

Editorial

Career Guidance in Schools from European and International Perspectives: Designing Transfer in Career Guidance Between Science and Practice

In a changing world of work and amidst social, economic and technological transformation processes, career guidance is becoming increasingly important (Freiling et al. 2025, Schröder et al. 2025). Digitalisation and automation, demographic trends, the socio-ecological transition and changing skill requirements for (future) skilled workers make it increasingly difficult to explain career development based on stable job descriptions, clearly defined roles and skill profiles, and largely predictable career paths and stable professional trajectories. There is a risk here of focusing one-sidedly on structural uncertainties and labour market-related processes of change as individual requirements for adaptation and self-direction. Rather, the question arises as to how, in future, educational and career paths will increasingly be characterised by repeated transitions, reorientations and the interplay between individual opportunities for action and institutional and societal conditions (Krause 2025). This also changes the role of career guidance and the tasks it involves. Against this backdrop, career guidance cannot be limited to providing information about occupations or matching individual characteristics to existing job profiles (Schröder 2019). Rather, it should empower young people to make sense of changes in the world of work, explore career options and reflect on decisions in relation to individual interests, social circumstances and structural opportunities. In doing so, it links the promotion of career management skills with issues of social participation, social justice and individual agency (Savickas et al. 2009). Schools play a central role in this regard, as they reach young people at a stage when career aspirations are taking shape and educational decisions are being prepared. However, career guidance in schools is not an isolated task, but is embedded within a network comprising teaching, counselling, school development and cooperation with external partners. Its quality therefore depends not solely on individual measures, but on how firmly these are embedded in the curriculum, professionally and organisationally. The contributions in this volume therefore draw on not only schools but also higher education institutions, career services, employment services and professional counselling settings. These contexts form a coherent system of lifelong learning and counselling provision and open up opportunities for mutual learning. The international perspective highlights shared challenges without neglecting institutional, cultural and education policy differences between countries and regions.

With the growing importance of career guidance, the question of how academic findings can contribute to the development of professional and institutional practice is becoming increasingly pressing (Coburn & Penuel 2016). However, the notion of a direct transfer of academic knowledge to practical fields of action falls short. Research findings emerge under specific theoretical and methodological conditions, whilst their practical application depends on institutional structures, professional interpretations, available resources and the specific target audience. The distinction between academia and practice should therefore not be viewed solely as a communication gap, but rather as an expression of different forms of knowledge production and application. Against this backdrop, ‘transfer’ does not refer to the linear transmission of ready-made knowledge, but rather to its translation and recontextualisation. Academic findings must be interpreted in terms of their relevance to specific problems, linked to professional experiential knowledge, and tested under the respective conditions of practice. This applies particularly to career guidance, as career orientation processes arise from the interplay of individual circumstances, social contexts and institutional structures. Concepts and tools can therefore neither be applied independently of context nor transferred unchanged between schools, regions or national education systems. At the same time, transfer is a two-

way process. The experiences of teachers and guidance specialists, as well as the perspectives of those receiving guidance, can help to clarify academic research questions, highlight conceptual limitations and justify new research needs. At the interfaces between academia, educational practice, guidance and educational administration, this gives rise to independent spaces for negotiation and knowledge development. It is precisely the differences that become apparent there which can facilitate reflection, a shift in perspective and the development of new approaches to action (Akkerman & Bakker, 2011).

Transfer should therefore be understood as a cooperative and iterative design process, ranging from the joint identification of relevant problems, through the development and testing of approaches, to their evaluation and further development (Coburn & Penuel, 2016; Penuel et al., 2015). The contributions in this volume address different elements of this process: they generate knowledge relevant to career guidance, develop and examine concepts and tools, explore professional competencies and highlight the conditions for their institutional implementation.

The articles in this issue:

Fletemeyer, Schröder and Krause examine pupils' perceptions of self-employment and entrepreneurial work. The findings show that self-employment is primarily associated with autonomy, responsibility and risk, whilst hybrid forms of employment, intrapreneurship and economic knowledge feature only to a limited extent in young people's perceptions. The article thus illustrates that transfer also encompasses the empirically grounded translation of societal changes in the world of work into curricular content and learning opportunities tailored to the target audience.

Ribeiro outlines a dialogical approach to knowledge production in which academic knowledge and context-bound everyday knowledge are interrelated, and research participants are recognised as contributors. Transfer is thus understood as a co-constructive process rather than a one-sided dissemination of academic findings.

Müller examines the linguistic, social and discrimination-related requirements of school-based career guidance for pupils from migrant backgrounds and derives competency requirements for teachers from this. The article demonstrates that research on heterogeneity must be translated into language-sensitive, inclusive and anti-discriminatory professional development.

Aisenson, Valenzuela, Luna and Ciccone design instruments for the formative assessment of professional competences in university-level training for Lifelong Guidance and Counselling. In doing so, they combine theoretical competence models and diagnostic development with the evidence-based advancement of professional training.

Özdemir and Özdoğan develop a model that links Green Career Education, Green Career Guidance and Green Career Counselling with individual career planning and societal sustainability. The article translates the academic discourse on sustainability into a nuanced model of educational and counselling practice.

Isanović Hadžiomerović examines transformative learning processes in the continuing professional development of career counsellors in Bosnia and Herzegovina. The findings illustrate that transfer requires not only the teaching of methods, but also a reflective change in professional patterns of interpretation and action.

Rodríguez-Muñiz, Pérez-Herrero, Burguera and Virgós-Sánchez analyse the perceived usefulness of school-based career guidance activities from the perspective of pupils in Asturias. Involving the target group provides an empirical basis for the needs-based further development of school-based programmes.

Infante Rejano and Vallejo Acebal describe the development and institutional embedding of virtual reality simulations to promote cross-curricular skills in Andalusia. The project illustrates knowledge transfer as an interplay of technological development, pedagogical foundations, professional support and institutional scaling.

Hegyi-Halmos identifies cross-cutting and role-specific competence requirements for HR professionals based on job advertisements. The paper generates empirically grounded labour market knowledge that can be translated into guidance tailored to the needs of the target audience.

Tatpuje, Giri and Kakade examine the diagnostic, advisory and ethical competencies of career advisers in rural Maharashtra. They demonstrate that standardised procedures require professional judgement and a context-sensitive consideration of individual, family and regional circumstances.

Kocaman describes the integration of research, career services and university teaching at the Career Centre of Ankara University and within the course ‘Adaptation to Professional Life’. Here, knowledge transfer is embedded through institutional cooperation and the iterative linking of development, application and evaluation.

Barańska analyses the support needs of PhD students and the services offered by Polish academic career offices. The article illustrates that the transfer of subject-specific services depends on their institutional networking, visibility and resource allocation.

Klein, Driesel-Lange, Staudinger and Zenz examine the transfer of the German school development approach ‘DIGIBO Best!’ to Austrian schools. The paper views international transfer not as replication, but as an empirically supported process of contextualisation and further development.

Jemini-Gashi demonstrates positive changes in career decisiveness and psychological well-being following a structured career guidance workshop in Kosovo. The paper thus combines the theory-guided development of an intervention with its empirical testing in practice.

Weber and Ertelt present an AI system designed to support professional career guidance through speech recognition and heuristic functions. Transfer is presented as an interdisciplinary development task that integrates technical possibilities, the theoretical foundations of counselling, professional responsibility and evaluation.

Blaich and Grüneberg analyse quality frameworks for school-based career guidance and present the ‘Guiding Schools’ checklist as a tool for school-based reflection and development. The article demonstrates how scientific and education policy quality standards can be translated into a practical tool that can be used in a context-sensitive manner.

Tuchscherer-Schad and Wiepcke systematise digital career guidance resources according to their form, cognitive demands and functional added value. This provides a scientifically sound basis for their informed selection, didactic evaluation and practical further development.

The contributions overall show that knowledge transfer in career guidance refers neither to the retrospective application of research findings nor to the uncritical adoption of so-called best practices. Rather, it encompasses the selection of relevant knowledge, its translation into professional and institutional contexts, and its testing, evaluation and further development. A key prerequisite is the contextualisation of research findings. Labour market information, theoretical models and competence requirements only become guidance knowledge when they are related to the life situations of the target audience and the conditions of the respective education and guidance systems. To achieve this, academic knowledge, professional experiential knowledge and the perspectives of the target audience must be systematically linked, without dissolving their different functions and claims to validity.

Transfer also requires professional and organisational capacities. Teachers and career guidance professionals need subject-specific, pedagogical, diagnostic, technological and reflective skills to be able to assess scientific findings and apply them in a context-sensitive manner. At the same time, there is a need for curricular integration, clearly defined responsibilities, sufficient resources and sustainable partnerships. Innovations can only be sustained if they are institutionally embedded, going beyond the actions of individual professionals. Evaluation should not be understood as a final check, but as an integral part of an iterative development process. Findings regarding impacts, perceptions and implementation conditions must be fed back into the revision of concepts and the formulation of new research questions. This also applies to international transfer, although the complexity of learning from one another should not be underestimated.: the comparison of different countries and education systems is not aimed at identifying universally applicable solutions, but at a context-sensitive analysis of common design challenges and different approaches to solving them.

Designing Transfer thus refers to the deliberate shaping of reciprocal relationships between knowledge production and the development of practice. The contributions in this volume highlight theoretical, empirical, professional and institutional approaches to this end. Together, they define career guidance as a field of practice that is scientifically grounded, practically applicable and subject to ongoing development.

We hope you enjoy reading this volume, find many inspiring moments and discover topics that you can transfer to your daily work.

In the name of the editorial team,
Christoph Krause

References:

- Akkerman, S. F., & Bakker, A. (2011). Boundary Crossing and Boundary Objects. *Review of Educational Research*, 81(2), 132-169.
- Coburn, C. E., & Penuel, W. R. (2016). Research–practice partnerships in education: Outcomes, dynamics, and open questions. *Educational Researcher*, 45(1), 48–54.
- Freiling, T., Kohl, M., Krause, C. & Steinmüller, B. (2025). *The changing world of work: Consequences for career orientation, training and further education using the example of the metal and electrical industry* (1st ed.). wbv Publikation..
- Krause, C. (2025). Berufsorientierung im Spiegel subjektiver Gestaltungsprozesse und gesellschaftlicher Transformationsanforderungen: theoretische Fundierungen und Implikationen für zukunftsfähigere Gestaltungsansätze. Universität Rostock. Hochschulschrift.
- Savickas, M. L., Nota, L., Rossier, J., Dauwalder, J.-P., Duarte, M. E., Guichard, J., Soresi, S., Van Esbroeck, R., & van Vianen, A. E. M. (2009). Life designing: A paradigm for career construction in the 21st century. *Journal of Vocational Behavior*, 75(3), 239–250. <https://doi.org/10.1016/j.jvb.2009.04.004>
- Schröder, R. (Hrsg.) (2019): Berufliche Orientierung in der Schule: Gegenstand der ökonomischen Bildung. Wiesbaden: Springer VS.
- Schröder, R., Nägele, C., Rosalska, M., Wawrzonek, A., & Romero-Rodríguez, S. (2025). Career guidance in schools from European and international perspectives: Rethinking Career Guidance in Times of Uncertainty and Transformation. *Career Lead*. <https://doi.org/10.5281/zenodo.15063842>

Cite this Editorial as: Krause, C. (2026). Editorial – Career Guidance in Schools from European and International Perspectives: Designing Transfer in Career Guidance Between Science and Practice. In: In Krause, C., Nägele, C., Schröder, R., Rosalska, M. & Romero-Rodriguez, S. (2026). Career Guidance in Schools from European and International Perspectives: Designing Transfer in Career Guidance Between Science and Practice. *Career Lead*. (p. V-IX). <https://10.21240/cleg/2026/clc/111>.