to cultivate attitudes and behaviors oriented toward sustainable practices, social values, creativity, and the common good.

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ABSTRACTS: Friday 12 September, 9.30-11.00

Supporting Sustainable Career Transitions: Developmentally Informed Workshops for Students [ID: 125]

Iva Černja Rajter, Mirta Blažev, Ivan Dević, Eta Krpanec, Dora Popović, Mara Šimunović

Institute of Social Sciences Ivo Pilar

This session introduces a structured and developmentally adapted program of career development workshops designed for early and middle adolescents. The workshops were developed in the final phase of the FreeCareerChoice project in Croatia, drawing on a large-scale longitudinal study on students' career development in primary and secondary schools. While the workshop topics are similar across early and middle adolescent groups, each version is carefully adapted to the students' developmental and educational context—whether preparing for the transition to secondary school or for post-secondary education and career pathways. The program integrates a developmental career guidance approach based on Super's Theory of Vocational Development and Savickas' Career Construction Theory, combined with a differential approach inspired by Holland's Theory of Vocational Personalities and Work Environments, aiming to foster career maturity and informed decision-making. The four workshops address key areas tailored to students' age: decision-making difficulties, vocational interests, career adaptability, and either knowledge about the world of work (for primary students) or work values (for secondary students). All workshops are supported by Career Path, a digital platform offering personalized feedback based on psychometrically validated questionnaires, followed by in-class group discussions to help students understand their personal results. Evaluation was conducted through separate focus groups with students and school psychologists who conducted the workshops. Students reported that the workshops helped consolidate or refine career aspirations, encouraged deeper reflection on strengths and preferences, and helped identify actions to support their goals. Participants valued both the feedback and interactive group activities. School psychologists emphasized the importance of earlier delivery, group facilitation, and better integration of the digital platform with workshop activities to enhance engagement and outcomes.

The session will foster discussion on how structured, theory-informed career interventions can be adapted for sustainable use in school systems across Europe, supporting students in navigating transitions and building sustainable futures.

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ABSTRACTS: Friday 12 September, 9.30-11.00

Implementation of support to disabled university students: Academics' Perspectives [ID: 101]

Rachel Mallia Borg - *Canterbury Christ Church University, United Kingdom*

There is a significant Disability Employment Gap in the UK. A contributing factor to this is educational attainment. When focusing on the highest qualification groupings, disabled people with a degree are almost 12 percentage points less likely to be in work in contrast to non-disabled people (Department for Work and Pensions, 2024). Whilst there are continuing needs to remove structural barriers to reduce gaps, such as labour demand and supply, prejudices and social discrimination, investing in the education of disabled people is equally important in the labour market. The sanctioning of various disability laws in the UK has already resulted in a growing number of disabled students accessing the tertiary sector, with many universities offering additional support and reasonable adjustments to reduce equality gaps and promote disability inclusion.

Research has tended to focus on the lived experiences of disabled students, several of which have been dissatisfied with their higher education. However, to further understand and improve, academics' perceptions and experiences of working with disabled students are also required. Little is known about academics' views on teaching disabled students, the impact, if any, and on the relationships developed both with disabled and non-disabled students. This qualitative case study explored the way six academics at a university in Kent, experienced and perceived the working relationships with disabled students. Data was analysed and categorised into themes. Findings indicated that although academics felt they were meeting students' needs, there are barriers preventing them from reaching their career goals. Implications and recommendations are discussed to enable academics, policymakers, and career counselling services in universities, to adopt a holistic and supportive role, consequently enhancing the quality of services. Furthermore, ensuring social equity and the removal of social boundaries for both academics and future employers to improve the career opportunities for disabled people within communities.



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ABSTRACTS: Friday 12 September, 9.30-11.00

Building Self-Efficacy Through Work-Oriented Comprehensive Education: Student Experiences of Learning Across Boundaries **[ID: 128]**

Pia Irene Ranna, Mira Kalalahti - *Haaga-Helia University of Applied Sciences, Finland*

According to Bandura (1997), self-efficacy beliefs influence how people think, feel, motivate themselves, and act. In fact, the role of self-efficacy in learning various skills can be more significant than that of personal abilities. Therefore, examining self-efficacy in learning contexts is particularly important.

Work-oriented comprehensive education offers a unique context for studying self-efficacy, as students practice work-life skills for the first time in real work environments. In this model, students, aged 13-16 years old, complete 10–12 weeks of internships during two school years, attend an elective subject called TEPPPO, and receive guidance from a TEPPPO instructor. The first aim of our study was to explore the kinds of experiences through which self-efficacy is developed in this educational model.

Work-oriented comprehensive education also enables the transfer of skills between different learning environments (e.g., from school to the workplace and vice versa). Following Akkerman and Bakker (2011), we refer to these skill transfers as "boundary crossings" or "transitions." Our second aim was to identify what kinds of skills related to studying and working transfer between environments in this context.

Our research is based on interviews with 12 TEPPPO students from four different schools. The interviews showed that self-efficacy strengthened through four sources described by Bandura: mastery experiences, vicarious experiences, social persuasion, and emotional states in performance situations. The data also revealed a set of transferable skills that were linked to enhanced self-efficacy and moved between environments. These included self-direction, self-awareness, motivation, perseverance, social skills, work-life competence, perspective-taking, courage, and self-confidence.



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ABSTRACTS: Friday 12 September, 9.30-11.00

Training Career Guidance Practitioners for Sustainable Futures: Working with the Career Development Handbook [ID: 118]

Gill Frigerio¹, Tristram Hooley², Rosie Alexander³

¹University of Warwick, United Kingdom; ²Derby University, United Kingdom; ³Aarhus University, Denmark

In this workshop the authors of the Career Development Handbook, a new textbook for career development practitioners and trainees published in the UK in 2024, will present the research undertaken to support the book. They will reflect on the process of writing the content and discussing the potential uses of the book with advanced practitioners and educators, sharing recommendations from the data as well as ideas for future use of the book.

In developing the textbook proposal the authors tested ideas about scope, emphasis and priority for the book by surveying course providers in the UK and beyond. We explored content areas planned in the book that were already covered as well as priorities for new course material and areas viewed as not relevant. Through our analysis we have noticed how local policy contexts are influencing training, sometimes more than broader frameworks such as the one published by NICE, and identified some pressing issues for training providers if sustainability issues are to be properly addressed.

In the workshop, we will demonstrate some ways that the book's content and structure can be used in response to this. As such, participants will be able to consider how the book's contents can be used for a range of professional development activities and also discuss the scope of the book and its relevance for training courses in their context.



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ABSTRACTS: Friday 12 September, 9.30-11.00

Client Feedback For Supporting Data-driven Enhancements To Career Service Quality [ID: 102]

Sandra Vaha - *Estonian Unemployment Insurance Fund, Estonia*

Client feedback has an important role in shaping the future of career services. As a provider of public career services, we have adopted Net Promoter Score (NPS) to collect feedback from our clients.

NPS score is measured with a single-question survey and reported with a number ranging from -100 to +100, where a higher score is more desirable. NPS is based on a question: "How likely would recommend our service to a friend or colleague?" Clients respond on a scale from 0 to 10, and are then categorized as Promoters (9-10), Passives (7-8), or Detractors (0-6).

During 5 years of using NPS, we have sent out 217 319 e-mails, with the response rate over 23%. The overall NPS result for this period is 51,25%, which is considered a very good score. We also ask an open-ended question about what the client liked and what they disliked for qualitative analysis. The collected data informs our efforts to optimize and refine our services. NPS has proven to be a quick, reliable, and easy to use tool for collecting feedback and insights from clients. But it has also raised some questions and critique.

The aim of the workshop is to open a discussion about the relevance and solutions for gathering client feedback. Our evidence-based practise and its results will be shared to invite participants to discuss the suitability of NPS for assessing client satisfaction of career guidance and share their experiences in measuring client satisfaction. We will also discuss strengths and limitations of different methods in collecting feedback. For this discussion we will use brainstorming, evaluating ideas, collaborative problem-solving, group discussions, drawing conclusions from existing data etc. Participants will analyse options for gathering client feedback for their career services specific requirements.



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ABSTRACTS: Friday 12 September, 9.30-11.00

Deep Talk' - A Relational Practice Encouraging And Supporting A Meaningful Dialogue On What Matters In Career. [ID: 103]

Paul King - *Dublin City University, Ireland*

Deep Talk originated in Finland through the work of Tuula Valkonen, Tuula first used this method in supporting people in her community to explore the difficult transitions arising from unemployment when the Nokia Corporation closed in Finland in 2012. It has since been used extensively with working teams, organisations and with a range of different communities in Australia, Finland, Ireland, The Netherlands, South Africa, and the UK.

Participants are invited to engage interactively in a 60 minute 'Deep Talk' session exploring how this method:

- uses the creative and imaginative medium of story-telling and play to expand reflection on one's career life and the development of a community's vision, purpose, and challenges.
- slows down the pace of how we normally work and reflect together
- encourages openness to the unexpected from what arises in the session
- offers a space where participants can shape the dialogue
- respects what is spoken and unspoken
- can build a working community

The session will be followed by a 30min discussion on the theoretical and practical considerations in using Deep Talk as a tool to facilitate career exploration.



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ABSTRACTS: Friday 12 September, 9.30-11.00

Rebuilding Identity, Honouring Wounded Skills: Supporting Veterans in Career Transition [ID: 115]

Roseann Farrugia - *Ministry for Education, Sport, Youth, Research and Innovation, Malta*

As veterans transition back to civilian life, they carry skills forged through duty, discipline, and deep responsibility. Yet these strengths often go unseen, and the individuals behind them remain unrecognised. This workshop invites participants to reflect on how, as career practitioners, we can honour these unsung heroes and actively support their journey of identity reconstruction and career reintegration.

Rooted in qualitative research conducted in Malta, and framed by five interwoven theoretical perspectives—Maslow’s Theory of Human Motivation (1943), Van Gennep’s Theory of Rite of Passage (1909), the Theory of Work Adaptation (Dawis & Lofquist, 1984), Atchley’s Continuity Theory (1989), and Bandura’s Social Learning Theory (1977)—this workshop explores how veterans make sense of career transition not only as a practical shift, but as a deeply personal transformation.

Beyond raising awareness, the session will offer tangible strategies to help career practitioners translate military strengths into civilian language, recognise the hidden grief of role loss, and apply trauma-informed, identity-sensitive practices to meet this unique population’s emotional and career needs.

This workshop is ideal for career advisors aiming to enhance their support for service members in transition. Attendees will leave with practical tools, a deeper understanding, and a renewed respect for the resilience and potential behind every “wounded skill.”



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