



An International Evidence Review: Targeted and Effective Careers Support Interventions

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Foreword

Dear Colleague,

It is with great pleasure that I introduce this research project, **“An International Evidence Review: Targeted and Effective Careers Support Interventions”**. This study was commissioned so that we could learn from the experiences and initiatives of our counterparts across Europe and further afield and apply this learning to the Careers Service in Northern Ireland. However, I greatly encourage you to also utilise this research within your own organisations and in your own policy making. I hope that you will find it as useful as we have. In addition to the information on the 15 other countries and regions who participated, this report also contains information about the Careers Service in Northern Ireland. I hope that you can also learn from our own experiences.

Even though high-quality careers information, advice and guidance is crucial to the economy, it has traditionally been very difficult to calculate its actual economic impact. We are therefore delighted with Dr Chris Percy’s innovative ‘return on investment’ report, which begins the process of quantifying the value of our interventions. I know that many of you will also be particularly interested in this.

I would like to thank everyone who willingly gave of their time to commit to taking part in this research. I would especially give my personal thanks to colleagues in Denmark, Norway and New Brunswick for also meeting with me and my team. I hope that we can continue these conversations over the coming months and years. It is also important for me to thank Associate Professor Deirdre Hughes OBE, and everyone at DMH Associates, for undertaking this important research on our behalf.

I would finally like to thank my colleagues in Analytical Services Division within the Department for the Economy for funding this project. A special personal thanks go from me to Raymond McAuley and Jillian Strain for their efforts, energy and enthusiasm in making this research come to life. I hope that all readers gain some benefit from the material contained in this document, and I would ask that if you do find it useful, then please get in touch with us and let us know.

Kind regards,

Justin Kerr

Head of the Careers Service
Department for the Economy
Northern Ireland

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Acknowledgements

I am very grateful to the Careers Service and Analytical Services Division in the Department for the Economy for commissioning this research. Also, to my colleague Dr Chris Percy (Senior Associate) who produced a complementary report on Return on Investment (ROI) Current Estimates and Future Analysis based on Careers Service data and meetings with staff. He also produced a practical tool to support ROI activities going forward. I am also indebted to him for providing helpful feedback on initial Country Case Study reports.

Special thanks are given to the key informants from 15 countries and one province (New Brunswick, Canada) who kindly provided exemplars of good/interesting careers policies and practices, some reviewed draft country case studies and provided the latest insights into career guidance development in their country and/or province (see *Appendix 1*). I am also grateful to research scholars, teaching staff in universities, practitioners from public, private and third sectors, and professional associations who produced reports that I was able to draw upon. Thank you also to Dr Gal Zohar and colleague Eti from the Israel Employment Service and Lida Kita, European Training Foundation (ETF) representative for participating in an early preliminary discussion.

Additionally, I would like to acknowledge the support and invaluable inputs provided by Florian Kadletz and Lida Lita, European Training Foundation (ETF), Pedro Moreno da Fonseca, International Labour Organisation (ILO), the Careers Net team and Country Experts (who produced detailed reports on behalf of Cedefop, Thessaloniki), Euroguidance colleagues, Eamonn Davern (PES Expert International Consultant) and also special thanks to Dr Anthony Mann and Alison Burke (OECD Career Readiness ODICY team). Hopefully the contents of the Executive Summary and Main report will be useful to everyone involved.

About the author: Deirdre Hughes is an international consultant who specialise in lifelong guidance policies and practices. She is co-director of dmh associates, CareerChat UK and an Associate Professor at the University of Warwick, Institute for Employment Research.

dmh associates background

In 2008, Dr Deirdre Hughes OBE established dmh associates to encourage collaboration and fresh thinking in careers, education and skills policy, research and practice. The outcomes from the organisation's work are designed to inform and influence policies, research and practice in the UK, Europe and internationally.

Our expertise includes consultancy, evaluation, evidence and impact assessment, literature reviews, qualitative and quantitative research, digital and labour market intelligence / information (LMI). We provide a full range of activities each tailored to meet specific organisational or individual needs.

Glossary

AI	Artificial intelligence
CIAG	Careers information, advice and guidance
CMS	Career management skills
CPD	Continuous professional development
CEDEFOP	European Centre for the Development of Vocational Training
EC	European Commission
ELGPN	European Lifelong Guidance Policy Network
ESF	European Social Fund
IAEVG	International Association for Educational and Vocational Guidance
IAG	Information, advice and guidance
ICCDPP	International Centre for Career Development and Public Policy
ILO	International Labour Organisation
LLG	Lifelong guidance
NICE	The Network for Innovation in Career Guidance and Counselling in Europe
LMI	Labour market information
OECD	Organisation for Economic Cooperation and Development
PES	Public employment service
STEM	Science, Technology, Engineering and Mathematics
UNESCO	United Nations Educational, Scientific and Cultural Organisation
VET	Vocational Education and Training.

Country Codes

1. Austria (AT)
2. Belgium (BE)
3. Denmark (DK)
4. England (UK)
5. Estonia (EE)
6. Finland (FI)
7. Iceland (IS)
8. Ireland (IE)
9. New Brunswick, Canada (CA)
10. New Zealand (NZ)
11. Northern Ireland (UK)
12. Norway (NO)
13. Scotland (UK)
14. Sweden (SE)
15. Switzerland (CH)
16. Wales (UK)

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Introduction

In October 2023, dmh associates were commissioned by the Department for the Economy (DfE) to conduct research investigating the careers service provisions that ‘Small Advanced Economy’ (SAE) countries target for their career guidance strategic and operational planning and delivery. The SAE countries, as defined by the Department for the Economy, include Austria, Belgium, Czech Republic, Denmark, Estonia, Finland, Iceland, Luxembourg, Republic of Ireland, Israel, New Zealand, Norway, Sweden, Switzerland, Scotland and Wales. However, the Czech Republic and Luxembourg were unable to participate. Therefore, New Brunswick, Canada¹ and England were substituted to provide further examples of effective career guidance policies and practices. Israel was unable to fully participate.

The research was undertaken between late October 2023 – late February 2024. The findings build upon earlier published findings on lifelong guidance policies and practices in Europe and at an international level (Barnes, et al, 2020²; OECD, ILO, ETF, UNESCO, Cedefop, 2019 & 2021³; Hooley, 2022⁴ & Hughes & Percy, 2022⁵). It is widely acknowledged that various countries exhibit unique circumstances when it comes to providing national, regional and local career guidance for young people and adults. Often this is framed within the context of lifelong guidance (LLG) policies with key activities distributed across educational, vocational training, employment, third sector settings, and/or embedded in active labour policies within public employment services.

The scope of the research has purposely narrowed down to concentrate mainly on career guidance in secondary schools, technology-focused provision, work with vulnerable individuals and professionalisation arrangements. It refrains from an in-depth exploration of further education (FE) and higher education (HE) and vocational education training outside of schooling, as these fall outside the boundaries of the scope of the investigation.

The Careers Service in the Department for the Economy (DfE) resides within the Apprenticeship, Careers and Vocational Education (ACVE) Division. It provides impartial guidance on career planning to individuals in education, employment, training, and to the unemployed, with a priority focus on clients who are facing or vulnerable to social exclusion. It offers personalised careers information, advice and guidance on an all-age basis provided by professionally trained and qualified advisers. The aim is to support individuals to make informed decisions about the opportunities available in education, and training to help them fulfil their potential, leading to rewarding and sustained employment. A wide range of measures and assurances are in place to ensure quality and consistency of service delivery e.g. The Careers Service is [matrix Standard - matrixstandard.com website](https://matrixstandard.com) accredited organisation.

Aims

To:

- provide an evidence base for priority-setting within the Careers Service
- increase organisational knowledge and support dialogue with stakeholders on all-age careers support and, more widely, effective labour market and skills strategies; and
- identify good / interesting policies and practices to feed into forward planning at a strategic and operational level.

Methodology

The research focuses on mutual policy learning (Sultana, 2008)⁶, whereby policymakers, researchers and practitioners engage in dialogue with counterparts in other countries to learn from each other, highlighting good / interesting careers policies and practices. The author undertook a rapid evidence search (RES) drawing on publicly available literature and personal library resources, followed by interviews with expert lifelong guidance informants.

Simultaneously, Dr Chris Percy (Senior Associate) conducted a detailed analysis of data received from the Careers Service to produce robust findings on Returns on Investment (RoI) into the Careers Service: Current Estimates and Future Analysis - refer to separate detailed report for more information. He also produced a tool for Careers Service further analysis.

Defining guidance

Lifelong guidance supports the personal and career development of individuals throughout their lifespan. The OECD, ETF, ILO, UNESCO jointly highlight the growing importance for governments to invest in career guidance (2019⁷; 2021⁸).

“Career guidance describes the services which help people of any age to manage their careers and to make the educational, training and occupational choices that are right for them. It helps people to reflect on their ambitions, interests, qualifications, skills and talents – and to relate this knowledge about who they are to who they might become within the labour market” (op cit. p. 3).

At its core:

“The overall aim of career guidance is to develop the capacity of individuals to manage their careers (known as ‘career management skills’). It involves a range of connected learning activities that help people to access services, resources and experiences related to employment and further education and training. These include provision of careers education, careers information, individual and group guidance/counselling, skills assessment and psychometric testing, engagement with employers, and the development of skills needed for job seeking and self-employment.” (ibid.)

In various countries terms such as ‘career counselling’, ‘career development’, ‘careers information, advice and guidance’, ‘career education’, ‘vocational counselling’, ‘vocational guidance’, ‘guidance counselling’, ‘educational and vocational orientation’ are used to refer to the diverse activities encompassed by the term “career guidance”, as used throughout the report.

An effective system of lifelong guidance will provide support for individuals of all ages, at all educational and career stages (ICDPP, 2019⁹, IAEVG, 2023)¹⁰. Nowadays, citizens must not only engage in lifelong learning and skills development to stay current but also cultivate new behaviours and skills to manage their livelihoods and progress in learning and work (WEF, 2024)¹¹. Navigating change, risk and uncertainty can be difficult. Those unprepared, lacking resources or disillusioned are most vulnerable¹². Terms such as ‘employment’, ‘work’ and ‘career’ have experienced significant transformations, reflecting social, cultural, technological and economic changes. This has led to labour markets becoming increasingly unpredictable and intricate, making them more complex to navigate. These development have significant implications for how individuals’ perceive and manage their career decisions and transitions through learning and work.

All countries expect career guidance to assist individuals to make informed decisions, but also to serve public policy goals. It is common for governments to place a legal requirement on education institutions to ensure students can access career guidance. This may include statutory or non-statutory frameworks or guidelines, detail about how career guidance should be delivered and/or requirements for the training and qualifications of careers professionals.

Focus

In this report, four broad thematic areas are covered in the research, split into four colour-coded subsections in each case study outlined in Appendix 2.

Career guidance in schools (e.g., where multiple types of careers information, advice and guidance activity can take place: one-to-one guidance interviews, group work, class talks, assemblies, CV workshops, career talks, employer engagement activities, labour market intelligence etc.)

Technology-focused provision (e.g., the application of digital approaches to careers support for young people and adults, including a national or regional careers portal, use of specific software, artificial intelligence (AI), virtual reality, chatbot, gaming, stand-alone or integrated management information systems / products proven to be most effective.)

Work with vulnerable young people and adults (e.g., those not in education, employment, or training (NEET), pre-employability support, those with disability / special educational needs; adult welfare-to-work, mid-life career reviews for adults in or out of work, redundancy counselling, job fairs and recruitment events.)

Professional qualifications /learning and development (e.g., initial and continuous professional development (CPD) for careers advisers/counsellors/guidance professionals.)

Country Review Findings

Findings below from the jurisdictions delve into specific aspects of the career guidance landscape, ranging from legislative arrangements to practical initiatives identified by key informants as offering opportunities for potential policy lending. The scope of the research was purposely narrowed down to concentrate mainly on career guidance in secondary schools, technology-focused provision, work with vulnerable individuals and professionalisation arrangements. It refrains from an in-depth exploration of further education (FE) and higher education (HE) and vocational education training outside of schooling, as these fall outside the boundaries of the scope of the investigation.

The focus lies on understanding diverse approaches in each jurisdiction, drawing insights from contrasting and complementary methods. Each country/province follows a unique path in collaboratively developing a centralised or decentralised infrastructure for career guidance. Key variables in planning and organisation of provision includes policy and administrative responsibility (ministry); knowledge sharing between ministries; centralised or decentralised government responsibility (region, municipality, institution); stakeholder involvement; and inclusive policy frameworks such as human resource development, lifelong learning, and employability, which are a shared responsibility of several ministries (ELGPN, 2015, p. 19)¹³. In nations with highly decentralised arrangements, access can depend on the region and what kind of services are available.

While the report provides some illustrative brief examples of careers work in schools, technology focused provision, work with vulnerable young people and adults, and professionalisation arrangements, it is essential to acknowledge that the coverage is not exhaustive. The careers ecosystem landscape also includes an array of private sector providers; some examples are mentioned in the report. Each of the key informants highlighted growth in the private sector seeking opportunities to work more closely with public sector services. Their shared goal with government and local communities is to enhance opportunities for both young people and adults, fostering improved access to changing trends in learning and work.

The content offers a glimpse into selected examples, recognising the broader landscape of career guidance. Insights to the case study findings also provides an opportunity for analysis to shed light on the diverse effective strategies deployed in the UK, parts of Europe and further afield.

Strategic leadership of lifelong guidance systems

This is increasing in response to devolved arrangements, bringing together a wide range of stakeholders from education, industry, trade unions, public, private and third sectors. *Appendix 3* shows countries with an established National Lifelong Guidance Forum at a strategic level e.g. Austria, Estonia, Finland, Northern Ireland, Norway, Sweden and Switzerland. In New Zealand and Ireland, new Lifelong Guidance Strategic Frameworks were published in 2023. Scotland has formed a Careers Collaborative¹⁴ adopting a high-level overview of how services should be organised and describes a set of principles that future services can be built upon and to which they must align.

The role of municipalities, local and regional authorities in a career guidance context

Municipalities in Europe and local authorities in the UK have new responsibilities for careers support services, particularly work with vulnerable groups. This shift is observed in countries such as Austria, Belgium (Flanders), Denmark, England, Scotland, Switzerland, Wales, Norway, and Switzerland. For example, in Denmark a new decree requires all municipalities to have a new framework for guidance of students/pupils who are at risk of not entering or complete upper secondary education after elementary school. This trend necessitates closer communication and cooperation between centralised national careers services and local / regional governments especially with regards to local and regional labour market trends, including key growth sectors.

Legal expectations

In Northern Ireland, the delivery of careers guidance is a statutory requirement under article 20 of the Employment (Northern Ireland) Act 2016, which requires the Department for the Economy to provide careers guidance in an impartial manner and in the best interests of the person receiving it. It is common for governments to place a legal expectation on schools to deliver career guidance (e.g., Austria, Denmark, England, Estonia, Finland, Iceland, New Brunswick, Canada, Norway, Republic of Ireland, Sweden, Switzerland, the Republic of Ireland, Wales). This often includes some level of detail about how career guidance should be delivered ranging from holistic counselling to career guidance and enterprise activities. From a legislative perspective, countries such as Denmark, Finland, Ireland and Norway highlighted that government policies explicitly state citizens' entitlement to careers guidance¹ – [Refer to separate paper: Legislation into Practice].

1 Key informants from countries within the EU reported no major changes in legislative arrangements impacting on career guidance services over the last 3 years. Outside of Europe, countries such as New Zealand, New Brunswick in Canada and Israel also confirmed this.

Aim 1:

Evidence base for priority-setting within the Careers Service

Globally policymakers are considering how best children from an early age (and their parents) can learn more about the changing world of work. Career-related learning in primary schools in countries such as England, Iceland, New Zealand, Sweden, and Switzerland are underway, prioritising awareness raising, horizon broadening, and world of work inspiration activities including running events in schools with employer volunteers.² Each of the above-mentioned countries has customised a Primary Futures platform¹⁵. Careers Wales and Skills Development Scotland (SDS) have adopted a distinctive approach to designing their own customised version of Microsoft Minecraft, including immersive career education games and resources for teachers.

Examining policies and practice in post-primary schools and career guidance with young people and adults outside of this setting, the findings below (see Tables 1-9) offer concise summaries drawn from the jurisdiction case studies outlined in *Appendix 2*.

Approaches to identifying needs

In the broader scope of delivering careers guidance beyond primary schooling, various approaches to identifying individual needs are employed. These include **applied skilful practice** such as 1:1 career guidance interviews, groupwork, assembly and classroom sessions, careers fairs, youth/adult employment progression assessments, and visits to careers centers, coaching and mentorship activities etc. Additionally, **tools and frameworks** like career check/talent surveys, strengths assessments, card sort exercises, interest inventories, career management skills, progression and engagement assessment frameworks each support a triage approach to identifying need. Follow-up destination data or post-careers information, advice and guidance (CIAG) surveys capture individuals' experiences as a feedback loop for quality assurance, and improvements in design, and delivery principles. Additionally, **teacher or third-party community referrals** are also common to discuss and agree on targeted career guidance for those most in need. Professionally trained careers advisers/guidance counsellors utilise a wide range of approaches to identify individual needs. The DfE Careers Service employs an online Application for Guidance system. Across all jurisdictions, tailored and targeted programmes for vulnerable young people and adults are common within innovative approaches outlined in Table 1 below and Appendix 2.

2 Outside the scope of this study, Australia launched a 'Little Ripples initiative, funded by the Department of Employment and Workplace Relations in association with the Careers Industry Council of Australia (CICA) - [Little moments today can change children's lives. - www.yourcareer.gov.au website](http://www.yourcareer.gov.au)

Table 1 – Approaches to identifying individual needs

Country	Evidence	Comments
Austria (AT)	A distinctive feature of the Austrian system is nationwide tests for young people aged 13-14 (eighth grade of compulsory schooling, partly in seventh and ninth grades) set up throughout Austria by the career guidance services of the economic chambers under the collective name 'Talent Check'.	Talent Check tests are usually offered in combination with other counselling services and are designed to help young people recognise their interests, strengths and potential, but also to identify further counselling needs.
	In addition to educational and vocation orientation support in schools, career guidance centres of the public employment service (AMS) and economic chambers, there are some specialist guidance services for special needs groups such as migrants and refugees, disabled people, women, elderly people, the low-qualified, and returners.	These services offer support their identified target-groups with tailored offers.
	Youth coaching is closely linked to compulsory education until 18. For the target-group youth at risk (NEETs & early leavers). This programme combines career guidance and social work.	Youth coaching is closely linked to compulsory education until 18. Educational and vocational orientation often takes place in a wide variety of institutional settings, as well as those of the AMS or career guidance centres of the social partners or youth workers in the youth coaching (<i>Jugendcoaching</i>).
Belgium (Flanders) (BE)	Guidance for pupils with specific educational needs is strongly influenced by the M-decree on special needs education ¹⁶ , which aims to include children and young people in mainstream education. Pupil guidance centres (CLB's) have extensive expertise in (education) career guidance for pupils in mainstream and in special education. Pupils and their parents can call on the CLBs for information and advice.	In collaboration with a series of key partners, VDAB (public employment service) supports specific target groups such as young job seekers under 25, older job seekers over 55, refugees and job seekers from a migrant background, long-term unemployed (under 1 year), unqualified job seekers (without a secondary school diploma), and people with a physical disability and/or special needs.
	Several youth organisations offer guidance services, often aiming at specific target groups such as young people at risk of early school leaving or for young people in a NEET situation.	GTB ¹⁷ is leading with partners on a range of innovative projects targeted at vulnerable groups e.g., Young Adults with Autism to develop new innovative tools, Transition Coaches, Jump to Job (an Erasmus+ project training peer mentors and job coaches for young people with disabilities) ¹⁸ ; and DuoDay ¹⁹ an employer and employee job shadowing experience.
	Referral of refugees and newcomers to VDAB mainly happens through its partners: Public Centres for Social Welfare (OCMW's), Flanders Agency for Integration, the shelters and local reception initiatives.	VDAB has developed several communication campaigns to inform refugees and newcomers directly about its services.

Country	Evidence	Comments
Denmark (DK)	<p>Students deemed not ready for upper secondary education are entitled to individual guidance.</p>	<p>All other students receive collective guidance in the form of class-based guidance activities.</p>
	<p>Guidance counselling increasingly targets young people deemed at risk of being unable to choose, enrol in or complete a programme of upper secondary education within the last year.</p>	<p>It is politically acknowledged that targeting or triaging is perceived as “stigmatising young people at risk”. Therefore, the government and other political parties have voted for a dismissal of the assessment of educational readiness. A new law is being presented within the next few months and anticipated to be applicable from August 2024. All municipalities in Denmark will have a new framework for guidance of students/pupils who are at risk of not entering or complete upper secondary education after elementary school.</p>
England (UK)	<p>Public sector services offering career guidance (including schools, local/combined authorities, the National Careers Service and the Public Employment Service (DWP)) identify individuals’ needs for one-to-one career guidance through various methods.</p>	<p>In addition to careers adviser inputs, the Careers and Enterprise Company (CEC) provides schools with a free Compass+ tool²⁰ designed to assess their school’s careers provision against the Gatsby Benchmarks. This tool can track individual students’ careers interests and intended destinations (what they plan to do after leaving school) and track individual students’ actual destinations (what they do for 3 years after leaving the school). It also helps to plan and track careers activities for individual students. Local/combined authorities focus their work in schools on targeted support for those most vulnerable e.g. Lambeth Council, West Yorkshire Combined Authority etc.</p> <p>The National Careers Service offers self-assessment tools on its website, as well as telephone, webchat and online referrals to careers advisers, as required.</p> <p>The Public Employment Service (DWP) includes within its standard employability offer a Midlife MOT targeting older workers with financial planning, health guidance, and assessment of what their skills mean for their careers and futures.</p>

Country	Evidence	Comments
Estonia (EE)	<p>The role of the Estonian Unemployment Insurance Fund (Eesti Töötukassa – the public employment service, PES) is to ensure the provision of career information and counselling to all people regardless of their employment status or age.</p> <p>The Education Act of the Republic of Estonia stipulates that career guidance of children and youth is the responsibility of local governments.</p>	<p>Rajaleidja centres organise the provision and development of educational counselling services for parents, teachers and other educators of young people with special education needs (ages 1.5-18). The centres employ speech therapists, psychologists, social pedagogues and special educational teachers.</p>
Finland (FI)	<p>From August 2021 onwards, students in grades 8 and 9 are entitled to more intensive personal guidance and counselling, if necessary, to prepare themselves for transition to upper secondary level education and further studies</p>	<p>Various working methods should be used in accordance with the needs and readiness of individual students and groups. These include individual discussions with a focus on personal issues, small group guidance and whole classroom activities and practical introduction-to-working life periods. The groups are formed flexibly, considering the contents and opportunities for peer support.</p> <p>Within personal/individual guidance, students have the opportunity to discuss issues in relation to their studies, educational and career choices and their life situation. In small group guidance sessions, the student learns to deal with common issues within the group or those personal matters which can be shared with the other students in the group.</p> <p>The continuity of the career development process should be ensured by providing guidance and counselling at all grade levels. If appropriate, guardians should have the opportunity to discuss questions related to the students' studies and their choices during joint meetings with the teacher, student counsellor, student and guardian.</p>
Iceland (IS)	<p>In most places, schools have a career and guidance counsellor working alongside teachers providing pastoral support.</p>	<p>Identification of need takes place in early elementary, later elementary but mostly in secondary schools. An Icelandic interest inventory system 'Bendill' is used at all school levels, alongside career and guidance counsellor expertise. 8th to 10th Grade career education, relies mostly on teacher referrals.</p>

Country	Evidence	Comments
Ireland (IE)	A whole school approach is adopted with guidance counsellors embedded in schools delivering holistic guidance counselling.	The identification of need features in a range of learning experiences provided in a developmental sequence, that assist students to develop self-management skills which will lead to effective choices and decisions about their lives.
New Brunswick, Canada (CA)	Counsellors are involved in providing support, advocacy, intervening in more intensive ways with pupils where necessary, and in providing leadership to individual pupils and to the school.	The identification of need takes places primarily within the school by teachers / counsellors.
New Zealand (NZ)	There is competition for career guidance within the curriculum with other priorities identified such as literacy, numeracy and assessment to help students who fell behind in their studies as a result of Covid-19.	Policies and practices vary geographically, as detailed in the Country Case Study.
Northern Ireland (UK)	The Department for Economy (DfE) Careers Advisers use an online Application for Guidance form and engage with Schools	<p>An online client Application for Guidance helps to identify all clients career management skills and any barriers to career planning. For young people this is further complimented through engagement with schools to help identify those pupils considered as having priority need – including those with no career planning in place, those with barriers, those considered as vulnerable and those considered most at risk of becoming NEET, which can vary across schools. Services are also prioritised for other vulnerable client groups e.g.: care experienced, youth justice system experience or criminal behaviour, disability, refugees and asylum seekers, NEETS, unemployed adults, adults facing redundancy.</p> <p>Uniquely, the Careers Service has partnership agreements in place with training contractors which set out the agreed levels of service for all young people while in training.</p>
Norway (NO)	A new compulsory programme in career development/career learning in secondary school for students aged 13 -15 years old (“Educational choice” – 110 hours are divided over 3 years) includes elements of groupwork in classes, career learning/career management skills.	Diagnosis of student need is based on the student being pro-active in seeking career guidance, with inbuilt mechanisms for schools to identify student vulnerability.

Country	Evidence	Comments
Scotland (UK)	Skills Development Scotland provides a tailored service focused on individuals' needs, taking into account vulnerable groups and tailoring the service to best support them.	Skills Development Scotland applies a 'matrix needs assessment' designed to identify those most in need of career guidance. This triggers a joint discussion between the careers adviser and school pastoral support team.
Sweden (SE)	For young people career guidance is mostly delivered in school, with the school responsible for the delivery of services alongside the municipality.	Policies and practices vary geographically, as detailed in the Country Case Study.
	Trygghetsfonden TSL is one of several restructuring organisations in Sweden. It is the collective agreement at the workplace that governs which transition organisation provides transition and skills support to individuals. Even people who are not covered by a collective agreement can receive support. The service offers support for those who are dismissed due to lack of work, illness or termination of a limited-term employment.	In order to get into work as quickly as possible, the service adapts the support completely based on each person's own needs. It costs nothing to participate and there is also the possibility of receiving training or a severance grant. The service also offers career and study guidance, opportunities for education and financial support while individuals study.
Switzerland (CH)	Teachers and careers advisers work together to identify young people with particular risks	Policies and practices vary in each Canton, as detailed in the Country Case Study.
Wales (UK)	Careers Advisers in Careers Wales share a 'Career Check' survey with young people in Year 10 (students aged 15). The Scottish Government 'Youth Engagement and Progression Framework' ²¹	The Career Check survey is used to help the adviser prioritise guidance support as they review the young person's career management skills and readiness to transition into post-16 options. The Youth Progression and Engagement Framework is built around the early identification of young people aged 11 to 18 who are at risk of becoming not in education, employment or training (NEET) or homeless, understanding their needs, putting appropriate support and/or provision in place and monitoring their progression. This Framework operates alongside the Young Person's Guarantee (YPG).

Arrangements for school based CIAG and ratios of Careers Adviser to schools

The arrangements for school-based careers information, advice and guidance (CIAG) systems exhibit significant variation – Refer to Table 2 below. For example, the ratio of trained professional careers advisers working in schools varies considerably when assessing the deployment of resources. The ratio of guidance counsellors to schools is not a fixed or static allocation. Governments and national professional associations in countries such as Austria, Finland, Ireland, Canada (New Brunswick), Scotland, Sweden and Wales provide guidelines. In most cases, there is no robust published, comprehensive overview that allows for reliable comparisons. Additional findings from the United States are presented below for illustrative purposes. The data reveals challenges in obtaining robust information on this topic.

Ratio of careers adviser(s)/guidance counsellor to students in post-primary schools

Each country has its own unique ratio based on factors such as government policies, educational system structures, and resource availability. The range of ratios from the lowest to the highest across the countries listed in the table:

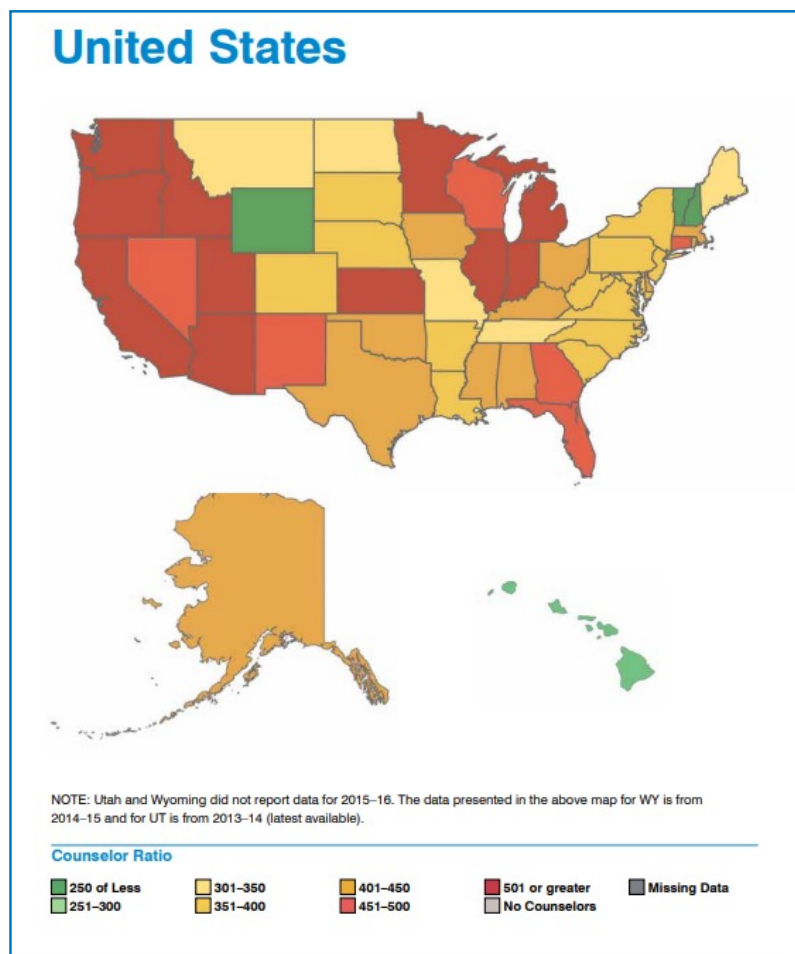
- Lowest Ratio: Finland (FI) with a recommended ratio of 1:150.
- Highest Ratio: New Brunswick (CA) with a ratio of 609 students to 1 guidance counsellor.

This range demonstrates the diversity in resource allocation and approaches to career guidance provision among the countries included in the comparison. The American School Counsellors Association recommends that “schools strive to maintain a ratio of no more than 250 students per counsellor” (p.2). Meyer and Bell (2023)²² build on these findings and report “the modal ratio is a 300:1 ratio, though states set target counsellor caseloads from 250 students to 500 students per counsellor.” The current ratio is 300 Year 12 pupils per full-time equivalent (FTE) Careers Adviser (CA), based on a Year12 cohort of 25,556 and 74.72 FTE CA staff resource. This allocation does not include services provided to other school pupil year groups and/or work with other clients – e.g. adults.

Table 2 – Ratio of careers adviser/guidance counsellor to students in post-primary schools

Country	Ratio of careers adviser(s) to students in post-primary schools
Austria (AT)	The corresponding decree of the Ministry of Education stipulates one careers guidance coordinator for up to 125 pupils, 2 for more than 125 pupils, and 3 for more than 250 pupils to support students' school to work transitions.
Finland (FI)	The national association of practitioners and the teachers' trade union recommend a ratio of 1:150 ²³ . This is to guarantee the access and entitlement for individual counselling.
Ireland (IE)	Allocations for post-primary guidance are provided in accordance with the type or category of school. For example, a school of 500 students will accord approximately 44 hours for guidance if the school is Delivering Equality of Opportunity in Schools (DEIS), approximately 19 hours if the school is non DEIS but within the free education scheme, and approximately 12.5 hours if the school is fee-charging. The ratio of guidance counsellors to schools is not a fixed or static allocation.
New Brunswick (CA)	In 2023, New Brunswick had 99,247 students and 163 guidance counsellors – a 609:1 ratio. But counsellors are not specifically career development professionals, most likely they would have career education as part of their portfolio.
Northern Ireland (UK)	The current ratio is 300 Year 12 pupils per full-time equivalent (FTE) Careers Adviser (CA), based on a Year12 cohort of 25,556 and 74.72 FTE CA staff resource. This allocation does not include services provided to other school pupil year groups and/or work with other clients – e.g. adults.
Scotland (UK)	School/Centre staff split: 74% of staff deliver the School Service offer across all maintained and non-maintained secondary schools; and 26% deliver the post school service offers. Some staff have a portfolio of school and centre/community, this may be due to rural settings for example. The ratio of guidance counsellors to schools is not a fixed or static allocation.
Sweden (SE)	It is common for two or more, usually smaller schools to share a guidance counsellor between them. On average there are around 520 pupils per guidance counsellor at compulsory school level and 380 pupils at upper secondary level impartial information provision.
Wales (WA)	The current ratio of careers advisers to schools in Wales is 0.55 FTE per school (this is average per school; resources are allocated based on size and composition of the cohort).

Though beyond the scope of the participating countries in this report, insights from the United States (Patel & Clinedinst, 2021)²⁴ reveal that during the 2015-16 academic year, the average number of students per counsellor varied substantially by state. For example, the states with the highest caseloads were in Arizona (902), Michigan (744), and California (708), and the lowest in New Hampshire (217) and Vermont (195). While state averages offer a general overview of how states are meeting students’ school counselling needs, they can mask substantial differences in student-to-counsellor ratios within states.



Source: Patel & Clinedinst (2021) p.1.

In many countries, the orientation to career guidance begins around age 12, primarily delivered through groupwork sessions. One-to-one interviews are often introduced at a later stage (except in Austria and Switzerland) based on the identification of individual needs. The access to these interviews varies. This may rely on individuals to self-refer (particularly if there is an entitlement to career guidance explicitly, as seen in Norway and Estonia). In some countries or regions such as Ireland and New Brunswick, Canada, guidance specialists in schools deliver embedded interviews within holistic counselling. Alternatively, some schools, in conjunction with a career guidance specialist, mutually agree on identifying needs, prioritising those who might benefit most from one-to-one guidance. Few countries adopt a compulsory blanket interviewing approach for all students.

Service level partnerships

Service level partnerships with schools were viewed by some of the interviewees as crucial in countries where government-funded career guidance practitioners operate. Such agreements provide a clear understanding of roles and responsibilities and provide students with additional specialist career guidance expertise and resource, ranging from holistic counselling to labour market information and employer engagement.

Professional qualifications, learning and development

As individuals and societies grapple with shifting job markets, technological advancements, and socio-economic challenges, the role of career advisers/guidance counsellors becomes paramount in assisting individuals in making informed decisions about their education, training, and other pathways. It is imperative to equip these professionals (and colleagues working alongside them in allied fields) with the tools and expertise needed to address the diverse needs of individuals to foster resilience in the face of uncertainty. By investing in the professional development of careers advisers/guidance counsellors, societies can better support individuals in achieving their aspirations and navigating the ever-changing landscape of learning and work.

In this study, governments either legally require that careers professionals in schools have a minimum level of training (e.g., Austria, Denmark, Finland, Iceland, New Brunswick, Canada, Ireland, Sweden, Switzerland) or strongly recommend it (e.g. England, Northern Ireland, Wales and Scotland). Career guidance training for guidance work in schools ranges from Bachelor's Degree to Masters' level – Refer to Table 3 below.

The Trainee Careers Adviser pathway introduced by the Careers Service is an innovative solution aimed at boosting recruitment and retention in the field. This initiative offers structured training and development opportunities, attracting new talent and ensuring trainee advisers are equipped with the skills needed for effective career guidance. This demonstrates a proactive approach by the Careers Service to address workforce challenges and improve the delivery of career guidance and support within the region.

Table 3 – A brief summary of professional qualifications, learning and development

Country	Professional qualifications requirements for advisers/counsellors/guidance professionals
Austria (AT)	<p>In the framework of a teacher training programme, the qualification for school-based educational and vocational orientation is embedded as a specialised optional module in basic teacher training. For educators already in service, specialised courses are available at university colleges for teacher training. These courses are designed to equip them with the skills necessary for roles such as education and vocational orientation teachers and/or co-ordinators.</p> <p>The Public Employment Service Austria (AMS) internally regulates the training of careers practitioners. Furthermore, the professional Association of Education and Career Guidance Counsellors (VÖBB) is dedicated to the professionalisation of careers practitioners through its Training Academy by offering further programmes.</p>
Belgium (Flanders) (BE)	<p>Career counsellors working in the Public Employment Service (VDAB), or one of the recognised career guidance centres, have a variety of backgrounds, including organisational psychology or social work (BA or Masters' level). In CLBs (pupil guidance centres linked to schools) each full-time member of staff is entitled to a certain number of professional development days per school year, as determined by the Flanders government. Every new member of CLB staff has a follow up induction training organised by the CLB-umbrella organisation.</p>
Denmark (DK)	<p>Career guidance practitioners employed at the municipal youth guidance units are required to complete the diploma or master's degree programme in educational and vocational guidance or the bachelor's degree programme in public administration. Alternatively, guidance practitioners with extensive experience in the field can apply for assessment and recognition of their competences and prior learning.</p>
England (UK)	<p>The Career Development Institute (CDI) professional association provides detailed guidance on professional roles and competencies in the sector. This includes the publication of an ethical framework which offers guidance to careers professionals on how their roles should be enacted. The Institute for Employability Professionals (IEP) professional association supports those working in the employability sector organisations launched a new initiative (2023) the Centre for Employability Excellence and a sector-led Quality Improvement Framework (QIF) in collaboration with various organisations large and small. It works collaboratively with the CDI on quality assurance e.g. matrix DfE-owned IAG quality assurance framework, including professional development requirements.</p>
Estonia (EE)	<p>The current occupational qualification standard for career specialists is established at two EQF levels: six and seven, equivalent to a Bachelor's degree and Professional higher education certificate (level six), and a Master's degree (level seven). The main difference between the levels is that in addition to service provision, the level seven practitioner has more extensive experience and competences at a national or international level, e.g. developing new tools and, curricula or being active as researcher or trainer.</p>
Finland (FI)	<p>Finland has a strongly professionalised system of guidance qualified by international standards. The qualifications of the guidance counsellors at comprehensive and secondary level education, are defined in legislation. Currently, a prerequisite of a vocational guidance psychologist in the public employment services in Finland is a master's degree in psychology.</p>

Country	Professional qualifications requirements for advisers/counsellors/guidance professionals
Iceland (IS)	The role of 'Educational and vocational guidance counsellor' has to be fulfilled by a professional who is licenced by the Minister of Education. Certification is granted to applicants who are qualified to Masters level (European Qualification Framework level 7). The law defines the certification process, and the government appoints an evaluation committee made up of three representatives, one from the Association, one from the coalition committee for higher education, and an independent chair. The committee sits for four years to oversee the process of certification and deal with any disagreements. This Masters level qualification is only delivered domestically by the University of Iceland. It is a specialist qualification focused on career guidance counselling, although in practice many graduates of the programme also undertake wider support and counselling roles in addition to their career counselling responsibilities. The professional association is working on an updated job description noting specific skills requirements aligned to the Network for Career Guidance and Counselling in Europe (NICE) professional framework.
Ireland (IE)	Towards Professional Recognition of Guidance Counselling in Ireland (Department of Education and Skills, 2016) provides a comprehensive overview of the training involved in becoming a guidance counsellor. The Institute of Guidance Counsellors (2023) published a booklet on this topic. This is the professional body for guidance counsellors in Ireland, practising across a variety of settings, including Second Level Schools, Further Education and Training Colleges, Adult Guidance, Higher Education and in Private Practice. As per national and international best practice, the professional body aims to promote professionalism, ethics, quality assurance mechanisms and to support its members in their work. Training and development of expertise and professionalism of those involved in delivering lifelong guidance is ongoing.
New Brunswick, Canada (CA)	In addition to specific counselling competencies that school counsellors are required to have, the province broadly adopts the Pan-Canadian Competency Framework for Career Development Professionals as a framework for career development practice. However, since school guidance counsellors' main professional identify may not be directly connected to career development, the engagement with this framework is variable on the ground.
New Zealand (NZ)	<p>A registered teacher qualification is required to work in schools. At present, there is no requirement for a professional careers qualification. Development Excellence for Aotearoa's/ New Zealand's new vision (2023) is guided by four strategic pillars: Professionalism, Advocacy, Sustainability, Collaboration.</p> <p>CDANZ introduced a suite of changes to Entry Level Qualifications and Member Pathways. These included the introduction of a requirement for new members to evidence competency as part of their applications to join and the Introduction of an alternative pathway to membership for those with minimum qualification in people related fields.</p>
Northern Ireland	DfE Careers Service employs professionally qualified Careers Advisers who are all registered members of the Career Development Institute. This membership requires practitioners to adhere to a Code of Ethics/Conduct and Continuing Professional Development. DfE Careers Service is also piloting a Trainee Careers Adviser programme. Trainees will be employed by DfE and also complete an OCR Level 6 Diploma in Careers Guidance and Development. Those Trainee CAs that meet the requirements will then become a professionally qualified Careers Adviser for the DfE Careers Service.
Norway (NO)	The recommended formal competence is that anyone working as a guidance counsellor in schools should have at least a bachelor-level relevant education with a minimum of 60 ECTS in guidance, of which 30 ECTS should cover careers information, advice and guidance and/or social guidance. Furthermore, the guidance counsellor should hold relevant practice and knowledge of the school system.

Country	Professional qualifications requirements for advisers/counsellors/guidance professionals
Scotland (UK)	A Skills Development Academy (SDS) Academy was established in 2015. SDS is committed to supporting at least 21 hours of Continuing Professional Development (CPD) per annum for all staff. As the lead body for the sector, the CDI professional body manages the UK Register of Career Development Professionals, also referred to as the Professional Register and Register. The CDI are custodians of the National Occupational Standards: Career Development. These are used to inform qualifications in the sector and provide the framework for the Career Development Sector Progression Pathway.
Sweden (SE)	There is a well-established professional pathway for guidance counsellors in Sweden, with most training taking place at a Bachelor degree level in career guidance. The specialisation at Bachelor degree level only is unique to Sweden. The three-year university programme in career guidance, 180 ECTS is the most common education for guidance counsellors working in schools, as it is required for them to get hired. Additionally, national associations and networks, such as the Swedish Association of Guidance Counsellors, the National Union of Teachers and the Swedish Research Network for Career Development and Guidance (KAV), support practitioners' professionalisation and training.
Switzerland (CH)	In general, Career Counsellors working in the public sector need a Master of Advance Studies (MAS) postgraduate qualification to practice. Normally, HE training is accompanied by practical experience gained in the Canton Career Centres. The training programme includes compulsory theoretical elements that are applied and trained in a practical institution, similar to a dual vocational training programme.
Wales (UK)	Level 6 on the Qualifications and Credit Framework, which is equivalent to a university degree, is the recognised standard required for a professional careers information, advice and guidance qualification in Wales (and across the UK). As the lead body for the sector, the CDI professional body manages the UK Register of Career Development Professionals, also referred to as the Professional Register and Register. The CDI are custodians of the National Occupational Standards: Career Development. These are used to inform qualifications in the sector and provide the framework for the Career Development Sector Progression Pathway.

Most countries have developed forms of quality assurance for career guidance, ethical frameworks, competencies and standards such as Denmark, Estonia, Finland, Northern Ireland, Norway, Iceland, Ireland, Scotland, Switzerland, and Wales. Workforce development capacity building is a key issue. Every country mentioned the need to strengthen the talent pipeline and attract people from more diverse backgrounds into the career guidance profession. There is evidence in all countries of more informal and micro-sized learning opportunities being made openly available online for professional development purposes. In a very few cases, apprenticeship training routes have emerged, for example, in Switzerland and Scotland. In some countries, professional practice following initial training is not an explicit requirement. In other cases, this is linked to formal certification or a registration process requirement within a professional association (e.g., England, Northern Ireland, Scotland & Wales.)

Aim 2:

Increasing organisational knowledge and dialogue with stakeholders on all-age careers support and effective labour market and skills strategies

Reducing NEETs

Every country has the goal of reducing youth and adults not in education, employment and/or training (NEET) high in their agenda. In communities and online a wide range of initiatives are unfolding with career guidance experts working with vulnerable young people. Some specific target group examples include girls and women, those young people with special educational needs (SEN) and/or disabilities, children of armed forces personnel and veterans, youth offenders, Roma travellers, refugees, unaccompanied asylum seekers, home educated or more generically those NEET.

The DfE Careers Service stands out for providing a comprehensive range of careers guidance activities to vulnerable young people and adults not in education, employment, or training (NEET), alongside other countries in the study. It considers up to date information from companies and other employers to be critical in careers guidance. The Careers Occupational Information Unit (COIU) actively liaises with key sectors to scope developments in order to inform careers guidance. High quality publications are made available to school pupils, careers teachers, careers advisers and adult career-changers – Refer to Table 4 below.

Table 4 – Examples of good/interesting careers initiatives and projects aimed at specific target groups, including vulnerable young people and adults

Country	Examples of good/interesting careers policies and practices working with vulnerable young people and adults
Austria (AT)	<p>In addition to the guidance services in schools, adult education and career guidance centres of the AMS and economic chambers there are some specialist guidance services for special needs groups such as migrants and refugees, disabled people, women, elderly people, the low-qualified, and returners. These services try to support their identified target-groups with tailored offers. Also, further examples of career guidance support for marginalised groups, include:</p> <ul style="list-style-type: none"> • a step-by-step online check for a first orientation and necessary steps for obtaining formal recognition of qualifications from abroad; and • initiatives aimed at girls and women specifically addressing gender stereotyping and broadening horizons.
Belgium (Flanders) (BE)	<p>Guidance for pupils with specific educational needs is strongly influenced by the M-decree on special needs education, which aims to include children and young people in mainstream education. Pupil guidance centres (CLB's) have extensive expertise in (education) career guidance for pupils in mainstream and in special education. Pupils and their parents can call on the CLBs for information and advice. Also, further examples of career guidance support for young people and include:</p> <ul style="list-style-type: none"> • VDAB takes action towards specific target groups (young job seekers under 25, older job seekers over 55, refugees and job seekers from a migrant background, long-term unemployed (under 1 year), unqualified job seekers (without a secondary school diploma), and people with a physical disability and/or special needs. • using a career voucher system was implemented by the Flanders public employment service (VDAB) and is a key feature of a system supporting people to stay employable and have longer careers. • GTB is leading with partners on a range of innovative projects targeted at vulnerable groups e.g., Young Adults with Autism to develop new innovative tools.; Transition Coaches, Jump to Job (an Erasmus+ project training peer mentors and job coaches for young people with disabilities); and DuoDay an employer and employee job shadowing experience. • VDAB has developed several communication campaigns to inform refugees and newcomers directly about its services.
Denmark (DK)	<p>Ungecentret Frederiksberg offers a one-stop shop service. It is an interdisciplinary unit targeting young people between the ages of 13-29. Ungecenter Frederiksberg consists of both a job centre, educational guidance, employees from the Social Department and others. The work is based on a joint strategy of job-in-focus, and the core task is to create the framework for all young people in Frederiksberg to get a job and education. A further example includes:</p> <ul style="list-style-type: none"> • Municipalities organise programmes and support diverse local providers offering employment, learning and training for young people, particularly activities fostering social and labour market inclusion through workplace-based training. They are also fully responsible for supporting all young people in being ready to complete an upper secondary education programme (academic or vocational) or to go into employment. The centres must also work with parents and, in particular support vulnerable groups.

Country	Examples of good/interesting careers policies and practices working with vulnerable young people and adults
England (UK)	<p>Hanson et al (2021) highlight the benefits supported internships as a vehicle for broadening and deepening the social inclusion of people with learning disabilities. For example, <i>Lambeth Inclusive Career and Guidance Project (Lambeth Made, London)</i> aims to develop a more inclusive schools' career programme that contained tailored support for special educational needs and/or disability (SEND) students so they can make effective career transitions. Further examples include:</p> <ul style="list-style-type: none"> • The Facework project in South London, supports Ukraine refugees as they settle in the UK and integrate both into civil society, but also the ever-changing work place. • Inspiring the Future and Primary Futures an online platform connecting schools and volunteers from the world of work to broaden horizons and tackle gender stereotypes. • Speakers for Schools offers free work experiences and inspirational talks from employers. • Midlife MOT website launched (July 2023) by the Department for Work and Pensions (DWP) targets older workers with financial planning, health guidance, and to assess what their skills mean for their careers and future. • Good Career Guidance Benchmarks for Adults - This pilot initiative currently being investigated by The Gatsby Foundation includes research to assess the feasibility of adapting existing benchmarks that can be applied in adult targeted careers information, advice and guidance settings.
Estonia (EE)	<p>As part of the youth guarantee, the City of Tallinn implements 'Hoog Sisse, where they support programmes for young persons aged 13-29 who were not involved in studies or employment. The main aim of these programmes was to support young people in need who may have been made redundant or have not completed their education and are not currently studying. Further examples include:</p> <ul style="list-style-type: none"> • Learning path and working in a changing environment module was introduced in 2022. According to national curricula, the module is compulsory at level 4 (vocational secondary education) and recommended at levels 2-5. A new elective module 'Entrepreneurship training at workplace' offers opportunity to develop career management and entrepreneurship competencies in enterprises. • Vocational educational institutions to carry out Choice of curriculum (30 or 60 ECTS) mainly focuses on career management skills and their development, with the aim of supporting young people in making decisions about their future education pathway or transition to the labour market. The main target group consists of dropouts of primary school, upper secondary school or vocational school, young NEET, students with special needs, those lacking Estonian language skills or need extra help to adapt in the cultural or educational space, e.g., war refugees (p.30).

Country	Examples of good/interesting careers policies and practices working with vulnerable young people and adults
Finland (FI)	<p>The preparatory education for programmes leading to an upper secondary qualification was introduced on 1 August 2018 when changes were made to compulsory education. It is designed for young adults who are coming to the end of comprehensive school and are not enrolled in further education, including immigrants. Students in preparatory education for programmes leading to an upper secondary qualification (TUVA) have the right to receive intensive educational support or more intensive educational support for complex needs of the students. Further selected examples include:</p> <ul style="list-style-type: none"> • The responsibility for organising public employment services will be transferred from the state's employment and economic development offices to municipalities and municipal co-management areas on 1 January 2025. A total of 44 employment areas will be established in Finland. • Youth workshops are part of the Youth Guarantee, under which every pupil who has completed basic education is guaranteed a place in an educational institution, apprenticeship training, workshop, rehabilitation or similar. • Työkanava Ltd, a special assignment company fully owned by the Finnish State, is dedicated to providing employment opportunities for individuals with limited work capacity who are in the most difficult labour market position.
Iceland (IS)	<p>In Iceland those not in education, employment or training (NEET) currently stands at 5.9%. Reducing NEET rates among young adults is a particularly important challenge in all countries because those who become NEET face worse labour-market outcomes later in life than their peers who remained in education or training at this age. Evidence shows structured discovery- and experiential-based approaches had a positive impact on career learning and reduced the high drop-out rates in upper secondary schools in Iceland.</p>
Ireland (IE)	<p>The Education Training Boards (FET) Guidance, Information and Recruitment support service (GIR) is free and impartial, and open to anyone over the age of 16. This service is accessible through the 16 Education and Training Boards located around the country. Further examples include:</p> <ul style="list-style-type: none"> • Researchers and educational professionals from the Institute of Education at Dublin City University (DCU) have come together with staff from the WALK PEER programme to engage in a collaborative project to develop post-school pathways (PSP) for young people with disabilities moving from post primary school to Further/ Higher Education and Training (FE/ HE) and to the world of work. • In recent years, two whole-of-Government disability strategies have made progress in relation to guidance for people with disabilities: (i) National Disability Inclusion Strategy (2017-2022) and (ii) Comprehensive Employment Strategy for People with Disabilities (CES). • The Higher Education Authority (HEA) supports a number of specialised initiatives such as PATH 5, which aims to increase the participation and progression of the Traveller and Roma communities in education in Ireland.
New Brunswick, Canada (CA)	<p>Currently, New Brunswick does not have a career policy. However, it does utilise a career education strategy and framework to help guide its practice.</p>

Country	Examples of good/interesting careers policies and practices working with vulnerable young people and adults
New Zealand (NZ)	<p>The Youth Guarantee Employability Skills Framework identifies the soft skills or capabilities most desired in young people by New Zealand employers. For many Rangatahi young people and adults, particularly vulnerable groups, the face-to-face conversation is considered by key informants to be of most value and has the best outcome from individuals. For these and others in rural communities (often isolated areas) there are connectivity and affordability issues. A further example includes:</p> <ul style="list-style-type: none"> • The Accident Compensation Corporation (ACC) in New Zealand plays a pivotal role in providing support and compensation for individuals who have suffered accidents or injuries. As part of its comprehensive approach to rehabilitation, ACC offers career counselling services to assist beneficiaries in exploring and identifying suitable employment opportunities (p.44).
Northern Ireland (UK)	<p>The Careers Service considers up to date information from companies and other employers to be critical in careers guidance.</p> <ul style="list-style-type: none"> • The Careers Occupational Information Unit (COIU) actively liaises with key sectors to scope developments in order to inform careers guidance. Online publications provide citizens with the latest information from important sectors including growth areas, career profiles, progression routes, and new or emerging opportunities. These publications are made available to school pupils, careers teachers, careers advisers and adult career-changers - Careers Occupational Information - Department for the Economy - economy-ni.gov.uk website • Building on a successful project that tested innovative approaches to support young people with autism, the Careers Service is currently developing next stage proposals for the implementation of an interactive digital solution that will enhance the careers guidance experience and deliver better-targeted support for those clients with additional needs. <p>The Careers Service focuses on addressing the needs of young people and adults facing, or vulnerable to, social exclusion, including those with special education need (SEN) and/or disability.</p> <ul style="list-style-type: none"> • Those most at risk of leaving school early or at risk of not successfully transferring to education, training or employment are identified early in school, and actively supported until they are settled in a positive destination. • Each academic year, a destination exercise is carried out to identify the destination of all year 12 pupils, with the Careers Service thereafter, actively case managing and providing careers services to all known 16- and 17-year-old NEET clients. • Careers Services are prioritised for clients with a statement of special educational need (SEN), disability, health condition, refugees, asylum seekers, care experienced, known to youth justice and the unemployed. Formal partnership agreements are in place with Youth Justice Agency and the Health and Social Care Trusts.
Norway (NO)	<p>There is a strong focus on increasing cross-sectoral cooperation and co-ordination underpinned by the National Quality Framework to support groups at risk, especially young people and refugees, in various pilot projects across Norway. Also, complementary and strong working links are well established with NAV the public employment service with collaboration projects in all of the Counties.</p>

Country	Examples of good/interesting careers policies and practices working with vulnerable young people and adults
Scotland (UK)	<p>Skills Development Scotland (SDS) offers a <i>Next Steps</i> service providing intensive career information, advice and guidance (CIAG) support for unemployed young people aged 15 to 18-and-a-half through one-to-one career guidance, group activities to develop career management skills (CMS), work coach support, employability and advocacy to partner resources and provision. Further examples include:</p> <ul style="list-style-type: none"> • Care experienced young people under SDS' commitment to The Promise (Scotland Independent Care Review), and as a Corporate Parent, ensures Next Steps support is extended to age 26+. • Support for Ukrainian refugee families being temporarily housed involved SDS career guidance staff, as part of a partnership response, bringing CIAG services to the ships in Glasgow and Edinburgh to. They also work with a wide range of refugee groups in partnership nationally regionally, and locally. • SDS tracks and evidences the improvement in careers management skills for all pupils. They gather the information on all school leavers and submit this to the Scottish Government and they publish the School Leaver Destinations (in Feb of each year) and then the sustained destinations in June. The data used by the Scottish Government is shared back with SDS enabling the organisation to map/align the destinations with the services the pupils have received.
Sweden (SE)	<p>The Swedish municipalities have something called “activity responsibility” (KAA) for young people under the age of 20 who are not enrolled in school or do not have a diploma from upper secondary school. This means that they should support these young persons (NEETS) to find meaningful opportunities. A further example includes:</p> <ul style="list-style-type: none"> • The Collective Agreements are designed to support adults in the workplace.
Switzerland (CH)	<p>The <i>viamia</i> initiative provides mid-life career reviews for adults. Also, in the Canton of Bern, “BIZ bi de Lüt” - the mobile information desk, in the form of a vintage minibus, reminds people of the importance of being proactive and the careers support available to them. Large parts of the population are not aware that the BIS also supports adults. This is implemented as part of a roadshow at ten locations – in busy squares, in front of shopping centre or at train stations. The project was accompanied by a media campaign. Further examples include:</p> <ul style="list-style-type: none"> • Course “Strategies for re-entry after a burnout”. More and more adults who are registered as unemployed are suffering from burnout, which can make professional reintegration more difficult. The career advice centers of the Valais Romand offer a group course of six half days on behalf of the RAV regional employment centers. (Canton of Valais) • Hiking Career Seminar “Take new steps”. During a two-day seminar, adults with professional experience hiking in nature reflect on their own biography, review their previous roles and identify the common thread in their (professional) life and define the first steps on how to proceed. Inspired by input from the seminar leader, the participants reflect individually. It is encouraged that the participants continue to meet as “success teams” after the seminar has ended (Canton of Schwyz) (p.55)

Country	Examples of good/interesting careers policies and practices working with vulnerable young people and adults
Wales (UK)	<p>Careers Wales and Working Wales #<i>changeyourstory</i> are both deeply embedded in local communities working in multi-agency partnerships supporting a wide range of vulnerable young people and adults. Further examples include:</p> <ul style="list-style-type: none"> • Offenders and young people, supported by Youth Offending Service (YOS) teams, are priority customers for the Working Wales service. Therefore, collaboration with YOS teams across Wales is critical. • Collaborative opportunities for co-working and co-location of services remains a high priority. For example, by targeting refugees and asylum seekers in Cardiff city and co-developing a careers support programme with the Oasis Cardiff charity – a non-profit charity – this supports individuals and families to integrate within their local community. With 100 –150 visitors daily, customers include people from Iran, Iraq, Afghanistan, Sudan, Mali and the Congo. Working Wales encourages participants to ‘volunteer’ as group session facilitators/ translators, thus supporting individuals whilst also enriching the skills and experience and adding to their CVs. They also support those in hardship to access British equivalences to their existing overseas qualifications.

Moreover, the Covid- pandemic has exacerbated existing socio-economic inequalities, highlighting disparities in access to education, healthcare and employment opportunities. Vulnerable populations, including low-income workers, marginalised communities and those in low paid work, have borne the brunt of the crisis, further widening the gap between the haves and have-nots.

Adults in and outside of the workplace

For adults in and outside of the workplace, governments in countries such as Switzerland, Wales and England, have invested in mid-life career review initiatives. In Sweden, collaborative arrangements are in place involving the individual, the trade union and the employer to incentivise upskilling and reskilling on a lifelong basis. Belgium (Flanders) has a well-established voucher system implemented by the Public Employment Service (VAB). Northern Ireland works closely with the Department for Communities to offer career guidance to those facing redundancy or unemployment etc. – Refer to Table 5 below.

Table 5 – Examples of government-funded initiatives aimed at adults in and outside of the workplace

Country	Government-funded initiatives aimed at adults both in and outside of the workplace
England (UK)	Midlife MOT website - The initiative, launched in July 2023 by the Department for Work and Pensions (DWP), targets older workers with financial planning, health guidance, and assessments of how their skills translate to their careers and futures.
Northern Ireland	DfE Careers Service communicates and collaborates regularly with the Department for Communities (DfC) to offer careers support to clients facing redundancy or unemployment, and individuals hoping to return to the labour market. Careers Service are also active members of all 11 local council led Labour Market partnerships (LMPs) providing professional and impartial careers guidance services to adults.
Norway (NO)	The Centre for Senior Politikk service - is designed for those in their mid-50s offers careers information, advice, and guidance, with referrals made where necessary to online services and career centres.
Sweden (SE)	Trygghetsfonden TSL - is one of several restructuring organisations in Sweden. It is the collective agreement at the workplace that governs which transition organisation provides transition and skills support to individuals. Such a service offers support for those who are dismissed due to lack of work, illness or termination of a limited-term employment. Even people who are not covered by a collective agreement can receive support.
Switzerland SW)	viamia initiative - This careers support service for adults 40+ was launched in January 2021 as a pilot in 13 Cantons. The programme was introduced at a national level in 2022. Advice centres in all cantons offer this service, as part of the joint partnership project to further develop vocational training “Vocational Training 2030”. The aim of viamia is to support working adults aged 40 and over in determining their professional position and career planning.
Wales	Mid-Career Review – This national campaign, launched by Working Wales in March 2023, encourages adults looking to change careers to seek professional support. This follows research which revealed that almost three-quarters of UK workers (71%) will be looking for a new role this year. The ‘career changer’ campaign showcases the vital support that Working Wales offers to young people and adults across Wales who are looking to make a career change but are unsure of where to start.

Multi-agency partnerships

There are strong advantages to having a national careers service such as scalability, cost-effectiveness, consistency, and centralised expertise and resources. However, it is important to note that the effectiveness of such a service depends on its design, implementation, and its ability to strike a balance between centralised oversight, delivery, and local adaptability. Nearly all countries have hybrid models that involve collaboration between a national service (e.g., careers service/public employment service, schools, municipalities, industry, and local/regional labour market partnerships to maximise mutual benefits.

Multi-agency partnerships such as one-shop centres involving careers professionals working closely with health, social, psychological, and youth work sectors are prevalent in Belgium (Flanders), Denmark, and Finland. In some cases, services are designed for people of all ages or for specific groups such as young people up to the age of 30 or adults over 19 e.g. Norway. Careers Centres in Austria and Switzerland are places where young people and parents expect to attend to orientate themselves to the service offer, supported by school teachers.

Estonia has opened an Interactive Careers Centre for innovation. The Careers Service in Northern Ireland has formal partnership agreements with labour market and community support agencies – Refer to Table 6 below.

Table 6 – Multi-agency / career guidance centres

Country	Examples of multi-agency one-stop shops and career centres
Austria (AT)	<p>AMS operates around 70 career information centres throughout Austria, which are open to all interested parties, regardless of age or educational level; some of these centres specialise in youth counselling. AMS services are organised in tiered levels. At the first level, there are self-help career guidance resources which are accessible online. At the second level are resources for group-based career guidance, which are focused on acquiring basic literacy skills, writing a CV and a cover letter, preparing for an interview, joining job clubs, increasing client motivation and self-confidence, and becoming employable etc. At the third level are services for individual and personalised career guidance.</p>
Belgium (Flanders) (BE)	<p>VDAB mandated centers work with the well-established career voucher system. At the end of June 2021, 265 mandated career guidance centers were active. Within a 5km radius, citizens can access on average over 21 career guidance centers.</p> <p>The psycho-medico-social centres (Centres psycho-médico-sociaux, CPMS) offer guidance services to both the students in secondary schools and their parents. These are independent support services linked with schools and regulated by the Ministry of Education. These CPMS consist of multidisciplinary teams (psychologists, social and paramedic workers). They collaborate with health organisations and youth services.</p> <p>Outside of Flanders, in the Belgium Capital of Brussels, the multi-partner one-stop service <i>Beroepenpunt/Cité des Métiers</i> was established through a partnership between VDAB, Actiris and Bruxelles Formation and belongs to the international '<i>Cité des Métiers</i>' network, which was set up in Paris in 1993. <i>Beroepenpunt/Cité des Métiers Brussels</i> is a cross-sectoral initiative, open to anyone looking for information and/or career guidance. Services are anonymous and free of charge.</p>
Denmark (DK)	<p>Ungecentret Frederiksberg offers a one-stop shop service. It is an interdisciplinary unit targeting young people between the ages of 13-29. Ungecenter Frederiksberg consists of both a job centre, educational guidance, employees from the Social Department and others. The work is based on a joint strategy of job-in-focus, and the core task is to create the framework for all young people in Frederiksberg to get a job and education. There are plans to pilot Praise a software package designed to assess soft skills to be introduced with the educational and vocation guidance process. This will be part of the digital jobcentre.</p>

Country	Examples of multi-agency one-stop shops and career centres
Estonia (EE)	To provide a more creative, open and self-exploratory space for career development, the Euroguidance introduces: New digital career tools in Estonia - YouTube was opened in Tallinn. The Centre has a variety of interactive tools that help a person discover and analyse skills, strengths and preferences and learn about study and employment opportunities in a fun, engaging way. There are exciting expos, including job interview simulator, virtual reality devices to introduce different jobs, hands-on tools to test skills, animations, tests, etc. The Centre is unique to the region, where through the use of interactive solutions and gamification, it is possible to find the most suitable career opportunity.
Finland (FI)	Youth workshops support young people under 29 years old in tackling issues related to education and training, working life and life management. The workshop activities are based on learning by doing through coaching and practical work. Young people can contact a workshop directly or through the TE office, social welfare office or their municipal Ohjaamo (ohjaamo.fi) advisory service point. Almost 70 Ohjaamo One-Stop Guidance Centres across Finland provide information and guidance based on individuals' need.
Northern Ireland (UK)	DfE Careers Advisers work in a variety of locations and contexts with young people and adults, including schools, colleges, training providers and in the community through outreach work. Formal partnership working arrangements are in place with Youth Justice Agency, Health & Social Care Trusts, Training Providers and FE colleges. Careers Service has representation on all 11 District Council Labour Market Partnerships (LMPs) and works collaboratively with LMP stakeholders on various local labour market initiatives and projects that are aimed towards meeting the employability needs of their local citizens, including Job Fairs, Careers Conventions and Women Returner Programmes. Careers Advisers also network extensively with a broad range of statutory, voluntary and community sector organisations to provide careers support to clients. Clients can access support via a range of contact modes including face-to-face, telephony, email and webchat.
Norway (NO)	Ministries and strategic partners have worked closely together to design and implement a coordinated system for lifelong guidance. They have developed 15 county career centres offering free of charge career guidance services to all adults over the age of 19 (a legal requirement). The centres also have an assignment to contribute to strengthen the quality and professionalism of the career guidance services both in schools and in the Public Employment Services (PES). The career centres are jointly finance by the county, the regional PES-authorities and the government.
Switzerland (CH)	There are 80 publicly funded career guidance centres where school pupils, teachers and parents often attend. Students in 7th, 8th and 9th Grade have circa 30 lessons at school with their class teacher, supplemented by workshops in the Careers Centres.

Aim 3:

Informing career guidance policies and practices feeding into forward planning

The issue of career guidance policy in Northern Ireland involves many differing stakeholders such as central government (Stormont Parliament), the DfE, Department for Communities, the Department of Education, the Education Authority, local and district authorities, City Deals, Local Labour Market Partnerships, schools, colleges, universities, private and third sector bodies, and industry.

Northern Ireland has a unique opportunity to build on its many strengths within the career guidance system for future generations. Largely all the component parts of the system are in place and sit within central government control. With agreement at a strategic, political and policy level – career guidance can be best placed close to where people need it – offline and online, in schools, FE, HE and embedded in many partnership arrangements with employers, sectoral and enterprise bodies, and other local community providers – supported by an all-age modernised national careers portal. There are opportunities, complexities and challenges in a landscape where career guidance reads across multiple policy and practice areas. An earlier independent research report on behalf of the DfE (Hughes & Percy, 2022)²⁵ highlighted some key issues and opportunities for forward planning at a strategic and operational level.

Tables 1 – 6 above contain many good / interesting career guidance policies and practices from within and outside of Northern Ireland. Depending on future policy objectives agreed at a strategic level, it should be possible to draw upon the evidence-base in this report to inform future ambitions for the Careers Service and its partners. **Tables 7 -10** below focus specifically on technology solutions found in each of the country/province case studies.

Career guidance tools

Career guidance tools encompass a rich spectrum of offerings, catering to various needs and preferences. In addition to examples used for identifying need, a diverse range of tools include virtual reality experiences and psychometric testing. Virtual reality initiatives feature mostly in European-funded or province specific initiatives. Both Finland and New Brunswick, Canada are using virtual reality to enhance students' exposure to work experience. AI tools to guide individuals with job applications are used in Austria and Norway. Job hunters toolkits and other tools are regularly embedded in government-funded national careers services. In Wales, Scotland and England gamification tools are used with children, young people and adults. Findings show there is scope for collaborative digital development work. Assessing the impact and effectiveness of each platform, tool or service requires a more dedicated examination in a separate study. The contents below are illustrative only – Refer to Table 7 below.

Table 7 – Examples of career guidance tools being used

Country	Examples of CIAG tools
Austria (AT)	<p>Interactive job-application training tool: Bewerbungsportal - Übersicht (ams.or.at):</p> <p>The tool Online Berufsinformation - BIC.at website is widely used in career centres and schools, supporting students, teachers and career practitioners.</p> <p>The “AMS Berufsinformat” [Service für Arbeitsuchende - AMS.at website] is an AI-based chatbot for information research. The Berufsinformat integrates advanced AI technology, in particular ChatGPT for formulating dynamic answers.</p> <p>Talente Check talentecheck.at website Example of the Lower Austrian Talent Check portal and tools.</p>
Belgium (Flanders) (BE)	<p>Onderwijskieze – Onderwijskiezer.be website offers a fully integrated service linking learning opportunities, professions and labour market information. The website offers links to guidance tools (e.g. self-assessments) and information for guidance counsellors</p> <p>Young Adults with Autism produced by GTB</p> <p>Study guidance tool for school students Columbus.</p> <p>My Career - mycareer.be website - “My career” - which allows citizens to make a fully personalised online portfolio</p>
Denmark (DK)	<p>Information on all education and training programmes in Denmark as well as insights into its labour market, along with a series of guidance and inspiration tools to support individuals in choosing their education and career paths is provided by UddannelsesGuiden - ug.dk website</p> <p>The tool “zooming in on education” (UddannelsesZOOM - ug.dk website) allows comparison of information about different programmes according to various parameters. It targets students in the final years of lower secondary education, students in upper secondary education, young people and adults outside formal education, students in higher education and vocational education and training, parents, and guidance counsellors.</p>
England (UK)	<p>National Careers Service: Skills Assessment - National Careers Service Skills assessment - nationalcareers.service.gov.uk website</p> <p>CEC: Compass+ - Compass+ - careersandenterprise.co.uk website</p> <p>Inspiring the Future: Volunteer Handbook - Volunteers - Inspiring The Future – inspiringthefuture.org website</p> <p>The Facework project in South London Soft Skills Handbook - FaceWork Soft Skills Workbook – face.work website</p> <p>Game Academy is a personal development service for players of video games²⁶. Using analytics, machine learning and curated programmes of online learning, Game Academy helps players become more conscious of the power and nature of their game play and make the most of their in-game talent out of game, supported by the Department for Education, Department for Work and Pensions, local enterprise agency D2N2, local authorities in the East Midlands and South Yorkshire, and social mobility charities across the country.</p>

Country	Examples of CIAG tools
Estonia (EE)	<p>The Euroguidance introduces: New digital career tools in Estonia - YouTube (Tallin) has a variety of interactive tools that help a person discover and analyse skills, strengths and preferences and learn about study and employment opportunities in a fun, engaging way. There are exciting expos, including job interview simulator, virtual reality devices to introduce different jobs, hands-on tools to test skills, animations, tests.</p> <p>Education Technology Estonia – edtechestonia.org website is an area of technology devoted to the development and application of tools (including software, hardware, and processes) intended for education.</p>
Finland (FI)	<p>One component of Etusivu - ForeAmmatti.fi website is ‘The Abilitator’, a self-assessment survey designed to help individuals to assess their work and functional capacities. This feature enables users to understand their current status in the labour market by comparing their individual skill sets with the broader labour market data provided within the tool.</p> <p>Osaamistarvekompass - osaamistarvekompassi.fi website provides anticipatory data on job transitions, along with insights on near-future skills needs derived from AI-assisted data mining, in a user-oriented way. The service guides the allocation of SECLE's funding and supports the development of continuous learning services. The tool will be finalised in 2024 and will include information for (i) education providers, municipalities, and policy makers; and (ii) guidance and counselling services.</p> <p>Virtual work experience - oecd.org website is a one-week period of familiarization with working life, carried out remotely through digital learning environments (Microsoft Teams, etc.). It introduces all major industries in Finland and includes company representatives' presentations about their field of industry, future working life competences, career stories and future opportunities.</p>
Iceland (IS)	<p>The Icelandic interest inventory system Bendill is now used at all school levels - Bendill – Icelandic Interest Inventory – rais.is website</p>
Ireland (IE)	<p>Join to create a profile, discover your career interests, and match your interest to careers and courses - Careers Portal Ireland - Create new account - CareersPortal.ie website</p>
New Brunswick, Canada (CA)	<p>New Brunswick Centres of Excellence - centrosfexcellencenb.ca website with career learning tools are designed to assist students and teachers with reimagining how students, across K-12, learn about New Brunswick career opportunities and increase career readiness through virtual and experiential learning opportunities by connecting classrooms with real-world expertise.</p>
New Zealand (NZ)	<p>Jobhunters Toolkit, information and useful links - Help finding a job New Zealand - careers.govt.nz website CareerQuest Get Ideas for Jobs - CareerQuest New Zealand – Get ideas for jobs - careers.govt.nz website CV Builder - CV Builder New Zealand - careers.govt.nz website Skills Matcher - Skill Matcher New Zealand - careers.govt.nz website Subject Matcher - Subject Matcher New Zealand - careers.govt.nz website</p>
Northern Ireland	<p>The DfE Careers Service offers a suite of online career software tools to support clients of all ages. This includes diagnostic tests, personality quizzes and career lessons. An A-Z of Career sectors/jobs, and CV Builder are also provided. Careers advisers have recently piloted a toolkit of careers resources for use during client face to face interventions; Career Navigator; What's Your Strength – Skills and Quality Cards for Teens; and What's Your Strength – Let's Get Started</p>
Norway (NO)	<p>Get help writing a job application in 20 seconds! - Få hjelp til å skrive jobbsøknaden - Karriereveiledning.no website</p>

Country	Examples of CIAG tools
Scotland (UK)	<p>Where your strengths can take you - Where your strengths can take you - My World of Work – myworldofwork.co.uk website</p> <p>All About Skills - What skills there are - My World of Work – myworldofwork.co.uk website</p> <p>Writings CV - Make your CV shine - My World of Work – myworldofwork.co.uk website</p> <p>About Me tool - Start planning your career path with About Me - My World of Work – myworldofwork.co.uk website</p> <p>Skillscraft - Skills Development Scotland - skillsdevelopmentscotland.co.uk website developed within Minecraft Education is a new game will allow primary and secondary school pupils to explore Scottish landmarks and learn through playing minigames in a series of lessons before moving onto a variety of build challenges.</p>
Sweden (SE)	<p>Utbildningsguiden - skolverket.se website (= education guide) run by the Swedish National Agency which includes an innovative choose and plan tool.</p>
Switzerland (CH)	<p>Discover the world of professions and prepare your choice including workbooks and other resources - Erste Berufswahl - berufsberatung.ch website Get to know your interest and strengths - Interessen und Stärken - berufsberatung.ch website (Switzerland).; “Start” a career choice magazine for young people, published annually delivered to schools- https://www.biz.bkd.be.ch/de/start/die-biz/news/das-neue-start-heft-ist-da.html; BIZ Blitz online, a newsletter for teachers and school management with current information on career orientation; and The Running Canape Podcast - https://www.biz.bkd.be.ch/de/start/die-biz/news/der-laufbahn-canape-podcast-ist-da.html</p>
Wales (UK)	<p>Careers Wales career match quiz - Career Match Quiz Wales – careerswales.gov.wales website and The Buzz Quiz - Buzz Quiz Wales – careerswales.gov.wales website</p> <p>Search for courses in Wales including course run by private providers, work-based learning, online courses and part-time college courses. - Course Search Wales – careerswales.gov.wales website</p> <p>CareersCraft - The CareersCraft world enables players to develop their future career skills through a series of inspiring lesson plans, all linked to the new Curriculum for Wales – hwb.gov.wales website. Players will explore some of Wales’ iconic landmarks and discover more about Welsh heritage while they learn. CareersCraft on Minecraft Wales careerswales.gov.wales website</p> <p>Career Profiling for Students - morrisby.com website is available for adults within the Mid-Career Review process.</p>
OECD	<p>The ODICY Digital Observatory on Digital Technologies in Career Guidance for Youth has over 40 career readiness case studies and tools that can be used by post-primary schools - Observatory on Digital technologies in Career guidance for Youth - oecd.org website</p>

Digital national careers portals

Digital careers portals funded by government is common in all countries, with some longer established than others. Examples in Denmark, Ireland and Norway are noteworthy – Refer to Table 8 below. New national careers platforms are being launched in Spring/Summer 2024, for example, in New Zealand and Scotland. There is a growing recognition that plug-in systems (pre-built solutions) combined with in-house development allow for quicker implementation. Interoperability is essential in creating a cohesive and integrated personalised user experience.

Public, private and third sector partnerships are considered as potentially yielding higher benefits to keep pace with digital advancements. In some countries areas, such as Austria and Switzerland cantons each develop their own career guidance websites, therefore mechanisms to avoid duplication of effort and resources become essential.

Table 8 – Examples of national careers portals

Country	National Careers portals – public/private and third sector
Austria (AT)	<p>AMS Karrierekompass – karrierekompass.at website: landing-page with access to all online-resources of the AMS</p> <p>AMS Beruflexikon – beruflexikon.at website: occupational description on about 1,800 occupations with the possibility to select by educational pathway, occupation and groups</p> <p>AMS Ausbildungskompass – ausbildungskompass.at website: detailed descriptions of formal and non-formal (initial) education and training possibilities</p> <p>AMS Weiterbildungsdatenbank – weiterbildungsdatenbank.at website: a database for further training (CVET), the so-called further training database</p> <p>Berufskompass - berufskompass.at website: online-interest-check for a first orientation which occupations could be of interest.</p> <p>AMS Gehaltskompass - Berufe von A-Z - gehaltskompass.at website: information on earning opportunities in various occupations</p> <p>Bewerbungsportal - Übersicht - ams.or.at website: interactive job-application training tool.</p> <p>AMS JobBarometer – jobbarometer.ams.at website: JobBarometer is an information system on career and skills trends. It is based on data obtained from the texts of online job adverts. Forecasts and career prospects complement this service.</p> <p>Berufsanerkennung in Österreich : berufsanerkennung.at website (Professional recognition in Austria) the ÖIF offers a multilingual platform with a step-by-step online check for a first orientation and necessary steps for obtaining formal recognition of qualifications from abroad. The website offers direct links to the regional centres of the AST to provide personal counselling in addition to the online information.</p> <p>Online Berufsinformation- bic.at website (<i>BerufsInformationsComputer</i>) is an online platform for occupational orientation and developed by ibw, Research & Development in VET (<i>Institut für Bildungsforschung der Wirtschaft, ibw</i>) and it involves the following partners: The Austrian Federal Economic Chamber and its Department for Educational Policy, and the nine regional economic chambers. While an increased number of user access Online Berufsinformation- bic.at website, the tool is also widely used in career centres and schools, being of help for students, teachers and career practitioners.</p> <p>Der NÖ Talente Check – talentecheck.at website Example of the Lower Austrian Talent Check portal and tools.</p>

Country	National Careers portals – public/private and third sector
Belgium (Flanders) (BE)	<p>Onderwijskiezer – onderwijskiezer.be website ('Education selector') offers a fully integrated service linking learning opportunities, professions and labour market information. The project was initiated by two umbrella organisations of the pupil guidance centres (<i>VCLB and GO! CLB</i>), developed in cooperation with the other two umbrella organisations (<i>OVSG CLB and POV CLB</i>) and it is supported by the Flanders ministry of Education and Training.</p> <p>CLBch@t - We staan voor je klaar! - clbchat.be website an interactive online counselling service was set up in 2016. The service follows the method of solution-oriented action, and it is accessible to all pupils, their parents and teachers – with an option to remain anonymous. CLBch staff are professionals with extensive training and experience in the (CLB) care and support system. The online counselling service is jointly operated by different CLB centres, through their umbrella organisation. Whenever appropriate, clients are referred to their local CLB or the wider network.</p>
Denmark (DK)	<p>eVejledning - ug.dk website E-Guidance a national digital career guidance service launched ten years ago is introduced in schools from 7th Grade Students age13) onwards and the resources are used within the educational and vocational guidance support system. The digital platform currently uses Puzzel - puzzel.com website and the Knowledge Sharing Platform What is Confluence: A Brief Overview – atlassian.com website.</p> <p>UddannelsesGuiden - ug.dk website provides information on all education and training programmes in Denmark as well as insights into its labour market, along with a series of guidance and inspiration tools to support individuals in choosing their education and career paths.</p> <p>Studievalg Danmark – studievalg.dk website guidance for young people at High School</p> <p>Vejledning i din kommune UddannelsesGuiden - ug.dk website guidance in the community</p>

Country	National Careers portals – public/private and third sector
<p>England (UK)</p>	<p>Careers advice - job profiles, information and resources - National Careers Service – nationalcareers.service.gov.uk website is a publicly funded all-age careers service provided by the Department for Education delivered through various channels including online resources, telephone support, webchat etc.</p> <p>Find a job - GOV.UK - gov.uk website is owned and run by the Department for Work and Pensions (DWP).</p> <p>DWP launches new Midlife MOT website - gov.uk website an online Midlife MOT has been launched to help older workers with financial planning, health guidance, and to assess what their skills mean for their careers and futures.</p> <p>The Careers & Enterprise Company - careersandenterprise.co.uk website is mostly financed by government supporting schools, colleges and training providers to achieve Gatsby Benchmarks.</p> <p>LMI For All – Imiforall.org.uk website service: Department for Education-funded connects and standardises existing national sources of high quality and reliable LMI with the aim of informing careers decisions. This data is made freely available via a single access point for software developers to use in websites and applications to bring the data to life for a range of audiences.</p> <p>Primary Schools - Inspiring The Future – inspiringthefuture.org website run by a London-based national charity offering an online match-making service which connects schools directly with employers and volunteers from the world of work for a wide range of career development activities, including job fairs, career talks, job shadowing, mentoring, work related learning and the securing of virtual and non-virtual work placements.</p> <p>Speakers for Schools UK - speakersforschools.org website offers free work experience opportunities with hundreds of leading employers from big-name businesses.</p> <p>Ufi VocTech Trust – ufi.co.uk website (a major charity focused on improving skills for better outcomes for all individuals) and Innovate UK – UKRI – ukri.org website (part of UK Research & Innovation) each runs a series of digital competitions.</p>
<p>Estonia (EE)</p>	<p>ID-card - e-Estonia – e-estonia.com website means citizens can select e-solutions from among a range of public services at any time and place convenient to them, as 99% of public services are now available to citizens as e-services. Every resident has and, in most cases, there is no need to physically visit an agency providing the service.</p> <p>Educational Technology Estonia – edtechestonia.org website is a new initiative which refers to an area of technology devoted to the development and application of tools (including software, hardware, and processes) intended for education. Their focus and activities are ensuring future generations in the field of educational innovation, increasing cooperation with teachers, students, parents, educational institutions, and the state, and increasing the sector's exports.</p> <p>Euroguidance introduces: New digital career tools in Estonia -youtube.com in Tallinn has a variety of interactive tools that help a person discover and analyse skills, strengths and preferences and learn about study and employment opportunities in a fun, engaging way. There are exciting expos, including job interview simulator, virtual reality devices to introduce different jobs, hands-on tools to test skills, animations, tests, etc. The Centre is unique to the region, where through the use of interactive solutions and gamification, it is possible to find the most suitable career opportunity.</p> <p>Avaleht Haridus- ja Noorteamet - harno.ee website examination information system</p> <p>ÕIS - Õppeinfosüsteem - ois.ee website study information system</p> <p>Avaleht – kutseregister.ee website register of professions</p>

Country	National Careers portals – public/private and third sector
Finland (FI)	<p>Study info Finland - opintopolku.fi website is the official and up-to-date website with all the information about study programmes leading to a degree in Finland. At Studyinfo.fi you can find information on different degrees and qualifications and learn about studies in educational institutions in Finland. The service can be used to find different study options and apply for the studies online. The Studyinfo portal is maintained, and the date is validated by the Finnish National Agency for Education (EDUFI). Finnish educational institutions and higher education institutions maintain their own study programme information on Studyinfo.</p> <p>Etusivu - foreammatti.fi website offers detailed labour market and degree information combined to Skills Mapping and other functionalities. Skills Mapping is based on the ESCO classification developed by the European Commission and offers over 13 000 skills from nearly 3 000 occupations to choose from. One component of Foreammatti.fi is 'The Abilitator', a self-assessment survey designed to help individuals to assess their work and functional capacities. This feature enables users to understand their current status in the labour market by comparing their individual skill sets with the broader labour market data provided within the tool.</p> <p>Osaamistarvekompassi – osaamistarvekompassi.fi website provides anticipatory data on job transitions, along with insights on near-future skills needs derived from AI-assisted data mining, in a user-oriented way. The service guides the allocation of SECLE's funding and supports the development of continuous learning services. The tool will be finalised in 2024 and will include information for (i) education providers, municipalities, and policy makers; and (ii) guidance and counselling services.</p> <p>Työmarkkinatori - tyomarkkinatori.fi website (Job Market Finland) is an online meeting place for people and jobs where individuals can find information and services related to employment. The platform hosts online Public Employment Services, where individuals can handle official matters, such as registering a job seeker, notifying officials of a change in their work situation, or applying for a start-up grant.</p> <p>Virtual TET: Virtual work experience - oecd.org website is a one-week period of familiarization with working life, carried out remotely through digital learning environments (Microsoft Teams, etc.). It introduces all major industries in Finland and includes company representatives' presentations about their field of industry, future working life competences, career stories and future opportunities. The participation is a part of the school day and thus students also have support from their own teacher available during the period.</p>
Iceland (IS)	<p>Næsta Skref - naestaskref.is website The Next Step is a general information national website about studies and jobs, hosted and run by the Icelandic Education Centre. The project is sponsored by the Ministry of Education and Children's Affairs, the Ministry of Social Affairs and the Labor Market and the Ministry of Infrastructure / Municipal Equalization Fund</p>

Country	National Careers portals – public/private and third sector
Ireland (IE)	<p>Careers Portal Ireland - CareersPortal.ie website co-created by guidance practitioners to provide effective career guidance support for young people and adults is recognised by the OECD ODICY team as an outstanding national careers portal (January 2024). The site was developed in 2007 to create a one stop national career information portal. It is a resource to the following key audiences: 2nd Level Students; 3rd Level Students; Adult Learners; Jobseekers; Parents and Guardians and Career Guidance Professionals/Providers. Over 750,000 people have created their own Career Portfolio on the site and close to 2 million visitors a year use the site to undertake career and educational research. Within the site, there are a wide range of context rich resources.</p> <p>Higher Education For All - mycareerpath.ie website The Atlantic Technological University (ATU) has established an online career and learning pathways service for people in the workplace wishing to upskill, re-skill or retrain as well as incorporating the assessment of Recognised Prior Learning (RPL). This new innovative mentored online service and platform including artificial intelligence (AI) focuses on embedding career guidance into the process – helping prospective students identify appropriate courses aligned to their career and professional goals. It assists learners to look at their skills, strengths, abilities, and overall self-confidence and acknowledges their significant experiential learning using the Recognition of Prior Learning (RPL), in order to improve their employability, career prospects and engagement in Higher Education.</p>
New Brunswick, Canada (CA)	<p>New Brunswick Centres of Excellence - centresofexcellencenb.ca website The innovative Centre of Excellence (COE) model is developed to address the evolving educational and economic needs of the province.</p>
New Zealand (NZ)	<p>Careers New Zealand - careers.govt.nz website was established 20 years ago. There are forthcoming plans to launch a new data driven and interactive website Tahatu Careers New Zealand - careers.govt.nz website which means “horizon” in te reo Maori.</p> <p>Inspiring the Future Aotearoa - inspiringthefuture.org.nz website overseen by the Tertiary Education Commission, a government Crown Entity, offers primary and intermediate schools free service, with focused support for those who need it most.</p> <p>Career Central New Zealand - careercentral.school.nz website is a career guidance platform used by schools to support students, teachers, and caregivers in career planning. Schools are required to pay for this platform and resources if they choose to use it. This is not funded by MOE.</p>
Northern Ireland	<p>The DfE Careers Service maintains approximately 100 pages on the NI Direct Careers - nidirect.gov.uk website Government public facing portal. Work is under way to develop a dedicated Careers Portal. A new team is carrying out extensive engagement in order to fully understand and define user needs and scope options for future delivery.</p>

Country	National Careers portals – public/private and third sector
Norway (NO)	<p>Karriereveiledning - karriereveiledning.no website is a national digital CIAG service gives access to professional careers information, advice and guidance for all using personalised self-help tools developed in-house, chat or by telephone. Many young people aged 13 -19 use this service (approx. 50%) mostly using the chat facility. User trends show teachers are regularly using this portal in the classroom to introduce career learning and career competence. Also, low-cost promotional campaigns are regularly planned using Google Ads and Instagram to attract differing target groups. A total of 19 careers specialists with various levels of experience and qualifications in careers information, advice and guidance produce or provide self-help tools, telephone support, chat and creating content.</p>
Scotland (UK)	<p>My World of Work Scotland – myworldofwork.co.uk website is a careers platform designed to ensure no groups are excluded from access to the Skills Development Scotland career service. This includes those in employment who are seeking to change or progress in their career. The service is implemented through an integrated all-age career service involving face-to-face and groupwork sessions with young people and adults, through a CIAG Helpline and an online career information and advice environment.</p> <p>Work is well underway on the new beta version of My World of Work. The site is scheduled to be launched as a BETA service in February 2024 with a go live date of June 2024. Current developments include a simplified sign in process making it easier for SDS customers to register and sign in. Key resources have been simplified and improved, based on feedback from users, examples include an enhanced CV tool and a simplified version of the strengths assessment tool which makes it easier for customers to understand and reflect on their own strengths. There are further planned improvements including an enhanced approach to understanding and rating skills as well as exploring the use of artificial intelligence (AI) to improve job profiles – making them more inspirational and tailored to the needs of customers. There are plans to mainstream Digital World activity into My World of Work.</p> <p>Digital World – digitalworld.net website was developed by Skills Development Scotland and the Digital Economy Skills Group to help individuals find the most up-to-date information on a rapidly changing world. Individuals can find out what qualifications are needed for a variety of Industries and Jobs - digitalworld.net website. They can also hear directly from people working in the industry through Inspiration - blogs and case studies - digitalworld.net website. They can browse a map of Scotland to see what Study – clubs, courses and events - digitalworld.net website are nearby.</p>
Sweden (SE)	<p>Utbildningsguiden - skolverket.se website (= education guide) run by the Swedish National Agency which includes an innovative choose and plan tool.</p> <p>Allt du behöver veta om dina studier - studera.nu website is a major website for information about higher education hosted by the Swedish Council for Higher Education.</p> <p>Arbetsförmedlingen - arbetsformedlingen.se website the Swedish Employment Service.</p>
Switzerland (CH)	<p>Berufsberatung - berufsberatung.ch website an Internet portal with comprehensive information on choice of profession, study and career development issues.</p>
Wales (UK)	<p>Careers Wales – careerswales.gov.wales website free all-age careers support for young people and adults. Continually updating its website. It supports service delivery and houses tools and resources (quizzes, psychometric tests etc) to support career discovery and career decision-making. The vision is that it incorporates personalisation which will enable content to be pushed to clients according to their preferences, is accessible on mobiles, tablets and desktops and provides functionality to support both individuals and career development professionals.</p> <p>Working Wales – workingwales.gov.wales website free all-age careers support for young people and adults.</p>

AI applications

The use of artificial intelligence (AI) in a career guidance context has emerged in Austria, Belgium (Flanders), England, Finland, Ireland, Norway, and Scotland – Refer to Table 9 below. Public sector organisations have this high on the agenda whilst adopting a cautious approach until the ethics and effects are better understood. The ODICY Digital Observatory on Digital Technologies in Career Guidance for Youth has over 40 career readiness case studies, including some innovative examples of AI services and tools. The Career Development Institute (CDI) in the UK published guidelines in AI and chatbots in careers (CDI, 2023)²⁷.

Table 9 – AI developments in a career guidance context

Country	AI and career guidance developments
Austria (AT)	At the beginning of 2024, the AMS presented the “ AMS Berufsinformat – ams.at website ” [AMS Job informat] an AI-based chatbot for information research. The Berufsinformat integrates advanced AI technology, in particular ChatGPT for formulating dynamic answers
Belgium (Flanders) (BE)	In 2016, an interactive online counselling service was set up, called CLBch@t. The service follows the method of solution-oriented action, and it is accessible to all pupils, their parents and teachers – with an option to remain anonymous. CLBch@t staff are professionals with extensive training and experience in the (CLB) care and support system. The online counselling service is jointly operated by different CLB centres, through their umbrella organisation. Whenever appropriate, clients are referred to their local CLB or the wider network.
England (UK)	Heads of Careers Services and government representatives across the UK are working collaboratively on investigating options for the use of AI in national careers portals. The Gane Academy is a personal development service for players of video games. Using analytics, machine learning and curated programmes of online learning. In 2022, Career Chat UK - cicichat.co.uk website the careers chatbot, powered by AI and large language models, was co-designed with career guidance practitioners for careers information and advice, with a warm handover feature to a human adviser.
Finland (FI)	Osaamistarvekompassi – osaamistarvekompassi.fi website provides anticipatory data on job transitions, along with insights on near-future skills needs derived from AI-assisted data mining, in a user-oriented way. The service guides the allocation of SECLE’s funding and supports the development of continuous learning services. The tool will be finalised in 2024 and will include information for (i) education providers, municipalities, and policy makers; and (ii) guidance and counselling services.
Ireland (IE)	The Atlantic Technological University (ATU) has established an online career and learning pathways service for people in the workplace wishing to upskill, re-skill or retrain as well as incorporating the assessment of Recognised Prior Learning (RPL) - Learners Ireland - MyCareerPath.ie website . This new innovative mentored online service and platform including artificial intelligence (AI) focuses on embedding career guidance into the process.
Northern Ireland	The DfE Careers Service has an interest in developments in this field. Awaiting the wider UK position on regulation etc to become clearer. It actively partakes in a UK-wide careers policymakers AI forum.

Country	AI and career guidance developments
Norway (NO)	<p>An all-age free-of-charge Karriereveiledning - karriereveiledning.no website focuses on using ChatGPT 4 artificial intelligence (AI) to analyse anonymised chat that feeds into the further development of self-help tools e.g. How to write a job application (1st draft version) and copy and paste job description text and 5 possible questions to help prepare for a job interview, competence training, underpinned by the national quality framework for career guidance. The service is also investigating the practical use of AI for efficiency gains to systemise data and build a robust evidence-base. The software currently being used in the portal is Zendesk - zendesk.co.uk website including an inbuilt knowledge base designed to support careers information, advice and guidance sessions. Ongoing work continues to strengthen storage of data and compliance regulations.</p>
Scotland (UK)	<p>The Inverness Centre Digital Lab, for example, utilises robotics, 3D printing and Lego Renewables to inspire pupils in STEM. SDS is working closely with Careers Wales exploring gamification tools, as well has how to use nudging techniques to support individuals with their career decisions. AI and career development robust tools and innovation are currently being considered, developed and tested. (e.g., Skillscraft - skillsdevelopmentscotland.co.uk website was launched in January 2024, developed within Minecraft Education, the new game will allow primary and secondary school pupils to explore Scottish landmarks and learn through playing minigames in a series of lessons before moving onto a variety of build challenges. SDS is working closely with Careers Wales, the Department for Education (England) and the Careers Service in Northern Ireland (part of a UK-wide policymakers AI forum) examining options and opportunities.</p>
OECD, Paris	<p>ODICY - Observatory on Digital technologies in Career guidance for Youth - oecd.org website - the ODICY Digital Observatory on Digital Technologies in Career Guidance for Youth currently host over 40 cases studies of careers readiness good/interesting policies and practices including the application of AI in a career readiness context.</p>

Reflections

This report captures targeted and effective careers support initiatives adopted by the Careers Service³, situated alongside small, high-income countries and the province of New Brunswick, Canada. The Careers Service has established strong foundations, and the service is focused on targeted support at key transition points and beyond in a lifelong guidance context.

Some selected examples of its good and interesting careers policies and practices

- **a cadre of well-trained and professionally qualified Careers Advisers (CAs)** with recruitment of Trainee CAs underway
- **a Careers Occupational Information Unit (COIU)** actively liaises with key sectors to scope developments in order to inform careers guidance. Online publications provide citizens with the latest information from important sectors including growth areas, career profiles, progression routes, and new or emerging opportunities. These publications are made available to school pupils, careers teachers, careers advisers and adult career-changers
- **a series of careers management skills and CIAG quality-assured support services offered mainly (though not exclusively) to secondary schools**, with service level agreements in place approved by headteachers/principals, including systems designed to identify those most at risk
- **career guidance support for apprentices at the start and throughout their training**, with CA support offered as part of the lifelong guidance approach.
- **a growing number of interactive digital and hybrid approaches to careers service delivery.** These are designed enhance the user's careers guidance experience and deliver better-targeted support for those clients with additional needs; and
- **a focus on community partnerships (and new capital spend projects) designed to address the needs of young people and adults facing, or vulnerable to, social exclusion**, including those with special education need (SEN) and/or disability.

The Careers Service 'blanket interviewing' approach during the Covid pandemic was highlighted by Cedefop (2022) as an exemplar providing 'a safety net' for all young people during the health crisis. The service, based on findings from this study, is leading the way in its approach to supporting young people joining government-funded apprenticeships. This supports career decision-making and future pathways as they enter and progress through apprenticeship training. Even in countries with well-established apprenticeship training systems, career guidance is often overlooked as part of the learning lifelong experience. The emphasis on career guidance within apprenticeship training not only enhances career decision-making but can also contribute to reducing drop-out rates and supporting the overall wellbeing of young people.

Significant strides have been made focusing on supporting the learning of others through the production of labour market intelligence (LMI) resources via the COIU. A dedicated team is working on crucial elements within a potentially world-class national careers portal.

3 See also: The complementary report on ROI and ideas for future analysis, prepared by Dr Chris Percy, March 2024.

Some challenges

- The Careers Service is universal, but awareness, engagement, and uptake is not universal for both young people and adults
- Balancing services for young people and adults, particularly for those most in need
- Poorly connected careers dialogue shared in and across institutions on student journeys
- Supporting mid-life career reviews for adults in work
- Unclear roles and responsibilities of stakeholders in the careers support eco-system
- Lack of a full-time university careers adviser training programme in Northern Ireland. This is an anomaly compared to other countries.
- Ageing workforce and the need for diverse role models.
- Strengthening capacity building through upskilling the education, training, and community development workforce.
- Need for better co-ordination of lifelong guidance policies between and across government departments.
- Limited domestic evidence base on the impact of specific interventions (e.g. lack of comparison group or quasi-experimental evaluations), hindering efforts to improve or prioritise services.

Future considerations

The Careers Service plays a pivotal role in expanding individuals' awareness of evolving workplace dynamics, fostering career management skills and decision-making abilities, supporting individuals to adeptly manage transitions, challenging gender stereotypes, contributing to the reduction of NEET (Not in Education, Employment, or Training) rates and social inequalities. Theoretical work and longitudinal case study reviews have documented the likely value of career guidance to enhanced wellbeing. A separate report presents positive Return on Investment (ROI) evidence, shedding light on the cost-benefits and returns to the Treasury resulting from key aspects of the Careers Service's work in two beneficiary groups, students in school (Years 10-14) and unemployed adults, representing 86% and 3% of frontline delivery time respectively during the 2022/23 academic year.

Finally, this paper serves the Department for the Economy Careers Service with its partners as a working document, aiding in the formulation of strategic plans and ongoing dialogue with Ministers, policymakers, and key stakeholders committed to building dynamic and sustainable career guidance support mechanisms for the people of Northern Ireland, both now and in the future. It may also provide useful insights that other countries can benefit from.

Appendix 1 – Lifelong Guidance Expert Informants

Country	Special thanks to ...
Austria	<ul style="list-style-type: none"> Wolfgang Bliem, Team Leader and Project Manager, ibw.
Belgium (Flanders)	<ul style="list-style-type: none"> Joke Verlinden, Euroguidance Co-ordinator, Flander Stefany Tan, Policy Adviser, GTB Vlaanderen
Denmark	<ul style="list-style-type: none"> Maria Jorsal, Center Leader, Ungecenter Frederiksberg Kirsten Kildedal Steffensen, Manager, Ungecenter Frederiksberg Else Lücking, Team Leader, eVejledning
England	<ul style="list-style-type: none"> Dr Chris Percy, Senior Associate, dmh associates Dr Michelle Stewart, Independent Consultant Liane Hambly, Independent Consultant and Trainer Professor Siobhan Neary, Head of the International Centre for Guidance Studies (iCeGS), University of Derby Beverley Banerji, Operations Team, National Careers Service
Estonia	<ul style="list-style-type: none"> Margit Rammo, Euroguidance Coordinator, Estonia
Finland	<ul style="list-style-type: none"> Professor Jaana Kettunen, University of Jyväskylä Dr Raimo Vuorinen, International Lifelong Guidance Expert
Iceland	<ul style="list-style-type: none"> Jónína Ólafsdóttir Kárdal, Career and Guidance Counsellor and President of the Icelandic Association of Educational & Vocational Guidance and Counselling
Ireland	<ul style="list-style-type: none"> Dr Carol Guildea, Guidance Specialist (Policy, Practice and Research), Department for Education Aisling Fleming, Programme Chair MSc / Grad Dip Guidance Counselling at Dublin City University Jennifer Mc Kenzie, Cedefop CareersNet Expert
New Brunswick - Canada	<ul style="list-style-type: none"> Ransford Lockhart, Associate Director: Community Engagement, Strategic Partnerships, Experiential Learning and Centres of Excellence, System Excellence and Innovation Mike Cusack, Director, Digital Learning and Design Education and Early Childhood Development, Department of Education & Early Childhood Development, New Brunswick
New Zealand	<ul style="list-style-type: none"> Nina Ilve, Deputy Chief Executive, Tertiary Education Commission Cheri Perrow, Rebecca Du, Serena Tahiti and Gabreille Reilly representing the CDANZ, higher education and community sectors
Northern Ireland	<ul style="list-style-type: none"> Justin Kerr, Head of Careers Service, Department for the Economy Jillian Strain, Careers Strategy Delivery & Performance, Department for the Economy Raymond McAuley, Careers Strategy Delivery & Performance, Department for the Economy Glenn Phair, Economist, Skills and Inclusion Branch, Department for the Economy Gerard Taggart, Skills and Inclusion Branch, Department for the Economy
Norway	<ul style="list-style-type: none"> Eirik Øvernes, Head of Department of Career Services, Norwegian Directorate for Higher Education and Skills Karoline Tellum-Djarraya, Section Leader, Norwegian Directorate for Higher Education and Skills, Norway Ida Holth Mathiesen, Cedefop CareersNet Country Expert.
Scotland	<ul style="list-style-type: none"> Sandra Cheyne, National CIAG Policy and Professional Practice Lead, Skills Development Scotland (SDS) Lorraine Morrison, Digital Manager, Skills Development Scotland (SDS)

Country	Special thanks to ...
Sweden	<ul style="list-style-type: none"> Nina Ahlroos, Senior Advisor, National Co-ordinator for Euroguidance, Department for International Cooperation, Sweden and Cedefop CareersNet Country Expert
Switzerland	<ul style="list-style-type: none"> Daniel Reumiller, Leiter BIZ Canton Bern, Deputy Head of MBA and President of KBSB Koorosh Massoudi, Associate Professor of lifelong career development at the University of Lausanne Jonas Masdonati, Associate Professor of vocational psychology at the University of Lausanne and President of the European Society for Vocational Designing and Career Counseling (ESVDC)
Wales	<ul style="list-style-type: none"> Nerys Bourne, Cyfarwyddyd Strategaeth Cwsmeriaid a Datblygu Gwasanaethau Director of Customer Strategy and Service Development, Gyrfa Cymru Careers Wales

Thank you also to Euroguidance and CareersNet coordinators and Country Lifelong Guidance Experts for their invaluable work in producing country specific reports and Lifelong Guidance Inventories of systems and practices - [Inventory of lifelong guidance systems and practices - CEDEFOP - europa.eu website](#)

Appendix 2 – Country Case Studies

Country / Province and Policy Context	Theme 1: Career guidance in schools (e.g., where multiple types of careers information, advice and guidance activity can take place: one-to-one guidance interviews, group work, class talks, assemblies, CV workshops, career talks, employer engagement activities, labour market intelligence etc.)
<p>Austria Austria has a wide variety of institutions, providers and initiatives in career guidance, with an equally wide variety of responsibilities. There is no uniform system of educational and vocational guidance, but there are certain legally regulated responsibilities and coordination efforts. It was one of the few European countries that developed a Lifelong Guidance Strategy based on broad discourse and approved by the government over the last 20 years. This spans across sectors, not just limited to individual educational areas, life phases or sectors. The longstanding Austrian National Lifelong Guidance Forum²⁸ actively involves the variety of Austrian Lifelong Guidance stakeholders.</p> <p>“A distinction can be made between two established advisory systems that complement and support each other: (i) career guidance and counselling by education and training institutions; and (ii) career guidance and counselling provided by public employment services (AMS), social partner organisations and other semi-public or private institutions.” (Extract from Cedefop Country Report, 2020)</p>	<p>Within the new curriculum (Autumn 2023), educational and vocational orientation (Bildungs- und Berufsorientierung)²⁹ features in all schools. Provision is regulated by the School Organisation Act⁴ and defined in more detail in the School Education Act³⁰. However, in the curricula of different school types and in various decrees of the Ministry of Education, Science and Research (BMBWF) educational and vocational orientation tasks and activities are outlined in detail. In addition, the Labour Market Service Act³¹ stipulates that the Austrian Public Employment Service (AMS)³² must provide information on the labour market, as well as advice on issues such as the choice of occupation. AMS operates around 70 career information centres, which are open to all interested parties, regardless of age or educational level; some of these centres specialise in youth counselling. AMS services are organised in tiered levels:</p> <ul style="list-style-type: none"> • At the first level, there are self-help career guidance resources which are accessible online. • At the second level are resources for group-based career guidance, which are focused on acquiring basic literacy skills, writing a CV and a cover letter, preparing for an interview, joining job clubs, increasing client motivation and self-confidence, and becoming employable etc. • At the third level are services for individual and personalised career guidance. <p>AMS activity is currently supervised by the Ministry of Labour and Economy (BMAW) and aims to promote social inclusion and active labour participation of all citizens. AMS provides access to self-service tools aiming to provide access to career information (Info zones, career information centres), apprenticeships, traineeships and jobs (Service zone), and intensive guidance (Counselling zone).</p> <p>In the education sector, the school curriculum has integrated school-to-work issues through timetabled career education programmes. Guidance services are treated by policy stakeholders as playing an important role in preventing and reducing unemployment, labour shortages, skill mismatch and in improving labour mobility. Educational and vocational orientation in schools starts formally from the seventh grade in lower secondary level with educational and vocational orientation lessons, approximately at the age of 12. In many cases, however, vocational orientation measures are already taken before this, albeit voluntarily. There is growing recognition of the need to start career related learning early in the education system.</p> <p>Austria uses a three-level model for the development of career guidance in schools, ranging from career education lessons taught by career teachers (only at lower secondary level, ISCED 2), to individual advice provided by student advisors and specialised support from the School Psychology Service (at lower secondary level, ISCED 2, as well as upper secondary level, ISCED 3 to 5). More recently, educational and vocational orientation co-ordinators have also been established in schools.</p> <p>The corresponding decree of the Ministry of Education stipulates one careers guidance coordinator for up to 125 pupils, 2 for more than 125 pupils, and 3 for more than 250 pupils to support students' school to work transitions. There is currently no publicly available information on the ratio of professionally trained careers counsellors to school students.</p>

Country / Province and Policy Context	Theme 1: Career guidance in schools (e.g., where multiple types of careers information, advice and guidance activity can take place: one-to-one guidance interviews, group work, class talks, assemblies, CV workshops, career talks, employer engagement activities, labour market intelligence etc.)
Austria (continued)	<p>Within the framework of educational and vocational orientation at schools, practical work experience (job shadowing, taster days) also takes place from the eighth grade onwards, the organisation and extent of which is regulated as a school-related event in the School Education Act (Schulunterrichtsgesetz – RIS - Schulunterrichtsgesetz - bka.gv.at website). For the purpose of individual educational and vocational orientation in, for example, industry, pupils from the eighth grade onwards, i.e., also in the upper secondary schools (general and vocational education), can be granted permission to stay away from lessons for up to 5 days in the school year (para. 13b SchUG). In addition, teachers at all lower and upper secondary schools (i.e., from 5th to 13th grade) are active as student and educational counsellors. A core task of these counsellors is to inform pupils about further educational pathways as an orientation aid and preparation for decisions.</p> <p>Another distinctive feature of the Austrian system is nationwide tests for young people aged 13-14 (eighth grade of compulsory schooling, partly in seventh and ninth grades) set up throughout Austria by the career guidance services of the economic chambers under the collective name 'Talent Check'. The tests are usually offered in combination with other counselling services and are designed to help young people recognise their interests, strengths and potential, but also to identify further counselling needs. Depending on the federal province (<i>Bundesland</i>), this testing is structured very differently. In Styria and in Salzburg it takes place centrally in large test centres, in Upper Austria and Vorarlberg testing and counselling takes place directly at schools, and in Lower Austria is decentralised in various career guidance centres. In Vienna, for example, there is no comparable offer but only a reduced version of a skills-check in schools. The Chamber of Carinthia offers a skills-check only but centralised in a test centre. In most federal provinces (<i>Bundesländer</i>) the economic chamber is cooperating with the respective school authorities and/or the provincial governments, but also with universities and the ibw, Research and Development in VET (<i>Institut für Bildungsforschung der Wirtschaft, ibw</i>) to develop the test systems.</p> <p>The centres and test systems are run and financed by the regional Chamber of Economy, in some provinces, co-financed by the federal province government. For young people the testing and counselling is usually free of charge. (Examples: Talentcenter der WKO Steiermark – talentcenter.at website, Talente-Check Salzburg - talentecheck-salzburg.at website, or Der NÖ Talente Check – talentecheck.at website).</p> <p>With the pre-vocational school (Polytechnische Schule) at the ninth grade there is a type of school which, as a transition level into continuing vocational education and training (especially apprenticeship), has a special focus on vocational orientation and pre-vocational training. This type of school, with its focus, is also regulated in the School Organisation Act (SchOG). For some years there has been an increased focus on vocational and educational orientation at the 11th and 13th grades for young people aged between 17 and 19, in order to support pupils on the upper secondary level in their transition to working life, further education or studies. These offers are summarised under the programme name 18plus – 18plus.at website (formerly <i>Studienchecker</i>) and are supported by the BMBWF and the Psychological Student Counselling Service (<i>Psychologische Studienberatung</i>) and School Psychology (<i>Schulpsychologie</i>). Participation by schools in this programme is mainly voluntary.</p>

Country / Province and Policy Context	Theme 1: Career guidance in schools (e.g., where multiple types of careers information, advice and guidance activity can take place: one-to-one guidance interviews, group work, class talks, assemblies, CV workshops, career talks, employer engagement activities, labour market intelligence etc.)
Austria (continued)	<p>Economic chambers provide region-specific career-related services for young people (at the end of compulsory education) to help them in their decision on upper secondary education within the highly complex Austrian education system (general education, school-based vocational education, apprenticeship training).</p> <p>They also offer guidance and support for students at the upper secondary level when deciding on a study programme or labour market entry and for adults in new and reorientation processes. Their service focuses on companies, supporting them especially in finding apprentices. For example, the career guidance and information services provided by BiWi Career information centre of Viennese Economic Chamber - wko.at website (BiWi, <i>Berufsinformationszentrum der Wiener Wirtschaft</i>), are only available to clients in the province of Vienna.</p> <p>In the context of the active labour market policies, and as a part of its dual system (apprenticeship), Austria has improved access to up-to-date career information and job shadowing for different target groups, and has related them to the local, regional, national and international labour market opportunities. In the context of gender equality policies, Austria also provides access to gender-sensitive guidance approaches. These initiatives are supported by national and regional policies which offer financial support for projects and services that promote equal access for women and girls, for example in apprenticeships with a low proportion of women.</p>

Country / Province and Policy Context	Theme 1: Career guidance in schools (e.g., where multiple types of careers information, advice and guidance activity can take place: one-to-one guidance interviews, group work, class talks, assemblies, CV workshops, career talks, employer engagement activities, labour market intelligence etc.)
<p>Belgium (Flanders) Belgium is a federal State with a complex institutional structure. The country is divided into Flemish, Dutch and German speaking regions:</p> <ul style="list-style-type: none"> • the Flemish Region, • the Walloon Region • and the Brussels Capital Region. <p>Certain matters, such as education (and thus guidance in education) are a community concerns, employment is a regional matter and areas such as social insurance are federal matters. Each community has its own legislative body and its own government, in addition to the federal government, and is responsible for education, training and employment. This decentralised model operates in a segmented landscape. The Flanders Government wants to maximise measures that strengthen careers and competences, regardless of status or profile.</p> <p>Within the Education & Training policy domain, lifelong guidance is organised differently according to education/training level. The new decrees 'Reform of the Pupil Guidance System' (into effect on 1/9/'18) and 'Modernisation of Secondary Education' (into effect on 1/9/'19) lead to structural changes within CLB centres and schools.</p> <p>The Flemish Ministry of Work and Social Economy sets out policies related to work and social economy, including competence policy and career policy.</p>	<p>In primary and secondary education, the 'Centra voor Leerlingbegeleiding' (CLBs) are pupil guidance centres offering services for pupils in compulsory education, their parents, teachers and other school professionals. Schools are responsible for (education) career guidance and CLBs provide them with support when requested, e.g. through information provision on the educational landscape or the provision of (study) career guidance tools. Every school's policy should now include an integrated policy plan for pupil guidance, covering 4 domains: educational guidance, learning and studying, psychological and social functioning, and preventative healthcare.</p> <p>Pupils enrolled in training at SYNTRA Vlaanderen can also avail of CLB services, as can their parents, mentors and teachers All of the above-mentioned activities are made available. Every CLB activities aim to optimize pupils' wellbeing and functioning within the school environment. CLB teams are multidisciplinary (doctors, social workers, psychologists, assistant psychologists, nurses, and intercultural consultants). In 2018-19, 265,000 pupils (22.17% of the total pupil population) asked the CLB for information and/or advice. Around 1 in 10 pupils ask their CLB one or more questions in relation to their study or learning pathway.</p> <p>CLB centers work complementary to what schools (or Syntra Dual Learning Centres) provide. Every school and Syntra Dual Learning Centre have a policy contract or policy plan with their specific CLB to formalize the partnership. CLB services focus on 4 areas:</p> <ol style="list-style-type: none"> 1. Learning & studying reading/ speech/writing, intelligence, fear of failure, learning difficulties, ... 2. (Educational) career: monitoring of compulsory education, study-choice guidance, learning pathway guidance, provision of information on the education system and the labour market, special needs education (e.g. certificates) training in working with guidance tools 3. Preventive health care: medical check-ups, vaccinations, follow-up of contagious conditions, information on nutrition / substance abuse / mental health issues 4. Socio-emotional development: behavioural problems, bullying, social skills, emotional problems. <p>There is currently no publicly available information on the ratio of professionally trained careers counsellors to school students. A result of collaboration between CLB umbrellas, Onderwijskiezer – onderwijskiezer.be website offers a fully integrated service linking learning opportunities, professions and labour market information. The website offers links to guidance tools (e.g. self-assessments) and information for guidance counsellors. A team of CLB counsellors ensures updates on a continuous basis and in cooperation with external partners, such as the VDAB and the Ministry for Education and Training. In 2018-19, Onderwijskiezer attracted over 2,000,000 unique visitors (over 20% increase compared to 2017-18) and received 1,335 questions through the online chat module.</p> <p>In the Belgium Capital city of Brussels, the multi-partner one-stop service <i>Beroepenpunt/Cité des Métiers</i>³³ was established in 2018 through a partnership between VDAB, Actiris and Bruxelles Formation. This belongs to the international 'Cité des Métiers' network, which was set up in Paris in 1993. <i>Beroepenpunt/Cité des Métiers Brussels</i> is a cross-sectoral initiative, open to anyone looking for information and/or career guidance. Services are anonymous and free of charge.</p>

Country / Province and Policy Context	Theme 1: Career guidance in schools (e.g., where multiple types of careers information, advice and guidance activity can take place: one-to-one guidance interviews, group work, class talks, assemblies, CV workshops, career talks, employer engagement activities, labour market intelligence etc.)
<p>Belgium (Flanders) (continued) <i>The Ministry of Chancellery and Administration is responsible for the Agency for Community Integration, which contributes to the aims of the Flemish integration policy. To a certain extent lifelong guidance is also a matter of policy domains such as Culture, Youth, Sports and Media. Several youth organisations provide guidance services, often aiming at specific target groups. In the socio-cultural work sector, guidance services are offered by several organisations.</i></p> <p><i>The Public Employment Service, VDAB, is committed to supporting every jobseeker in the search of a matching job (social function). The service aims to be a reliable partner in HR policy and supports job vacancies to be filled as quickly and efficiently as possible (economic function). To meet these goals, VDAB offers information, mediation, and training, and it monitors the quality of recognised career guidance centers. Through career guidance vouchers, people in (self-) employment can receive career guidance in the VDAB-recognised centers. Actiris is the employment agency in the Brussels Capital Region and collaborates with VDAB (e.g. referral to training). It published a career guidance monitoring report in 2021, focusing on career guidance through VDAB mandated centers that work with the well-established career voucher system. At the end of June 2021, 265 mandated career guidance centers were active. Within a 5km radius, citizens can access on average over 21 career guidance centers. Besides these mandated centres other types of career guidance services exist as well.</i></p>	<p>The Flanders public employment service, VDAB, holds cooperation agreements with education umbrellas GO!³⁴ Education of the Flanders Community and Catholic Education Flanders (KOV). These agreements focus on career guidance, labour market information and on cooperation at regional level. For example, VDAB contributed its expertise in conducting career conversations through professionalising employees of the Community Education (GO!) central services. Several trainers at GO!, who were trained by VDAB, went on to train and coach GO! teachers in conducting career interviews with their students. An in-service training offer was developed by GO! for teachers, student counsellors and educational career counsellors. VDAB offers information, mediation, and training and it monitors the quality of recognised career guidance centres³⁵.</p>

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<p>Denmark The Danish guidance system consists of different elements (Ministry of Higher Education and Science & Danish Agency for Science and Higher Education, 2020) and involves:</p> <ul style="list-style-type: none"> • municipality-based career guidance on transition from compulsory education to upper secondary education (academic or vocational) (Municipal Youth Guidance Units) • regional guidance centres (Study and Career Guidance Denmark): offering career guidance on transition to higher education and guidance about initial vocational education and training (IVET) • educational institutions: offering guidance services in relation to preventing drop out • the preparatory youth effort: guidance for NEETs • eGuidance in Denmark - ug.dk website: career guidance for all people using a 4 C model and career learning approach • many different providers (trade unions, job centres, eGuidance, prisons etc.) including career guidance for adults. 	<p>To ensure a coherent and coordinated guidance provision, the different career guidance providers are required to cooperate (Undervisningsministeriet [Ministry of Education], 2020f, para. 25). Education institutions plan activities focused on student retention in cooperation with the municipal youth guidance units and the regional guidance centres (Undervisningsministeriet [Ministry of Education], 2020, para. 59, 2019c, para.12).</p> <p>Students deemed not ready for upper secondary education are entitled to individual guidance. All other students receive collective guidance in the form of class-based guidance activities (Undervisningsministeriet [Ministry of Education], 2020f, paras.3 and 5). Guidance counselling increasingly targets young people deemed at risk of being unable to choose, enrol in or complete a programme of upper secondary education within the last year.</p> <p>It is politically acknowledged that this approach is perceived as stigmatising young people at risk. Therefore, the government and other political parties have voted for a dismissal of the assessment of educational readiness. A new law is being presented within the next few months and anticipated to be applicable from August 2024. In other words – all municipalities in Denmark will have a new framework for guidance of students/pupils who are at risk of not entering or complete upper secondary education after elementary school.</p> <p>Career guidance in grades 8 to 10 (lower secondary school) must contain the following activities, as a minimum:</p> <ul style="list-style-type: none"> • introduction to optagelse.dk (a website where you apply for educational programmes) and the process of application for educational programmes • introduction to the Danish education system including career opportunities • introduction to how to work with the Education guide (ug.dk) and to eVejledning³⁶ • information meetings for students and parents; • “taster programmes” for upper secondary education (academic or vocational route) in the eighth, ninth and 10th grade to give students a “taste” of conditions, levels and requirements at different education institutions (Undervisningsministeriet [Ministry of Education], 2020f, para. 4). <p>Before completing lower secondary education (from nine or 10 grade), students should have a plan for their further education and training, called the personal education plan (Undervisningsministeriet [Ministry of Education], 2020c, para. 2c). This plan should include student’s goals for post-compulsory education; student’s preferences in terms of upper secondary education; the optional Year 10; employment or other activities preparing student for upper secondary education; assessment of the youth guidance centre or school, of student’s readiness for upper secondary education and any response from parents. For students choosing the optional Year 10, the education plan must outline student’s goals for the year. Moreover, the education plan functions as an application for admission to vocational training, general upper secondary education or Year 10.</p> <p>During Year 8 and Year 9 students must compile a personal study choice portfolio describing how they have benefitted from the guidance activities in which they have participated. All students in municipal lower secondary education must be offered career guidance by the municipal youth guidance units.</p>

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Denmark (continued)	<p>Furthermore, parents must be informed of the educational and career guidance available to young people within the municipality and the options for education and training after completing lower secondary education (Undervisningsministeriet [Ministry of Education], 2020c, para. 3).</p> <p>Guidance from the municipal youth guidance units must include the following activities, as a minimum:</p> <ul style="list-style-type: none"> • introduction to the process of application to an upper secondary education program (vocational or general/academic) • introduction to upper secondary education programs (vocational and general/academic) • the municipal youth guidance units must ensure that digital tools are an integral part of guidance provision. In this respect, there should be an introduction to the national guidance portal (UddannelsesGuiden - ug.dk website) and to eGuidance; • information meetings for students and their parents; • taster courses to upper secondary education programmes (in forms 8 and 10); and • work experience – optional. <p>When a student under 25 years old drops out of, or completes an education programme, the institution has to inform the municipal youth guidance units. This also applies in cases where the educational institution believes that the student is at risk of dropping out (Undervisningsministeriet [Ministry of Education], 2020c, para. 12c).</p> <p>Schools are responsible for the topic of education and work, with courses planned in cooperation with the municipal youth guidance units (den kommunale ungeindsats) (Undervisningsministeriet [Ministry of Education], 2020a, para. 7). In some municipalities though it will be handled by the youth guidance unit. That is always a local decision. Teaching should be integrated within the school and its subjects. There are no stipulations regarding the amount of teaching. The municipal youth guidance units are responsible for compiling an education plan in cases where the student is assessed as not ready for upper secondary education. In all other cases, this responsibility belongs to student's parents or guardians (Undervisningsministeriet [Ministry of Education], 2020c, para. 2, although the details are not defined in the relevant legislation).</p> <p>Ungecenter Frederiksberg – ungecenter.frederiksberg.dk offers a one-stop shop service. It is an interdisciplinary unit targeting young people between the ages of 13-29. Ungecenter Frederiksberg consists of both a job centre, educational guidance, employees from the Social Department and others. The work is based on a joint strategy of job-in-focus, and the core task is to create the framework for all young people in Frederiksberg to get a job and education. There are plans to pilot Praise³⁷ a software package designed to assess soft skills to be introduced with the educational and vocation guidance process. This will be part of the digital jobcentre.</p>

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<p>England (UK) <i>Major reforms in 2011 culminated in the Education Act 2011.³⁸ This does not specify the skills, competence or qualifications of the practitioners involved in delivery of career guidance. In 2022, the Department for Education issued further statutory guidance³⁹ which recommends, but does not require, that career advisers are qualified to level 6 (equivalent to Bachelor’s Degree or level 6 in the European Qualification Framework). England has a multiplicity of careers and employability providers and has adopted both centralised and decentralised approaches to services design and delivery, with responsibilities divided between the Department for Education National Careers Service⁴⁰, Department Work and Pensions (DWP) Jobcentre Plus, the Careers & Enterprise Company (funded mostly by the DfE), schools, colleges, local / combined authorities, universities, private and third sector organisations.</i></p>	<p>In 2010/2011, the Department for Education (DfE) replaced the well-established partnership model between specialist career guidance providers and gave new formal responsibilities to schools.⁴¹ The Gatsby Benchmarks for ‘Good Career Guidance’⁴² are used as a standard template to drive school improvement. Schools currently receive no additional funding from central government to ensure career guidance from professionally trained careers advisers is made available to students (though in many cases schools strive to do so with variable arrangements in place).</p> <p>Schools have a legal duty to provide career guidance for pupils.⁴³ This act does not specify the skills, competence or qualification of the practitioners involved in delivery. In 2022, the Department for Education issued further statutory guidance which recommends, but does not require, that career advisers are qualified to level 6 (equivalent to Bachelor’s Degree or level 6 in the European Qualification Framework).⁴⁴ The statutory guidance also requires all schools to have a careers leader to manage the development of careers programmes in the school which is often combined with other responsibilities in the school ranging from headteacher – teacher level. The government provides funds to the external Careers & Enterprise Company⁴⁵ to distribute funding support for universities and other training providers to offer additional training in the careers sector, primarily (though not exclusively to careers leaders in schools).</p> <p>The Careers and Enterprise Company (CEC) provides schools with a free Compass+ tool designed to assess their school’s careers provision against the Gatsby Benchmarks. This tool can track individual students’ careers interests and intended destinations (what they plan to do after leaving school) and track individual students’ actual destinations (what they do for 3 years after leaving the school). It also helps to plan and track careers activities for individual students. Careers companies (private and third sector), alongside sole traders each compete to provide career guidance to schools.</p>

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<p>Estonia (ES) <i>The national long-term development strategy ‘Estonia 2035’⁴⁶ focuses mainly on the health of our citizens, our preparedness for change and our relationship with the living environment. The strategy sets out five long-term strategic goals: (i) Estonia’s people are smart, active and care about their health; (ii) Estonia’s society is caring, cooperative and open; (iii) Estonia’s economy is strong, innovative and responsible (iv) Estonia offers a safe and high-quality living environment that takes into consideration the needs of all its inhabitants; and (v) Estonia is innovative, reliable and people-centred. The authorities responsible for the development of lifelong guidance are the Ministry of Social Affairs⁴⁷ and the Ministry of Education and Research⁴⁸, which have strategies for governance in the education and labour market areas.</i></p> <p><i>The Education Strategy 2021–2035⁴⁹ sets out the key educational goals for the next 15 years. The strategy states: “To ensure supported learning, we need to continue the development of the career services system and career education at school, including the development of a comprehensive system to discover and develop individuals’ capabilities. We also need to improve continuing training and retraining opportunities to respond swiftly to labour market changes and ensure that people are equipped with the right knowledge and skills for employment.” (ibid) The strategic goals of the employment policy are covered in the Welfare Development Plan 2023-2030⁵⁰.</i></p>	<p>Career guidance in Estonia is based on three pillars – career education, career counselling and career information provision – and is provided by both education and employment systems. The Education and Youth Board of Estonia⁵¹ supports educational institutions in the implementation of national curricula. Rammo highlights “As a result of the curriculum development process concerning entrepreneurship and career management skills, we are heading towards the better integration of career management and entrepreneurial skills within the curriculum application process over the forthcoming years” (January 2024).</p> <p>The school is obliged to ensure the availability of career-related services. This includes career counselling and career information services provided by PES or other means for making career services accessible to students (e.g., employing a career counsellor in the staff). The national basic school and national upper secondary school curricula include eight compulsory central topics, one of which supports pupils’ career planning – ‘Lifelong learning and career development’⁵². In addition, the curricula are accompanied by the syllabus of the elective subject and elective course in careers education (usually 35 academic hours - considered as an efficient approach for systematic development of CMS) which enhances the use of this possibility in the school curriculum.</p> <p>Rajaleidja centres⁵³ organise the provision and development of educational counselling services for parents, teachers and other educators of young people with special education needs (ages 15-18). The centres employ speech therapists, psychologists, social pedagogues and special educational teachers. The centres operate as part of the Education and Youth Board. The biggest client group receiving career services is students from general education (lower and upper secondary). PES provides group counselling, workshops and individual career guidance for students in grades 7-12, students in vocational education or youth in general.</p>

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<p>Estonia (ES) (continued) From 2019 onwards, the role of the Estonian Unemployment Insurance Fund (Eesti Töötukassa - the public employment service, PES)⁵⁴ is to ensure the provision of career information and counselling to all people regardless of their employment status or age. The National Career Guidance Forum⁵⁵ has been re-established by the PES. This overarching body consists of relevant partners, with whom the coordinated development and availability of career services across Estonia is jointly monitored and where development areas are discussed. <i>karjääriteenusud</i> (in English translates to lifelong guidance, with three pillars promoted careers education, career guidance and career counselling).</p> <p>The Education Act of the Republic of Estonia⁵⁶ stipulates that career guidance of children and youth is the responsibility of local governments. In 2022, the labour market situation in Estonia was strongly affected by the flow of Ukrainian war refugees who fled to Estonia. In the end of the year approximately 9000 Ukrainian refugees with temporary protection were working in Estonia and 6 285 were registered as unemployed (12,5% of all registered unemployed)⁵⁷.</p>	

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<p>Finland (FI) <i>Coordination and collaboration at national level for lifelong guidance is managed through a National Lifelong Guidance Forum. This national group is designated and co-chaired by both the Finnish Ministry of Education and Culture and the Finnish Ministry of Economic affairs and Employment. The Finnish Ministry of Education and Culture and the Ministry of Economic Affairs and Employment endorsed in March 2021 a joint National Lifelong Guidance Strategy 2020-23⁵⁸. The strategy is linked to the priorities of the government programme priorities in education, youth, employment, and social policies.</i></p> <p><i>Schools have the main responsibility for vocational and educational guidance. The Ministry of Education and Culture is responsible for the organisation of guidance and counselling services in comprehensive and upper secondary schools and in higher education. The Basic Education Act - Perusopetuslaki 21 - finlex.fi website (628/1998, para. 11), entitles every student to adequate guidance and counselling services throughout the school year (para. 30). Counselling services in vocational schools (Law 531/2017 - finlex.fi website, para. 61) and upper secondary general education (Law 629/1998 - finlex.fi website, paras. 7 and 22) are similarly prescribed by law.</i></p>	<p>The career education is a legally defined student entitlement in education in Finland and career education has a similar status as other compulsory school subjects in student's timetable. This implies that guidance counsellors are employed by the schools⁵⁹. Schools have to provide a local strategic and operational plan on the provision of career education and how they meet the goals of the national core curricula. The plan must include description on the organisation of guidance counselling, including operating methods, and the division of labour and responsibilities, as well as work in cross-sectoral networks, cooperation between home and school in guidance counselling, cooperation with working life and arrangements for the pupils' introduction to working life.⁶⁰ There are no legally defined binding definitions on the ratio. The demand for career guidance has increased and municipalities have recruited more guidance counsellors during the last years. For example, two years ago alongside with the extension of compulsory education from 9 to 12 years special attention was paid to career education and municipalities recruited more practitioners with governmentally allocated additional targeted resources.</p> <p>The national association of practitioners and the teachers' trade union recommend a ratio of 1:150⁶¹. This is to guarantee the access and entitlement for individual counselling.</p> <p>In grades 1 to 6, guidance is embedded in the work of the classroom teachers. Career education (guidance and counselling) is both a transversal theme in all subjects and a compulsory element in the curriculum, comprising 76 hours of scheduled activities for lower secondary students in grades 7 to 9. In addition, there is an entitlement for individual guidance, group counselling and a work-experience periods. From August 2021 onwards, students in grades 8. and 9. are entitled to more intensive personal guidance and counselling, if necessary, to prepare themselves for transition to upper secondary level education and further studies. This intensive guidance is documented in a personal development plan for further education (Law 1216/2020, para 11). Since August 2016, in upper secondary level there is also 76 hours of compulsory time for students in career education. If students are not enrolled in higher education within 12 months after they graduate, they are entitled to personal guidance and counselling to make personal plans for their future.</p> <p>In general, guidance services and career education are and co-ordinated by full-time school counsellors, who are employed by the school and must hold legally defined qualifications. The task of all teachers is to guide students in studies in the subjects they teach and to help them to develop their learning-to-learn skills and capabilities for learning. Career education addresses topics such as study skills and school attendance, self-knowledge, opportunities for further studies, and working life. The national core curricula define Career Management Skills as an explicit transversal learning objective for students and the teachers and school counsellors are obliged to conduct formative assessment how students are acquiring these skills. From the beginning of 2018 the new law on VET requires that in each 3-year programme there is a compulsory module (25-30 hours) on the development of Career Management Skills (Law on Vocational Skills 531/2017). A personal competence development plan is drawn up for every student. VET providers and their guidance counsellors are the main source of information and guidance for students. The public employment service produces labour market information, courses and guidance for young people as well.</p>

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<p>Finland (FI) <i>(continued)</i> Law 1214/2020 – Extension of compulsory education – finlex.fi website (1214/2020) became effective in 2021, raising the minimum school leaving age to 18 years. The reform included new entitlements for guidance and counselling for students but also new responsibilities to municipalities and schools to follow up the individual learning paths of students. Within the reform, emphasis has been placed on improvement of guidance and counselling, as well as student welfare services, along with the capacity of comprehensive schools to provide everyone with the skills to complete upper secondary education.</p>	<p>Various working methods should be used in accordance with the needs and readiness of individual students and groups. These include individual discussions with a focus on personal issues, small group guidance and whole classroom activities and practical introduction-to-working life periods. The groups are formed flexibly, considering the contents and opportunities for peer support. Within personal/individual guidance, students have the opportunity to discuss issues in relation to their studies, educational and career choices and their life situation. In small group guidance sessions, the student learns to deal with common issues within the group or those personal matters which can be shared with the other students in the group. The continuity of the career development process should be ensured by providing guidance and counselling at all grade levels. If appropriate, guardians should have the opportunity to discuss questions related to the students’ studies and their choices during joint meetings with the teacher, student counsellor, student and guardian.</p> <p>From the beginning of 2018 there is one Tutkintojen perusteet – Module of career education - oph.fi website in the national qualification requirement for each three-year vocational qualification. It is also integrated into all vocational subjects and transition skills are developed in cooperation with local employment and economic offices, companies and local youth services. Students are entitled to have support in the design and implementation of individual customised development plans during the studies.</p>

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<p>Iceland (IS) <i>The OECD Icelandic Education Strategy (OECD, 2021) indicates “a successful education pre-supposes that students make informed and considered decisions about their education based on their own fields of interest, strengths and values. Educational and vocational guidance supports both individuals’ continuous professional development throughout their careers and their ability to chart their own educational and professional paths in light of economic and societal changes. Priority is placed on ensuring that all persons are able to find productive uses for their competence and a purpose with their education, an approach which can help to reduce early school leaving and support participation in the labour market. Educational and vocational guidance should be made available at all school levels irrespective of the individual’s age and place of residence and should be provided by qualified specialists” (p.50).</i></p> <p><i>In Icelandic schools, the career and guidance counsellor role is particularly well established in most places. At present, current reforms of continuous education and key stakeholder consultations are underway that may possibly impact on career centres and career and guidance counsellor activities. In recent years there has been investment in the system to improve access to labour market information and tools that can support the career guidance process.</i></p>	<p>Career guidance and counselling and career education is very prominent and is under the pillar Skills for the Future. The provision of career guidance is a legal requirement for both compulsory schools and upper secondary schools. Guidance counsellors have to be appropriately qualified (at Masters level) and certified by the government. Schools are not allowed to permanently appoint guidance counsellors who are not certified. Legally it states that students should receive career guidance and counselling by a specialist with the credentials. However, this does not mean that schools cannot hire someone else particularly where there is a shortage of career and guidance counsellors e.g. in rural areas. This simply means individuals cannot use the title ‘náms- og starfsráðgjafi / career and guidance counsellor’ as this is a protected job title.</p> <p>There is no national inspectorate or other kind of quality assurance process, though head teachers are well known for being highly committed to career guidance and overseeing the work of the school guidance counsellor. The Ministry of Education evaluated guidance in compulsory schools (2020)⁶², something that shows the interest of authorities to inspect guidance. Headteachers, parents and students agreed that guidance counsellors had a very important role within schools, both in preparing students for further studies and in assisting them with personal issues, as well as social issues.</p> <p>Identification of need takes place in early elementary, later elementary but mostly in secondary schools. Career education is not a core curriculum subject; however, one school has embedded this in their core curriculum. Also, a school subject elective ‘Náms- og starfsfræðsla - career education’ exists in secondary schools to prepare young people for their next step after the matriculation exam. 8th to 10th Grade career education, relies mostly on teacher referrals, though career and guidance counsellors try to put time in into the school curriculum and if extra time is needed then there is a co-operation between them and teachers. All parties generally make efforts to introduce options, attend fairs and all of the above-mentioned activities.</p> <p>Earlier evidence in Iceland shows “structured discovery- and experiential-based approaches had a positive impact on career learning and reduced the high drop-out rates in upper secondary schools in Iceland” (Vilhjálmssdóttir, 2007; 2010)⁶³</p>

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<p>Iceland (IS) (continued) This has seen the development of a national careers information website⁶⁴ co-funded by three Ministries, led by the Icelandic Education Centre, and an Icelandic interest inventory system Bendill⁶⁵ which is now used at all school levels. These resources have been well used both by individuals and by career counsellors.</p> <p>Career and guidance counsellors in Iceland are part of the Nordic Research Network on Transitions, Career and Guidance (NoRnet)⁶⁶. This is a network of active researchers in the Nordic region. The network’s core objectives are to 1) strengthen research collaboration among research environments in the Nordic countries; 2) support international collaboration on topics important to the Nordic countries through a biennial international conference and network seminars; and 3) disseminate research results, inspire international research development and increase international awareness of Nordic research on transitions, career and guidance.</p>	

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<p>Ireland</p> <p><i>The Irish Ministry has recently published a new National Strategic Framework for Lifelong Guidance and Action Plan (2024-2030)⁶⁷</i></p> <p><i>While guidance services have long been in existence in the Irish context, this national strategic framework provides a vision for the conscious, systematic alignment of services throughout all sectors, along a continuum, recognising the diversity of supports required at different stages of education and career journeys. This strategic framework will therefore allow for a more visible, accessible, streamlined and complementary provision of guidance throughout Ireland. The framework and action plan are informed by an extensive and comprehensive national consultation with stakeholders (DE, 2023) as well as the findings and recommendations of the Indecon Review of Career Guidance (2019) and the OECD Review of National Skills Strategy (2023). An advisory group also supported the development of this framework.” (p.3)</i></p> <p><i>The aim of this framework is to bring a focus and a coherence to the existing services and structures, in particular in schools, higher education, the further and higher education system, and adult guidance services that are key supports to young people and those entering the workforce in making initial decisions about their educational journeys and career pathways.</i></p>	<p>Pupils have a legal entitlement to access guidance. The Education Act (Section 9) requires that a school should use its available resources to ensure students have access to appropriate guidance to assist them in their educational and career choices. The government also specifies that guidance counsellors in schools must be a qualified and registered teacher and be qualified for school guidance work. In practice, some guidance counsellors in schools qualify through alternative pathways that do not include teaching, but the requirement to hold a valid guidance qualification is critical. In schools, the practitioner, a teacher with an additional guidance counselling qualification can work with students in the interrelated areas of personal, education and career guidance counselling.</p> <p>Guidance counselling is a specialised support provided in schools (also the tertiary education system and in other locations within the broader provision of lifelong guidance). It refers to the direct support provided to an individual or a group of individuals by an appropriately qualified guidance counsellor. Guidance counsellors undergo specific and defined training and are qualified to support and facilitate individuals with decision-making, life choices and promoting wellbeing. In addition, guidance counsellors engage in many highly skilled guidance-counselling activities to facilitate decision-making and personal development for an individual and to support personal, social, educational and career choices. Guidance counselling is person-centred, holistic in nature and incorporates educational, career and personal/social elements. Guidance counsellors aim to empower individuals who are supported to develop a capacity for adaptation, innovation.</p> <p>At post-primary level, guidance is a whole-school approach⁶⁸ and refers to: a range of learning experiences provided in a developmental sequence, that assist students to develop self-management skills which will lead to effective choices and decisions about their lives. Ireland has a well-established guidance system embedded into its schools. The system can be described as a guidance counsellor system, meaning that career guidance is provided by a school employee who also has responsibility for the wider personal and pastoral care and development of pupils in the school. Each post-primary school receives an allocation in respect of whole-school guidance provision. The allocation is calculated by reference to the approved enrolment, including Post Leaving Certificate pupils.</p> <ul style="list-style-type: none"> • Allocations for post-primary guidance are provided in accordance with the type or category of school. For example, a school of 500 students will accord approximately 44 hours for guidance if the school is Delivering Equality of Opportunity in Schools (DEIS), approximately 19 hours if the school is non DEIS but within the free education scheme, and approximately 12.5 hours if the school is fee-charging (p.13)⁶⁹. The ratio of guidance counsellors to schools is not a fixed or static allocation. <p>In addition to the specification found in the Department of Education’s Programme Framework, there is also additional requirements for those guidance counsellors who are members of the professional association (the Institute of Guidance Counsellors)⁷⁰. This framework highlights the competences that are needed to practice in the field. Many of them overlap with the areas developed in the government’s framework (e.g., counselling skills, assessment and various forms of professional practice), but they give a stronger emphasis to professional ethics, professional development, and self-care.</p>

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<p>Ireland (continued) <i>Four key strategic pillars have been identified as the essential building blocks to create a strong foundation for an evolving system of lifelong guidance: (i) Visibility and awareness of lifelong guidance services and information provision and strong co-ordination; (ii) Standards and quality throughout the lifelong guidance system; (iii) Access, inclusion and universal design; and (iv) Career-management skills and lifelong career mobility.</i></p> <p><i>A National Policy Group for Lifelong Guidance⁷¹ established in 2022, represents five government departments and each is committed to the vision and objectives outlined in this national strategic framework and the accompanying Strategic Action Plan (2024-2030). The work of the National Policy Group, government departments and regional and local guidance services will continue to be central within the lifelong-guidance landscape.</i></p> <p><i>A Lifelong Guidance Advisory Group was established in 2023, representing 12 organisations. The OECD Ireland Skills Strategy Review (May 2023) identified that effective guidance is needed within the contemporary Irish system to support individuals in accessing meaningful educational and employment opportunities.</i></p>	<p>Ireland takes a regulatory approach to the qualifications and competences of guidance practitioners in schools. Guidance is clearly defined, a model of practice recommended, and practitioners involved in its delivery are expected to be appropriately qualified. The nature of guidance practitioner qualifications is specified by government and only those that conform are recognised. Finally, the provision is inspected, and quality assured by an independent inspectorate external to the school who are empowered to comment on the qualification and competence of the professionals delivering provision.</p>

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<p>New Brunswick, Canada</p> <p><i>New Brunswick is a small province on the east coast of Canada, with a population of just over 830,000. It is unique for its nearly equal urban/rural split and its official bilingualism. The Department of Education and Early Childhood Development (EECD) maintains separate anglophone and francophone school systems for students in the province. The baseline data for the anglophone sector only in the 2022-2023 school year is as follows: 206 schools; 73,068 pupils; 5,711 educators; 12.8 pupil/educator ratio; 24,471 French immersion students; 4,785 high school graduates.</i></p> <p><i>Recently, the Department of Post-Secondary Education, Training and Labour released its annual labour market report (2023-2032)⁷². The report highlights that there will be over 130,000 job openings in key sectors during this 10-year period, of which 74 per cent will be due to retirements and 26 per cent will be from new job creation. This reality frames the imperative for the innovative COE model outlined below to prepare youth, who are expected to fill 54 per cent of these openings, with the remainder relying on immigration.</i></p>	<p>New Brunswick delivers career guidance through a school counsellor model. School counsellors are responsible for a wide range of counselling activities of which career guidance is one element. This is designed to deliver a holistic approach to pupil development where there is frequent crossover between career, academic and personal issues. Guidance programmes in schools address career- connected learning, socio-emotional learning, mental health and academic development.⁷³ Counsellors are involved in providing support, advocacy, in intervening in more intensive ways with pupils where necessary, and in providing leadership to individual pupils and to the school. In 2022, New Brunswick had 99,247 students and 163 guidance counsellors – a 609:1 ratio. But counsellors are not specifically career development professionals, likely they would have career education as part of their portfolio.</p> <p>School counsellors might also be involved in delivering curriculum, usually as part of the ‘personal wellness’ curriculum. It is a legal requirement for schools to provide pupils with access to school counsellors. The policy and regulations require guidance counsellors hold a master’s level counselling degree. This law was introduced recently and is still working through the system, but in the future all school counsellors will be trained to the same level. Qualifications School counsellors should be qualified to master’s level (equivalent to level seven in the European Qualifications Framework). Counsellor training programs typically prepare pupils for both private practice as a therapeutic counsellor and as a school counsellor.</p> <p>New Brunswick does not have a formal school inspectorate. However, school counsellors, like other teachers, will receive a formal developmental review from the school board every two or three years. This may include observation of practice and is normally likely to result in the creation of new developmental goals for the counsellor. There is continuing professional development (both online and face-to-face) offered to school counsellors provided by the province’s government. This means school counsellors have a lot of opportunities to keep up to date and upskill. New Brunswick has a highly qualified school counsellor workforce. The school counsellor role is designed to be holistic and generalist, with career counselling as an important focus within the role.</p>

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<p>New Zealand <i>In September 2023, a new National Careers System and Strategy was launched by the Tertiary Education Commission⁷⁴ following extensive consultations with the careers community, government agencies, industry and⁷⁵ wider community organisations. The key focus areas of the Strategy build on good work already happening within the careers ecosystem and signal a commitment to addressing the barriers and challenges people currently face when making career decisions. In November 2023, a new government⁷⁶ was officially sworn in.</i></p> <p><i>The Education and Training Act New Zealand - education.govt.nz website establishes the legal framework for the education system, including early childhood education, compulsory schooling, international education and tertiary education.</i></p> <p><i>Government is taking action through the Education Work Programme to support schools and kura to implement the Statement of National Education and Learning Priorities (NELP). e.g. Priority 2 - Schools must have high aspirations for every learner/ ākongā, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages, and cultures.</i></p>	<p>Guidance counsellors within secondary schools are mainly teachers. Groupwork is commonplace in schools, with 1:1 interviews made available to students, where resources permit. As students approach the key transition and exit point in Year 13 (age 18) the availability of 1:1 sessions vary widely, with some schools having a very limited ratio of guidance counsellor to students e.g., one school/college has 1 guidance counsellor to support 3.5 thousand students. It was reported Year 13 students are likely to receive between 13 - 30 minutes maximum in a guidance interview, depending on resource. There is competition for career guidance within the curriculum with other priorities identified such as literacy, numeracy and assessment to help students who fell behind in their studies as a result of Covid-19. While many commendable practices exist, the lack of a systematic approach and a funding framework mechanism means career guidance support is currently fragmented and under-resourced.</p> <p>An effective initiative supporting students to gain work experience, aligned with their career interests is the Gateway Programme⁷⁷. This is fully funded by government, stands out as this funding enables secondary schools to give senior students access to structured workplace learning integrated with school-based learning. Students' learning is assessed in the workplace, and they can achieve credits on the New Zealand Qualifications Framework (NZQF) towards their National Certificate of Educational Achievement (NCEA). The workplace learning should include:</p> <ul style="list-style-type: none"> • set unit standards for the student to work towards and achieve • specific assessment methods. <p>Trades Academies⁷⁸ were also highlighted a good/ interesting practice. These are secondary-tertiary programmes that provide senior secondary students access to a broad range of trades or technology learning opportunities to ensure they stay engaged in education. The programme is delivered through partnerships developed between schools, tertiary education organisations. The programme is full time (25-30 hours per week) for students already enrolled at school and: (i) consists of learning in secondary and tertiary settings; and (ii) may include work experience where this forms part of the tertiary or secondary programme.</p>

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Northern Ireland	<p>Careers Advisers currently work in all publicly funded post primary mainstream, Alternative Education Providers and special schools plus several independent schools delivering careers interventions to students from year 10 through to year 15 (typically pupils 14 – 18+). The Careers Service provides at least 95% of all year 12 pupils with professional and impartial careers information, advice and guidance, which can be delivered through interviews, group work, brief interventions and managed email. This is the primary focus for advisers and should take priority over work with other year groups. The Careers Service provides careers guidance to year 10 pupils (through any intervention method e.g. class talk, transition plan meetings, career guidance interviews) and assists Year 13 & Year 14 pupils towards a positive destination.</p> <p>Careers advisers record initial & subsequent interviews for pupils from year 12 in school. For Year 12 students (16 – 17-year-old) the Careers Service provides at least 95% of pupils in their final year of compulsory schooling with impartial and professional careers services, to support transition to a positive destination. A Group Work Framework has been developed to support careers advisers when delivering group work sessions to year 12 pupils in schools across N. Ireland.</p> <p>The current student ratio is 300 Yr12 pupils per FTE Careers Adviser (CA), based on a Yr12 cohort of 25,556 and 74.72 FTE CA staff resource. This allocation does not include services provided to other school pupil year groups or work with other clients – e.g adults.</p> <p>Those most at risk of leaving school early or at risk of not successfully transferring to education, training or employment are identified early in school, and actively supported until they are settled in a positive destination. Each academic year, a destination exercise is carried out to identify the destination of all year 12 pupils, with the Careers Service thereafter, actively case managing and providing careers services to all known 16- and 17-year-old NEET clients.</p> <p>An online client Application for Guidance helps to identify all clients career management skills and any barriers to career planning. For young people this is further complimented through engagement with schools to help identify those pupils considered as having priority need – including those with no career planning in place, those with barriers, those considered as vulnerable and those considered most at risk of becoming NEET, which can vary across schools. Services are also prioritised for other vulnerable client groups e.g.: care experienced, youth justice system experience or criminal behaviour, disability, refugees and asylum seekers, NEETS, unemployed adults, adults facing redundancy.</p>

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<p>Norway</p> <p>Career guidance is considered to be crucial to a wide range of Norwegian policy agendas. All citizens are entitled to education and training in a lifelong perspective to increase the population's employability.</p> <p>The overall aim of the lifelong career guidance policy is closely connected to the Norwegian Strategy for Skills Policy 2017 - 2021 - regjeringen.no website⁷⁹. Among other issues, the strategy points at the importance of a more comprehensive lifelong guidance system and of better system for gathering and giving labour market information.</p> <p>Ministries and strategic partners have worked closely together to design and implement a coordinated system for lifelong guidance. They have developed 15 county career centres offering free of charge career guidance services to all adults over the age of 19 (a legal requirement)⁸⁰. The centres also have an assignment to contribute to strengthen the quality and professionalism of the career guidance services both in schools and in the Public Employment Services (PES). The career centres are jointly financed by the county, the regional PES-authorities and the government. The centres are organised through regional partnerships for career guidance. Partnerships include municipalities, Nav Norway - nav.no website (PES) (online and at a regional level) and employer and employee organisations. The aims of the partnerships are like those of the national bodies but targeted at local/regional needs.</p>	<p>Students in lower secondary and upper secondary education (age 13 -19 years old) are entitled to receive careers information, advice and guidance as stated in the Norway Regulation to Education Act 2009 - lovdata.no website and the Norway Education Act 1998- lovdata.no website). The school management is responsible for addressing the student's right to guidance (Regulation to Educational Act §22). Teachers with additional roles as guidance counsellors are employed by the school and tasked with supporting the students' transition by providing careers information, advice and guidance and career learning, as well as social pedagogical counselling. These teachers will often, though not always, have additional competence in career guidance⁸¹. Bakke indicates "School counsellors are increasingly focusing on supporting career learning becoming more professionalised, increasing their competence to address careers issues and using career management skills as a framework for their practice." (key informant) In 10th Grade during the autumn, schools are busy preparing students for their application to Upper Secondary school and in the following year groupwork and one-to-one support are offered as an entitlement.</p> <p>A new compulsory programme in career development/career learning in secondary school for students aged 13 -15 years old ("Educational choice" - 110 hours are divided over 3 years) includes elements of groupwork in classes, career learning/ career management skills. The Directorate of Higher Education and Skills is currently working on competence standards for teachers. Implementation of the entitlement varies from school to school varies; time is often scarce due to how resources are prioritised and allocated. Mordell et al, 2022 highlighted "the minimum resources for careers information, advice and guidance is 2.2 minutes per student per week." The ratio of careers counsellors to students also varies. No more detailed information was available during our research.</p> <p>Guidance counsellors also organise assemblies and careers fairs. Diagnosis of student need is based on the student being pro-active in seeking career guidance, with inbuilt mechanisms for schools to identify student vulnerability.</p> <p>Both in the school (Student survey), the HE sector and the county career centres surveys are routinely administered and analysed about use and user satisfaction linked to career guidance services.</p>

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<p>Norway (continued) One of the important roles of the partnerships is also to help the career professionals gain a better understanding of changing labour markets. Key features in the current system:</p> <ul style="list-style-type: none"> • Overall responsibility for quality in career guidance services across all sectors • Cooperation and coordination between all the different career guidance provisions and the stakeholders involved • Career centres in all counties provide services to adults and short courses and seminars to support professional development. • Competence development and evidence-based research, both to advance career guidance as a specific professional field and to enhance competence development for professionals. • Developing a cross sectoral national Quality Framework career guidance. • A National Lifelong Guidance Forum⁸² comprises representatives from around 30 different stakeholders. The aims are to contribute to the development of an integrated lifelong guidance system, to improve the quality of career guidance services, and to increase cooperation among stakeholders. Skills Norway in the Directorate for Higher Education and Skills, has a leading role in the development of career guidance policies and practices in Norway⁸³. 	

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<p>Scotland</p> <p>Partners across Scotland have come together to deliver the most comprehensive review of Scotland’s career services. The Career Review has engaged hundreds of practitioners, partners and people entitled to services to co-design and create a set of recommendations on how services are delivered. Launched in February 2022, Careers By Design outlined ten recommendations designed to deliver the ambition of Scotland’s Careers Strategy⁸⁴. The final report of the Career Review⁸⁵ describes how this redesign will be delivered to ensure people can access the skills and experiences to grow and succeed in a rapidly changing world. The Changemaker Co-design Report (2023)⁸⁶ provides further detail on the Career Development model and an outline approach to experiential career learning. A Career Collaborative⁸⁷ guides the operating model i.e. a high-level overview of how services should be organised to deliver on the career review recommendations. It expresses a set of outcomes that the system needs to deliver and describes a set of principles that future services can be built upon and to which they must align.</p> <p>Scotland has an all-age, inclusive national career service delivered by Skills Development Scotland (SDS) which operates alongside services delivered by other partners. The organisation has careers advisers based in every state secondary school in Scotland, including additional support need (ASN) schools.</p>	<p>The organisation has careers advisers based in every state secondary school in Scotland, including additional support need (ASN) schools and an online presence and a CIAG telephone helpline. School based Careers Advisers (though some are not exclusively in schools, some may have a school and post-school portfolio), deliver all of the above-mentioned activities. Secondary S2 and S3 (ages 12 -14) students receive their first 1:1 career guidance with a careers adviser. Prior to this most will receive groupwork sessions and are introduced to their Careers Adviser and career managements skills at the Primary 7/Secondary 1 transition. All activities (including work with parents and school partners) are negotiated every year as part of the Service Level Agreement. SDS has a Needs Matrix assessment designed to identify those most in need. This triggers a joint discussion between the Careers Adviser and pastoral support team to validate the current individual need and level of service required to support. Post-Covid, the service has seen a rise in young people with mental health and wellbeing issues.</p> <p>School/Centre staff split: 74% of staff deliver the School Service offer across all maintained secondary schools; and 26% deliver the post school service offers. Some staff have a portfolio of school and centre/community, this may be due to rural settings for example. The majority (95%) of the school service offer requires the staff member to hold a QCG Qualification. This is all staff who deliver career guidance in the service offer. The post-school service offer is more evenly split with a minimum of 48% of the staff required to hold a QCG qualification as they are in the role of careers adviser and delivering career guidance. Other staff including trainees and apprenticeships are engaged in employability activities and support activities to the qualified advisers. Work coaches utilise key worker approaches to engage and maintain the most vulnerable young people in activities and provision.</p> <p>The current profile of customer facing staff is that 86% hold a QCG qualification (they are employed as Careers Advisers, delivering career guidance) and a further 4% of staff are currently being sponsored to achieve their QCG qualification (careers adviser talent pipeline). Some of those employed as Work Coaches hold a QCG qualification but it is not possible to identify how many. Colleagues within some national executive roles, for example in the Policy & Professional Practice team, hold the QCD due to their practice development, learning focus and resource development. They will have come from frontline career guidance delivery.</p> <p>Activities in primary schools are mostly My World of work online class resources (e.g., Animal Me Primary School lesson plan – Educator section) and My World of Work Live⁸⁸ with events/sessions and resources designed to assist children and teachers to consider STEM in the classroom. (e.g., Inverness has a Digital Lab within its current career centre where local primary pupils visit and engage in class size activities with topics such as robotics). In post-primary schools, SDS advisers equip teachers to embed labour market information in curriculum activities through lesson inserts, meta-skills in subject lessons, employer and industry engagement through Marketplace and Foundation Apprenticeships in senior phase creating recognised work-based learning, experience and increased employer interaction.</p> <p>As part of Scottish Government’s ‘Young Person’s Guarantee’, a national network of 21 industry led Developing the Young Workforce (DYW) Regional Groups⁸⁹ covers the whole of Scotland. The creation and development of the Groups is designed to ensure that all of Scotland’s young people are fully and fairly supported into employment by bridging the gap between education and employers.</p>

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<p>Scotland (continued) <i>For those not in school, including adults, there is a footprint in every local authority area throughout Scotland, in addition to an online presence and a telephone helpline. Skills Development Scotland provides a targeted service focused on individuals' needs, taking into account vulnerable groups and tailoring the service to best support them.</i></p> <p><i>No groups are excluded from access to the Skills Development Scotland's career guidance service. This includes those in employment who are seeking to change or progress in their career. The service is implemented through an integrated all-age career service involving face-to-face and groupwork sessions with young people and adults, through a CIAG Helpline and an online career information and advice environment, My World of Work Scotland – myworldofwork.co.uk website ⁹⁰ SDS CIAG takes a coaching approach to career guidance which is focused on the identification and development of lifelong career management skills. Large events are also co-ordinated by SDS such as the annual Scottish Apprenticeship Week and Scotland's Career Week.</i></p> <p><i>There are six Customer Facing staff roles in SDS: Careers Adviser, Work Coach, Personal Adviser, Trainee Careers Adviser, Technical Apprentice in Career Development & Employability and Modern Apprentice (Modern, Technical Apprenticeships and Trainee Careers Advisers are part of the qualification pipeline created under the SDS Talent pipeline).</i></p>	<p>A national network of 21 industry led Developing the Young Workforce (DYW) Regional Groups⁹¹ covers the whole of Scotland. The creation and development of the Groups is designed to ensure that all of Scotland's young people are fully and fairly supported into employment by bridging the gap between education and employers.</p> <p>Skills Development Scotland (SDS) co-operates with a wide range of state and voluntary sector agencies involved in supporting young people. Provision to promote the employability of unemployed people is an important focus of SDS action. In doing this, SDS work closely with the Department of Work and Pensions (DWP), as employment and benefits relating to helping people get into work remain reserved responsibilities for the UK Government and have developed an agreed set of national principles to this partnership, a data sharing agreement and a joint referral model to support front line delivery. SDS and DWP are central to the PACE response in Scotland (Partnership Action for Continuing Employment) which is an immediate partner response to any large-scale redundancy situation reported to Scottish Government. SDS chair local PACE partnership responses.</p> <p>In Scotland, career management skills (CMS)⁹² are specifically framed under the themes of self, strengths, horizons and networks. The CMS framework provides a set of key skills to identify and develop within careers information, advice and guidance and employability interactions for practitioners working with individuals individually and in groups. Also, Industry 4.0 meta skills⁹³ in work-based learning are classified by Skills Development Scotland under three headings: (i) Self-management: Manage the now; (ii) Social intelligence: Connect with the world; and (iii) Innovation: Create our own change.</p>

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<p>Sweden</p> <p>Sweden has a well-established guidance system, according to legislation with quite good access to guidance for people of all ages. There are challenges when it comes to coordination and cooperation given decentralisation arrangements. Working groups facilitate national cooperation on skills supply between national authorities and social partners. National guidelines for careers information, advice and guidance in schools, provided by the National Agency for Education (updated in 2013)⁹⁴ assist school staff in aligning with the steering document' intentions. The Swedish guidance system is grounded on coordination and collaboration among various bodies and organisations.</p> <p>A forum for national cooperation on educational and vocational guidance (Forumnätverket för studie- och yrkesvägledning)⁹⁵ was established in 2012 by main actors in the field (public employment service, National Agency for Education and Euroguidance Sweden). The National Agency for Education (Skolverket) acts as chair of the network.</p> <p>For young people careers information, advice and guidance is mostly delivered in school, with the school responsible for the delivery of services alongside the municipality.⁹⁶ Careers information, advice and guidance should take place continuously during schooling, throughout the school year and be embedded into curriculum. "However, in reality provision is often more episodic and concentrated in the years prior to key educational transitions. It is typically focused on educational choices, rather than on progression directly into the labour market" (Hooley, 2022)⁹⁷.</p>	<p>Schools have a legal requirement to provide careers information, advice and guidance to their pupils⁹⁸. Schools and municipalities have a great deal of independence in Sweden therefore, it can be challenging to ensure a common approach to the implementation of career guidance. To address this, the Swedish National Agency for Education (Statens skolverket)⁹⁹ supplements the legal requirement with more detailed guidelines on the provision of career education and guidance. The guidelines aim to make it easier for education providers to plan and organize their guidance activities, to help the staff in schools to ensure that they follow the intentions of the steering documents, and to ensure consistent implementation of the legislation and to support each municipality. They illustrate how the responsibility for guidance is divided into three parts. Counselling – Information – Teaching.</p> <p>Careers information, advice and guidance in Swedish schools takes a variety of forms including one-to-one interviews and career education spanning a wide range of activities as outlined above. The system is based on a guidance counsellor model, with most schools employing a specialist guidance counsellor to lead on career education and guidance, as well as a range of other forms of pastoral support. Career fairs are frequently organised by local employers and upper secondary schools, usually aimed at pupils in Year 9. The aim of these fairs is to provide students with information related to their opportunities upon completion of their studies.</p> <p>It is also common for two or more, usually smaller schools to share a guidance counsellor between them. On average there are around 520 pupils per guidance counsellor at compulsory school level and 380 pupils at upper secondary level impartial information provision, and how careers information, advice and guidance should be delivered.¹⁰⁰ Guidelines are well used by practitioners and school leaders and emphasise the importance of having appropriately qualified careers information, advice and guidance professionals. One cannot get a steady job as a guidance practitioner in a Swedish school, without the 3-year academic degree in careers information, advice and guidance (regulated in law).</p> <p>The Swedish Schools Inspectorate (Skolinspektionen)¹⁰¹ inspects all schools to ensure that they are meeting legislative requirements. This includes reviewing careers information, advice and guidance provision and addressing issues of quality and legal non-compliance. This may include checking whether staff who are involved are appropriately qualified.</p>

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<p>Switzerland</p> <p>Careers guidance in Switzerland is organised on a cantonal basis. The Swiss conference of heads of vocational, university and careers guidance (SK-BSLB/CS-OPUC; in German, French and Italian)¹⁰² was set up by the Swiss Conference of Cantonal Ministers of Education EDK. It is in charge of inter-cantonal coordination and serves as a forum for information and experience-sharing. The SK-BSLB/CS-OPUC provides statistics and advice, as well as an overview of good practice in Swiss guidance (Euroguidance, 2023)¹⁰³.</p> <p>Under the Vocational and Professional Education and Training Act (VPETA) each of the 26 canton oversees an organisation for occupational, study and career guidance. They each have autonomy on how to implement provision. These counselling services support young people in their choice of first career and adults in the choice of study and career planning. The cantons also operate job information centres (BIZ) with information on careers, continuing education, and training. There are around 80 public career guidance centres.</p> <p>A National Strategy for vocational, study, and career advice (2021-2025)¹⁰⁴ forms the basis for a modern and future oriented BSLB in the cantons and at the national level. For example, a strategic goal is for the Swiss education system, career management skills and links to curricula to be defined for all levels; and materials are available to support teachers in promoting career management skills (Strategic goal 1.1).</p>	<p>Within the 26 Cantons, all of the above-mentioned activities take place in many different forms. In every Canton there is well defined cooperation with schools. Researchers at the University of Lausanne recommend (January 2023) that schools should “move the cursor from a one-time and static objective (making a unique choice) to transversal and dynamic objectives (anticipation and management of lifelong career challenges).” (Koorosh & Masdonati 2024.).</p> <p>Career counsellors tend to have more responsibility in schools in French speaking Cantons. In German-speaking cantons, career counsellors tend to be experts who accompany and support teachers in the implementation of career choice lessons. Each teacher in 7th, 8th and 9th Grade has to follow a programme in VET choice. In parallel, each school has a career counsellor who visits generally at least monthly, and students can have a short counselling session(s) lasting approximately 20 30 mins.</p> <p>In Bern, 30% of students visit the career centre and two-thirds have the opportunity for short guidance sessions in school. Groups of students and parents come to the Careers Centre for an introduction to VET choices. Students in 7th, 8th and 9th Grade have circa 30 lessons at school¹⁰⁵ with their class teacher, supplemented by workshops in the Careers Centres. Teachers and careers advisors work together to identify young people with particular risks who could be included in a vocational training case management programme if necessary. The teaching of career skills takes place within the framework of the curricula (there is a curriculum for each language region, i.e., for German, French and Italian-speaking cantons). Career management competencies (CMC's) framework encompass cognitive, motivational, volitive (desire) and social dispositions, capacities and resources. This includes orientation/goal formulation, preparation/anticipation, action/implementation, and evaluation/adaptation¹⁰⁶.</p> <p>Some examples of good / interesting careers policies and practices¹⁰⁷</p> <p>Canton of Bern supports young people and their parents, as well as schools and teachers with various offers in the career choice process. The regional career advice and information centres (BIZ) provide the offers on site. A variety of support services are available to young people and parents at the BIZ, which can also be used by teachers. The spectrum ranges from simple self-information to supervised information to time-intensive careers advice and support: Self-help services include: The career advice platform¹⁰⁸ in Switzerland; The career advice platform for the Canton of Bern¹⁰⁹; BIZ information centre with information and documents on all training and further education courses; “Start” a career choice magazine for young people, published annually delivered to schools; BIZ Blitz online, a newsletter for teachers and school management with current information on career orientation; and Brochures on the educational offerings in the canton of Bern (basic vocational training, middle schools, bridging opportunities, etc.) are published annually and delivered to schools.</p> <p>Canton of Friborg has a new support service in schools introduced to young people. The OMax project is aimed at school students of the 3rd secondary school classes (students aged 13-14) whose vocational integration follows the compulsory school time is at risk. The aim of the project is to identify the risk of a missing connection solution at an early stage and to proactively help young people find one to support appropriate training. This is intended to achieve as much as possible. Many students have found a follow-up solution by the end of compulsory schooling. They should also acquire the necessary skills in order to be able to take further steps independently on their chosen career path.</p>

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<p>Switzerland <i>(continued)</i> Also, career management skills are defined for adults and should be promoted throughout their working lives. Concepts are developed as to how and by which actors these can be promoted (Strategic goal 2.1).</p> <p>The Swiss Service Centre for Vocational Training, Study and Career Counselling (SDBB)¹¹⁰ provides services in areas that have been transferred to the cantons under the VPETA. These include, inter alia, the production of information resources for occupational, study and career guidance, and training for professionals in the field of occupational, study and career guidance. These cantonal organisations are facing increasing challenges: the heterogeneity of the target groups is increasing; the questions are becoming more complex and demand more specific specialist knowledge from careers information, advice and guidance experts. The Career, Study and Career Advisory Service (BSLB) supports the career and study selection process of young people and is a contact point for adults for all questions relating to career planning.</p>	<p>Canton of Neuchâtel has developed 'Info-Parents': tools the parents help support their child. The offer is aimed at parents of children in the 10th and 11th grades and offers them the opportunity to find out about training opportunities and to support their child(ren). An agenda will be sent out at the beginning of the school year which lists the support offers and events that are offered. In order to give parents the opportunity to obtain information and exchange information, special evenings are organized: "Accompanying my child on the way to training" and "Maturities from A to Z". A video and interactive presentations provide fun and easy access to information and tools that meet the needs of the child.</p>

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<p>Wales</p> <p>Across Wales career guidance services are offered to school and further education students, young people not undertaking an educational course, as well as adults. Currently, these all-ag CIAG services are mainly being delivered through Career Choices Dewis Gyrfa (CCDG) operating under the name of Gyfra Cymru Careers Wales¹¹¹. The company is a wholly owned subsidiary of the Welsh Government. Since 2019, Careers Wales (CW) has delivered the Working Wales (WW) service¹¹² aimed at young people and adults aged 16 and over living in Wales in need of additional careers and employment support. Currently the total number of staff working in Careers Wales and Working Wales is 600 full-time equivalent comprising Careers Advisers Education; Careers Advisers WW; Employability Coaches (level 4) working on Connect Business Engagement Advisers.</p> <p>In 2021, Careers Wales introduced their five-year strategy Brighter Futures (2021-2026)¹¹³. The service has centres and outreach venues across Wales, a telephone helpline, webchat and email services. Careers and work-related experiences (CWRE)¹¹⁴ is a mandatory cross-cutting theme in the Curriculum for Wales for 3 to 16 year-olds. Schools and settings are expected to follow the Statutory Guidance for CWRE¹¹⁵ in developing their curriculum. The current ratio of careers advisers to schools in Wales is 0.55 FTE per school (this is average per school; resources are allocated based on size and composition of the cohort).</p>	<p>Each secondary school in Wales is linked to a support team which includes a Careers Adviser (whose role is to work with pupils to provide impartial and appropriate careers information, advice and guidance), a Business Engagement Advisor (who forges and brokers links with employers) and a Careers and Work-Related Experiences (CWRE) Curriculum Co-ordinator who can support teachers and practitioners to embed Careers and Work-Related Experiences (CWRE) within the curriculum. In 2023, a new Careers Wales Quality Award pilot¹¹⁶ was launched to support schools with their CWRE.</p> <p>The Welsh Government is moving forward with an ambitious programme of education reform¹¹⁷, working collaboratively with schools and teachers to deliver on the national mission. More than two hundred pioneer schools across Wales have helped accelerate progress on the new curriculum, designing areas of learning and experience. In September 2022, a new curriculum was launched in Wales for learners aged 3-16. Initially rolling out in primary schools, the new curriculum will be extended to all learners up to year 11 by 2026. Responsibility for the provision of careers information, advice, guidance and education in Wales is shared between schools and Careers Wales, with each having defined roles and responsibilities. Schools provide careers information, careers education and initial advice, and Careers Wales provides an external careers guidance and curriculum support service, funded by the government and delivered by professionally qualified staff. Careers Wales has a longitudinal study underway tracking 400 young people through their journey during Brighter Futures 2021 -2026. The cohort are currently in Year 11. They are not known to practitioners or their managers and are tracked by the Quality and Planning team.</p> <p>The Welsh Government recognises that employer engagement with schools can help young people plan their career journey, relate their classroom experience to their future career options and ideas and help prepare them for the future and to play a full part in life and work. Careers Wales is remitted to provide a full education business service in secondary schools which includes activities such as employer talks, site visits, careers fairs and a host of curriculum enrichment activities. This is delivered using a blended model of face-to-face and digital approaches and is supported by a national employer database called Education Business Exchange.¹¹⁸</p> <p>The Valued Partner Awards¹¹⁹ is a way for Careers Wales to recognise and thank the businesses that have worked with them. Together they celebrate the work employers have done to help schools and young people to engage with the world of work. Partnerships between businesses and schools provide young people with inspiration and motivation. Valuable work-related knowledge and experiences help young people link what they learn in school and the world of work.</p> <p>Careers Wales has mapped the integral skills set out in the Curriculum for Wales to a robust career management skills, guidance and coaching framework. Careers Advisers share a 'Career Check' survey with young people in Year 10 (students aged 15). This is a survey used to help the adviser prioritise guidance support as they review the young person's career management skills and readiness to transition into post-16 options. It has also developed a Career Match Quiz that can be completed online¹²⁰. School Improvement Consortia¹²¹ are regional consortia implemented by Welsh Government, through which local authorities work together on a regional basis to provide school improvement services. Estyn¹²² is the inspectorate for education and training in Wales, including careers provision.</p>

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<p>Wales (continued) Careers Wales & Working Wales each have a customer voice survey that goes out to all customers following a guidance interview – this is automated by the CRM system and captured on ATLAS. This provides feedback on the satisfaction of the customer but also on whether they feel they have moved on with their career management skills.</p>	

Country / Province	Theme 2: Technology-focused provision (e.g., the application of digital approaches to careers support for young people and adults, including a national or regional careers portal, use of specific software, artificial intelligence (AI), virtual reality, chatbot, gaming, stand-alone or integrated management information systems / products proven to be most effective.)
Austria	<p>AMS services are organised in tiered levels. On the first level, there are self-help career guidance resources which are accessible online. These resources focus on different topics and target groups, for example:</p> <ol style="list-style-type: none"> 1. AMS Karrierekompass – karrierekompass.at: landing-page with access to all online-resources of the AMS 2. AMS Berufslexikon – berufslexikon.at website: occupational description on about 1,800 occupations with the possibility to select by educational pathway, occupation and groups 3. AMS Ausbildungskompass – ausbildungskompass.at website: detailed descriptions of formal and non-formal (initial) education and training possibilities 4. AMS Weiterbildungsdatenbank – weiterbildungsdatenbank.at website - a database for further training (CVET), the so-called further training database 5. Berufskompass – berufskompass.at website: online-interest-check for a first orientation which occupations could be of interest. 6. AMS Gehaltskompass - Berufe von A-Z gehaltskompass.at website: information on earning opportunities in various occupations 7. Bewerbungsportal - Übersicht - ams.or.at website: interactive job-application training tool. 8. AMS JobBarometer – jobbarometer.ams.at website: JobBarometer is an information system on career and skills trends. It is based on data obtained from the texts of online job adverts. Forecasts and career prospects complement this service. 9. Online Berufsinformation – bic.at website (<i>BerufsInformationsComputer</i>) is an online platform for occupational orientation and developed by ibw, Research & Development in VET (<i>Institut für Bildungsforschung der Wirtschaft, ibw</i>) and it involves the following partners: The Austrian Federal Economic Chamber and its Department for Educational Policy, and the nine regional economic chambers. The aim of the project is to provide online access to guidance resources for those interested in using self-help tools to make informed decisions regarding their education and career path. While an increased number of user access Online Berufsinformation – bic.at website, the tool is also widely used in career centres and schools, being of help for students, teachers and career practitioners. <p><i>Use of artificial intelligence:</i> At the beginning of 2024, the AMS presented the “AMS Berufsinformat” [AMS Job Informat - ams.at website] an AI-based chatbot for information research. The Berufsinformat integrates advanced AI technology, in particular ChatGPT for formulating dynamic answers. The tool is freely accessible and answers questions relating to professions and education and training. The Berufsinformat currently only uses AMS’s own database as a basis for information, as pre-tests have shown that the risk of incorrect and contradictory answers would otherwise be too high.</p> <p>Initial experience shows that, as expected, the quality of the results is heavily dependent on the quality of the questions. The more precisely the questions and the associated information are formulated, the better the quality of the tool’s answers. However, the tests also show that the biases contained in ChatGPT, such as gender stereotypes, also have an effect on the results in the job informat if the questions are formulated accordingly.</p>

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Belgium (Flanders)	<p>Collaboration between CLB umbrellas, Onderwijskiezer – onderwijskiezer.be website offers a fully integrated service linking learning opportunities, professions and labour market information. The website offers links to guidance tools (e.g. self-assessments) and information for guidance counsellors. A team of CLB counsellors ensures updates on a continuous basis and in cooperation with external partners, such as the VDAB and the Ministry for Education and Training. In 2018-19, Onderwijskiezer attracted over 2,000,000 unique visitors (over 20% increase compared to 2017-18) and received 1335 questions through the online chat module.</p> <p>All pupil guidance centres (regardless of the education network they are part of) are cooperating on the online advice and support service CLBch@t - clbchat.be website. Launched in 2016, CLB Chat is an online service initiated and managed by the pupil guidance centre umbrellas. Pupils can remain anonymous, and most users choose to do so. A total of 5,465 chats were registered during 2018-19, which is an increase of 25% compared to '17-18. Most chats (90,87 %) are with pupils, but also the chats with parents are increasing (9,13 %). Study choice guidance or education career guidance was provided in 12% of chats with pupils and in 27% of chats with parents.</p> <p>Since 2017, schools have worked with the new study guidance tool Columbus. The exploration instrument was developed for young people in their final year of Flemish secondary education who are considering further education. It provides them with an insight in their study choice process and strengthens this process by mapping their interests, knowledge and skills. It helps young people focus on the way in which they will choose ('how'), rather than being focused on making the final choice ('what').</p>
Denmark	<p>eGuidance in Denmark - ug.dk website: is an ICT-based career guidance service launched ten years ago is introduced in schools from 7th Grade Students aged 13) onwards and the resources are used within the educational and vocational guidance support system. The services can be reached by e-mail, chat or phone seven days a week with extended opening hours. eGuidance is for all individuals (young persons and adults) and offers a unified gateway to adult career guidance. This is available to anyone in search of guidance on education and employment or in need of help in making education choices. The digital platform currently uses Puzzel - puzzel.com website and Knowledge Sharing Platform What is Confluence: A Brief Overview – atlassian.com website.</p> <p>UddannelsesGuiden - ug.dk website provides information on all education and training programmes in Denmark as well as insights into its labour market, along with a series of guidance and inspiration tools to support individuals in choosing their education and career paths. See also:</p> <ul style="list-style-type: none"> • Studievalg Danmark – studievalg.dk website • Guidance in the community Vejledning i din kommune UddannelsesGuiden - ug.dk website • Guidance for all people in Denmark - eVejledning - ug.dk website <p>Zooming in on Education -The tool “zooming in on education” (UddannelsesZOOM - ug.dk website) allows comparison of information about different programmes according to various parameters. It targets students in the final years of lower secondary education, students in upper secondary education, young people and adults outside formal education, students in higher education and vocational education and training, parents, and guidance counsellors. “Zooming in on education” is based on register data from Statistics Denmark and data compiled by the Ministry of Higher Education and Science.</p> <p>Youth database - The Ministry of education has developed Ungedatabasen - Global Site - stil.dk website (the Youth Database), that gathers data about all 15- to 29-year-olds in relation to education and employment status. These data are made available to the youth guidance centres/the municipal youth guidance units and job centres to support their efforts in optimising their work with young people and young adults (Undervisningsministeriet [Ministry of Education], n.d.-b).</p> <p>Education and training providers are obliged to report to the youth database when admitting young people to courses or programmes expected to last for more than three months, as well as in cases where there is a high risk of dropout, and when young people either complete or drop out of a course or programme (Undervisningsministeriet [Ministry of Education], 2020f, paras.15 to 20). The youth database discloses information regarding young person’s current status to the youth guidance centres and job centres. Data are also submitted to the Ministry of Education’s department of statistics.</p>

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England	<p>The DfE is working closely with its regulators and the Department for Science, Innovation, and Technology (DSIT), to ensure the responsible use of AI in education, informed by the A pro-innovation approach to AI regulation UK - gov.uk website Paper (March 2023). The Office for Artificial Intelligence became part of Department for Science, Innovation and Technology in February 2024.</p> <p>The National Careers Service (NCS) is a publicly funded all-age careers service provided by the Department for Education. The NCS aims to provide free, impartial careers information, advice and guidance to help individuals make informed decisions about their education, training and employment options. The NCS operates through a network of careers advisers focused primarily on supporting mostly adults with their decision making (though young people may also use the service, if they so wish) and delivered through various channels including online resources, telephone support, webchat etc. NCS is a member of the four nations Heads of Careers Service group that meets at least twice a year e.g., a specific focus on AI in late 2023. Each local/combined authority has its own careers website reflecting the unique set of circumstances in its region and towns.</p> <p>The National Careers Service using LinkedIn to Celebrate International Day of Persons with Disabilities with 21,425 followers and unique stories provide to motivate individuals to make use of Careers Service.</p> <p>Live Well Kent - livewellkent.org.uk website, a mental health support service, approached the National Careers Service for a collaborative project aimed at assisting service users across Kent in preparing for supported work placements. The objective was to provide tailored advice and guidance to align with their upcoming opportunities. Each service user received an individualised 1:1 appointment with a careers adviser, who offered personalised support to help them prepare and take the appropriate actions necessary to achieve their employment goals. During these one-on-one sessions, the advisers provided guidance on interview preparation, interview techniques, and supported clients in building their confidence and motivation for entering the workforce. The outcomes of these advisory sessions have been positive, with 7 customers from Live Well Kent successfully securing employment with local businesses.</p> <p>Inspiring The Future UK - inspiringthefuture.org website¹²³ is an online match-making service which connects schools directly with employers and volunteers from the world of work. It uses cutting edge technology that has been refined over 10 years to make it very quick and easy for teachers to connect with a diverse range of people from apprentices to CEOs across all sectors of employment. The use of technology and the design of the programme enable high volume employer engagement across a wide range of career guidance areas at very low cost. Schools use <i>Inspiring the Future</i> to find volunteers for a wide range of career development activities, including job fairs, career talks, job shadowing, mentoring, work related learning and the securing of virtual and non-virtual work placements. Moreover, schools are increasingly using <i>Inspiring the Future</i> to find volunteers to take part in career guidance activities that use video streaming, notably online career talks. See also: Primary Futures and a forthcoming report on children's career aspirations in Northern Ireland.</p> <p>Speakers for Schools UK - speakersforschools.org website¹²⁴ offers free work experience opportunities with hundreds of leading employers from big-name businesses. Its aim is to level the playing field for young people from state schools and colleges and empower them to reach their potential by providing them with life-changing opportunities that they would otherwise struggle to access.</p> <p>The Department for Education-funded LMI For All - lmiforall.org.uk website service¹²⁵ connects and standardises existing national sources of high quality and reliable LMI with the aim of informing careers decisions. This data is made freely available via a single access point for software developers to use in websites and applications to bring the data to life for a range of audiences. It is not a careers website in its own right. The service provides two widgets – ‘Careerometer’ and ‘Skillsometer’ - which are free and easy to embed directly onto a school or college website. These widgets have been designed for students (but can be used by others) and provide an easy way to access LMI. The National Careers Service uses this LMI to inform more than 850 job profiles on its website.</p>

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England (Continued)	<p>'The CareerTech Challenge' a national Prize Competition, launched by NESTA on behalf of the Department for Education was designed to stimulate the market in coming up with innovative products and services. One example is CiCi the careers chatbot, powered by AI and large language models¹²⁶, co-designed with career guidance practitioners. The Ufi VocTech Trust – ufi.co.uk website (a major charity focused on improving skills for better outcomes for all individuals) and Innovate UK – UKRI – ukri.org website (part of UK Research & Innovation) each runs a series of digital competitions.</p> <p>Game Academy¹²⁷ is a personal development service for players of video games. Using analytics, machine learning and curated programmes of online learning. Game Academy helps players become more conscious of the power and nature of their game play and make the most of their in-game talent out of game. To date, the venture has engaged with some 7000 players, provided over 5000 assessments and run courses and programmes supported by the Department for Education, Department for Work and Pensions, local enterprise agency D2N2, local authorities in the East Midlands and South Yorkshire, and social mobility charities across the country. The venture's data science has been reviewed and published by the University of Surrey and positive evaluations carried out by NCFE and the Learning & Work Institute. Target audience: players of video games, with special focus on players 19-25yrs, including people with neurodiverse conditions.</p>
Estonia	<p>Citizens can select e-solutions from among a range of public services at any time and place convenient to them, as 99% of public services are now available to citizens as e-services. Every resident has an electronic ID¹²⁸ and, in most cases, there is no need to physically visit an agency providing the service.</p> <p>The daily work of the career guidance practitioners is intertwined with the use of various ICT solutions. The use of ICT here is multi-faceted: practitioners are both ICT users and the creators of new values through their use of ICT solutions. The ICT solutions can be broadly divided into the following two groups: (i) For service provision, including web pages, databases, educational software, games, social media channels, and e-tests; (ii) For internal processes, including documentation management, customer management, feedback solutions, information exchange in cloud-based solutions, and e-learning environments.</p> <p>To provide a more creative, open and self-exploratory space for career development, an interactive Career Centre was opened in Tallinn. The Centre has a variety of interactive tools that help a person discover and analyse skills, strengths and preferences and learn about study and employment opportunities in a fun, engaging way. There are exciting expos, including job interview simulator, virtual reality devices to introduce different jobs, hands-on tools to test skills, animations, tests, etc. The Centre is unique to the region, where through the use of interactive solutions and gamification, it is possible to find the most suitable career opportunity (p.12)¹²⁹.</p> <p>A new initiative, Education Technology Estonia¹³⁰, refers to an area of technology devoted to the development and application of tools (including software, hardware, and processes) intended for education. Their focus and activities are ensuring future generations in the field of educational innovation, increasing cooperation with teachers, students, parents, educational institutions, and the state, and increasing the sector's exports.</p> <p>Career practitioners use a variety of electronically administered tests and evaluation tools, including personality tests, career choice tests and aptitude tests etc. The online tests have been standardised on norm groups consisting of school children and adults and are developed by few private companies and in some cases by universities. There have also been some new and exciting digital tools for career development, including virtual reality applications of occupations, e.g., medical workers, youth workers, metal industry, virtual tours of vocational education institutions and virtual guided tour for guidance professionals to learn digital tools available at the newly opened career centre. In addition, versatile technical environments for information exchange and group counselling are in use. The most popular tools for the involvement of participants are Webquest¹³¹, Zunal¹³², Kahoot¹³³, Padlet¹³⁴, Coggle¹³⁵, Mentimeter¹³⁶ and Actionbound¹³⁷.</p>

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Finland	<p>Public career guidance service provision in Finland relies increasingly on online applications and tools. This follows the national strategic objectives in terms of making career guidance services more easily available for all target groups and to allow access to the services at a time, place and method most convenient to the users. There are several Internet portals developed by the national education and employment authorities, municipalities, different regional actors, and youth information centres, to serve the information, advice and guidance needs of their primary client groups. Mostly these services are available in Finnish and Swedish, often also in English. The use of online career services, resources and tools have been a compulsory element for all students in the national core curricula for guidance and counselling since 2004.</p> <p>Studyinfo Finland - opintopolku.fi website is the official and up-to-date website with all the information about study programmes leading to a degree in Finland. At Studyinfo.fi you can find information on different degrees and qualifications and learn about studies in educational institutions in Finland. The service can be used to find different study options and apply for the studies online. The Studyinfo portal is maintained, and the date is validated by the Finnish National Agency for Education (EDUFI). Finnish educational institutions and higher education institutions maintain their own study programme information on Studyinfo.</p> <p>Etusivu - foreammatti.fi website offers detailed labour market and degree information combined to Skills Mapping and other functionalities. Skills Mapping is based on the ESCO classification developed by the European Commission and offers over 13 000 skills from nearly 3 000 occupations to choose from. One component of Foreammatti.fi is 'The Abilitator', a self-assessment survey designed to help individuals to assess their work and functional capacities. This feature enables users to understand their current status in the labour market by comparing their individual skill sets with the broader labour market data provided within the tool.</p> <p>Osaamistarvekompassi - osaamistarvekompassi.fi website provides anticipatory data on job transitions, along with insights on near-future skills needs derived from AI-assisted data mining, in a user-oriented way. The service¹³⁸ guides the allocation of SECLE's funding and supports the development of continuous learning services. The tool will be finalised in 2024 and will include information for (i) education providers, municipalities and policy makers; and (ii) guidance and counselling services.</p> <p>Työmarkkinatori - tyomarkkinatori.fi website (Job Market Finland¹³⁹) is an online meeting place for people and jobs where individuals can find information and services related to employment. The platform hosts online Public Employment Services, where individuals can handle official matters, such as registering a job seeker, notifying officials of a change in their work situation, or applying for a start-up grant. The users can log in and create a job applicant profile. Based on this profile, they will get suggestions for jobs that match their own skills and aspirations. As an employer, the user can create a job posting, check the profiles of applicants who best match your specifications, and send messages to potential candidates. All vacancies listed in the TE Office's vacancies service will be automatically imported to Job Market Finland. Providers of working life and competence development services can get acquainted with the conditions for becoming a collaborative partner. In addition to these, all users have access to pre-assembled information and services for different working life situations. Descriptions of occupations and professions, as well as interviews with professionals in various fields, provide help with choosing a profession.</p> <p>Virtual TET: Virtual work experience - oecd.org website is a one-week period of familiarization with working life, carried out remotely through digital learning environments (Microsoft Teams, etc.). It introduces all major industries in Finland and includes company representatives' presentations about their field of industry, future working life competences, career stories and future opportunities. During the virtual work placements students also work on assignments given by the industry representatives and participate in virtual company visits. The participation is a part of the school day and thus students also have support from their own teacher available during the period.</p>

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Iceland	<p>The national careers information website Next Step - Naesta Skref - naestaskref.is website - has evolved from the Employment Education Center and the Center for Lifelong Learning and Career Counseling. The website was then part of a European project related to the development of practical skills assessment. The Next Step is a general information national website about studies and jobs, hosted and run by the Directorate of Education. The project is sponsored by the Ministry of Education and Children's Affairs, the Ministry of Social Affairs and the Labor Market and the Ministry of Infrastructure / Municipal Equalization Fund.</p> <p>In Iceland, the government publicly provides some of the digital tools and resources available in the country's digital infrastructure for education. The OECD reports their use is rarely mandated. Schools and teachers, supported by municipalities in primary and lower secondary education and by the ministry in upper secondary education and VET, have all freedom to acquire additional digital tools and resources. For example:</p> <p><i>"In this largely devolved context, the central government aims to ensure equal access to a digital ecosystem of tools and resources for everyone by providing guidance and support on procurement and by integrating digital components into the national curricula. Other policy levers to foster the (homogeneous) uptake of digital tools are in the hands of municipalities, especially as regards teacher training requirements.</i></p> <p><i>Iceland incentivises the development and uptake of digital tools by awarding competitive grants to individuals and organisations, subsidising the EdTech sector and facilitating its collaboration with schools. However, digitalisation is not central in the government's strategy in education, and the regulation of digital technology and data in education to improve data protection, privacy, interoperability or use in the academic research is limited."</i> (OECD, Chapter 14)¹⁴⁰</p>
Ireland	<p>A Review of the National Digital Framework (January 2024)¹⁴¹ highlights a cross-Government approach, with extensive engagement, particularly important in the context of the fast-paced evolution of AI, which has both significant potential to enhance our socio-economic wellbeing, enable innovation, and advance productivity, while also bringing risks and challenges. The Government is committed to an ethical and human rights-based approach to AI that is people-centric, and emphasises fairness, transparency and building public trust, as reflected in its AI -Here for Good: National Artificial Intelligence Strategy¹⁴².</p> <p>Careers Portal Ireland - CareersPortal.ie website co-created by guidance practitioners to provide effective CAREER GUIDANCE support for young people and adults is recognised by the OECD ODICY team as an outstanding national careers portal (January 2024). The site was developed in 2007 to create a one stop national career information portal. It is a resource to the following key audiences: 2nd Level Students; 3rd Level Students; Adult Learners; Jobseekers; Parents and Guardians and Career Guidance Professionals/ Providers. Over 750,000 people have created their own Career Portfolio on the site and close to 2 million visitors a year use the site to undertake career and educational research. Within the site, there are a wide range of context rich resources.</p> <p>Higher Education For All - mycareerpath.ie website The Atlantic Technological University (ATU) has established an online career and learning pathways service for people in the workplace wishing to upskill, re-skill or retrain as well as incorporating the assessment of Recognised Prior Learning (RPL). This new innovative mentored online service and platform including artificial intelligence (AI) focuses on embedding career guidance into the process – helping prospective students identify appropriate courses aligned to their career and professional goals. It assists learners to look at their skills, strengths, abilities, and overall self-confidence and acknowledges their significant experiential learning using the Recognition of Prior Learning (RPL), in order to improve their employability, career prospects and engagement in Higher Education. MyCareerPath.ie platform involves engagement with employers and potential students to the Atlantic Technological University. In Galway the University engaged in a pilot programme mapping a suite of Learning Pathways including Career Guidance & Recognition of Prior Learning (RPL) with Medtronic employees. The team also collaborated with Forward Emphasis International (FEI) and the Insurance Institute of Ireland to create a bespoke career development programme to inspire early career employees in the insurance and risk profession.</p>

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New Brunswick (Canada)	<p>The innovative Centre of Excellence (COE) model¹⁴³ has been developed to address the evolving educational and economic needs of the province. The COE model is a testament to the provincial government’s commitment to preparing students for a dynamic job market while fostering a sustainable and vibrant future for New Brunswick. Students are provided with relevant experiential and virtual learning opportunities before graduation, which is helping them discover their passions. The Centres are each focused around a strategic area or industry that is in high demand, or is forecast to be in high demand, in the province. The Centres leverage technology and virtual learning to provide opportunities to students regardless of where they live. They also aim to demonstrate that New Brunswick is a viable place to build a life after graduation.</p> <p>The Centres of Excellence fall under the Future New Brunswick initiative¹⁴⁴. Each Centre is led by a centre-specific lead (a seconded teacher), a support team, community partners, and supported by an interactive website. Together, the team supports virtual and experiential learning opportunities across New Brunswick for students from kindergarten to Grade 12. The team facilitates and creates K-12 curriculum-connected, authentic, and relevant learning opportunities in all subject areas that expose students to sector specific careers. High schools focus on career readiness, access to co-op programs, and experiential learning opportunities. Students at all levels can benefit from problem solving and project-based learning, opportunities to connect with virtual guest speakers, and curriculum-connected supports. Currently, the initiative has five operating Centres, each with their own website: (i) Health and Social Care; (ii) Entrepreneurship; (iii) Digital Innovation; (iv) Skilled Trades and Manufacturing; and (v) Energy. A sixth centre for language learning will be launched in February 2024. COE are bolstered by partnerships spanning government, academia, and the private sector. The latest operational data for the Centre of Excellence in New Brunswick reveals extraordinary growth from the 2021-2022 to the 2022-2023 academic years, with teacher interactions increasing by approximately 173 per cent, student engagements soaring by nearly 299 per cent, and a significant expansion in learning opportunities and activities.</p>

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New Zealand	<p>The national careers portal “careers.govt.nz¹⁴⁵ was established 20 years ago. There are forthcoming plans to launch a new data driven and interactive website Tahatu Careers New Zealand – careers.govt.nz website which means “horizon” in te reo Maori. A short flyer explaining the new website and some short videos to explain each feature are available e.g. Tahatū demonstration series - YouTube. The first release will be aimed primarily at secondary schools, including the most common pathways people in New Zealand have taken to get from a school subject to a qualification to a job. There is a database of over 800 job profiles, an interest inventory toolkit and more. There are also plans to develop features and broaden them out for adults, for employers, and for career practitioners or people working in the careers space that may have no formal training e.g., librarians often performing an information giving role within the community.</p> <p>The Tertiary Education Commission, a government Crown Entity, offers primary and intermediate schools Inspiring the Future Aotearoa – inspiringthefuture.org.nz website. It is a free service, with focused support for those who need it most. A wide range of volunteers bring real-world experiences to the classroom by sharing their career stories and experiences, through a range of activities to support subject and careers learning. The online platform makes it quick and easy for people from the world of work to sign up to our national volunteer network and for teachers to connect with volunteers who suit their needs. In-person activities feature volunteers from the local area, while virtual sessions enable schools to access more diverse volunteers than may be available nearby. To date circa 1,000 role models and 300 schools have participated¹⁴⁶.</p> <p>Career Central New Zealand – careercentral.school.nz website¹⁴⁷ is a career guidance platform used by schools to support students, teachers, and caregivers in career planning. The platform is based around students developing career management competencies and is differentiated to suit different year levels. Students’ complete self-awareness modules, research and save jobs of interest and plan for their transition from school. Schools can also choose to add to the Future Pathway Assessments and personal strengths quiz which guide students into job families which may suit them.¹⁴⁸</p> <p>Choices Match – choicesmatch.com website⁵ is an interactive online self-assessment tool, using language and design to promote reflection and self-understanding. By exploring self, skills and workplace options the user documents a pathway produced in a report. Choices Match, Holland’s work is adapted in recognition that such choices and preferences are rarely fixed with the words used to describe the different personality types customised to make them more accessible to students in New Zealand. Careers services in higher education settings offer a wide range of career development tools. Some, for example use Abintegro - abintegro.com website and Simplicity CareerHub Core – simplicity.com website.</p>
Northern Ireland	<p>The Careers Service offers a suite of online career software tools to support clients of all ages. This includes diagnostic tests, personality quizzes and career lessons. An A-Z of Career sectors/jobs, and CV Builder are also provided. Careers service have recently piloted a toolkit of careers resources for use during client face to face interventions; Career Navigator; What’s Your Strength – Skills and Quality Cards for Teens; and What’s Your Strength – Let’s Get Started.</p> <p>It maintains approximately 100 pages on the NI Direct Careers – nidirect.gov.uk website Government public facing portal. Work is under way to develop a dedicated Careers Portal. A new team is carrying out extensive engagement in order to fully understand and define user needs and scope options for future delivery.</p> <p>The DfE Careers Service has an interest in artificial intelligence (AI) developments. Awaiting the wider UK position on regulation etc to become clearer.</p>

5 Schools are required to pay for this platform and resources if they choose to use it. This is not funded by MOE.

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Norway	<p>An all-age free-of-charge Karriereveiledning - karriereveiledning.no website (Karriereveiledning.no = career guidance) operates. The service gives access to professional careers information, advice and guidance for all using personalised self-help tools developed in-house, chat or telephone. Many young people aged 13 -19 use this service (approx. 50%) mostly using the chat facility. User trends show teachers are regularly using this portal in the classroom to introduce career learning and career competence. Also, low-cost promotional campaigns are regularly planned using Google Ads and Instagram to attract differing target groups. A total of 19 careers specialists with various levels of experience and qualifications in careers information, advice and guidance produce or provide self-help tools, telephone support, chat and creating content.</p> <p><i>Use of Artificial Intelligence:</i> The service also focuses on using ChatGPT 4 artificial intelligence (AI) to analyse anonymised chat that feeds into the further development of self-help tools e.g. How to write a job application (1st draft version) and copy and paste job description text and 5 possible questions to help prepare for a job interview, competence training, underpinned by the national quality framework for career guidance. The service is also investigating the practical use of AI for efficiency gains to systemise data and build a robust evidence-base. Virtual reality is not currently being used; however, a European project in the northern part of Norway is currently working on this. The software currently being used in the portal is Zendesk - zendesk.co.uk website including an inbuilt knowledge base designed to support careers information, advice and guidance sessions. Ongoing work continues to strengthen storage of data and compliance regulations.</p> <p>Together with the national website Utdanning Norway - utdanning.no website, this service includes digital guidance, self-help services and information concerning learning and occupational opportunities. This is the largest all-age online service.</p>
Scotland	<p>Work is well underway on the new beta version of My World of Work. The site is scheduled to be launched as a BETA service in February 2024 with a go live date of June 2024. Current developments include a simplified sign in process making it easier for SDS customers to register and sign in. Key resources have been simplified and improved, based on feedback from users, examples include an enhanced CV tool and a simplified version of the strengths assessment tool which makes it easier for customers to understand and reflect on their own strengths. There are further planned improvements including an enhanced approach to understanding and rating skills as well as exploring the use of artificial intelligence (AI) to improve job profiles – making them more inspirational and tailored to the needs of customers. There are plans to mainstream Digital World activity into My World of Work – this work is already starting and is aligned to the timescales highlighted above. A few examples of careers platform software currently used Druple Open Source and Headless Contact Management System: a new stacking system.</p> <p>An example of innovative practice is the Veteran and Service Leavers and Veterans Landing page¹⁴⁹ on My World of Work (MyWoW) co-developed with military personnel and veterans, with guidance on the transition process and advice on improving skills. SDS is evolving its online journey for armed forces personnel in the new beta version which begins with the mapping military qualifications tool and leads on to the Skills Discovery tool to give a full picture of civilian relevant qualifications and skills. The project for this continues with a phase 2 of qualifications mapped in partnership with SCQFPartnership to the Scottish Qualifications Framework (SCQF). SDS is extending its focus within the Armed Services with a focus on military children, partner/spouse and early service leavers through a new memorandum of understanding with MOD and a number of partnership projects underway.</p> <p>MyWoW Ambassadors champion MyWoW within their school, using peer to peer tutoring to inform pupils, parents and teachers about the resources available whilst gaining valuable experience and transferrable skills themselves.</p> <p>Digital World¹⁵⁰ was developed by Skills Development Scotland and the Digital Economy Skills Group to help individuals find the most up-to-date information on a rapidly changing world. Individuals can find out what qualifications are needed for a variety of Industries and Jobs - digitalworld.net website. They can also hear directly from people working in the industry through Inspiration - blogs and case studies - digitalworld.net website. They can browse a map of Scotland to see what Study - clubs, courses and events - digitalworld.net website are nearby.</p>

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<p>Scotland (Continued)</p>	<p>Parent Webinars based on thematic topics such as: option choices, key transitions, decision making etc. are very popular. Twilight and evening sessions are offered, followed up by providing SDS resources, including a recording of the webinar. In the Academic year 2022/23 8 online webinars were held with a total of 3,637 attendees. The team uses the Eventbrite platform.</p> <p>SDS maintains and updates the 16+ Data Hub - Skills Development Scotland – skillsdevelopmentscotland.co.uk website. This is a secure online portal which allows a range of partners including SDS to input and access a combined database of information (on individuals across Scotland aged between 16 and 24). The service is currently developing new Participation Portal to replace the Data Hub which will use the Azure Generic Import Tool (GIT) & Databricks to process all data. There will also be a front-end portal for partners to log in to and supply uplifts. The service is developing the reports functionality so that partners will have access to aggregated reports - the software for this has not yet been decided. Currently all data hub reports are provided from CSS and MS Dynamics.</p> <p>The SDS Inverness Centre Digital Lab, for example, utilises robotics, 3D printing and Lego Renewables to inspire pupils in STEM. SDS is working closely with Careers Wales exploring gamification tools, as well as how to use nudging techniques to support individuals with their career decisions. AI and career development robust tools and innovation are currently being considered, developed and tested. (e.g., Skillscraft was launched in January 2024, developed within Minecraft Education, the new game will allow primary and secondary school pupils to explore Scottish landmarks and learn through playing minigames in a series of lessons before moving onto a variety of build challenges. The activities contain information about emerging areas of the Scottish economy including space technology, renewable energy and sustainable construction, and will enhance the participants' career management skills and knowledge about the world of work.</p> <p>SDS has developed and continues to deliver a program of learning to building quality assurance and improvement capabilities across SDS. It achieved EFQM 7 Star recognition in March 2021¹⁵¹ and was also awarded the UK EFQM Excellence Award in March 2022. SDS was the first public sector organisation to achieve 7 Star recognition in Scotland.</p>
<p>Sweden</p>	<p>A major national portal is “Utbildningsguiden.se¹⁵²” (= education guide) run by the Swedish National Agency which includes an innovative “choose and plan” tool. Studera.nu¹⁵³ is another major website for information about higher education hosted by the Swedish Council for Higher Education. It offers a possibility to compare different education offerings and get labour market forecasts for different options. The National Employment Service (PES) offers both guidance tools and interest tests on their website¹⁵⁴. Some regions or municipalities also offer e-guidance services.</p>

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Switzerland	<p>The SDBB is responsible for Berufsberatung - berufsberatung.ch website, an Internet portal with comprehensive information on choice of profession, study and career development issues.</p> <p>Canton of Basel Landschaft – Digital Competence Barometer – Analysis of the digital skills of job seekers. The target groups of the digital competence barometer are job seekers from the areas of commercial, retail and social affairs. The job seekers are contacted by the RAV des Canton of Baselland assigned to the BIS, where with the help of the accompanied online test “Digital Competence Barometer”. This objectively assesses the digital skills of job seekers. The skills assessment is followed by a conversation with a career advisor. If the digital skills meet the job requirements, a certificate will be issued that can be enclosed with applications. If there are gaps, an individually tailored training course financed by the RAV can be provided.</p> <p>Canton of Zurich – Career Choice Trail – Professional Journey of discovery in and through the city of Zurich. The Career Choice Trail is aimed at young people who are in the process of choosing a career. The trail was designed by Foxtrail GmbH on behalf of the city’s Zurich careers centre and in collaboration with training companies. The careers centre has optimized the trail using the “Actionbound” app. On a journey of discovery, the students go to twelve posts in small groups. At each post they receive information about a profession, solve puzzles and find out clues lead the way to the next post. The trail provides professional information and strengthens important social skills that are required in the apprenticeship.</p> <p>In the private sector, various AI platforms are being developed or are already in use to create skills profiles and match them with the labour market or training opportunities. (e.g., Die Lancierung eines Innosuisse-Flaggschiffs - Evrlearn Blog - evrlearn.ch website)</p>
Wales	<p>CareersCraft on Minecraft Wales - careerswales.gov.wales website - Careers Wales uses Minecraft to introduce some key concepts in career management to younger students, around the ages of 8-14, in a fun and engaging way. The result, built with the aid of an external Minecraft developer, Gameplay within the resource is designed around the six Areas of Learning and Experience (AOLEs) in the Curriculum for Wales. These are: (i) Expressive Arts; (ii) Health and Well-being; (iii) Humanities; (iv) Languages, Literacy and Communication; (v) Mathematics and Numeracy; and (vi) Science and Technology. Students complete an activity in each location which teaches a career management competency that is linked to its AOLE. The resource is freely available to all schools in Wales, but it is unknown how many schools are using it. The combined number of downloads of <i>CareersCraft</i> from the Minecraft Education Edition website and the Minecraft Marketplace is more than 7 million.</p> <p>Careers Wales has also established its online portal as a key platform for the delivery of careers information, advice and LMI and related services to clients. The vision is that it incorporates personalisation which will enable content to be pushed to clients according to their preferences, is accessible on mobiles, tablets and desktops and provides functionality to support both individuals and career development professionals.</p> <p>The Careers Wales Career Match Quiz Wales – careerswales.gov.wales website is continually being developed so that it supports service delivery and houses tools and resources (quizzes, psychometric tests etc) to support career discovery and career decision-making. Career Wales (CCDG) currently offers services through different channels including telephone, web chat, social media, webinars and its website. In recent times, developments have included the use of virtual reality software to bring workplaces and industries to life for young people and the use of voting technology in workshops and group activities. Early work is underway on the potential use of artificial intelligence (AI) in careers information and advice.</p>

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Austria	<p>In addition to the guidance services in schools, adult education and career guidance centres of the AMS and economic chambers there are some specialist guidance services for special needs groups such as migrants and refugees, disabled people, women, elderly people, the low-qualified, and returners. These services try to support their identified target-groups with tailored offers.</p> <p>Youth coaching is closely linked to compulsory education until 18¹⁵⁵. For the target-group youth at risk (NEETs, early leavers) the youth coaching offers a special programme to avoid drop-out and promote reintegration of early leavers into education and training. This programme combines career guidance and social work. Educational and career guidance often takes place in a wide variety of institutional settings, as well as those of the AMS or career guidance centres of the social partners or youth workers in the youth coaching (<i>Jugendcoaching</i>).</p> <p>Work with marginalised groups: The Berufsanerkennung in Österreich : berufsanerkennung.at website (Professional recognition in Austria) offers a multilingual platform with a step-by-step online check for a first orientation and necessary steps for obtaining formal recognition of qualifications from abroad. The website offers direct links to the regional centres of the AST to provide personal counselling in addition to the online information.</p> <p>“Meine Technik” (My technology) is an information platform for future female technicians. In addition to a lot of information, the initiative also offers funding for topic-related projects. Portal für Mädchen und Frauen - maedchenzentrum.at website (Girls’ Centre Klagenfurt) is a local guidance centre in the city of Klagenfurt specialised to support girls and young women for example with special career guidance activities.</p> <p>“amaZone-Award – sprungbrett.or.at website”: The “amazon-Award” is a yearly award for companies in Vienna that train girls and women engaged in craft & technology. The award is presented by the girls counselling centre “Sprungbrett für Mädchen und junge Frauen – sprungbrett.or.at website” in Vienna in cooperation with the Vienna Economic Chamber and supported by the Public Employment Service (AMS), the Chamber of Labour and Economy, the Federation of Trade Unions and the Federation of Industry.</p> <p>“Promotion of girls and women in professions with a low proportion of women – ams.at website”: The Public Employment Service Austria (AMS) supports companies with a monthly contributions of EUR 400 to the training costs that train girls or women in apprenticeships dominated by men. This support is also available for companies which take handicapped people into apprenticeship training or adults (people older than 18). In the case of adult training the support is EUR 900 monthly.</p> <p>FEMtech – femtech.at website (FEMtech – women in technology and science): FEMtech is an initiative of the Federal Ministry of Transport, Innovation and Technology (BMVIT), which aims to improve equal opportunities for women in industrial and non-university research. To this end, the initiative’s website provides various information and actions to make successful women in technology and research visible (e.g., Expert of the Month), but also offers concrete funding.</p> <p>In the employment sector, a complex and scattered landscape of educational and career guidance services and programmes for adults have emerged over time. There were no available statistical figures for persons involved in the provision of educational and career guidance. A range of service offerings with relevance to adults is available from different stakeholders. The adult guidance service is financed by the MoE and European Social Funds (ESF) which presents challenges for long-term planning and service delivery. For example, the current online counselling platform is currently offline due to funding challenges.</p>

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Belgium (Flanders)	<p>In Flanders, 7 in 100 young people between the ages of 15 and 29 are so-called NEET (Not in Employment, Education or Training). VDAB has been tasked with working with specialised partner organisations to reach the NEET target group – vdab.be website more than ever and guide them towards work. The age limit will be increased 30-year-olds. An example of an effective partnership is the one with GTB through the project PEP TALK! & Flip the switch gtb.be website. Knipprath and de Norre (2020)¹⁵⁶ outline the Belgium response to the Youth Guarantee. More information on youth policy in Belgium (and other countries) can be found here - Countries - europa.eu website.</p> <p>In Ghent, learning 'shop' De Stap - destapgent.be website ('Word Wijs' project) focuses on young people aged 16-22 who did not obtain a qualification and who live, work or study in Ghent. De Stap offers them information and coaching (study choice, studying, obtaining a secondary education qualification).</p> <p>In Belgium (Flanders) guidance for pupils with specific educational needs is strongly influenced by the M-decree on special needs education¹⁵⁷, which aims to include children and young people in mainstream education. Pupil guidance centres (CLB's) have extensive expertise in (education) career guidance for pupils in mainstream and in special education. Pupils and their parents can call on the CLBs for information and advice.</p> <p>Within the context of VDAB's work, organisations, such as GTB¹⁵⁸, support people experiencing thresholds to enter the labour market, e.g., persons with severe (mental) health problems. Integration pathways for newcomers are coordinated and facilitated by the Agencies for Integration and Citizenship. Also, several youth organisations offer guidance services, often aiming at specific target groups such as young people at risk of early school leaving or for young people in a NEET situation. GTB is leading with partners on a range of innovative projects targeted at vulnerable groups e.g., Young Adults with Autism to develop new innovative tools.; Transition Coaches, Jump to Job (an Erasmus+ project training peer mentors and job coaches for young people with disabilities)¹⁵⁹; and DuoDay an employer and employee job shadowing experience¹⁶⁰.</p> <p>Career guidance using a career voucher system was implemented by the Flanders public employment service (VDAB) and is a key feature of a system supporting people to stay employable and have longer careers. The career voucher system works as a finance voucher that enables access to career guidance for all people who have a minimum of 1 year's work experience, plus live and work in Flanders. Citizens are entitled to a maximum of two vouchers every 6 years where one voucher equals 4 hours career guidance and a follow-up coaching session. Key features of the system, include services for employees and the self-employed; it is a demand-driven system; career guidance focuses on the needs of individuals; can be accessed at any point of an individual's career; supports reflection and action; enables the strengthening of career competences; whilst the personal financial contribution creates some ownership over the process. An important part of the career voucher system is a national quality framework for all service providers.</p> <p>Euroguidance (Flanders) highlights VDAB has developed several tools that allow citizens to take their careers into their own hands. It offers an online platform "Mijn loopbaan"¹⁶¹ - "My career" - which allows citizens to make a fully personalised online portfolio. This portfolio allows them to keep track of their competences, create their CV and upload it to an online platform used by employers. The system is connected to the job vacancy database and uses sophisticated matching techniques (e.g., based on competences). "Mijn loopbaan" can also be used for lifelong learning as it lists many training opportunities.</p> <p>Also, referral of refugees and newcomers to VDAB mainly happens through its partners: Public Centres for Social Welfare (OCMW's), Flanders Agency for Integration, the shelters and local reception initiatives. VDAB has developed several communication campaigns to inform refugees and newcomers directly about its services. To guide refugees and newcomers towards the labour market, partner organisations can use information through the VDAB website, online videos on VDAB services (available in 7 languages), flyers in different languages, and appointment cards. VDAB also offers E-coaching for job seekers looking for career guidance via telephone conversations or video chats, as well as a specific job training chat service which is available during office hours.</p>

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Denmark	<p>Municipalities organise programmes and support diverse local providers offering employment, learning and training for young people, particularly activities fostering social and labour market inclusion through workplace-based training. They are also fully responsible for supporting all young people in being ready to complete an upper secondary education programme (academic or vocational) or to go into employment. The centres must also work with parents and, in particular support vulnerable groups.</p> <p>The work of the municipal youth guidance units with the young person must be based on his/her current situation, education, their vocation wishes and the possibilities for realising them. This is supported by an education plan and/or an “education order” (a directive to apply to and enrol in education or training as a prerequisite to get social benefits) as a professional process tool. The young person (NEET) can be enrolled in preparatory basic training (Forberedende grunduddannelse - FGU - ug.dk website - FGU) which consists of various educational courses or workplace-based training that can be adapted to the needs and interests of the young person.</p> <p>Providing career guidance for the unemployed are:</p> <ul style="list-style-type: none"> • Municipal job centres • Municipal centres service the unemployed, as well as those receiving sickness benefits. • Liberal adult education (Folkeoplysning). <p>Career guidance practitioners employed at the municipal youth guidance units, are required to complete the diploma or master’s degree programme in educational and vocational guidance or the bachelor’s degree programme in public administration. Alternatively, guidance practitioners with extensive experience in the field can apply for assessment and recognition of their competences and prior learning (Undervisningsministeriet [Ministry of Education], 2020f, para. 34). The same also applies for career guidance practitioners employed at Study and Career Guidance, Denmark (Uddannelses- og forskningsministeriet, 2018, para. 11).</p>
England	<p>Hanson et al (2021)¹⁶² highlight the benefits supported internships as a vehicle for broadening and deepening the social inclusion of people with learning disabilities.</p> <p>Lambeth Made – lambethmade.org.uk website¹⁶³ - This initiative aims to develop a more inclusive schools’ career programme that contained tailored support for special educational needs and/or disability (SEND) students so they can make effective career transitions (Gatsby Benchmark 3)¹⁶⁴. The project was led by a qualified careers professional specialising in SEND and brought Career Leaders and SENCOS together to build a shared understanding of the needs and entitlements of the young person to support successful transitions and to develop appropriate resources. (e.g., a summary of career guidance that was linked to their personal education plan and education health care plan.</p> <p>Facework Group CIC – face.work website - This initiative in South London, supported by funding from Lewisham Council, is modelling an interesting programme working with supporting Ukraine refugees as they settle in the UK and integrate both into civil society, but also the ever-changing work place. Taking a holistic view of careers support, which combines the best of small group work, training, engaging with employers, supporting self-employment routes as well as signposting to great careers advice and resources (including chatbot technology) Facework is pioneering a supported training and careers information and advice places and space’ model tailored to vulnerable groups in the local community.</p> <p>Midlife MOT website - gov.uk website - This initiative launched in July 2023 by the Department for Work and Pensions (DWP) targets older workers with financial planning, health guidance, and to assess what their skills mean for their careers and futures.</p> <p>Good Career Guidance for Adults – gatsby.org.uk website - This pilot initiative currently being investigated by The Gatsby Foundation includes research to assess the feasibility of adapting existing that can be applied in adult targeted careers information, advice and guidance settings. Percy (2022)¹⁶⁵ presents findings on the demand for adult guidance in England.</p>

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Estonia	<p>As part of the youth guarantee, the City of Tallinn implements ‘Hoog Sisse’¹⁶⁶, where they support programmes for young persons aged 13-29 who were not involved in studies or employment. The main aim of these programmes was to support young people in need who may have been made redundant or have not completed their education and are not currently studying. The format of the programmes attempted to assist youth in realising their potential and returning to being a productive member of society as quickly as possible, raising their confidence and self-esteem.</p> <p>In autumn 2020 the ‘Learning path and working in a changing environment’ module was introduced. According to national curricula, the module is compulsory at level 4 (vocational secondary education) and recommended at levels 2-5. A new elective module ‘Entrepreneurship training at workplace’ offers opportunity to develop career management and entrepreneurship competencies in enterprises.</p> <p>Furthermore, vocational educational institutions also have the possibility to include career development as an elective subject. Some VET schools have their own career counsellor or educational counsellor, who supports learners throughout the learning process from admission, some invite external professionals from PES or the private sector.</p> <p>Amendments to the Vocational Educational Institutions Act, adopted in December 2018, opened up the possibility for vocational educational institutions to carry out Choice of profession training. The curriculum (30 or 60 ECTS) mainly focuses on career management skills and their development, with the aim of supporting young people in making decisions about their future education pathway or transition to the labour market. The main target group consists of dropouts of primary school, upper secondary school or vocational school, young NEET, students with special needs, those lacking Estonian language skills or need extra help to adapt in the cultural or educational space, e.g., war refugees.</p> <p>Youth work measures to support young people entering the labour market and provide support measures for young people in NEET status programme for young people who do not study, or work is running from 2023 to 2029 co-financed by the European Social Fund. The Youth Programme aims to improve access to youth services for all young people and to raise mental health awareness among school pupils (grade 7-9). This includes the training of youth workers in local municipalities, methodologies to engage NEETS and Pathfinder centres focusing on supporting young people with Special Education Needs and Disabilities (SEND) and adaptation of the school curricula.</p>

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Finland	<p>The Finnish basic education system has been based on the philosophy of inclusion for a long time. Basic education is the same for all. There is no streaming, but children are supported individually so that they can successfully complete their basic education. One of the goals in the extension of compulsory education in 2018 was to make sure that everyone of the age cohort completes at least an upper secondary qualification.</p> <p>The focus is on the earliest possible support to prevent the emergence and growth of problems. According to the national core curricula, support for growth, learning and school attendance fall in three categories: general support, intensified support and special support. Everyone is entitled to general support. It is a natural part of everyday teaching and the learning process. Intensified and special supports are based on careful assessment and long-term planning in multi-professional teams and on individual learning plans for pupils. If general support is not enough, pedagogical assessment is done and a plan for intensified support will be handled in the pupil welfare group of the school. Following this, a learning plan is drawn up for the pupil.</p> <p>All students in vocational education and training have the right to receive sufficient personal and other educational guidance as needed. Vocational institutions are required to pay particular attention to the counselling and guidance of students with learning difficulties, absences from school or problems with everyday life. Students in need of special educational or student welfare services are provided with an individual education plan. This plan must set out details of the qualification to be completed, the requirements and scope of the qualification, the individual curriculum drawn up for the student, as well as the student welfare services, and support required for studying. Vocational special needs education and training is primarily provided in regular vocational institutions with all other students. There are seven separate vocational special schools. These provide special facilities and services to promote vocational education and training primarily for students with the most severe disabilities or chronic illnesses</p> <p>The preparatory education for programmes leading to an upper secondary qualification was introduced on 1 August 2018 when changes were made to compulsory education. It is designed for young adults who are coming to the end of comprehensive school and are not enrolled in further education, including immigrants. Students in preparatory education for programmes leading to an upper secondary qualification (TUVA) have the right to receive intensive educational support or more intensive educational support for complex needs of the students.</p> <p>The responsibility for organising public employment services will be transferred from the state's employment and economic development offices to municipalities and municipal co-management areas on 1 January 2025. A total of 44 employment areas will be established in Finland.</p> <p>Youth workshops are part of the Youth Guarantee, under which every pupil who has completed basic education is guaranteed a place in an educational institution, apprenticeship training, workshop, rehabilitation or similar. Youth workshops support young people under 29 years old in tackling issues related to education and training, working life and life management. The workshop activities are based on learning by doing through coaching and practical work. Young people can contact a workshop directly or through the TE Office - tyomarkkinatori.fi website, social welfare office or their municipal Ohjaamo - ohjaamot.fi website advisory service point. Almost 70 Ohjaamo One-Stop Guidance Centres across Finland provide information and guidance based on individuals' need.</p> <p>Työkanava LTD - tyokanava.fi website, a special assignment company fully owned by the Finnish State, is dedicated to providing employment opportunities for individuals with limited work capacity who are in the most difficult labour market position. Työkanava employs people with impaired capacity to work in an employment relationship and sells their work input to its customers. The company commenced operations in January 2023 with its inaugural group of employees. Central to Työkanava's objectives is the enhancement and development of its employees' labour market skills and competencies, aimed at enabling them to secure independent employment in the broader labour market.</p>

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Iceland	<p>In Iceland those not in education, employment or training (NEET) currently stands at 5.9%¹⁶⁷. Reducing NEET rates among young adults is a particularly important challenge in all countries because those who become NEET face worse labour-market outcomes later in life than their peers who remained in education or training at this age. Evidence shows that career and guidance counselling in Iceland contributes positively towards reducing NEETS. For example, Hlín Samúelsdóttir - skemman.is website (2021) reports “each dropout student costs just over 17 million Icelandic króna (present value). Performing a cost-benefit-analysis (CBA) on a career education intervention that had been tried on Icelandic teenagers (2007) showed that the intervention is cost effective i.e. a return on investment back 6.5 times over.” Also, this type of intervention can benefit all students.</p> <p>Research by Vilhjálmsdóttir (2021)¹⁶⁸ on working young adults who are without formal education examines how they experience work, their career adaptability and if they view their work as decent. Participants were 154 young working adults, aged 18–29, and unqualified. It was found that participants worked mainly in low-skilled jobs, but many aspired to become professionals or technicians. Participants were significantly lower on concern and control sub-scales of the Career Adapt-Ability Scale (CAAS), compared to peers. Results support a proposition in Psychology of Working Theory that individuals with lower levels of career adaptability are less likely to engage in decent work. Results indicate that self-determination is not met at work, whereas work fulfils financial and social needs.</p>
Ireland	<p>The Education Training Boards FET Guidance, Information and Recruitment support service (GIR) is free and impartial, and open to anyone over the age of 16. This service is accessible through the 16 Education and Training Boards located around the country. This service is multifaceted, and support is provided to individuals at all stages in their lifecycle who wish to explore options. The service is embedded across the ETBs including employer engagement, skills for work, training advisor and learner support, and inclusion teams in addition to their guidance roles. Also, this service works directly with the full range of state bodies, community, disability and voluntary support services.</p> <p>Researchers and educational professionals from the Institute of Education at Dublin City University have come together with staff from the Walk Peer Ability Project – walk.ie website to engage in a collaborative project to develop post-school pathways (PSP) for young people with disabilities moving from post primary school to Further/ Higher Education and Training (FE/HE) and to the world of work. The programme has been specifically designed for guidance counsellors in mainstream and senior cycle teachers in special schools who are typically supporting students aged 15 + years and is funded by the Irish Research Council</p> <p>One of the policy goals set by the Higher Education Authority (HEA) of relevance to guidance is to expand pathways through education and into employment/self-employment. To this end, the HEA also support a number of specialised initiatives such as PATH 5¹⁶⁹, which aims to increase the participation and progression of the Traveller and Roma communities in education in Ireland (p.15)</p> <p>Public bodies are required to meet their public sector equality and human rights duty obligations in regard to guidance-service provision. In addition, Ireland’s national disability policy landscape is informed by the UN Convention on the Rights of Persons with Disabilities (UNCRPD), which Ireland ratified in 2018. In recent years, two whole-of-Government disability strategies have made progress in relation to guidance for people with disabilities: (i) National Disability Inclusion Strategy (2017-2022)¹⁷⁰ and (ii) Comprehensive Employment Strategy for People with Disabilities (CES)¹⁷¹. The Irish Government provides formal advice and guidance on the use of assessment instruments for guidance or for additional and special educational needs in post-primary schools.</p> <p>The Department of Social Protection (DSP) provides a free Intreo Public Employment Service¹⁷² to jobseekers, employers, employed people, and job changers. These services provide access to employment services, Intreo partners, work-experience programmes and employer opportunities as referenced in the Pathways to Work Strategy 2021-2025¹⁷³.</p>

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Ireland (Continued)	<p>Central to the delivery of a person-focused service is the provision of Public Employment Services through local Intreo Offices. Within Intreo, Employment Personal Advisors (EPAs):</p> <ul style="list-style-type: none"> • Encourage, support and assist jobseekers to secure and sustain employment; • Work with jobseekers to develop an agreed personal progression plan, based on their needs and skills required to become job-ready and secure sustainable employment; • Provide access routes to work experience and employment opportunities; • Provide a service to employers by promoting the department's schemes and supports, and assist with filling vacancies and; • Provide access routes to education and training where skill gaps are identified in line with existing and emerging labour-market needs. <p>The Department of Enterprise and Employment has a role in terms of ensuring up-to-date labour-market information is available and identifying future skills needs in the economy and associated labour-market issues, with a particular focus on the needs of the enterprise sector. The Expert Group on Future Skills Needs and the Skills and Labour Market Research Unit (SOLAS), play key roles in this respect. In addition, DFHERIS engages closely with enterprise in relation to skills needs, both through the partnership platforms (National Skills Council, Regional Skills Fora) and on the workforce development agenda via Skillnet Ireland¹⁷⁴. The Labour Market Advisory Council and Employer and Evaluation Subgroups have a key role in providing independent advice to the Minister for Social Protection on issues related to emerging labour-market challenges, the effectiveness of labour-market policies and on increasing the capacity to make informed decisions based on evidence.</p>
New Brunswick, Canada	<p>Currently, New Brunswick does not have a career policy. However, it does utilise a Career Education Strategy New Brunswick gnb.ca website and Career Education Framework New Brunswick - gnb.ca website to help guide its practice. Using these documents helps all teachers within the school system become career practitioners. These documents are supported by a career development lead, transition coaches, online learning modules for teachers, and an online career development tool called MyBluePrint. All documents can be found at Career Connected Learning New Brunswick gnb.ca website.</p>
New Zealand	<p>The Youth Guarantee Employability Skills Framework¹⁷⁵ identifies the soft skills or capabilities most desired in young people by New Zealand employers. It was developed in 2016 by a group of employer and tertiary and secondary education representatives and tested with students, educators and employers to support increased understanding across sectors about what is needed from employees in the workforce.</p> <p>For many Rangatahi young people and adults, particularly vulnerable groups, the face-to-face conversation is considered by key informants to be of most value and has the best outcome from individuals. For these and others in rural communities (often isolated areas) there are connectivity and affordability issues.</p> <p>The Accident Compensation Corporation (ACC) – acc.co.nz website in New Zealand plays a pivotal role in providing support and compensation for individuals who have suffered accidents or injuries. In addition to financial assistance and rehabilitation services, ACC recognizes the importance of helping individuals reintegrate into the workforce. As part of its comprehensive approach to rehabilitation, ACC offers career counselling services to assist beneficiaries in exploring and identifying suitable employment opportunities. By addressing both the physical and vocational aspects of rehabilitation, ACC contributes to the overall well-being and productivity of those who have experienced accidents or injuries in New Zealand. All universities are working in the graduate job fairs and recruitment and each have their own psychometric testing and interview skills, CV readers etc.</p>

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Northern Ireland	<p>Careers Advisers work in a variety of locations and contexts with young people and adults, including schools, colleges, training providers and in the community through outreach work. Formal partnership working arrangements are in place with Youth Justice Agency, Health & Social Care Trusts, Training Providers and FE colleges. Careers Service has representation on all 11 District Council Labour Market Partnerships (LMPs) and works collaboratively with LMP stakeholders on various local labour market initiatives and projects that are aimed towards meeting the employability needs of their local citizens, including Job Fairs, Careers Conventions and Women Returner Programmes.</p> <p>Careers Advisers also network extensively with a broad range of statutory, voluntary and community sector organisations to provide careers support to clients. Clients can access support via a range of contact modes including face to face, telephony, email and webchat.</p> <p>The online client Application for Guidance helps to identify all clients career management skills and any barriers to career planning, where appropriate. This includes those with no career planning in place, those with barriers, those considered as vulnerable and those considered most at risk of becoming NEET, which can vary across schools. Services are also prioritised for other vulnerable client groups e.g.: care experienced, youth justice system experience or criminal behaviour, disability, refugees and asylum seekers, NEETS, unemployed adults, adults facing redundancy.</p> <p>The Careers Service considers up to date information from companies and other employers to be critical in careers guidance. The Careers Occupational Information Unit (COIU) actively liaises with key sectors to scope developments in order to inform careers guidance. Online publications provide citizens with the latest information from important sectors including growth areas, career profiles, progression routes, and new or emerging opportunities. These publications are made available to school pupils, careers teachers, careers advisers and adult career-changers. Careers Occupational Information - Department for the Economy - economy-ni.gov.uk website</p> <p>Building on a successful project that tested innovative approaches to support young people with autism, DfE Careers Service is currently developing next stage proposals for the implementation of an interactive digital solution that will enhance the careers guidance experience and deliver better-targeted support for those clients with additional needs.</p> <p>The Careers Service collaborates very closely with the Department for Communities (DfC) to offer careers support to clients facing redundancy or unemployment, and individuals hoping to return to the labour market. Careers Service are also active members of all 11 local council led Labour Market partnerships (LMPs) providing professional and impartial careers guidance services to adults. The service focuses on addressing the needs of young people and adults facing, or vulnerable to, social exclusion, including clients with a disability. Careers Services are prioritised for clients with a statement of special educational need (SEN), disability, health condition, refugees, asylum seekers, care experienced, known to youth justice and the unemployed. Formal partnership agreements are in place with the Youth Justice Agency and the Health and Social Care Trusts.</p>
Norway	<p>There is a strong focus on increasing cross-sectoral cooperation and co-ordination underpinned by the National Quality Framework to support groups at risk, especially young people and refugees, in various pilot projects across Norway. Also, complementary and strong working links are well established with NAV the public employment service with collaboration projects in all of the Counties. The Directorate for Higher Education and Skills are responsible for supporting the careers centres with their work on careers information, advice and guidance and career learning for refugees. As part of an introductory programme refugees aged between 18-55 years old must participate in a compulsory programme providing career learning¹⁷⁶.</p> <p>The Senter for Seniorpolitikk – seniorpolitikk.no website service provides for those in their mid-50s offers careers information, advice and guidance with referrals made where necessary to online services and career centres.</p>

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Scotland	<p>In Scotland, 'in line with the Scottish Government's Labour Market Strategy, Individual Training Accounts (ITAs) were launched by Skills Development Scotland in October 2017. ITAs are available to help people develop the skills they need for work, giving learners who meet the eligibility criteria up to £200 towards a single training course or training episode per year. The money does not need to be paid back' (p.29).</p> <p>Skills Development Scotland (SDS) offers a <i>Next Steps</i> service providing intensive career information, advice and guidance (CIAG) support for unemployed young people aged 15 to 18-and-a-half through 121 career guidance, group activities to develop CMS, work coach support, employability and advocacy to partner resources and provision.</p> <p>Care experienced young people under SDS' commitment to The Promise (Scotland Independent Care Review), and as a Corporate Parent, ensures Next Steps support is extended to age 26+. Young people needing longer transition due additional support needs would receive earlier and extended support related to their needs under SDS' commitment to the Scottish 'Principles of Good Transition'. Vulnerable young people within communities working with a work coach would continue to receive work coach support for a period of time as aftercare when they enter their first destination</p> <p>SDS career guidance staff, as part of a partnership response, brought CIAG services to the ships in Glasgow and Edinburgh to support Ukrainian refugee families being temporarily housed on them. This included 121 career guidance and employability support, group activities with partners and translated career webinars.</p> <p>SDS tracks and evidences the improvement in CMS¹⁷⁷ for all pupils. They gather the information on all school leavers and submit this to the Scottish Government and they publish the School Leaver Destinations (in Feb of each year) and then the sustained destinations in June. The data used by the Scottish Government is shared back with SDS enabling the organisation to map/align the destinations with the services the pupils have received. "We are able to evidence a relationship between improved CMS and positive and sustained destinations for school leavers" (key informant). SDS also work with a wide range of refugee groups in partnership nationally and locally.</p>
Sweden	<p>Collective Agreements: The service offering support for those who are dismissed due to lack of work, illness or termination of a limited-term employment - Trygghetsfonden TSL¹⁷⁸ - is one of several restructuring organisations in Sweden. It is the collective agreement at the workplace that governs which transition organisation provides transition and skills support to individuals. Even people who are not covered by a collective agreement can receive support. The service offers support for those who are dismissed due to lack of work, illness or termination of a limited-term employment. In order to get into work as quickly as possible, the service adapts the support completely based on each person's own needs. It costs nothing to participate and there is also the possibility of receiving training or a severance grant. The service also offers career and study guidance, opportunities for education and financial support while individuals study.</p> <p>The Swedish municipalities have something called "activity responsibility" (KAA) for young people under the age of 20 who are not enrolled in school or do not have a diploma from upper secondary school. This means that they should support these young persons (NEETS) to find meaningful opportunities.</p>

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Switzerland	<p>Viamia – viamia.ch website¹⁷⁹ a careers support service for adults 40+ was launched in January 2021 as a pilot in 13 Cantons. The programme was introduced at a national level in 2022. Advice centres in all cantons offer this service, as part of the joint partnership project to further develop vocational training “Vocational Training 2030”. The aim of viamia is to support working adults aged 40 and over in determining their professional position and career planning. At viamia, interested parties analyse their professional situation together with a consultant. The focus is on maintaining and strengthening the employability of the participants. This includes looking at the job market and personal resources. From 2022 to 2024, the federal government will subsidize the implementation of free individual location assessments. The State Secretariat for Education, Research and Innovation (SERI) is entrusted with the overall project management. The SK BSLB is responsible for developing the advisory services.</p> <p>Canton of Bern – “BIZ bi de Lüt”: the mobile information desk, in the form of a vintage minibus, reminds people of the importance of being proactive and the careers support available to them. Large parts of the population are not aware that the BIS also supports adults. This is implemented as part of a roadshow at ten locations – in busy squares, in front of shopping centre or at train stations. The project was accompanied by a media campaign.</p> <p>Canton of Valais – Course “Strategies for re-entry after a burnout”. More and more adults who are registered as unemployed are suffering from burnout, which can make professional reintegration more difficult. The career advice centers of the Valais Romand offer a group course of six half days on behalf of the RAV regional employment centers. This combines individual coaching and group work is led by career counsellors who are trained in burnout issues. Based on methods of solution-oriented coaching and positive psychology, the offer enables you to focus attention on personal resources and occupational stress with a view to permanent reintegration into the to cope better within the labour market.</p> <p>Canton of Schwyz – Hiking Career Seminar “Take new steps”. During a two-day seminar, adults with professional experience hiking in nature reflect on their own biography, review their previous roles and identify the common thread in their (professional) life and define the first steps on how to proceed. Inspired by input from the seminar leader, the participants reflect individually. Pair and group work to explore your interests, skills and resources. They share and discuss their findings in plenary and develop career prospects. Setting, emphasis is placed on group exchange, and it is encouraged that the participants continue to meet as “success teams” after the seminar has ended.</p>

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Wales	<p>Youth Engagement and Progression Framework (YEPF) – gov.wales website sets out the Welsh Government’s approach to developing support for young people who are at risk of or who have become NEET. This triage framework plays an important part in implementing more systematic approaches to identifying these young people who need support and making sure they get the help they need to get them back on track. Underpinning the Framework is the requirement for collaboration between partners such as local authorities, schools & colleges, Careers Wales & Working Wales, post-16 education and training providers and the voluntary youth work sector. The framework aims to reduce the number of young people aged 11 to 18 who are not engaged in education, employment or training (NEET). The Framework, updated in September 2022, has been expanded to include the prevention of youth homelessness.</p> <p>Young Person Guarantee – gov.wales website (March 2022) plan for employability and skills supports people furthest away from the labour market to find work – and focus on improving labour market outcomes for disabled people, Black, Asian, and Minority Ethnic people, women, and those with low skills.</p> <p>Mid-career Review – fenews.co.uk website (March 2023) a national campaign, launched by Working Wales, to encourage adults looking to change careers to seek professional support. This follows research which revealed that almost three-quarters of UK workers (71%) will be looking for a new role this year. The ‘career changer’ campaign showcases the vital support that Working Wales offers to young people and adults across Wales who are looking to make a career change but are unsure of where to start. The campaign is aims to encourage customers through the career change journey, from scoping out their reason for change and identifying transferable skills to job matching and getting job ready.</p> <p>Offenders and young people, supported by Youth Offending Service (YOS) teams, are priority customers for the Working Wales service. Therefore, collaboration with YOS teams across Wales is critical. There are agreed Memorandum of Understanding plans with most YOS teams in Wales. These documents set out the broad channels of communication between both parties, along with referral and information-sharing arrangements. Designated Careers Advisers who are linked to each YOS team in Wales. These act at the first ‘Points of Contact’ for referrals and ensure that working relationships and support to young people are assured seamlessly. Similar arrangements operate in Youth Offending Institutions (HMP Parc, Bridgend; Hill Side Secure Children’s Home, Neath; and Werrington, Staffordshire). The latter accommodates young people from the north of Wales.</p> <p>By targeting refugees and asylum seekers in Cardiff city and co-developing a careers support programme with the Oasis Cardiff charity – a non-profit charity – this supports individuals and families to integrate within their local community. With 100 – 150 visitors daily, customers include people from Iran, Iraq, Afghanistan, Sudan, Mali and the Congo. Working Wales encourages participants to ‘volunteer’ as group session facilitators/ translators, thus supporting individuals whilst also enriching the skills and experience and adding to their CVs. They also support those in hardship to access British equivalences to their existing overseas qualifications.</p>

Country / Province	Theme 4: Professional qualifications /learning and development (e.g., initial and continuous professional development (CPD) for careers advisers/ counsellors/ guidance professionals.)
Austria	<p>A crucial distinction exists between counsellors within the school-based context and those operating outside the educational system. In the framework of a teacher training programme, specifically the Lehrerausbildung Neu¹⁸⁰ implementation since autumn of 2016, the qualification for school-based educational and vocational orientation is embedded as a specialised optional module in basic teacher training. For educators already in service, specialised courses are available at university colleges for teacher training. These courses are designed to equip them with the skills necessary for roles such as education and vocational orientation teachers or co-ordinators.</p> <p>In addition to institution training, the Public Employment Service Austria (AMS) internally regulates the training of careers practitioners. Furthermore, the professional Association of Education and Career Guidance Counsellors (Vereinigung Österreichischer Bildungs- und BerufsberaterInnen, VÖBB)¹⁸¹ is dedicated to the professionalisation of careers practitioners through its Training Academy by offering further programmes.</p>
Belgium (Flanders)	<p>Career counsellors working in VDAB or one of the recognised career guidance centres have a variety of backgrounds, including organisational psychology or social work (BA or Masters' level). In CLBs (pupil guidance centres linked to schools) each full-time member of staff is entitled to a certain number of professional development days per school year, as determined by the Flanders government. Every new member of CLB staff has a follow up induction training organised by the CLB-umbrella organisation. The CLBs have developed a deontological code that applies to each staff member. For psychologists working as guidance practitioners, the Commission of Psychologists has issued a deontological code for Belgian psychologists. The code came into effect in 2014.¹⁸²</p>
Denmark	<p>Career guidance practitioners employed at the municipal youth guidance units, are required to complete the diploma or master's degree programme in educational and vocational guidance or the bachelor's degree programme in public administration. Alternatively, guidance practitioners with extensive experience in the field can apply for assessment and recognition of their competences and prior learning (Undervisningsministeriet [Ministry of Education], 2020f, para. 34). The same also applies for career guidance practitioners employed at Study and Career Guidance, Denmark).</p> <p>The E-Guidance platforms provide educational and vocational guidance counsellors (and other key stakeholders mentioned earlier) with:</p> <ul style="list-style-type: none"> • Common guidelines • Common knowledge base • Seminars • Supervision and knowledge-swap sessions • Work groups • Networking • The national guidance portal. <p>In Denmark, there are two associations for career guidance professionals. The Danish Association for Career Guidance¹⁸³ and the Association of Guidance Counsellors in Youth Education¹⁸⁴ within upper secondary education. The two associations are currently in the process of merging.</p>

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England	<p>The Career Development Institute (CDI)¹⁸⁵ professional association provides detailed guidance on professional roles and competencies in the sector. This includes the publication of an ethical framework¹⁸⁶ which offers guidance to careers professionals on how their roles should be enacted. In 2023, it published guidance on the use of AI and chatbots in careers.¹⁸⁷ The Institute for Employability Professionals (IEP)¹⁸⁸ professional association supports those working in the employability sector organisations. An initiative launched by the IEP in 2023 is the Centre for Employability Excellence and a sector-led Quality Improvement Framework (QIF) in collaboration with various organisations large and small.</p>
Estonia	<p>The sector has become more active and open. This creates opportunities for career coaches, career counsellors and other professionals to design and provide services for a variety of target groups (from CEOs to teachers, youth workers and entrepreneurs). The professionalism of Estonian practitioners in recent decades has primarily benefited from a 6 ECTS programme developed in cooperation with Innove and 3 universities offered irregularly, when funding is available. Also, courses are offered by various training providers, including universities, public agencies and private providers. There is no academic qualification obtainable for the career professionals – most have a higher education degree in social or educational sciences (e.g., psychology, economics and business administration, pedagogy, teacher training).</p> <p>However, the occupational qualification system, including occupational qualification standard¹⁸⁹, the system of awarding occupational qualifications and register of professions is established to ensure the professional development of practitioners in career guidance¹⁹⁰. A 2020 study revealed that the occupational qualification system is clearly an essential component of quality assurance with a focus on the professional training of staff who deliver career guidance¹⁹¹. Micro-credentials are the new initiatives. In 2022/2023, there are three career guidance-related programmes opened by two universities. Academic and CPD in several institutions is based on the professional standard. with competence-based awarding of qualifications by the professional association.¹⁹² A 2021 study identified 33 different courses with a focus on relevant competencies identified by the standard.¹⁹³</p> <p>The current occupational qualification standard for career specialists is established at two EQF levels: six and seven, equivalent to a Bachelor's degree and Professional higher education certificate (level six), and a Master's degree (level seven). The main difference between the levels is that in addition to service provision, the level seven practitioner has more extensive experience and competences at a national or international level, e.g., developing new tools and, curricula or being active as researcher or trainer.</p> <p>PES has the programme for PES professionals. In a new forthcoming programme initiated by the Ministry of Education and Research, the focus is on teachers and community building.</p>

Country / Province	Theme 4: Professional qualifications /learning and development (e.g., initial and continuous professional development (CPD) for careers advisers/ counsellors/ guidance professionals.)
Finland	<p>Finland has a strongly professionalised system of guidance qualified by international standards. The qualifications of the guidance counsellors at comprehensive and secondary level education, are defined in legislation (986/1998 – finlex.fi website). Currently, a prerequisite of a vocational guidance psychologist in the public employment services in Finland is a master’s degree in psychology.</p> <p>In addition to the required qualification for teachers (a master degree or a special qualification for vocational-school teachers), all guidance counsellors must have a certificate of the completion of specialist postgraduate diploma in guidance and counselling (60 ECTS). Another option is to take a master’s degree programme in guidance and counselling (300 ECTS, which includes the pedagogical training equivalent with 60 ECTS). Practitioners are required to participate in in-service training every year. They have the main responsibility for the organisation and implementation of guidance and counselling services. Three universities (one with Swedish-language programme) and five universities of applied sciences provide programmes which meet the legally defined qualifications</p> <p>Practitioners working in comprehensive and upper secondary level education are required to participate in in-service training every year, to stay current with the latest research, counselling techniques and educational policies. Often, the training consists of annual updates LMI and the enrolment procedures for further education. The possibilities to attend long-term continuous professional development during working hours varies in different municipalities.</p> <p>A proposal for a National Competency Framework for Career Professionals (January 2024)¹⁹⁴ is a response to the need presented in the Finnish National Strategy for Lifelong Guidance 2020–2023 to create national descriptions of competencies required in the field of guidance. The publication is the result of a collaborative process including several hundred guidance professionals and experts from across Finland, with a literature review forming the basis of the work. Kettunen et al. (2024)¹⁹⁵ have developed assessment forms for career professionals and organisations based on the competency framework. A separate report (Vuorinen et al., 2023)¹⁹⁶ details the project behind the competency framework development. The EU’s Recovery and Resilience Facility is funding the competency framework proposal as part of a national development project for lifelong guidance. The project is coordinated by the Ministry of Economic Affairs and Employment and the Development and Administrative Services Centre (KEHA Centre).</p>
Iceland	<p>The role of ‘Educational and vocational guidance counsellor’ needs to be fulfilled by a professional who is licenced by the Minster of Education. Certification is granted to applicants who are qualified to Masters level (European Qualification Framework level 7)¹⁹⁷. The law defines the certification process, and the government appoints an evaluation committee made up of three representatives, one from the Association, one from the coalition committee for higher education, and an independent chair. The committee sits for four years to oversee the process of certification and deal with any disagreements¹⁹⁸. The Masters level qualification is only delivered domestically by the University of Iceland. It is a specialist qualification focused on career guidance counselling, although in practice many graduates of the programme also undertake wider support and counselling roles in addition to their career counselling responsibilities.</p> <p>An OECD report from 2013¹⁹⁹, criticises Icelandic guidance counsellors for being oriented towards academic studies and not knowledgeable about vocational education and the world of work (p. 32). This did not result in changes in the curriculum of career guidance and counselling program at the University of Iceland, probably because there is no system in place at the Ministry to bring about change.</p> <p>The Icelandic Association for Educational and Vocational Guidance aims to enhance professional work and support or create opportunities for continuing education for its members. It has defined a code of ethics for practitioners. The Association also encourage members to be mindful of the International Association of Educational and Vocational Guidance’s code of conduct.²⁰⁰</p> <p>There is no national framework for competence in career guidance produced by either the government or the professional association. This means that the programme taught by the University serves as a de facto articulation of the professional competencies of career counsellors in Iceland. The professional association is working on an updated job description noting specific skills requirements aligned to NICE professional roles²⁰¹.</p>

Country / Province	Theme 4: Professional qualifications /learning and development (e.g., initial and continuous professional development (CPD) for careers advisers/ counsellors/ guidance professionals.)
Ireland	<p>Towards Professional Recognition of Guidance Counselling in Ireland (Department of Education and Skills, 2016)²⁰² provides a comprehensive overview of the training involved in becoming a guidance counsellor. The Institute of Guidance Counsellors (2023)²⁰³ published a booklet on this topic. This is the professional body for guidance counsellors in Ireland, practising across a variety of settings, including Second Level Schools, Further Education and Training Colleges, Adult Guidance, Higher Education and in Private Practice.</p> <p>As per national and international best practice, the professional body aims to promote professionalism, ethics, quality assurance mechanisms and to support its members in their work. Training and development of expertise and professionalism of those involved in delivering lifelong guidance is ongoing. Ireland currently has three universities that offer formal training at postgraduate level to those keen to join the guidance workforce e.g., Dublin College University and the University of Limerick offer initial training and education across the lifespan Maynooth University offers separate programmes, one for school guidance and one for adult guidance. There is currently shortage of guidance counsellors and an ageing workforce. The Irish government aims to work closely with key partners to ensure clear and transparent standards of guidance are evident across all levels in all sectors.</p>
New Brunswick, Canada	<p>In addition to specific counselling competencies that school counsellors are required to have, the province broadly adopts the Pan-Canadian Competency Framework for Career Development Professionals²⁰⁴ as a framework for career development practice. However, since school guidance counsellors' main professional identify may not be directly connected to career development, the engagement with this framework is variable on the ground.</p> <p>The New Brunswick Career Development Association²⁰⁵ and the Competency Framework for Career Development both endorse the importance of quality assurance and professional ethics.</p>
New Zealand	<p>A registered teacher qualification is required to work in schools. This negates the requirement for a professional careers qualification. Careers staff across the school network have to be hugely creative in bringing in resource where they need to and leverage training and relationships around them. The Career Development Association of New Zealand (CDANZ)²⁰⁶ is leading the Advancement of Career Development Excellence for Aotearoa. Its vision is supported through becoming a Te Tiriti o Waitangi partner organisation. Its mission is guided by four pillars: Professionalism, Advocacy, Sustainability, Collaboration.</p> <p>As of 1 April 2021, CDANZ introduced a suite of changes to Entry Level Qualifications and Member Pathways. These included the introduction of a requirement for new members to evidence competency as part of their applications to join and the Introduction of an alternative pathway to membership for those with minimum qualification in people related fields.</p>
Northern Ireland	<p>The Careers Service employs professionally qualified Careers Advisers who are all registered members of the Career Development Institute. This Membership requires practitioners to adhere to a Code of Ethics/Conduct and Continuing Professional Development. The service is also piloting a Trainee Careers Adviser programme. Trainees will be employed by DfE and also complete the OCR Level 6 Diploma in Careers Guidance and Development. Those Trainees that meet the requirements will then become a professionally qualified Careers Adviser employed by the Careers Service in the DfE.</p>

Country / Province	Theme 4: Professional qualifications /learning and development (e.g., initial and continuous professional development (CPD) for careers advisers/ counsellors/ guidance professionals.)
Norway	<p>The recommended formal competence is that anyone working as a guidance counsellor in schools should have at least a bachelor-level relevant education with a minimum of 60 ECTS in guidance, of which 30 ECTS should cover careers information, advice and guidance and/or social guidance. Furthermore, the guidance counsellor should hold relevant practice and knowledge of the school system.</p> <p>Some universities and university colleges offer Master's programmes aimed at careers information, advice and guidance practitioners. The Inland Norway University of Applied Science – inn.no website and University of South-Eastern Norway each were reported to provide a Master's programme in career guidance. Subjects at a bachelor level are also offered. For example, Oslo Metropolitan University (Oslo Met) provides a one-year study programme. In contrast, careers centres and online services offer bite-sized continuous professional development opportunities.</p>
Sweden	<p>Approximately 4,900 individuals are employed as careers information, advice and guidance counsellors in Sweden and 80 percent of them are women (Statistics Sweden, 2020)²⁰⁷. Most of them work in schools, at universities and employment offices. The private sector is growing, and the guidance services offered by the Employment Service are provided by private actors, procured by them. In some municipalities there are central guidance centres that provide services to the schools.</p> <p>There is a well-established professional pathway for guidance counsellors in Sweden, with most training taking place at a Bachelor degree level in career guidance. The specialisation at Bachelor degree level only is unique to Sweden. The three-year university programme in career guidance, 180 ECTS is the most common education for guidance counsellors working in schools, as it is required for them to get hired. Study counsellors at universities sometimes have this degree, but more usual they have any degree, depending on the department where they work, and then they often receive in-service training in guidance theory and practice; Also, employment officers working with guidance sometimes have the degree, but often they have gone through the employment service own training programme in careers information, advice and guidance instead. Additionally, national associations and networks, such as the Swedish Association of Guidance Counsellors²⁰⁸, the National Union of Teachers and the Swedish Research Network for Career Development and Guidance (KAV), support practitioners' professionalisation and training.</p>
Switzerland	<p>The system may vary between Cantons. In general, Career Counsellors working in the public sector need a Master of Advance Studies (MAS) postgraduate qualification to practice which can be obtained at the University of Lausanne (in French, need a Masters in Psychology) the University of Bern (in German, Need a Masters in Psychology) and at two Universities of Applied Sciences (FHNW on Olten, ZHAW in Zurich) with more open entry requirements. A qualification and competence profile for all 4 higher education institutions guides professional training arrangements. Normally, HE training is accompanied by practical experience gained in the Canton Career Centres. At the FHNW (one of the aforementioned training institutes) the training programme includes compulsory theoretical elements that are applied and trained in a practical institution, similar to a dual vocational training programme.</p>
Wales	<p>Level 6 on the Qualifications and Credit Framework, which is equivalent to a university degree, is the recognised standard required for a professional careers information, advice and guidance qualification in Wales (and across the UK). As the lead body for the sector, the CDI professional body manages the UK Register of Career Development Professionals²⁰⁹, also referred to as the Professional Register and Register. The CDI are custodians of the National Occupational Standards: Career Development²¹⁰. These are used to inform qualifications in the sector and provide the framework for the Career Development Sector Progression Pathway²¹¹.</p>

Appendix 3 – Strategic national fora supporting lifelong guidance systems

Country	Strategic national fora supporting lifelong guidance systems
Austria	Austria has a wide variety of institutions, providers and initiatives in career guidance, with an equally wide variety of responsibilities. There is no uniform system of educational and vocational guidance, but there are certain legally regulated responsibilities and coordination efforts. However, it was one of the few European countries that developed a Lifelong Guidance Strategy based on broad discourse and approved by the government over the last 20 years. This spans across sectors, not just limited to individual educational areas, life phases or sectors. The longstanding Austrian National Lifelong Guidance Forum, actively involves a variety of Austrian Lifelong Guidance stakeholders.
Estonia	The National Career Guidance Forum has been re-established by the PES. This overarching body consists of relevant partners, with whom the coordinated development and availability of career services across Estonia is jointly monitored and where development areas are discussed, including three pillars promoting careers education, career guidance and career counselling.
Finland	Coordination and collaboration at national level for lifelong guidance is managed through a National Lifelong Guidance Forum. This national group is designated and co-chaired by both the Finnish Ministry of Education and Culture and the Finnish Ministry of Economic affairs and Employment.
Ireland	The Irish Ministry has recently published a new National Strategic Framework for Lifelong Guidance and Action Plan (2024 -2030). A National Policy Group for Lifelong Guidance ²¹² established in 2022, represents five government departments and each is committed to the vision and objectives outlined in this national strategic framework and the accompanying Strategic Action Plan (2024-2030). A Lifelong Guidance Advisory Group was established in 2023. The advisory group consists of key stakeholders representing 12 organisations.
New Zealand	In September 2023, a new National Careers System and Strategy was launched by the Tertiary Education Commission following extensive consultations with the careers community, government agencies, industry and ²¹³ wider community organisations. The key focus areas of the Strategy build on good work already happening within the careers ecosystem and signal a commitment to addressing the barriers and challenges people currently face when making career decisions.
Northern Ireland	Career guidance is considered crucial to a wide range of Northern Ireland policy agendas. DfE Careers service operates as an all age, all ability service. A Steering Group with representatives from DfE Careers Service, and the Higher and Further Education Institutions was established in 2023 to design common quality standards for the careers guidance system. Once agreed, the standards will aim to improve the consistency and quality of career guidance provision to all users. DfE Careers Service also participates in regular meetings with the other Nations in the UK to discuss, share and learn from best practice in careers guidance policy and delivery.
Norway	Career guidance is considered to be crucial to a wide range of Norwegian policy agendas. The overall aim of the lifelong career guidance policy is closely connected to the Skills Policy Strategy for Norway. Ministries and strategic partners have worked closely together to design and implement a coordinated system for lifelong guidance
Scotland	A formal Careers Collaborative guides the operating model i.e., a high-level overview of how services should be organised to deliver on the career review recommendations. It expresses a set of outcomes that the system needs to deliver and describes a set of principles that future services can be built upon and to which they must align.

Country	Strategic national fora supporting lifelong guidance systems
Sweden	A forum for national cooperation on educational and vocational guidance (<i>Forumnätverket för studie- och yrkesvägledning</i>) was established in 2012 by main actors in the field (Public Employment Service, National Agency for Education and Euroguidance Sweden). The National Agency for Education (<i>Skolverket</i>) acts as chair of the network.
Switzerland	The Swiss conference of heads of vocational, university and careers guidance (SK-BSLB/CS-OPUC; in German, French and Italian) was set up by the Swiss Conference of Cantonal Ministers of Education EDK. It is in charge of inter-cantonal coordination and serves as a forum for information and experience-sharing. A National Strategy for vocational, study, and career advice (2021-2025) forms the basis for a modern and future oriented BSLB in the cantons and at the national level. The Swiss Service Centre for Vocational Training, Study and Career Counselling (SDBB) provides services in areas that have been transferred to the cantons.
New Zealand	In September 2023, a new National Careers System and Strategy was launched by the Tertiary Education Commission following extensive consultations with the careers community, government agencies, industry and wider community organisations. The key focus areas of the Strategy build on good work already happening within the careers ecosystem and signal a commitment to addressing the barriers and challenges people currently face when making career decisions.

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Endnotes

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Contact the Careers Service

We welcome your feedback on this research.
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