

MOBITA SI-AT

Crossborder Career Orientation

11.2023-10.2026



Interreg



Sofinancira
EVROPSKA UNIJA
Kofinanziert von
der EUROPÄISCHEN UNION

Slovenija – Österreich

Mobita SI-AT

INTRODUCTION

Based on the conducted research we have found that students and professionals in the field of career orientation in Slovenia and Austria want more opportunities to explore their interests and develop their skills, as well as more practical experience. Based on these findings of the research, during the Mobita SI-AT project, we advocated the development and pilot implementation of an innovative career orientation model, including a digital and largely automated assessment process.

Project objectives

For children and young people, the model aims to make career orientation tangible and accessible from an early age by combining the exploration of individual interests and talents with practical insights into different occupational fields. Its mobile approach allows these new activities to be brought directly to schools, making career orientation accessible also to pupils outside larger urban centres. As **career orientation professionals** in Slovenia and Austria **expressed a need for more training opportunities** to strengthen their knowledge and competencies, the project aimed to provide staff training in the programme region to enable the implementation of the new career orientation model.

Experts in the field of career orientation also emphasize the need for more cooperation between career orientation providers, as well as among professional staff in schools. To this end, during the project, we advocated the development and establishment of a new cross-border working group, intended for

cooperation, exchange of experience and good practices in Slovenia and Austria among stakeholders in the field of career orientation.

Partners of the Mobita SI-AT project:

- Berufsförderungsinstitut Burgenland (BFI) lead partner
- PRIZMA Foundation for the Improvement of Employment Possibilities
- Wirtschaftskammer Steiermark
- The Chamber of Craft and Small Business of Slovenia (OZS)

Project duration:

November 2023 - October 2026

Total project value:

1.326.164,36 EUR

Source of funding:

Interreg Slovenia-Austria 2021-2027



WHAT WE HAVE DEVELOPED

Mobita stations

In accordance with our goals, we have developed the concept of the Mobita process, which we have adapted to the regional needs and conditions in Slovenia and Austria. Thus, three versions of the mobile career orientation model were created, which respond to the needs of students, career orientation professionals and companies. What all three concepts have in common is that the system is mobile, which means that the team comes to the school with all the necessary equipment.

MISSION:TALENTE

9-10 YEARS

The workshop:

- helps children to identify their own interests.
- enables children to reflect on their own abilities.
- helps children to learn about and name different occupations.
- Reflect on the importance of work.

Practical Stations:

- Digital & Creativity
- Communication
- Health, Medical & Science
- Agriculture & Technology

Psychological Testing:

- General Interests
- General Self-Efficacy
- Station specific Interest
- Academic self concept

Feedback

Parents receive feedback on their children's results from the psychological testing.

Teachers receive class-wise feedback about the results of the psychological testing.

MOBITA

11-13 YEARS

The workshop :

- provides students with guidance for their academic careers
- prepares them for the demands of the future workforce from an early stage.
- empowers students to recognize, understand and develop their own skills.

Practical Stations:

- Eye-hand coordination
- Fine motor skills, manual dexterity,
- Spatial awareness, receptiveness
- Memory
- Responsiveness

Psychological Testing:

- Attentiveness
- Logical thinking
- Technical understanding
- Arithmetic
- Practical intelligence

Feedback

Pupils receive feedback on their results from the psychological testing and the practical stations.

TALENTARIJ

13-15 YEARS

The workshop should:

- provides students with guidance for their academic careers
- prepares them for the demands of the future workforce from an early stage.
- empowers students to recognize, understand and develop their own skills, abilities and interests.

Practical Stations:

- Eye-hand coordination
- Fine motor skills, manual dexterity,
- Spatial awareness, receptiveness
- Memory
- Reaction time

Psychological Testing:

- Word comprehension speed
- Numerical ability
- Spatial ability
- Information processing speed
- Concentration
- Occupational Interest

Feedback

Pupils receive feedback on their results from the psychological testing and the practical stations.

School counsellors and class teachers receive class-wise feedback about the results of the psychological testing.

MISSION:TALENTE

Mission:Talente is a hands-on career exploration workshop for students in grades 3 and 4. The concept combines early career guidance with age-appropriate learning and allows children to explore their own interests, strengths, and abilities in a playful way during a school day. At the same time, teachers and parents receive valuable insights into the children's interests and self-concept (how I see myself) in the form of a report.

Educational Background and Curriculum Alignment

The project is aligned with the competency goals for educational, career, and life orientation in elementary school. The focus is on recognizing one's own interests and abilities, learning about professions within one's personal and regional environment, and reflecting on the meaning of work. Didactically, "Mission:Talente" follows a student-centered approach: The children learn actively, cooperatively, and as independently as possible through concrete tasks. The stations address key competency areas—including scientific thinking, basic digital literacy, creativity, technical problem-solving, and communication and teamwork skills. This creates a clear connection to the curriculum, linking subject-specific learning with career orientation and personal development.

Duration, Structure, and Flow

"Mission:Talente" is designed to last an entire school morning. After a joint introduction, the children are divided into small groups and move sequentially through four stations that are timed to follow one another. Each station typically lasts about 30 minutes and focuses on different fields of activity and areas of expertise: for example, technical and scientific work measuring soil moisture, creative design in the digital design lab, careful observation and research at the medical station, and communication and collaboration on the spaceship's bridge. The workshop is led by trained guides.

Story and Narrative Concept

The entire learning environment is embedded in a child-friendly space story: Students are addressed as members of the crew of the spaceship "Talent Space" and embark on a shared mission to a new planet. This narrative concept fosters motivation, provides guidance, and creates an emotional connection.



Importance and Added Value for Students and Schools

Students begin exploring their interests, strengths, and potential career paths at an early stage, gain self-confidence through hands-on experimentation, and experience learning as an active, motivating, and meaningful process. The combination of technology, creativity, research, communication, and reflection opens up a wide range of approaches and appeals to diverse talents.

TALENTARIJ

Talentarij is a mobile career orientation model in Slovenia designed for students aged 13 to 15, primarily in the 8th grade. Within one school day, students complete standardized cognitive ability tests, take part in practical skills stations, and explore their interests through questionnaires and a video library. The practical stations were developed and standardized during the Mobita SI-AT project. After the assessment, each student receives a report on their abilities, skills, and interests.

Educational Background and Curriculum Alignment

The model combines the assessment of abilities, skills, and interests into a comprehensive career orientation approach. Its aim is to encourage students to reflect earlier on their future educational and career paths and to reduce the risk of premature decisions during the transition from primary to secondary school.

Cognitive abilities are assessed with the online multi-factor battery eMFBT, measuring verbal comprehension speed, numerical ability, spatial ability, information processing speed, and concentration. A composite score combines the results and supports predictions about a student's potential success in learning tasks.

Motor skills are assessed at practical stations developed within the Mobita SI-AT project. These stations collect data on hand-eye coordination, fine motor skills and manual dexterity, visuospatial abilities and sensorimotor adaptation, short-term memory, and reaction time. Students also complete the online questionnaire Kam in kako ("Where and How"), which provides occupations aligned with their interests, preferred types of work, and personality style.

Duration, Structure, and Flow

The assessment lasts one school day, or six school hours. The Talentarij team visits the school by prior arrangement and prepares all necessary equipment.



After a joint introduction, students complete the eMFBT on school computers, except students with learning disabilities. They are then divided into two groups: one continues with the Kam in kako interest questionnaire in the computer classroom, while the other completes the motor skills assessment in another classroom. The groups rotate so that all students complete all three components, and the session ends with a joint closing activity.

Added Value for Students and Schools

Talentarij is an important tool for career orientation in Slovenia because it combines cognitive abilities, motor skills, and interests in one standardized process. Its added value lies in providing students, parents, school counsellors, and class teachers with comprehensive, objective reports on student outcomes.

The Talentarij professionals also support school counsellors in interpreting the results, facilitating further career counselling. With this support, students can better identify their potential and make more informed decisions about their future educational and career paths.

MOBITA

Mobita is a mobile career orientation concept for students aged 11–13. It helps young learners discover their talents and explore future educational and career pathways through practical talent stations and digital cognitive assessments. Schools are visited by trained Mobita teams with mobile testing stations and digital tools, enabling the programme to be implemented directly on site.

Educational Background and Curriculum Alignment

Mobita is based on the idea that career orientation should begin early and focus on recognising individual strengths rather than selecting professions prematurely. The concept aligns with educational objectives such as personal development, career guidance, digital literacy, problem-solving, and competency-based learning. It supports reflection on abilities relevant to future professions, especially in technology, digitalisation, sustainability, and innovation.

The practical stations assess hand–eye coordination, fine motor skills, visuospatial perception, memory, reaction speed, and technical understanding through playful tasks such as operating a robotic arm, completing precision exercises, and digital reaction or memory games. A tablet-based assessment adds exercises in concentration, non-verbal reasoning, technical understanding, basic arithmetic, and practical intelligence.



Duration, Structure, and Flow

The Mobita Talent Check takes place directly at schools and lasts approximately three to four teaching periods, depending on school organisation. After a joint introduction, students rotate in small groups through practical assessment stations and tablet-based knowledge tests.

All results are recorded digitally. Each student receives an individual report summarising strengths, abilities, and development potential. These results provide a basis for reflection and further discussions with teachers, parents, and career guidance professionals.

Added Value for Students and Schools

Mobita combines competency assessment, practical experience, and digital evaluation in one mobile programme. Instead of focusing only on academic achievement, it helps students recognise a broad range of strengths and talents relevant to future educational and career decisions.

For schools, Mobita offers a structured, standardised, and easily implementable career guidance activity without the need for specialised equipment or extensive teacher preparation. The individual reports support educational counselling and help students, parents, and educators understand each learner's profile. By linking playful learning with competency-based assessment, Mobita promotes self-awareness, motivation, and informed decision-making for future education and employment.

PILOT VISITS

Reached Pupils

Pilot projects for the Mobita concepts were implemented across all project regions, offering an important opportunity to test and refine the programme formats under real educational conditions. These pilots included Mission:Talente in Styria, Mobita in Burgenland and Talentarij in Slovenia, creating a cross-regional framework in which different educational contexts could be addressed while maintaining a shared focus on talent development, orientation and participation.

In total, 83 pilot visits were conducted across 50 schools, enabling the initiative to reach 1532 children and adolescents. This breadth of implementation points not only to a high level of organisational coordination, but also to the strong interest among schools in approaches that connect educational development with questions of talent, aspiration and future pathways. Figure 1 illustrates the regional distribution of participating students and offers a visual overview of the project's reach across the three implementation areas.

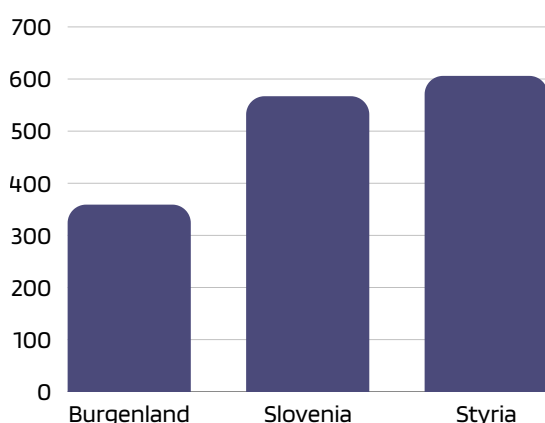


Figure 1: Distribution of pupils reached (N=1594) across all three regions.

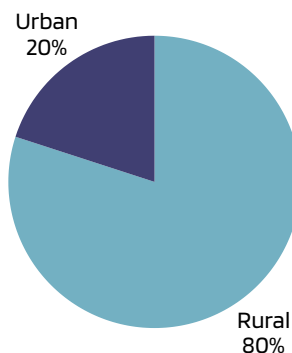


Figure 2

Distribution of schools visited (N=50) across all three regions is shown, with the schools divided into rural and urban areas.

Rural area vs. city

Figure 2 highlights another key dimension of the pilot phase: the distribution of visits between rural and urban regions. This comparison is particularly relevant in light of the project's ambition to create accessible and transferable formats that are not limited to metropolitan centres. The age profile of participants also reflects the programme's broad educational span. Among the students reached, 606 were aged 8–10, 359 were aged 11–13 and 567 were aged 13–15. Taken together, these figures underline the adaptability of the Mobita concepts and suggest that the pilot phase generated valuable evidence for future scaling, regional transfer and continued cooperation between education, guidance and outreach practice.



1532 PUPILS REACHED

PILOT VISITS MISSION:TALENTE

Pilot visits

Between December 2025 and June 2026, Mission:Talente brought career exploration directly into classrooms across Styria on a remarkable scale: 31 workshops were delivered in 23 schools, giving 606 pupils in grade 3 and grade 4 the opportunity to discover emerging interests, reflect on their strengths and engage with questions about their interests in an age-appropriate way. The participating children were between 9 and 10 years old and represented a formative stage of educational development, in which curiosity, self-awareness and early encounters with the world of work can have a lasting influence.



Reached Schools

This was precisely one of the project's defining objectives: to create a mobile careers guidance programme capable of travelling to schools in rural areas and opening up participation regardless of location. The response from schools across Styria suggests that this objective resonated strongly. Workshops were booked in districts including Murau, Murtal, Deutschlandsberg, Bruck-Mürzzuschlag, Leibnitz and southeastern Styria, demonstrating broad regional interest and the practical relevance of the format. Figure 3 illustrates the full geographic range of Mission:Talente.



Figure 3
Map of Styria with all visited regions marked

Rural vs. urban

The majority of workshops took place in rural schools, underlining both the demand for guidance services outside metropolitan areas and the importance of offering equitable access to educational innovation. Of these schools, 16 were located outside of Graz, 1 in the district of Graz Umgebung and 6 within the city itself.

PILOT VISITS TALENTARIJ

Pilot visits

Between October 2025 and April 2026, Talentarij brought career exploration directly into classrooms across the mostly eastern part of Slovenia on a remarkable scale: 30 assessments were delivered in 17 schools, giving 567 pupils in 8th grade the opportunity to explore their interests, cognitive abilities and motor skills. The participating children were between 13 and 15 years old and represented an important stage of educational development, in which more structured encounters with personal strengths, talents and future pathways can support informed decision-making.

Reached Schools

One of the most important objectives of the project was to bring career orientation to schools, so that they no longer need to organize the logistics, which is particularly important for schools in rural areas. This way, we can provide career orientation services regardless of the location of the school. The response from schools in Slovenia suggest that this kind of assessment was much needed. Schools all around Slovenia were very interested in the testing, but because of the location of the Talentarij staff, we can so far provide Talentarij to schools only in the eastern part of Slovenia.

Rural vs. urban

The majority of participating schools were located in rural areas, highlighting both the demand for guidance services outside larger urban centres and the importance of making career orientation available where pupils already learn. Of the 17 schools visited, 14 were rural schools, showing that Talentarij was particularly successful in reaching communities that may benefit strongly from locally accessible educational support.



Figure 4
Map of Slovenia with all visited regions marked

PILOT VISITS MOBITA

Pilot visits

Between September 2025 and February 2026, BFI Burgenland carried out a series of pilot visits as part of the Mobita project. The activities were delivered directly in schools, enabling pupils to explore their interests, strengths and future educational pathways in an engaging and age-appropriate manner. A total of 20 school visits were conducted across 10 different schools, reaching 359 pupils. The participating students were enrolled in Grade 5 and Grade 6 and were between 10 and 13 years old. These years represent an important phase in personal and educational development, when young people begin to form stronger perceptions of their abilities, preferences and future opportunities. The pilot visits therefore aimed to stimulate curiosity, encourage self-reflection and introduce pupils to the concept of career exploration at an early stage.



Figure 5
Map of Burgenland with all visited regions marked

Reaching schools across rural Burgenland

One of the key objectives of the project was to provide equal access to career guidance and talent development opportunities for pupils regardless of where they live. To achieve this, the pilot activities were implemented in rural schools throughout Burgenland.

The strong interest shown by participating schools highlights the relevance of mobile and school-based guidance formats. By bringing activities directly into the classroom, the project reduced barriers to participation and created opportunities for meaningful engagement with career-related topics within the pupils' everyday learning environment.

ROLE OF TEACHERS AND PARENTS IN CAREER ORIENTATION

Within the Mobita SI-AT project, both teachers and parents were actively involved in the development and piloting of career guidance activities. Dedicated workshops were organized to present the project objectives, introduce innovative career guidance approaches, and discuss current developments in education, skills, and future professions. These workshops provided opportunities for information sharing, discussion, and feedback. In addition, questionnaires were used to systematically collect participants' experiences and opinions. The feedback received from both teachers and parents was highly positive. Participants particularly appreciated the practical orientation of the activities, the age-appropriate methods, and the project's focus on helping young people discover their strengths, talents, and career interests at an early stage.

Workshop Parents

Parents expressed a strong interest in receiving accessible and up-to-date information about educational options, future-oriented professions, and the skills required in a rapidly changing world of work. They also welcomed guidance on how to effectively support their children throughout the career orientation process.

These findings underline the importance of considering parents not only as influencers but also as a distinct target group for career guidance activities. Better information and stronger engagement of parents can significantly enhance the support available to young people during their educational and career decision-making processes.

Workshop Teachers

Teachers expressed a demand for more practical workshops, career exploration days, company visits, and interactive learning opportunities that allow students to experience different occupations directly and to explore their own interests and abilities. The experiences gained within Mobita SI-AT therefore confirm the findings of the project's needs analysis: career guidance is most effective when it is experiential, interactive, and closely connected to the realities of working life.

Conclusion

The experiences gained through Mobita SI-AT highlight that successful career guidance requires a holistic approach involving not only young people themselves, but also the key adults who influence and support them. Well-informed and actively engaged teachers and parents are essential partners in helping young people identify their strengths, explore career opportunities, and make informed educational choices.

The project demonstrated that practical, experience-based career guidance combined with the active involvement of parents and teachers can significantly strengthen the effectiveness of career orientation activities. These findings provide valuable guidance for the future development of inclusive, sustainable, and learner-centred career guidance systems.

FEEDBACK

The evaluation results demonstrate that the Mobita SI-AT concept of mobile career orientation assessment can be successfully adapted to different regional and educational contexts while maintaining its core objectives and delivering consistently positive outcomes. Although implemented through three regional adaptations—Talentarij in Slovenia, Mission: Talente in Styria (Austria) and Mobita in Burgenland (Austria)—all three implementations showed remarkably similar patterns of participant satisfaction and perceived educational value.

Pupils

Across all three implementations, pupils responded particularly positively to the practical and interactive nature of the activities. In Talentarij, the practical motor skill stations received a high mean rating (mean score: 4.35 out of 5.00), while pupils also expressed strong interest in receiving personalised feedback about their interests and abilities (mean score: 4.41 out of 5.00). Mission: Talente achieved exceptionally high levels of engagement, with 95.3% of pupils reporting that they enjoyed the workshop and 92.3% looking forward to participating. Similarly, in the Burgenland implementation of Mobita, 89% of pupils rated the practical activities as either “Very good” or “Good”. Despite differences in the evaluation instruments, the findings consistently demonstrate that experiential learning is one of the strongest elements of the Mobita SI-AT concept.

Educational professionals

The feedback from educational professionals was equally consistent. Teachers and school counsellors across all three regional implementations highlighted the high quality of organisation, the benefits of delivering the programme directly within schools and its contribution to career orientation.

In Talentarij, all school counsellors awarded the highest possible ratings for organisation, usefulness and the clarity of the individual reports, while 3 out of 4 stated that they would recommend the programme to other schools.

In Mission: Talente, all respondents considered school-based implementation a major advantage, while two-thirds expressed a need for additional practical career orientation opportunities and resources. Teachers in the Burgenland implementation likewise described the programme as a “positive enrichment” of career orientation and stated that “the programme should definitely be continued.”

Parents

Where parent feedback was collected, similar trends emerged. Parents in both the Slovenian and Burgenland implementations highly appreciated career orientation taking place directly within schools and valued the opportunity for their children to explore occupations through practical activities. In Talentarij, 92.9% of parents stated that they would recommend the programme to other families, while 78.6% had already used the individual report to discuss educational and career opportunities with their child.

Parents participating in the Burgenland implementation likewise highlighted the importance of introducing career orientation at an early age and appreciated that children could both receive information and actively experience different occupations through practical activities.

FEEDBACK MISSION:TALENTE

The evaluation findings demonstrate that Mission:Talente is an engaging and experience-based career orientation model that successfully introduces children to the world of work through practical activities and playful exploration of different occupational fields. The workshop was evaluated very positively by 570 participants: 95.3% of children reported that they enjoyed the workshop day, 92.3% had looked forward to participating, and only 5.4% considered the experience boring. These results confirm that the model creates an enjoyable learning environment in which children actively explore occupations through curiosity, experimentation and hands-on learning.

The station-based approach approach represents one of the main strengths of Mission: Talente. All activities received positive evaluations, with Design Lab achieving the highest ratings (mean score: 6.34 out of 7.00), followed by Agriculture (mean score: 5.86 out of 7.00), Medicine (mean score: 5.76 out of 7.00) and Communication (mean score: 5.46 out of 7.00). The findings highlight the **importance of practical and interactive approaches** when introducing younger pupils to career orientation, as they enable children to discover different abilities and interests in an accessible way.



“

The project is very valuable for primary school children. It would be desirable for it to be continued. Discovering talents and abilities needs to begin earlier.

- a teacher

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Teachers further confirmed the educational value of the concept and identified implementation **directly within schools as a major advantage**. They highlighted the good organisation, children's motivation and the contribution of the workshop to early career exploration. At the same time, their feedback indicated a need for additional opportunities for pupils to experience occupations in practice and for further resources that would support schools in continuing career orientation activities.

Overall, Mission: Talente successfully combines playful learning, practical experiences and real-world occupational contexts. The evaluation indicates that the concept is already highly valued, while further development should focus mainly on expanding opportunities for participation and strengthening support for schools.

FEEDBACK TALENTARIJ

The evaluation findings demonstrate that Talentarij is a **comprehensive** career orientation model that combines practical activities, individual assessment and personalised feedback to support pupils, parents and school professionals. Pupils evaluated the concept positively, reporting that Talentarij encouraged them to think about occupations and future educational pathways (mean score: 3.85 out of 5.00) and helped them reflect on their interests, strengths and possible career choices (mean score: 3.79 out of 5.00). One of the strongest findings was pupils' enthusiasm for receiving personalised feedback, with interest in learning more about their own abilities and interests receiving one of the highest ratings (mean score: 4.41 out of 5.00). The practical motor skill stations were the highest-rated activity (mean score: 4.35 out of 5.00), **highlighting the value of experiential learning in engaging young people in career orientation.**

The holistic approach is one of the key strengths of Talentarij, as it combines interest assessment, cognitive testing, practical tasks and personalised reports into one career orientation process. This **enables pupils to develop greater self-awareness while providing parents and professionals with additional information to support future educational decisions.**

Parents recognised the usefulness of the concept for themselves (M = 4.07) and especially for their children (mean score: 4.36 out of 5.00), with 92.9% stating that they would recommend the programme to other families. The reports also **encouraged family discussions about strengths, interests and future career pathways.**

School counsellors confirmed the professional value of Talentarij. All respondents agreed that information generated through Talentarij **helps them better support pupils** in exploring occupations, planning educational pathways and communicating pupils' strengths to parents. The **school-based implementation** was recognised as an important advantage, ensuring accessibility and enabling counsellors to use the results in their further work with pupils.

Overall, Talentarij represents a comprehensive approach to career orientation. The main recommendation for further improvement concerns expanding the range of suggested occupations in individual reports, while maintaining the personalised and evidence-based character of the concept.

“ *I strongly support and highly appreciate both Talentarij and especially eMFBT assessment, as I believe they make a significant contribution to the field of career orientation. I hope they become a permanent part of career orientation practice.*

- a school counsellor

”

FEEDBACK MOBITA

The evaluation findings demonstrate that Mobita is a practice-oriented career orientation model that successfully combines experiential learning with reflection on pupils' interests, abilities and future educational pathways. The results show that the model supports self-reflection and career exploration: around 40% of pupils stated that the activities encouraged them to think about future careers, while almost 51% reported reflecting more deeply on their interests, strengths and possible occupations.

Practical activities were one of the strongest elements of the programme. The practical stations received very positive evaluations, with 62% of pupils rating them as "Very good" and a further 27% as "Good". Pupils also highly appreciated the clarity of explanations and instructions, with 87% reporting that they were easy to understand. These findings confirm that interactive and accessible activities are particularly effective in engaging young people in career orientation.



“

I think it is very valuable that my child receives information and, above all, has the opportunity to try out different activities and explore various options.

- a parent

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Teachers and parents also highlighted the value of Mobita. Teachers recognised the good organisation, **educational contribution and support provided to pupils in discovering strengths and exploring occupations** and in preparing them for educational decisions and **initiating career-related discussions within families**. Parents appreciated that career orientation **takes place directly within schools** and expressed interest in receiving additional information on career orientation.

Overall, Mobita successfully connects practical experiences with structured reflection and creates value for pupils, families and schools. The main opportunities for further development relate to parents receiving additional information on career orientation to better support their children.

THE FUTURE

The future of Mobita lies in its ability to make career orientation more accessible, practical and inspiring for young people. Mobita SI-AT has already shown that discovering one's talents does not have to be abstract, difficult or limited to traditional counselling. Through interactive stations, practical tasks and a mobile approach, pupils can explore their skills in a fun and engaging way. Instead of only asking young people what they would like to become, Mobita helps them experience what they are good at, what interests them and where their potential may lead. This makes career orientation more concrete, motivating and closer to the real world of work.

In the future, Mobita can also influence other career orientation projects. Its value is not only in the testing itself, but in the idea behind it: career guidance should be practical, objective, inclusive and connected with the needs of tomorrow's labour market. Other projects can build on this approach by combining hands-on experience, digital tools, cooperation between schools and companies, and structured feedback for pupils, parents, teachers and counsellors. In this way, Mobita can become an example of how career orientation can move from theory to experience.

There is also strong potential for further development. The model could be adapted for different age groups, including older pupils, students, young adults, jobseekers or even adults considering a career change.

New testing stations could be added in line with changes in the labour market, for example in green skills, artificial intelligence, entrepreneurship, care professions, creative industries, crafts and technical occupations. The experience could also be enriched with digital follow-up tools, workshops, mentoring, company visits or short practical challenges where participants can continue exploring their interests after the initial testing.

Another important direction is cooperation. Mobita can further connect schools, career counsellors, companies, chambers, local communities and cross-border partners. Such cooperation can help young people better understand what different professions look like in practice and what skills will be needed in the future. It can also support teachers and counsellors with additional information and tools for guiding pupils in a more individualised way. We also have to highlight Mobita SI-AT as a cross-border initiative supporting talent-based career guidance between Slovenia and Austria.

Mobita should remain open for future development. The world of work is changing quickly, and career orientation must change with it. The strength of Mobita is that it is flexible, practical and close to young people. It creates a space where they can test, try, discover and imagine their future with more confidence. With further upgrades, new stations, new target groups and strong partnerships, Mobita can continue to grow as a modern career orientation model that helps individuals recognise their potential and take the first steps towards meaningful career choices.

BFI Burgenland



Obrtno-podjetniška
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