

# CAREER GUIDANCE FOR **INCLUSIVE SOCIETY**

## CONFERENCE **GUIDE**



CAREER  
GUIDANCE  
FOR **INCLUSIVE  
SOCIETY**

9-13 SEPTEMBER 2019  
BRATISLAVA | BRNO  
[www.iaevgconference2019.sk](http://www.iaevgconference2019.sk)



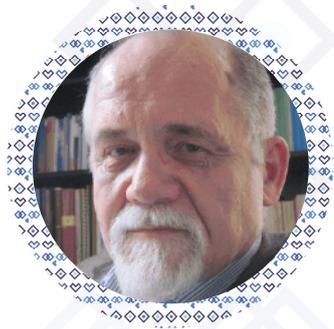
Združenie pre kariérové  
poradenstvo a rozvoj kariéry

# FOREWORD

Dear colleagues, dear IAEVG Conference participants, dear friends,

On behalf of the Slovak and the Czech Associations for Career Guidance and Career Development let me express my deep thanks to the IAEVG Board of Directors for their decision to organise the IAEVG 2019 International Conference in Bratislava.

Slovakia is a young country, established in early 90's of the 20th century on the grounds of previous Czechoslovakia, a country existing in the middle of Europe since the end of the World War I. Nevertheless, career guidance and counselling services have in our country and in this region quite a long history – the first guidance centres were established here in late 1920's, only about twenty years later than historically the first one of Frank Parsons'. Much has changed since those times, we are now facing the same challenges as all other developed countries in the world, better career guidance services for all is one of them.



Organising IAEVG Conference 2019 in Bratislava, Slovakia, is for me personally something like a miracle – I have been an individual IAEVG member since 1999, and I participated in few IAEVG conferences during these years. All of them were a kind of a feast for me, and I am sure that also for the whole guidance community. I have no doubts that it will be the same also now – for you, and definitely for me.

**Štefan Grajčár**

Founding member

Association for Career Guidance and Career Development

Dear delegates, dear Slovak and Czech friends and dear members of the IAEVG,

I am pleased to welcome you to the heart of Central Europe, a destination between Vienna, Budapest and Prague, in places of magical charm - Brno and Bratislava. Bridging the gap between two cities, between two countries and two cultures, the Slovak and Czech associations worked together to offer us an exceptional congress, preceded by a Global symposium.

Slovakia (and Czechoslovakia) has a long tradition of vocational and educational guidance. In 1970 a UNESCO seminar was organized in Bratislava, bringing together the main international experts from the field discussing career education and the concept of "lifelong guidance". Donald Super, the president of the IAEVG at that time, also attended this event and maintained contacts with Dr. Koščo until his late years.

The Bratislava General Assembly of the IAEVG, open to all delegates, will inaugurate the newly elected Board of Directors and the new President of the IAEVG. This conference will be special for Beatriz Malik and myself, as we leave our IAEVG functions after 16 years. It is therefore with emotion, but also with the sense of accomplishment, that we will attend this congress, whose theme corresponds perfectly to the current issues but also to the values for which we have always campaigned.



On behalf of the Board of Directors of the IAEVG and on my own behalf, let me thank you for your contribution to this exceptional event and I wish you an excellent Conference!

**Suzanne Bultheel**

President

International Association for Educational and Vocational Guidance

# ABOUT THE VENUE

The Conference will take place in the premises of the **University of Economics in Bratislava** (Dolnozemska cesta 1, Bratislava).

The University of Economics in Bratislava (EUBA) is the oldest university of economics (established in 1940) and the most specialised public research institution in the area of economics, business and management in Slovakia. It comprises 7 faculties and provides higher education in 67 bachelor's, master's and doctoral programmes for nearly 8000 full-time and part-time students.

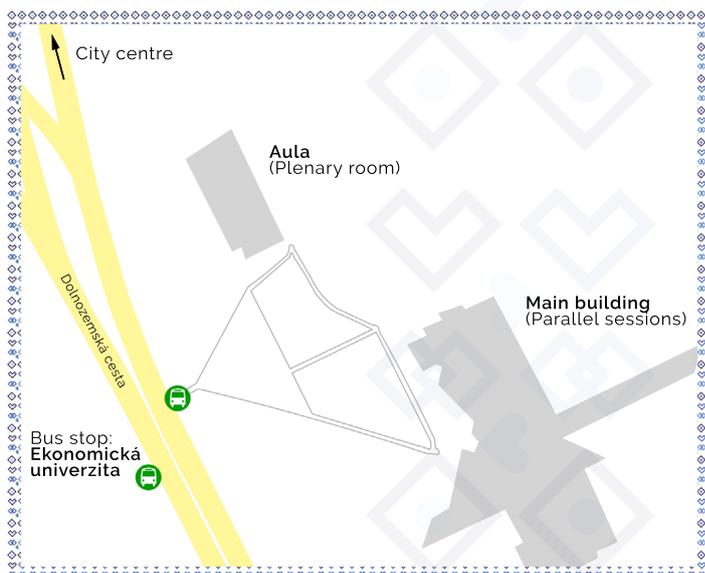
The conference venue is divided into:

## Aula - Plenary room

(registration and keynote sessions)

## Main building

(parallel sessions and keynote workshops)



## Getting around



The closest bus stop is called "Ekonomická univerzita" and it is serviced by **bus lines 68, 87, 88, 90 and 98**. The bus stop is located 2 minutes from the entrance (take the underground passage). Public transport is regular and reliable in Bratislava. Public transport schedules are available at: [imhd.sk/ba/schedules-timetables](http://imhd.sk/ba/schedules-timetables)



Taxi ride from the city centre to University of Economics costs around **5-10 EUR**. To avoid over-paying, we advise you to use one of the taxi mobile apps operating in the city of Bratislava: **Bolt, HOPIN, Uber**. Other reliable taxi companies include Fun taxi (+421 904 089 114), Hello taxi (+421 2 16 321), Super taxi (+421 903 616 616).



As of 2019, Bratislava has its own bike sharing service. For more information visit [slovnaftbajk.sk](http://slovnaftbajk.sk)

## Gala event (11 September, Primate's Palace)

The gala event will take place on **11 September 2019** at **19:00** in Primate's Palace (Primaciálne námestie 2, Bratislava)

The Primate's Palace is considered as one of the most beautiful buildings in Bratislava for its pale pink and white exterior. It was built in the 18th century and offers large oil portraits of Habsburg royalty, sparkling crystal chandeliers and tapestries.

Primate's Palace is in the very city center, at the square with the same name – Primaciálne námestie (Primate square), a few steps from the Main square. The Old Town Hall and the Museum of City History are next to it. The palace serves as the seat of the Mayor of Bratislava.



# SEMINAR ROOMS

Explore the regions of  
Slovakia and the Czech Republic

## Kysuce (B1.06)



Kysuce is a region located on the north-western Slovakia, bordering Poland and the Czech Republic. This territory was settled by Wallachians (shepherds from today's Romania) in 16.-17. century. Open-air museums and unique narrow-gauge forest railways remind us of the hard life style of inhabitants of this region. These conditions lead to high mobility and emigration of the population.

## Liptov (B1.07)



Situated in northern Slovakia, bordering Poland and surrounded by mountains, Liptov is one of the most visited regions in Slovakia. The most part of its territory is mountainous and protected under several national parks. It is rich in cultural history and is characterized by folk architecture and folklore. The region has a strong history linked to mining, but the area of Liptov was also known for its masons in the 19th century.

## Orava (B1.08)



The region of Orava lies in the north-western part of Slovakia, on the border with Poland. It is the northernmost and coldest region of Slovakia with the lowest population density. Nevertheless, it is today very attractive mainly for its natural beauty, rural landscapes and the famous Orava castle. Did you know that the first Dracula movie was filmed here (Nosferatu, 1922)?

## Turiec (B1.09)



Turiec is a region located in north-west Slovakia. The cultural heritage of this region comprises typical villages displaying specimens of folk architecture, stately rural manor houses from different historical periods. In the 19th century, Turiec became the heart of the national awakening of the Slovaks with the town of Martin at the centre of the social and cultural life of the national movement until 1918.

## Záhorie (B1.10)



Located in western Slovakia, Záhorie is the region that creates borders with the Czech Republic and Austria. Its name means the land behind the mountains (Little Carpathians) and due to its geographic specifications, almost every village has a dam or a lake. As the region is separated from the rest of Slovakia by hills, its inhabitants are culturally close to Moravians and speak a distinct dialect.

## Gömör (C1.06)



Located in the south of central Slovakia. The history of Gömör (Gemer in Slovak) is related to powerful aristocratic families of the Kingdom of Hungary. The local population (consisting mostly of Slovaks and Hungarians) suffered in numerous wars with the Ottoman Empire that ruled over this territory for more than 150 years in the 16-th and 17-th century. The natural beauty of the area includes caves and abysses of the unique karstic relief.

## Horehronie (C1.07)



Almost in the heart of Slovakia, Horehronie region is characterized by a wide range of mountains from Nízke Tatry to Veľká Fatra. In the middle ages, mining towns founded by German settlers blossomed in the surrounding mountain ranges rich in gold, silver and copper. The oldest mining academy was founded in Banská Štiavnica by Maria Theresa in 1762 - the world's first university with tertiary technical education.

## Šariš (C1.08)



Šariš is the traditional name of a region situated in northeastern Slovakia. The historical town of Bardejov is one of its prides. Šariš is also the place where most of Slovakia's old wooden churches are concentrated. The locals speak their typical colourful dialect that can be difficult to understand even for other Slovaks.

## Zemplén (C1.09)



Zemplén has a rich history of peaceful coexistence of Hungarians, Slovaks, Ruthenians and Germans. It is the most eastern region of Slovakia. The typical Carpathian landscape with original virgin forests and rare fauna spread in the north of the region. Numerous Orthodox and Greek Catholic wooden temples of high cultural and historic value adorn the region. Lower Zemplén is where the famous Tokai wine is produced.

## Zips (C1.10)



Zips (Spiš in Slovak) is a region in north-eastern Slovakia. German settlers had been invited to the territory from the mid-12th century onwards and many of the towns of Zips developed from German colonization. The region is extra rich in cultural and historic monuments, such as Zips Castle - the largest medieval compound in Central Europe, Levoca - a captivating medieval town with the world's biggest wooden altar.

## Bohemia (B1.02)



Bohemia is the westernmost region of Czech lands. It is the largest historical land of the Czech Republic. It is also the most populated and full of castles, beautiful old towns and natural landmarks. Some of the best known cities in the area are Prague - home of the iconic Charles Bridge - and Plzeň - where the pilsner beer was invented by Josef Groll in the mid-19th century.

## Moravia (B1.03)



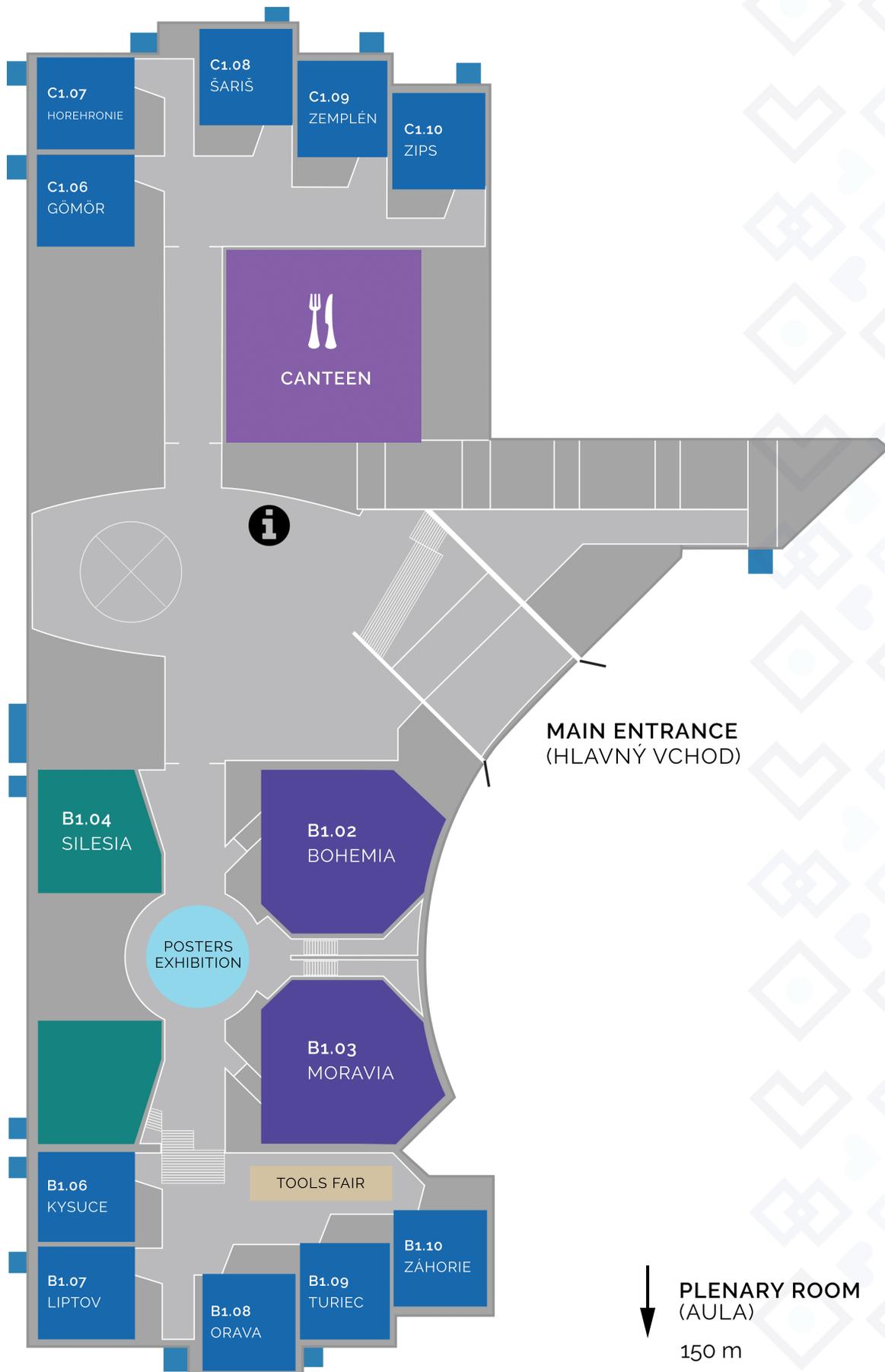
Moravia region is located on the eastern part of Czech Republic, bordering Slovakia and Poland. Moravia is the birthplace of several famous people such as Jan Amos Komenský - philosopher, pedagogue and theologist, Sigmund Freud - the creator of psychoanalysis, Gustav Mahler - the late romantic composer. The cities in the region, Brno being the most famous, are famous for its beautiful architecture and cultural heritage.

## Silesia (B1.04)



Also known as Śląsk (or Slezsko in Czech), it is a large region ranging between today's Czech Republic and Poland, rich in natural and mineral resources. Being mostly flat with a mountainous area in the south, it is a very densely populated area. It is known for its mines, especially the coal ones, and stone quarrying. In modern Silesia, the population is formed by Poles, Silesians, Germans and Czechs.

# VENUE MAP



# CONFERENCE PROGRAMME

## 11 September Wednesday

|               |   |        |
|---------------|---|--------|
| 8:00 - 9:30   | Registration, coffee, networking                                |        |
| 9:30 - 10:30  | Official opening of the Conference                              |        |
| 10:30 - 12:30 | Keynote session 1: An inclusive society in the age of precariat |        |
| 12:30 - 13:30 | Lunch   |        |
| 13:30 - 15:00 | Parallel sessions 1   | Page 7 |
| 15:00 - 15:30 | Coffee break  |        |
| 15:30 - 17:00 | Parallel sessions 2   | Page 9 |
| 19:00         | Gala event (Primate's palace)                                   |        |

## 12 September Thursday

|               |  |         |
|---------------|--|---------|
| 9:00 - 10:30  | Parallel sessions 3  | Page 11 |
|               |  Posters exhibition (meet the authors) | Page 19 |
| 10:30 - 11:00 | Coffee Break   |         |
| 11:00 - 13:15 | Keynote session 2: Transition economies: career guidance as a "luxury"   |         |
| 13:15 - 13:30 | Family photo   |         |
| 13:30 - 14:30 | Lunch  |         |
| 14:30 - 16:00 | Parallel sessions 4  | Page 13 |
| 16:00 - 16:30 | Coffee break   |         |
| 16:30 - 18:00 | Parallel sessions 5  | Page 15 |
|               |  Tools fair (meet the authors)        | Page 21 |
| 18:15         | IAEVG General Assembly (room B1.04 Silesia)  |         |

## 13 September Friday

|               |  |         |
|---------------|--|---------|
| 9:00 - 10:30  | Parallel sessions 6  | Page 17 |
| 10:30 - 11:00 | Coffee break   |         |
| 11:00 - 13:00 | Keynote session 3: From Industry 4.0 to Inclusive society 4.0? |         |
| 13:00 - 14:00 | Lunch  |         |
| 14:00 - 15:15 | Keynote workshops  | Page 22 |
| 15:30 - 16:00 | Closing ceremony   |         |

# KEYNOTES

|  |   |  |
|--|---|--|
| <p>11 September</p> <p>10:30 - 12:30</p>   | <p>Keynote session 1:</p> <p><i>An inclusive society in the age of precariat</i></p>        | <p>Plenary room</p> <p></p> <p>English, Slovak,<br/>French, Spanish</p>   |
| <p> <b>Saša Uhlová</b>      The Heroes of Capitalist Labour</p> <p> <b>Roberta Neault</b>      It Takes a Village . . . Building and Sustaining an Inclusive Society in the Age of Precariat</p> <p> <b>Jessie Koen</b>      The future of job security: where do we start?</p>   |   |  |
| <p> Synthesis and discussion moderated by <b>Annamaria di Fabio</b></p>   |   |  |
| <p>12 September</p> <p>11:00 - 13:15</p>   | <p>Keynote session 2:</p> <p><i>Transition economies: career guidance as a "luxury"</i></p> | <p>Plenary room</p> <p></p> <p>English, Slovak,<br/>French, Spanish</p>   |
| <p> <b>Anna Hogenová</b>      System and power in a society obsessed with performance</p> <p> <b>Gideon Arulmani</b>      Career Guidance in Transition Economies: New Lamps for Old?</p> <p> <b>Kobus Maree</b>      Indigenising and contextualising career construction counselling for Global South countries</p>   |   |  |
| <p> Synthesis and discussion moderated by <b>Tibor Bors Borbély-Pecze</b></p>   |   |  |
| <p>13 September</p> <p>11:00 - 13:00</p>   | <p>Keynote session 3:</p> <p><i>From Industry 4.0 to Inclusive society 4.0?</i></p>         | <p>Plenary room</p> <p></p> <p>English, Slovak,<br/>French, Spanish</p> |
| <p> <b>Lenka Martinkovičová</b><br/><b>Tomáš Šprlák</b>      Finding a guidance system that promotes equality of opportunities – perspectives from the host country</p> <p> <b>Annamaria Di Fabio</b>      Psychology of sustainability and sustainable development: crucial contributions from guidance and career counseling</p> <p> <b>Norman Amundson</b>      Guiding Circles approach to career development and minority cultures</p> |   |  |
| <p> Synthesis and discussion moderated by <b>Gudbjörg Vilhjálmisdóttir</b></p>  |   |  |

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|---|---|---|
| <p>Symposium 1<br/>#CEE</p>   | <p><i>Career Guidance policies in Central and Eastern European Countries</i></p> <p>Peter Weber &amp; Rebeca Garcia-Murias<br/>Career Guidance policies and practice in central European countries – A workshop to discuss actual states and further developments</p> <p>Sylvie Pýchová<br/>Career Guidance in the context of the Czech educational policy</p> <p>Tibor Bors Borbély-Peczé<br/>Non-changing nature of work values in Hungary and implications for the practice of career guidance and counselling</p>                         | <p>Plenary Room</p>  <p>English, Slovak, French, Spanish</p> |
| <p>Oral session 1.1</p> <p>#subject scientific psychology<br/>#sustainable livelihood<br/>#conduct of everyday life</p> | <p><i>Innovative approaches</i></p> <p>Gloria Marsay<br/>Exploring the efficacy of a Hope-Based Future Orientation Intervention within a Sustainable Livelihood Framework</p> <p>Kirsi Raetsaari &amp; Suorsa Teemu<br/>Clearing the FOG – Studying personal participation in solution-focused counselling</p> <p>Maria Peltola &amp; Jussi Silvonen<br/>Open space in counselling and guidance</p>   | <p>B1.06<br/>Kysuce</p> <p>Language: English</p>  |
| <p>Oral session 1.2</p> <p>#quality<br/>#policy<br/>#career guidance<br/>#certification</p>                             | <p><i>Quality in Career Guidance</i></p> <p>Giulio Iannis<br/>Enhancing the quality of career guidance in secondary school</p> <p>Jeroen Bregman<br/>Certification development framework: assuring the quality of career practitioners</p> <p>Jill Hanson &amp; Siobhan Neary<br/>The Gatsby benchmarks and its contribution to social mobility</p>   | <p>B1.07<br/>Liptov</p> <p>Language: English</p>  |
| <p>Oral session 1.3</p> <p>#elementary school<br/>#career education<br/>#career development</p>                         | <p><i>Career learning in elementary schools</i></p> <p>Kimberly A. S. Howard<br/>Career Programming in Elementary Settings: Facilitators &amp; Barriers</p> <p>Teruyuki Fujita<br/>A Pilot Study on the Newly Introduced Career Portfolio, "Career Passport", in Japanese Elementary Schools</p> <p>Elnaz Kashefpakdel &amp; Deirdre Hughes<br/>Career-related learning in primary schools: poverty and privilege</p>   | <p>B1.08<br/>Orava</p> <p>Language: English</p>   |
| <p>Oral session 1.4</p> <p>#gender<br/>#career choice<br/>#stereotypical representations</p>                            | <p><i>Career and gender</i></p> <p>Patricia Dionne &amp; Eddy Supeno &amp; Amélie Simard &amp; Sylvain Bourdon<br/>Transforming students' stereotypical representations of professions: the role of a group career counseling program</p> <p>Bora Lee &amp; Joonyoung Yang &amp; Sooin Jee &amp; Eunjin Kim &amp; Junghwa Lee<br/>Value Affordance Perceptions, Personal Work Values, and Interests in Gender-typed Occupations</p> <p>Bora Lee<br/>Work-family importance and job search behavior among career-interrupted men and women</p> | <p>B1.09<br/>Turiec</p> <p>Language: English</p>  |
| <p>Oral session 1.5</p> <p>#social justice<br/>#social identity<br/>#inclusion</p>                                      | <p><i>Social justice</i></p> <p>Jean-Jacques Ruppert &amp; Andreas Frey &amp; Berndt-Joachim Ertelt<br/>Everywhere I see bliss, from which alone I am irrevocably excluded.</p> <p>Girish Muzumdar<br/>Career guidance as a function of care and support for persons with intellectual disabilities</p> <p>Svenja Ohlemann &amp; Katja Driesel-Lange &amp; Ulrike Weyland &amp; Angela Ittel<br/>Individualised career education as a means to equal opportunity - a research approach</p>  | <p>B1.10<br/>Záhorie</p> <p>Language: English</p>   |

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|---|--|--|
| <p>Oral session 1.6</p>   | <p><i>Career guidance in Asian countries</i></p> <p>Anuradha J. Bakshi<br/>Child Career Development in Developing Country Contexts</p> <p>Hyuncheol Kim &amp; Takao Mimura<br/>Comparison of career education for youth among Asian countries</p> <p>Tumennast Gelenkhuu &amp; Khishignyam Bazarvaani &amp; Boldsuren Bishkhorloo &amp; Bumdari Dagva-Ochor &amp; Batbaatar Onkhoroi &amp; Munkhbat Sonomdarjaa &amp; Bernd-Joachim Ertelt &amp; Michael Scharpf<br/>The Need of the career guidance services for young people in Mongolia</p> | <p>C1.06<br/>Gömör</p> <p>Language:<br/>English</p>      |
| <p>Workshop 1.1</p> <p>#career development #marginalisation #empowerment</p>                            | <p>Kris Magnusson &amp; Roberta Neault &amp; Sareena Hopkins<br/>Career Development for Reconciliation and Social Change</p>   | <p>C1.07<br/>Horehronie</p> <p>Language:<br/>English</p> |
| <p>Workshop 1.2</p> <p>#CMS #early school leaving #vocational training</p>                              | <p>Dorota Madziová<br/>Career guidance as a way to reduce early school leaving at secondary schools</p>  | <p>C1.08<br/>Sariš</p> <p>Language:<br/>English</p>      |
| <p>Workshop 1.3</p> <p>#sustainable employability #core qualities #career development</p>               | <p>Gert van Brussel &amp; Judith Semeijn<br/>Sustainable Employability and continuous career development; experiencing the value of Core Qualities</p>   | <p>C1.09<br/>Zemplén</p> <p>Language:<br/>English</p>    |
| <p>Workshop 1.4</p> <p>#emancipation #intersubjective recognition #social inclusion #social justice</p> | <p>Mårten Kae Paulsen &amp; Erik Hagaseth Haug &amp; Marie Bakke Inger &amp; Grete Halvorsen &amp; Torild Schulstok<br/>Between individual adaptation and political activism: Educating career counselors to support social inclusion</p>  | <p>C1.10<br/>Zips</p> <p>Language:<br/>English</p>       |

|   |  |   |
|---|--|---|
| <p>Symposium 2</p> <p>#career guidance<br/>#quality</p>   | <p><i>Quality in career guidance</i></p> <p>Chair: <b>Siobhan Neary</b></p> <p>Quality in careers: where are we going? Current trends and issues.</p>  | <p>Plenary Room</p>  <p>English, Slovak, French, Spanish</p> |
| <p>Oral session 2.1</p> <p>#SEL #career development<br/>#competences<br/>#teachers</p>            | <p><i>Social-Emotional Learning</i></p> <p><b>Peter Weber &amp; Rebeca Garcia</b></p> <p>Intersection of Social Emotional Learning Skills and Career Development – Preliminary Results from a German Sub-Study on SEL</p> <p><b>Gloria Marsay</b></p> <p>Teachers' Perceptions of SEL skills in South Africa: Lessons Learnt from Cross-Cultural Data Collection</p> <p><b>Chong Myung Park &amp; Kathryn Newman &amp; V. Scott Solberg</b></p> <p>USA Educator Perspectives Regarding the Nature and Value of Social Emotional Learning</p>                                 | <p><b>B1.06</b><br/>Kysuce</p> <p><b>Language:</b><br/>English</p>  |
| <p>Oral session 2.2</p> <p>#quality<br/>#policy<br/>#career guidance<br/>#certification</p>       | <p><i>Evaluation and impact</i></p> <p><b>Lilja Taru &amp; Päivi Pukkila &amp; Jaako Helander &amp; Anne Leppänen &amp; Seija Mäkinen</b></p> <p>A tool for assessing interdisciplinary career guidance</p> <p><b>Nicola Kunz</b></p> <p>Effects of career counselling: results of a formative and a summative evaluation programme</p> <p><b>Tomas Sprlak &amp; Katarina Sochorova &amp; Miroslava Smatanova &amp; Rastislav Letnicky</b></p> <p>Evaluating the effect of counselling services on employability indicators in the context of public employment services</p> | <p><b>B1.07</b><br/>Liptov</p> <p><b>Language:</b><br/>English</p>  |
| <p>Oral session 2.3</p> <p>#emerging adults #career adaptability<br/>#CMS #life orientation</p>   | <p><i>Emerging adulthood</i></p> <p><b>Sachiko Morija</b></p> <p>Does Development of Career Management Skills Reduce Freshmen' Anxiety about Their Career in Labor Markets?</p> <p><b>Lenka Hloušková &amp; Petr Hlado &amp; Bohumíra Lazarová</b></p> <p>Predictors of using career guidance services by emerging adults</p> <p><b>Anna Paszkowska-Rogacz &amp; Marta Znajmiecka-Sikora</b></p> <p>The role of life orientation and type of social participation on career adaptability in emerging adulthood</p>   | <p><b>B1.08</b><br/>Orava</p> <p><b>Language:</b><br/>English</p>   |
| <p>Oral session 2.4</p> <p>#NEET #at-risk youth #career readiness<br/>#career decision-making</p> | <p><i>NEET</i></p> <p><b>Loraine Godden &amp; Atsushi Okabe</b></p> <p>Preventing At-Risk Youth Becoming NEET: Effective High-School Work-Integrated-Learning Policies and Programs in Canada</p> <p><b>Jill Hanson</b></p> <p>Preventing NEETness: career focused mentoring in English schools</p> <p><b>Mags Bexon</b></p> <p>Young people NEET – how do they make their career decisions?</p>   | <p><b>B1.09</b><br/>Turiec</p> <p><b>Language:</b><br/>English</p>  |
| <p>Oral session 2.5</p> <p>#gender equality<br/>#disadvantaged women<br/>#career transitions</p>  | <p><i>Career and gender</i></p> <p><b>Lucie Václavková</b></p> <p>Business as a career strategy for Czech woman</p> <p><b>Monika Ptacnikova &amp; Dita Prikrylova &amp; Petra Drahonovska</b></p> <p>Professional transit of women into IT</p> <p><b>Itamar Gati &amp; Shahar Hechtlinger</b></p> <p>Reducing Dysfunctional Career Decision-Making Beliefs: Gender Differences in the Effectiveness of a Group Intervention</p>  | <p><b>B1.10</b><br/>Záhorie</p> <p><b>Language:</b><br/>English</p>   |

## Parallel sessions 2

11 September Wednesday

15:30-17:00

|  |   |   |  |
|--|---|---|--|
| <p>Oral session 2.6</p>  | <p><i>Social justice</i></p> <p>Simon Viviers &amp; Patricia Dionne</p> <p>Roberta Neault</p> | <p>Career counselors' work as a transformative activity : supporting social justice by advocacy</p> <p>Supported Employment: Facilitating Inclusion and Career Engagement to Overcome Marginalization</p> | <p>C1.06<br/>Gömör</p> <p>Language:<br/>English</p>      |
| <p>Workshop 2.1</p> <p>#career theory<br/>#competences<br/>#matching<br/>#skills policy</p>      | <p>Jouke Post</p>   | <p>The baby and the bathwater: career guidance and innovative matching instruments</p>  | <p>C1.07<br/>Horehronie</p> <p>Language:<br/>English</p> |
| <p>Workshop 2.2</p> <p>#existential<br/>group counselling #LEGO<br/>#vitalization<br/>#youth</p> | <p>Charlotte Juhl-Nielsen &amp; Grethe Fogh Nielsen</p>                                       | <p>The Existential Dimension in Group Counselling – How to Use LEGO Bricks as a Scaffolding Tool</p>  | <p>C1.08<br/>Šariš</p> <p>Language:<br/>English</p>      |
| <p>Workshop 2.3</p> <p>#mid-life<br/>review<br/>#older worker<br/>#retirement</p>                | <p>Lyn Barham &amp; Marie Inger Bakke</p>   | <p>Is society inclusive for older workers?</p>  | <p>C1.09<br/>Zemplén</p> <p>Language:<br/>English</p>    |
| <p>Workshop 2.4</p> <p>#career guidance<br/>#creative arts<br/>#multidisciplinarity</p>          | <p>Helena Košťálová &amp; Lenka Nemcová &amp; Eva Kavková</p>                                 | <p>Creative arts as a tool for career development and education</p>   | <p>C1.10<br/>Zips</p> <p>Language:<br/>English</p>       |

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| <p>Symposium 3</p> <p>#4th industrial revolution<br/>#career development<br/>#school redesign<br/>#SEL</p>                | <p><i>Social-emotional learning</i></p> <p>Angela Andrei &amp; Lea Ferrari (3rd paper) &amp; Rachel C. Gali &amp; Rebeca Garcia-Murias &amp; Isabel N. Janeiro &amp; Jaana H. Kettunen &amp; Gloria Marsay &amp; Kathryn Newman &amp; Chong Park (2nd paper) &amp; Tae Shin &amp; V. Scott Solberg (1st paper) &amp; Peter C. Weber</p> <p>Cross-Cultural Dimensions of Social Emotional Learning and Their Implications for Career Development</p>   | <p>Plenary Room</p>  <p>English, Slovak, French, Spanish</p> |
| <p>Oral session 3.1</p> <p>#career theory<br/>#career practice<br/>#reflection<br/>#client centredness</p>                | <p><i>Reflective practice</i></p> <p>Mary McMahan &amp; Nancy Arthur &amp; Roberta Neault</p> <p>Barbara Bassot</p> <p>Anuradha J. Bakshi</p> <p>Career theories and models in practice: Best practice principles</p> <p>Client-centred careers practice: firm foundation or shifting sand?</p> <p>Revisiting Parsons: Relevancy and Reflections</p>  | <p>B1.06</p> <p>Kysuce</p> <p>Language: English</p>   |
| <p>Oral session 3.2</p> <p>#counselor education<br/>#professional training<br/>#competences<br/>#multi-disciplinarity</p> | <p><i>Training of counsellors</i></p> <p>Tiina Laajala &amp; Pirjo-Liisa Lehtelä &amp; Outi Rantaanen &amp; Ari Jusilla</p> <p>Anna Radvila</p> <p>Simo Uusinoka &amp; Lilja Taru &amp; Jaako Helander</p> <p>Agency in competency-based study counselor education in two Finnish universities of applied sciences</p> <p>Education and Training in Career Guidance at FHNW Switzerland: A strictly competence-oriented framework for psychologists/non-psychologists</p> <p>Towards inclusive education – Developing transdisciplinary guidance between special needs educators and study counsellors in secondary education in Finland's teacher training</p> | <p>B1.07</p> <p>Liptov</p> <p>Language: English</p>   |
| <p>Oral session 3.3</p> <p>#migrants<br/>#career adaptability<br/>#career construction</p>                                | <p><i>Counselling for migrants</i></p> <p>Gudbjörg Vilhjálmsdóttir</p> <p>Deirdre Hughes &amp; Gideon Arulmani</p> <p>Disrupted life-story: Career construction with adult third culture kids</p> <p>Migration: Theory, research and practice in guidance and counselling</p>   | <p>B1.08</p> <p>Orava</p> <p>Language: English</p>  |
| <p>Oral session 3.4</p> <p>#social inclusion<br/>#emancipation<br/>#marginalised<br/>#career transition</p>               | <p><i>Towards social inclusion</i></p> <p>Rachel Bélisle &amp; Amélia Simard</p> <p>Marek Lukáč &amp; Silvia Lukáčová &amp; Ivana Pirohová</p> <p>Iva Šverko &amp; Toni Babarovic</p> <p>Career guidance for emancipation of adults without a first diploma</p> <p>Counselling and initiate education in the education of adult Roma from marginalized communities</p> <p>Protective and Risk Factors in Career Development</p>   | <p>B1.09</p> <p>Turieč</p> <p>Language: English</p>   |
| <p>Oral session 3.5</p> <p>#NEETs<br/>#vulnerable youth<br/>#school guidance<br/>#vocational pathway</p>                  | <p><i>Youth in focus</i></p> <p>Argyro K. Charokopaki &amp; Andronikos Chr. Kaliris</p> <p>Ivana Studená &amp; Zuzana Kožárová</p> <p>Gautier Degrugillier &amp; Caroline Desombre &amp; Célénie Brasselet &amp; Mickaël Jury</p> <p>Resilience and Career Decision Making Self-Efficacy among Greek Neets. Implications for career counseling</p> <p>Strengthened career guidance provision in the framework of employment services? Insights from a national programme ReStart</p> <p>The influence of social class stereotype on school guidance among middle school's pupils</p>  | <p>B1.10</p> <p>Záhorie</p> <p>Language: English</p>  |

## Parallel sessions 3

12 September Thursday

9:00-10:30

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| <p>Oral session 3.6</p> <p>#family #career education #early school leaving</p>                        | <p><i>Family in career guidance</i></p> <p><b>Jerusha Klein &amp; Svenja Ohlemann &amp; Katja Driesel-Lange</b></p> <p>Markéta Fišarová</p> | <p>Adolescents in one-parent families: A previously unnoticed group in inclusive career education?</p> <p>Family conference - method of preventing early school leaving (ESL)</p> | <p><b>C1.06</b><br/>Gömör</p> <p><b>Language:</b><br/>English</p>      |
| <p>Workshop 3.1</p> <p>#career #change #transitions</p>   | <p>William Borgen</p>   | <p>Context Counts in Career Development</p>   | <p><b>C1.07</b><br/>Horehronie</p> <p><b>Language:</b><br/>English</p> |
| <p>Workshop 3.2</p> <p>#certification #mentoring #professionalisation #quality assurance</p>          | <p>Müllerová Alice &amp; Csirke Andrea &amp; Karen Schober</p>  | <p>Mentoring programme - an important tool for the professional development of career guidance practitioners during the process of quality certification</p>                      | <p><b>C1.08</b><br/>Sariš</p> <p><b>Language:</b><br/>English</p>      |
| <p>Workshop 3.3</p> <p>#democracy #emancipation #guidance in communities #changing counselor role</p> | <p>Cecilie Nesborg &amp; Kristina Bæk Oldrup</p>  | <p>Guidance in communities of students in upper secondary school - changing the guidance practice</p>   | <p><b>C1.09</b><br/>Zemplén</p> <p><b>Language:</b><br/>English</p>    |
| <p>Workshop 3.4</p> <p>#career competencies #career education #counsellor training #world of work</p> | <p>Štefánia Hrivňáková</p> <p>Pavla Frňková &amp; Dana Sklenářová</p>   | <p>Career components in basic education</p> <p>The World of Work – Counselor Training and Activity for Students</p>   | <p><b>C1.10</b><br/>Zips</p> <p><b>Language:</b><br/>Slovak/Czech</p>  |

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| <p>Symposium 4</p> <p>#Sub-Saharan Africa<br/>#decent work<br/>#career counselling<br/>#psychology of working theory</p> | <p><i>Decent work and career counseling in Sub-Saharan Africa: A focus on Burkina Faso and Togo</i></p> <p>Abdoulaye Ouédraogo &amp; Issa Abdou Moumoula &amp; Idrissa Ouili &amp; Jean François Kobiané &amp; Donatien Dahourou</p> <p>Kokou A. Atitsogbe &amp; Yawavi Kossi &amp; Paboussoum Pari &amp; Jérôme Rossier</p> <p>Jérôme Rossier &amp; Abdoulaye Ouédraogo</p> <p>Chair: Jonas Masdonati; Yawo A. Holu &amp; Paboussoum Pari &amp; Pazambadi Kazimna &amp; Akila Alfa &amp; Tchonda Masamaéssou</p> | <p>Plenary Room</p> <p></p> <p>English, Slovak, French, Spanish</p>   |
| <p>Oral session 4.1</p> <p>#ICT #career services<br/>#social media<br/>#gamification</p>                                 | <p><i>ICT</i></p> <p>Jaana Kettunen &amp; James P. Sampson</p> <p>Zuzana Freibergová</p> <p>Jaana Kettunen</p>  | <p>B1.06<br/>Kysuce</p> <p>Challenges in implementing ICT in career services: Perspectives from Career Development Experts</p> <p>Challenges of gamification in school career guidance</p> <p>The rise of visual social media in career services</p> <p>Language: English</p>  |
| <p>Oral session 4.2</p> <p>#employability<br/>#skills<br/>#adult education<br/>#job transitions</p>                      | <p><i>Enhancing employability</i></p> <p>Daniel Kooistra &amp; Sara De Hauw &amp; Judith Semeijn &amp; Beatrice Van der Heijden</p> <p>Jakub Wierzbicki &amp; Małgorzata Rosalska</p> <p>Lorraine Godden &amp; Sandy Youmans</p>  | <p>B1.07<br/>Liptov</p> <p>A joint approach to career management: enhancing employability outcomes</p> <p>Academic competences in preventing students' educational and professional failures</p> <p>Capacity Building in Adult Education: Sharing and Developing Best Practices in Eastern Ontario</p> <p>Language: English</p>  |
| <p>Oral session 4.3</p> <p>#ethics<br/>#social justice<br/>#immigrants<br/>#inequality</p>                               | <p><i>Ethnics in career guidance</i></p> <p>Miika Kekki</p> <p>Esien Eddy Bruno</p> <p>Dimsits Miriam</p>   | <p>B1.08<br/>Orava</p> <p>Career counselling of adult immigrants: how career counselors use power in their counselling encounters</p> <p>Contracting-out counselling for young third country immigrant's transition to work in Austria, Finland and Czech Republic</p> <p>The ethics of disgust – uncovering inequality in career guidance practice</p> <p>Language: English</p> |
| <p>Oral session 4.4</p> <p>#SEL #career development<br/>#social awareness<br/>#work engagement</p>                       | <p><i>Social-emotional learning</i></p> <p>Teresa M. Sgaramella &amp; Lea Ferrari &amp; Lisa Giupponi</p> <p>Lea Ferrari</p> <p>Heli Kiema-Junes</p>  | <p>B1.09<br/>Turiec</p> <p>Inclusive development and life designing as career education goals: a program on Self and Social-Awareness</p> <p>Nature and Value of Socio Emotional Learning in a group of Italian teachers</p> <p>The role of social support in work engagement</p> <p>Language: English</p>   |

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| <p>Oral session 4.5</p> <p>#Industry 4.0<br/>#economic transition<br/>#career flexibility<br/>#professional identity</p> | <p><i>Changing labour market</i></p> <p>Chris Percy &amp; Ngoc Tram Nguyen</p> <p>Sara Galbaatar &amp; Bernd-Joachim Ertelt &amp; Gelenkhuu Tumennast &amp; Monkhooroi Batbaatar &amp; Nergui Doljin &amp; Sanjperenlei Nandintsetseg &amp; Scharpf Michael &amp; Sonomdarjaa Munkhbat</p> <p>Jenny Bimrose &amp; Sally-Anne Barnes</p> | <p>"HR4.0": How to thrive amid the increased career flexibility demanded by the 4th Industrial Revolution</p> <p>Labour market inclusion in a country in transition: A Mongolian model</p> <p>The impact of the changing labour market on the practice of career guidance counsellors</p> | <p>B1.10<br/>Záhorie</p> <p>Language: English</p>      |
| <p>Oral session 4.6</p> <p>#career education<br/>#practice<br/>#Czech Republic</p>                                       | <p><i>Reflecting on practice</i></p> <p>Andrea Csirke</p> <p>Kateřina Hařková</p> <p>Helena Kořtálová &amp; Lenka Nemcova &amp; Eva Kavkova</p>   | <p>Career Guidance as a matter of school culture</p> <p>Career guidance facing the climate change – thoughts for career practitioners</p> <p>Changes at the Czech schools – How to set up a sustainable career guidance system?</p>   | <p>C1.06<br/>Gömör</p> <p>Language: English</p>        |
| <p>Workshop 4.1</p> <p>#careerswork<br/>#parental involvement<br/>#secondary education</p>                               | <p>Annemarie Oomen &amp; Anthony Barnes</p>   | <p>Supporting secondary schools to engage parents as partners in careers work</p>   | <p>C1.07<br/>Horehronie</p> <p>Language: English</p>   |
| <p>Workshop 4.2</p> <p>#accountability<br/>#career development<br/>#evidence<br/>#marketisation</p>                      | <p>Deirdre Hughes</p>   | <p>Under Pressure: The marketisation of careers support services acting as a friend or foe?</p>   | <p>C1.08<br/>Sariř</p> <p>Language: English</p>        |
| <p>Workshop 4.3</p> <p>#skills audit<br/>#portfolio<br/>#career tree<br/>#career cards</p>                               | <p>Peter Csori</p> <p>Sylvie Navarová</p>   | <p>Bilan de compétences (skills audit) in the practice of career counselling (Slovak language workshop)</p> <p>Career tree and work with career cards (Czech language workshop)</p>   | <p>C1.09<br/>Zemplén</p> <p>Language: Slovak/Czech</p> |
| <p>Fishbowl 1</p> <p>#discrimination<br/>#motivation<br/>#Roma</p>   | <p>Ronald Schonknecht</p>   | <p>Roma and marginalized ethnic minorities – guidance as a lever of inclusion or another mean of discrimination?</p>  | <p>C1.10<br/>Zips</p> <p>Language: English</p>         |

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| <p>Symposium 5</p> <p>#mobility guidance<br/>#mobility counsellors<br/>#competences<br/>#migrants</p>                      | <p><i>Mobility Guidance</i></p> <p>Rebeca Garcia &amp; Peter Weber</p> <p>Nina Ahlroos &amp; Ellen Hagen</p> <p>Michael Scharpf &amp; Eva Bruening &amp; Bernd-Joachim Ertelt</p>                                  | <p>Challenges for mobility counsellors: development of emerging Career Guidance and Counselling competences for international mobility</p> <p>Mobility Guidance Promoting Active Citizenship and Inclusion</p> <p>Transition counselling for university graduates with a migration background</p>   | <p>Plenary Room</p>  <p>English, Slovak, French, Spanish</p> |
| <p>Oral session 5.1</p> <p>#ICT<br/>#digitalization<br/>#e-counselling<br/>#distance counselling</p>                       | <p><i>ICT</i></p> <p>Toni Babarović &amp; Iva Šverko &amp; Mara Šimunović</p> <p>Michel Turcott &amp; Liette Goyer</p> <p>Marc Schreiber &amp; Daniel Reumiller</p>  | <p>Career Choice – The new online career guidance system in Croatia</p> <p>Distance career counselling: new professional knowledge?</p> <p>Vocational, College and Career Counseling in Switzerland – Blended Information and E-Counseling in a digitized world</p>   | <p>B1.06<br/>Kysuce</p> <p>Language: English</p>  |
| <p>Oral session 5.2</p> <p>#secondary education<br/>#decision-making processes<br/>#counselling competence</p>             | <p><i>Career guidance in secondary education</i></p> <p>Angela Andrei &amp; V. Scott Solberg</p> <p>Kristina Mariager-Ander-son &amp; Stine Jacobsen</p> <p>Tiina Rautalin</p>                                     | <p>Personalized career and academic planning - a promising policy and practice</p> <p>Student Persistence in Secondary Education: Developing and supporting decision-making processes of young adults regarding dropout</p> <p>Subject teachers' position as homegroup teacher in Finnish general upper secondary school; counselling competences and practical knowledge</p> | <p>B1.07<br/>Liptov</p> <p>Language: English</p>  |
| <p>Oral session 5.3</p> <p>#older adults<br/>#employability<br/>#work transitions<br/>#career development</p>              | <p><i>Career as a lifelong journey</i></p> <p>Anne Jansen &amp; Michelle Zumsteg</p> <p>Teresa Maria Sgaramella &amp; Lisa Riondato</p> <p>Anuradha J. Bakshi &amp; Jahnvee Joshi</p>                              | <p>Effects of public career guidance on adults 40plus: What are the expectations of different stakeholders?</p> <p>Fostering Executive skills and Future Orientation for inclusive future designing of individuals experiencing complex work-transitions</p> <p>Older Adults' Career Development: A Snapshot from Mumbai, India</p>   | <p>B1.08<br/>Orava</p> <p>Language: English</p>   |
| <p>Oral session 5.4</p> <p>#higher education<br/>#professional orientation<br/>#professional identity<br/>#transitions</p> | <p><i>Transitions in the higher education context</i></p> <p>Lucie Bonnefoy &amp; Olry-Louis Isabelle</p> <p>César Escobar Escobar</p> <p>Proietti Emanuela</p>  | <p>Entry at university, what meaning for first-year students?</p> <p>How important is the professional identity of a student?</p> <p>Innovative services for lifelong learning and guidance in life transitions: challenges for University</p>  | <p>B1.09<br/>Turiec</p> <p>Language: English</p>  |
| <p>Oral session 5.5</p> <p>#LMI #social learning<br/>#career narratives<br/>#reconceptualization</p>                       | <p><i>Innovative approaches</i></p> <p>Deirdre Hughes</p> <p>Isabel N. Janeiro</p> <p>Paulo Cardoso &amp; Inês Mendes &amp; Miguel M. Gonçalves &amp; Maria do Céu Taveira &amp; Inês Sousa &amp; Filipa Silva</p> | <p>Empower to Shape Change: Learning and Identities in the Changing World of Work</p> <p>Exploration of career interests and personality variables based on career narratives</p> <p>Facilitating client change in Career Construction Counseling</p>   | <p>B1.10<br/>Záhorie</p> <p>Language: English</p>   |

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| <p>Oral session 5.6</p> <p>#skills audit<br/>#unemployment<br/>#career decision-making<br/>#empowerment</p>         | <p>SK/CZ section</p> <p>Peter Csori</p> <p>Natália Köverová</p> <p>Martina Ježková</p>          | <p>Bilan de compétences (skills audit) - Innovative approach in counselling for unemployed clients (in Slovak)</p> <p>Career decision-making style and other characteristics of personality as predictors of career decision-making difficulties among adolescents (in Slovak)</p> <p>The experiences with offering career counselling to victims of domestic violence (in Czech)</p> | <p>C1.06<br/>Gömör</p> <p>Language: English</p>      |
| <p>Workshop 5.1</p> <p>#secondary school<br/>#social representation,<br/>#university</p>                            | <p>Lucie Sedláčková &amp; Michael Benesch</p>   | <p>Encounters with excluded clients – challenges for the "Inner State" of a counselor</p>   | <p>C1.07<br/>Horehronie</p> <p>Language: English</p> |
| <p>Workshop 5.2</p> <p>#career counselling in groups<br/>#change<br/>#motivation</p>                                | <p>Karina Meinecke &amp; Lotte Wegge Andersen</p>   | <p>Career counselling in groups</p>   | <p>C1.08<br/>Saris</p> <p>Language: English</p>      |
| <p>Workshop 5.3</p> <p>#career guidance<br/>#career management<br/>#cooperation<br/>#resilience<br/>#transition</p> | <p>Helena Kasurinen &amp; Päivi-Katriina Juutilainen &amp; Mervi Lähti &amp; Arto Saloranta</p> | <p>Interinstitutional cooperation and holistic approach to students' study path in Finland</p>  | <p>C1.09<br/>Zemplén</p> <p>Language: English</p>    |
| <p>Workshop 5.4</p> <p>#good practice<br/>#migrants,<br/>#national minorities<br/>#systemic barriers</p>            | <p>Fišarová Markéta</p>   | <p>Career guidance of migrants and national minorities in the Czech Republic (deciding highschool type)</p>   | <p>C1.10<br/>Zips</p> <p>Language: English</p>       |

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| <p>Symposium 6</p> <p>#adult education<br/>#career pathways<br/>#research<br/>#workplace learning</p>            | <p><i>Early career adult education</i></p> <p>Günter Hefler &amp; Denisa Fedakova &amp; Francesca Rapana &amp; Eva Steinheimer &amp; Ivana Studena &amp; Gabriel Weibl &amp; Janine Wulz</p> <p>Early career adult education trainers and their learning and career pathways in organisations</p>   | <p>B1.06 Kysuce</p> <p>Language: English</p>   |
| <p>Oral session 6.1</p> <p>#decent work<br/>#attitude to work<br/>#career strategy<br/>#motivation</p>           | <p><i>French touch</i></p> <p>Valerie Cohen-Scali &amp; Jonas Masdonati</p> <p>Sophie Tripon &amp; Even Loarer</p> <p>Catherine Valmorin &amp; Even Loarer</p> <p>Representations of work among low qualified young workers in different countries: a cross cultural qualitative approach</p> <p>Subjective age, ageing stereotypes, seniors' employability</p> <p>Understanding the professional ambition to develop it better: the example of WoldSkills competition</p>  | <p>Plenary room</p> <p></p> <p>English, Slovak, French, Spanish</p> |
| <p>Oral session 6.2</p> <p>#decent work<br/>#mental health<br/>#well-being<br/>#public policy</p>                | <p><i>Career and mental health</i></p> <p>Viviers, Simon &amp; Fournier, Geneviève &amp; Lise Lachance &amp; Imane Zineb Lahrizi &amp; Liette Goyer</p> <p>Pete Robertson</p> <p>Mary Sue Richardson</p> <p>Contribution of Decent Work to the Relationship-to-Current-Work and the Mental Health of Canadian Workers</p> <p>Should public health be a goal of career guidance policy?</p> <p>Taking Agentic Action at the Intersection of Career and Mental Health Domains</p>   | <p>B1.07 Liptov</p> <p>Language: English</p>   |
| <p>Oral session 6.3</p> <p>#mobility<br/>#international students<br/>#cultural transition</p>                    | <p><i>International student mobility</i></p> <p>Erik Zeltner</p> <p>Kateřina Maršiková</p> <p>Yuko Ryan</p> <p>Career Mobility of non-European Graduates from European HEIs</p> <p>Cross-border career counselling for students: A case of Euroregion Nisa</p> <p>Exploring factors influencing career outcomes of international STEM master's students of English-taught programs in Japan</p>   | <p>B1.08 Orava</p> <p>Language: English</p>  |
| <p>Oral session 6.4</p> <p>#career education<br/>#teacher education<br/>#social capital</p>                      | <p><i>Career education</i></p> <p>Tomoe Kawasaki &amp; Masahito Yoshimura</p> <p>Elnaz Kashfepakdel &amp; Christian Percy</p> <p>Career Education for Teachers toward an Inclusive Society: Focusing on the Issues of Sexual Diversity</p> <p>Socialised social capital? The capacity of schools to use careers provision to compensate for social capital deficiencies among teenagers</p>   | <p>B1.09 Turiec</p> <p>Language: English</p>   |
| <p>Oral session 6.5</p> <p>#recognition<br/>#reflective practice<br/>#academic trajectories<br/>#STEM fields</p> | <p><i>Career education</i></p> <p>Eden Jean-Marie &amp; Muriel Moujeard</p> <p>Silvia Battle &amp; Beatriz Malik Liévano &amp; Juan Cingolani &amp; Cristina Sansone &amp; Emmanuel Pacheco &amp; Carolina Alberto</p> <p>Csilla Tudlik</p> <p>Building Learning territories through Open Badges: enable the encounter of individuals recognition and territories needs.</p> <p>Guidance at Postgraduate level: Students and Graduates Trajectories in an Online Master's Degree in Argentina and in Spain</p> <p>Interest, work values and STEM fields - Secondary school students' opinion on future work</p> | <p>B1.10 Záhorie</p> <p>Language: English</p>  |

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| <p>Workshop 6.1</p> <p>#anti-discriminatory practice<br/>#anti-oppressive approach<br/>#critical reflection</p> | <p>Eva Kavková &amp; Siobhan Neary</p>   | <p>Critical Reflection as a Tool for Social Justice in Career Guidance and Counselling</p>  | <p>C1.06<br/>Gömör</p> <p>Language: English</p>      |
| <p>Workshop 6.2</p> <p>#interdisciplinarity<br/>#school guidance teams</p>                                      | <p>Ružica Madžarević &amp; Ivana Vulić</p>                                       | <p>Interdisciplinary teams for career guidance as a mechanism for improvement of career guidance services</p>                     | <p>C1.07<br/>Horehronie</p> <p>Language: English</p> |
| <p>Workshop 6.3</p> <p>#IJEVG</p>   | <p>Jerôme Rossier</p>  | <p>Publishing in an academic journal: Meet the editor(s) of the International Journal for Vocational and Educational Guidance</p> | <p>C1.08<br/>Šariš</p> <p>Language: English</p>      |
| <p>Workshop 6.4</p> <p>#career guidance<br/>#inclusive guidance practices<br/>#UAS</p>                          | <p>Maija Joensuu &amp; Kirsi Paavola &amp; Irmeli Lignell &amp; Katja Munter</p> | <p>Supporting career paths in Universities of Applied Sciences</p>  | <p>C1.09<br/>Zemplén</p> <p>Language: English</p>    |
| <p>Workshop 6.5</p> <p>#automation<br/>#future jobs<br/>#Industry 4.0 skillset<br/>#robotization</p>            | <p>Zuzana Záhradníková</p>   | <p>The era of automation and robotization / opportunity or threat for career counselling</p>                                      | <p>C1.10<br/>Zips</p> <p>Language: English</p>       |

# POSTERS EXHIBITION

Meet the authors: 12 September Thursday, 9:00-11:00

Posters will be on display during the whole duration of the conference.

**Poster 01:**

Addressing gendered decision-making: adapting career guidance and counselling practice to the contemporary family structure

**Authors:** Emma Bolger

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**Authors:**

Stefan Vendel & Ivana Zilkova

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Career education curriculum - possible development in the Czech Republic

**Authors:**

Petr Chaluš

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Career education for an inclusive society: School management's and teachers' stance on providing individual support

**Authors:** Kathrin Kahner & Katja Driesel-Lange & Svenja Ohlemann & Ulrike Weyland

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Career Guidance in VET in Cross Border Regions: Comparative Analysis of the Case of Lower Austria and Czech Republic

**Authors:** Filiz Keser-Aschenberger & Stephanie Nestawal & Sonja Brachtl & Lucie Procházková

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Career Management Skills – The Importance of Their Application and Possibilities of Measurement

**Authors:**

Libor Komárek

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Career-Focused School Counseling as a start for Career Construction

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Changes in gender-stereotyped interests during the transition after high-school

**Authors:**

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Civility and direct violence in high school senior Mexican students

**Authors:**

Gabriela Cabrera & Patricia Gomez

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Clusters based on Personality and Behavior on Korean Career Counselors and Job Stress of Clusters

**Authors:**

Au Yunkyung

**Poster 11:**

Common thematic areas within selected CMS frameworks and their reflection in context of social justice

**Authors:**

Martinkovičová Lenka & Hašková Kateřina

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Constructing career and meaning in life in a personal way: exploring the links between experiencing meaning of life, career indecision, and temperament and character dimensions

**Authors:** Szabolcs Urbán & Monika Kissné Viszket

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Decision-making and student motivation for careers in nursing: a pre-employment focus group interview

**Authors:**

Hiromi Atsuzawa & Tanaka Emiko & Watanabe Kumi & Anme Tokio

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Development of Hungarian Counselling Psychologists' Subjective Professional Competences and Their Professional Collective Self-Esteem

**Authors:**

Kissné Viszket Mónika & Paszkál Kiss Károly Gáspár

**Poster 15:**

Differences in Resilience According to Cluster Types based on Career Commitment and Career Flexibility

**Authors:**

Sujung Lee

**Poster 16:**

Distance Learning Master's Programme for Professionalisation of Career Counselling in Mongolia

**Authors:** M. Scharpf & Dagva-Ochir Bumdari & Bazarvaani Khishignyam & Bishkhorloo Boldsuren & Ertelt Bernd-Joachim & Nergui Doljin & Sanjperenlei Nandintsetseg

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Education, Development, Advice in educational and vocational guidance: Evolution of the professionalism of the practitioners in the French state school system

**Authors:**

Lydia Deyrem & Suzanne Bultheel & Sylvie Amici

**Poster 18:**

ErasmusEmploymentPlus: Equipping guidance practitioners with skills and knowledge to provide customised support for sustained progression

**Authors:**

Jeroen Bregman & Karin Steiner

**Poster 19:**  
EURAXESS Slovakia: collaborating for better careers in research

**Authors:**  
Janka Kottulova

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Guidance and counselling in ODL programs - Case Nepal

**Authors:**  
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How are career services supporting international students?

**Authors:**  
Erik Zeltner

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How to find strength and motivation for studies

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KIPINÄ: SPARKS Career Counselling

**Authors:**  
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**Poster 24:**  
Quality Assurance Standards in Career Guidance: A synthesis of research on 21 quality standards across Europe

**Authors:**  
Siobhan Neary & Vanessa Dodd & Erik Haug & Tristram Hooley

**Poster 25:**  
Quality Development of Career Professionals and Organisations in Slovakia – results and lessons learned from the participative process

**Authors:**  
Tomas Sprlak

**Poster 26:**  
Shine On The Future/Light Your Future regional system to support pupils' educational and vocational choices

**Authors:**  
Jan Brabec & Jana Slezáková

**Poster 27:**  
Students' trajectories during their Masters' studies in the areas of Social and Legal Sciences in Spain

**Authors:** Beatriz Malik Liévano & Torrado, M. & Figuera, P. & Álvarez, P. & Arraiz, A. & Jurado, P. & Miranda, C. & Romero, S. & Llanes, J. & López, D. & Valls, R.G.

**Poster 28:**  
The Čadca Model of Interactive Professional Counselling - CAMIP

**Authors:**  
Alena Hrašková

**Poster 29:**  
The Role of Life Orientation (LO) Teachers in Career Construction for Youth in Gauteng- South Africa

**Authors:**  
Bomkazi Magadlela

**Poster 30:**  
Training Career Counselors in Contemporary Narrative Approaches: Concerns and Future Directions

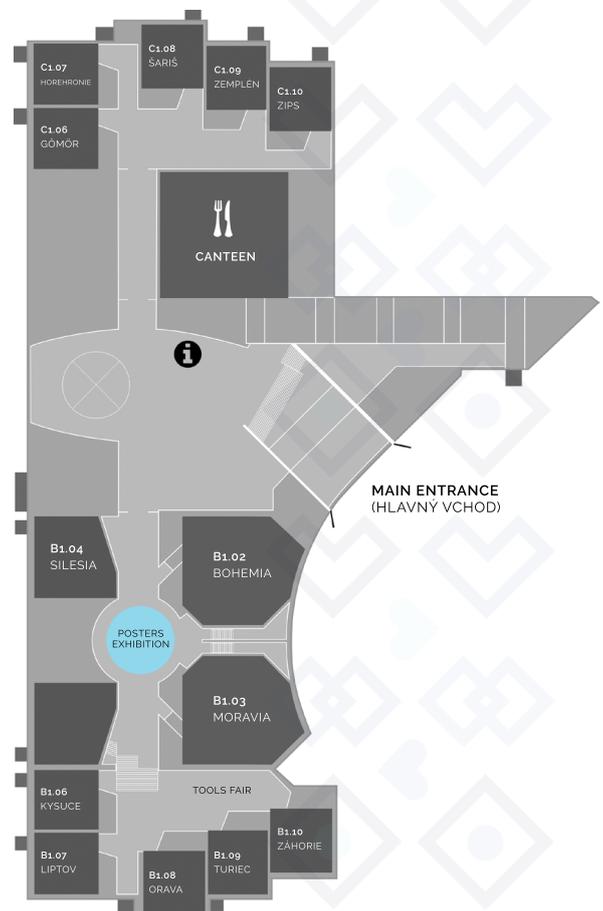
**Authors:**  
Katerina Argyropoulou & Katerina Mikedaki & Nikolaos Mouratoglou & Andronikos Kaliris & Sofia Papatheodorou

**Poster 31:**  
Vocational interests, transferable competences, job choice behaviour and coping strategies of unemployed young people

**Authors:**  
Jenny Schulz

**Poster 32:**  
Work Meaning Inventory: A Validity Study with Portuguese Workers

**Authors:**  
Joaquim Ferreira & José Rabaça & Eduardo Santos & Lídia Matos & Hida Gashemi



# TOOLS FAIR

Meet the authors: 12 September Thursday, 16:30-18:00

Tools will be on display during the whole duration of the conference.

**Tool 01:** Bilan de compétences / skills audit adapted to Roma people – experience from Hungary Bulgaria, Romania and Greece  
**Authors:** Ronald Schonknecht

**Tool 02:** Building Learning territories through Open Badges: enable the encounter of individuals recognition and territories needs  
**Authors:** Eden Jean-Marie & Muriel Moujeard

**Tool 03:** Career Decision-making Difficulties Questionnaire (CDDQ; Gati, Krausz, & Osipow, 1996)  
**Authors:** Viktória Kulcsár & Itamar Gati

**Tool 04:** E-learning in career counselling  
**Authors:** Veronika Zibrinyiová & Zuzana Kožárová

**Tool 05:** How I Do It - career guidance activities  
**Authors:** Miroslava Březinová

**Tool 06:** JOB CENTER: Review of the initiative to rehabilitate vulnerable groups in Municipality of Athens, Greece  
**Authors:** Georgiou Elisave

**Tool 07:** JOBLAND – improving career learning at school in primary education  
**Authors:** Anita Montagna & Iannis Giulio

**Tool 08:** KIPINÄ: SPARKS Career Counselling (Practical tool/method/activity)  
**Author:** Minna Katteli

**Tool 09:** Learner-centered digital ecosystem of competence development - Enterprise Architecture guiding the digital transformation  
**Author:** Antti Laitinen & Ari Rouvari

**Tool 10:** REFLEX - Researcher Career Development Scheme (Online and off-line tool)  
**Author:** Janka Kottulova

**Tool 11:** Research driven workshop for developing career counselling practices in HE  
**Author:** Leena Penttinen & Leena Itkonen

**Tool 12:** Salmondo – web application for support of career counseling  
**Author:** Tibor Kučera

**Tool 13:** The "Talents & Transitions Patchwork" (TTP) method  
**Author:** David John Bourne

**Tool 14:** The Career and Values Genokeygram (CV Genokey) – Empower Yourself With the new Genokey Lens!  
**Author:** Esther Tan & Josephine Kim & M. Nakkula

**Tool 15:** The e-portfolio: a new tool for career learning

**Author:** Anita Montagna & Giulio Iannis

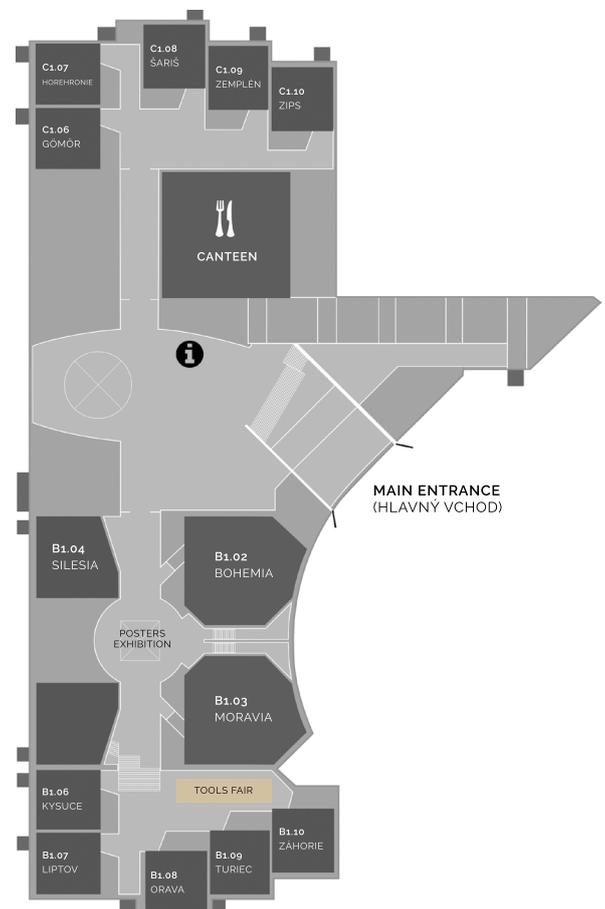
**Tool 16:** Workbooks "8 myths about choosing a future profession. Choose Your High School"  
**Author:** Katerina Malkova & Petra Snepfenbergova

**Tool 17:** SOMOPRO programme as a tool to encourage gender balance in research at the South Moravian region  
**Author:** Michael Doležal

**Tool 18 (book signing):** Career Theories and Models at Work: Ideas for Practice (2019)  
**Author:** Nancy Arthur & Mary McMahon & Roberta Neault (Eds.)

**Tool 19 (book signing):** Making school relevant with individualized learning plans  
**Authors:** V. Scott Solberg

**Tool 20:** IMMERSE YOURSELF IN THE WORLD OF THOSE WHO ARE NOT ALWAYS VISIBLE: Virtual reality & online living library challenges prejudices  
**Authors:** Juraj Rěcky & Ondrej Mlynár



# KEYNOTE WORKSHOPS

13 September Friday, 14:00 - 15:15



## *Active Engagement in Action*

**NORMAN AMUNDSON**  
University of British Columbia, Canada

**Workshop 7.1**

**Plenary room**

In this presentation Dr. Amundson will be highlighting some of the key concepts and practices from his latest anniversary edition of "Active Engagement". The interventions that will be demonstrated have all been evaluated through various research projects. Some of the techniques that will be explored include: Walking the Problem, Story Wheels, Two and Three Chair Decision Making, the Metaphor Making Card Sort, Workplace Attractors, and the Exploration and Extension of Metaphors. These interventions have broad application and have proven to be effective in a variety of individual and group counselling settings.



## *The Question is the Answer: The Cultural Preparedness Approach to Assessment for Career Guidance*

**GIDEON ARULMANI**  
The Promise Foundation, India

**Workshop 7.2**

**B1.02 Bohemia**

This workshop presents a brief critique of assessment methodology and demonstrates the Strengths and Accomplishments Questionnaire (SAQ), which takes a blended approach to assessment for career guidance, based on the cultural preparedness model. Participants will have a chance to experiment with the method and consider how it could be adapted to their contexts.



## *Participating in integrative qualitative-quantitative career construction counselling in a group-based context*

**KOBUS MAREE**  
University of Pretoria, Pretoria, South Africa

**Workshop 7.3**

**B1.03 Moravia**

In this workshop, by building on self- and career construction theory, life design counselling theory and by promoting reflection and reflexivity, participants will be helped in a group context to integrate their own 'stories' (outcomes obtained from completing the Career Interest Profile, a qualitative career counselling instrument that enables career counsellors to identify clients' interests, areas for development, and major career-life themes) and their 'scores' (the outcomes of completing the Maree Career Matrix, a twofold quantitative measure of career interests and self-estimates of confidence in aptitudes to follow certain careers). Participants' skills in career counselling will be raised to a level that is more contemporary, holistic, and contextualised.

## Conference hosts



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