

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.

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.

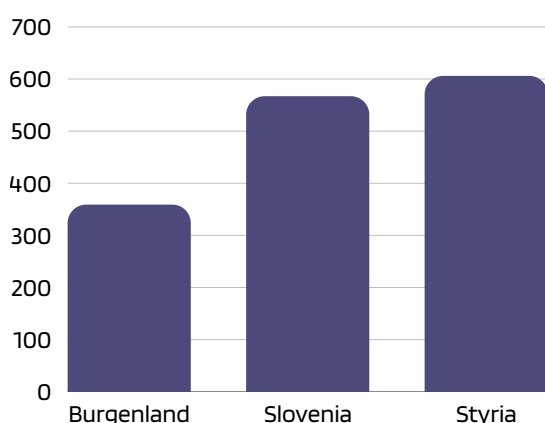


Figure 1: Distribution of pupils reached (N=1594) across all three regions.

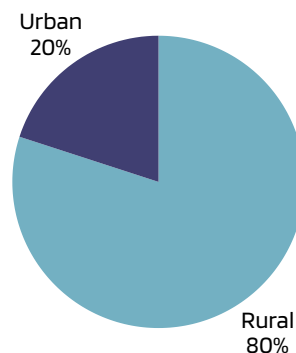


Figure 2

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

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.

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
zbornica Slovenije



Fundacija
PRIZMA



WKO Steiermark

