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An Roinn
Geilleagair

An International Evidence Review: Career Guidance-Related Legislation, Regulations and Brief Overview of Practice

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May 2024

Career Guidance: Legislation, Regulations and Brief Overview of Practice

Country	Legislation	Practice
Austria (AT)	<p>In the respective curricula of different school types and in various decrees of the Ministry of Education, Science and Research (BMBWF) define the tasks in school career orientation in more detail. In addition, the Labour Market Service Act (Arbeitsmarktservicegesetz – AMSG - bka.gv.at website) stipulates that the Austrian Public Employment Service (<i>Arbeitsmarktservice</i>, AMS) must provide information on the labour market and the world of work, as well as advice on issues such as the choice of occupation.</p>	<ul style="list-style-type: none"> • Integrated school to work in education • Timetabled career education programmes • Starts formally from 7th grade in lower secondary level at age 12 • There is growing recognition of the need to start career related learning early in the education system • A three-level model for the development of career guidance in schools • Taught by career teachers (only at lower secondary level) • Individual advice provided by student advisors and specialised support from the School Psychology Service (at lower secondary level) and as upper secondary level • More recently, educational and vocational orientation co-ordinators have also been established in schools (regulated as a school-related event in the School Education Act (Schulunterrichtsgesetz – SchUG - bka.gv.at website)). • Educational and vocational orientation in industry, pupils from the eighth grade onwards, i.e., also in the upper secondary schools can be granted permission to stay away from lessons for up to 5 days in the school year • teachers at all lower and upper secondary schools (i.e., from 5th to 13th grade) are active as student and educational counsellors (to inform pupils about further educational pathways) • Nationwide “Talent Check” tests for young people aged 13-14 set up throughout Austria by the career guidance 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. • At 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 • 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 (18plus – 18plus.at website (formerly <i>Studienchecker</i>)).

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<p>Belgium (Flanders) (BE)</p>	<p>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. 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>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>The Ministry of Chancellery and Administration is responsible for the Agency for Community Integration, which contributes to the aims of the Flemish integration policy.</p>	<ul style="list-style-type: none"> • The Public Employment Service, VDAB connects jobseekers with employers and is committed to supporting every jobseeker in the search of a matching job (social function). • 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. • 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 - vdab.be website in 2021, focusing on career guidance through VDAB mandated centers that work with the well-established career voucher system. • 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. • 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. • CLB teams are multidisciplinary (doctors, social workers, psychologists, assistant psychologists, nurses, and intercultural consultants). • A result of collaboration between CLB umbrellas, Onderwijskiezer – onderwijskiezer.be website offers a fully integrated service linking learning opportunities, professions and labour market information. • 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. • 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. • Within the context of VDAB's work, organisations, such as GTB 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.

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<p>Denmark (DK)</p>	<p>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>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 eVejledning. • 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). 	<ul style="list-style-type: none"> • 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 • 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 widely – and politically – acknowledged that it is perceived stigmatising. (Therefore, the government and other political parties have voted for a dismiss of the assessment of educational readiness.) • From nine or 10 grade), students should have a plan for their further education and training, called the personal education plan. • 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. • 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. • 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 • Guidance from the municipal youth guidance units must include the following activities, as a minimum: <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 (ug.dk) and to eGuidance; - information meetings for students and their parents; - taster courses to upper secondary education programmes (in forms 8 and 10) - work experience – optional. • 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. • Schools are responsible for the topic of education and work, with courses planned in cooperation with the municipal youth guidance units.

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Denmark (DK) (Continued)		<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>
England (UK)	<p>The Education Act 2011 - legislation.gov.uk website. This act does not specify the skills, competence or qualification of the practitioners involved in delivery.</p> <p>In 2023, the Department for Education issued further statutory guidance - publishing.service.gov.uk website 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.)</p>	<ul style="list-style-type: none"> • The Gatsby Benchmarks for 'Good Career Guidance' 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). • Schools have a legal duty to provide career guidance for pupils. • 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 an external Careers and Enterprise Company to distribute funding support for universities and other training providers, primarily (though not exclusively) to provide additional training for careers leaders in schools. • Inspiring the Future/Primary Futures offers a freely available online match-making service which connects schools directly with employers and volunteers from the world of work. • Speakers for Schools facilitates free work experience opportunities with hundreds of leading employers from big-name businesses. • The Department for Education-funded LMI for All service connects and standardises existing national sources of high quality and reliable LMI with the aim of informing careers decisions. • 'The CareerTech Challenge' a national Prize Competition, launched by NESTA on behalf of the Department for Education, stimulated the market in coming up with innovative products and services. • Game Academy is a personal development service for players of video games. Using analytics, machine learning and curated programmes of online learning. • Midlife MOT - 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. • Good Career Guidance Benchmarks for Adults – A 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.

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Estonia (EE)	<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 Estonia supports educational institutions in the implementation of national curricula.</p>	<ul style="list-style-type: none"> • Schools are 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'. • 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. • 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 15-18). • PES provides group counselling, workshops and individual career guidance for students in grades 7-12, students in vocational education or youth in general.
Finland (FI)	<p>The 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.</p> <p>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>	<ul style="list-style-type: none"> • 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 schools. • 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. • 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. • The national association of practitioners and the teachers' trade union recommend a ratio of 1:150. This is to guarantee the access and entitlement for individual counselling. • 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.

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<p>Finland (FI) (continued)</p>	<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. This intensive guidance is documented in a personal development plan for further education (Law 1216/2020, para 11).</p> <p>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).</p> <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 (Law 629/1998 – finlex.fi website).</p>	<ul style="list-style-type: none"> • 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. • 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. <p>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. 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. A recent proposal for a National Competency Framework for Career Professionals (January 2024) 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.</p>

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Iceland (IS)	<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). 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.</p>	<ul style="list-style-type: none"> • 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. • 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. • Headteachers, parents and students agreed that guidance counsellors perform 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. • 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. • Head teachers are well known for being highly committed to career guidance and overseeing the work of the school guidance counsellor. • 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. • 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.

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<p>Ireland</p>	<p>Pupils have a legal entitlement to access guidance. This is set out in the Education Act (Section 9) which states that schools should provide guidance to assist pupils 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.</p> <p>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>	<ul style="list-style-type: none"> • Guidance counselling is a specialised support provided in schools. • Guidance counsellors undergo specific and defined training and are qualified to support and facilitate individuals with decision-making, life choices and promoting wellbeing. • 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. The aim is to empower individuals who are supported to develop a capacity for adaptation, innovation. • At post-primary level, guidance is a whole-school approach 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. • 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. • 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. • 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. • 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 5, which aims to increase the participation and progression of the Traveller and Roma communities in education in Ireland. • 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.

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<p>New Brunswick (Canada)</p>	<p>It is a legal requirement for schools to provide pupils with access to school counsellors. Policy and regulations require guidance counsellors hold a Masters level counselling degree. This law was introduced recently and is still working through the system,</p>	<ul style="list-style-type: none"> • Career guidance is delivered 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. • 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. Some counsellors might also be involved in delivering in curriculum, usually as part of the 'personal wellness' curriculum.

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<p>New Zealand</p>	<p>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.</p> <p>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/ākonga, 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.</p>	<ul style="list-style-type: none"> • 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 the availability of 1:1 sessions vary widely. • 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. • An effective initiative supporting students to gain work experience, aligned with their career interests is the Gateway Programme. 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 set unit standards for the student to work towards and achieve; and specific assessment methods. • Trades Academies 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. • The national careers portal "careers.govt.nz" 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. • The Tertiary Education Commission, a government Crown Entity, offers primary and intermediate schools Inspiring the Future: Aotearoa. 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. • A registered teacher qualification is required to work in schools. • The Career Development Association of New Zealand (CDANZ) is leading the Advancement of Career Development Excellence for Aotearoa. It 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.

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<p>Northern Ireland</p>	<p>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.</p>	<ul style="list-style-type: none"> • Year 12 students: the current target is provide 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, with a priority focus on those pupils with barriers/ in most need • Careers advisers currently work in all publicly funded post primary mainstream, AEPs and special schools plus several independent schools delivering careers interventions to pupils from year 10 through to year 15. • Career guidance is delivered through interviews, group work, brief interventions and managed email. This is the primary focus for advisers. 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. • 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. • Careers advisers are required to record initial & subsequent interviews for pupils from year 12 in school. • 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. • 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. • The Careers Service is matrix Standard - matrixstandard.com website accredited organisation.

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Norway	<p>Students in lower secondary and upper secondary education (age 13 -19 years old) are entitled to receive career guidance as stated in the Regulation to Education Act 2009 – lovdata.no website and the Education Act 1998 - lovdata.no website). The school management is responsible for addressing the student's right to guidance (Regulation to Educational Act §22).</p>	<ul style="list-style-type: none"> • The lifelong career guidance policy is closely connected to the Skills Policy Strategy for Norway • Teachers with additional roles as guidance counsellors are employed by the school and tasked with supporting the students' transition by providing career guidance and career learning, as well as social pedagogical counselling. • Teachers will often, though not always, have additional competence in career guidance • 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. • 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. • Careers 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. • An all-age free-of-charge National Digital Careers Information, Advice and Guidance Service - karriereveiledning.no website (Karriereveiledning,no = career guidance) operates. • 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. It is the largest all-age online service. • The Senter for Seniorpolitikk – seniorpolitikk.no website provides for those in their mid-50s offers careers information, advice and guidance with referrals made where necessary to online services and career centres. • 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	Legislation	Practice
Scotland	<p>Scottish Ministers have a statutory duty to secure the provision of careers services for people in “relevant education”. They also have the power to secure the provision of such services to others e.g. adults or those who are not in “relevant education”.</p>	<ul style="list-style-type: none"> • Careers advisers are based in every state secondary school in Scotland, including additional support need (ASN) schools and an online presence and a CIAG telephone helpline. • Senior Phase takes place in the final stages of compulsory education and beyond, normally around age 15 to 18. Schools will continue to be the main deliverer of the Senior Phase, increasingly in partnerships with other learning providers such as Skills Development Scotland. • Secondary S2 and S3 (12 -14) students receive their first 1:1 with a careers adviser. Prior to this most will receive groupwork sessions and are introduced to career managements skills. • 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 • The majority (95%) of the school service offer requires the staff member to hold a QCG Qualification • SDS does not have caseloads for school advisers – the number of Advisers required to deliver the full core service offer is determined for each individual school, as part of the SDS resource modelling and this informs how many advisers should be assigned to each school. • Activities in primary schools are mostly MyWorld of Work Live with resources designed to assist children and teachers to consider STEM in the classroom • In post-primary schools, Careers Advisers equip teachers to embed labour market information in curriculum activities, meta-skills in subject lessons, and Foundation Apprenticeships involving increased employer interaction. • A national network of 21 industry led Developing the Young Workforce (DYW) Regional Groups 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. • Skills Development Scotland (SDS) co-operates with a wide range of state and voluntary sector agencies involved in supporting young people. Agencies labelled as ‘youth work’ would represent only a small element within this action. Provision to promote the employability of unemployed young people is an important focus of SDS action. In doing this SDS work closely with the Department of Work and Pensions, as employment and benefits relating to helping people get into work remain reserved responsibilities for the UK Government and have developed a referral model to support front line delivery. • Career management skills (CMS) 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 career guidance and employability interactions for practitioners working with individuals individually and in groups. Also, Industry 4.0 meta skills 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. • A Skills Development Academy (SDA) was established in 2015. SDA is committed to supporting a minimum of 21 hours of Continuing Professional Development (CPD) per annum for all staff.

Country	Legislation	Practice
Sweden	<p>Schools have a legal requirement to provide career guidance to their pupils. 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) 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 organise 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>	<ul style="list-style-type: none"> • Career guidance in Swedish schools takes a variety of forms including one-to-one interviews and career education spanning a wide range of CIAG activities - Counselling – Information – Teaching • 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. • One cannot get a steady job as a guidance practitioner in a Swedish school, without the 3-year academic degree in career guidance (regulated in law). • The Swedish Schools Inspectorate (Skolinspektionen) 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. • 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. • 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.
Switzerland	<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) 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).</p>	<ul style="list-style-type: none"> • A strategic goal is for the Swiss education system is career management skills and links to curricula to be defined for all levels; and materials are made available to support teachers in promoting career management skills (Strategic goal 1.1). Concepts are developed as to how and by which actors these can be promoted (Strategic goal 2.1). • 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.). • 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.

Country	Legislation	Practice
Switzerland (continued)	<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.</p>	<ul style="list-style-type: none"> • 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 school with their class teacher, supplemented by workshops in the Careers Centres. • 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/adaptation. • <i>Canton of Bern</i> 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 platform in Switzerland; The career advice platform for the Canton of Bern; 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. • <i>Canton of Friborg</i> 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. • <i>Canton of Neuchâtel</i> 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 organised: "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.

Country	Legislation	Practice
<p>Wales (UK)</p>	<p>Curriculum and Assessment (Wales) Act 2021 - legislation.gov.uk website (the Act) established the Curriculum for Wales in law.</p> <p>Well-being of Future Generations (Wales) Act 2015 - futuregenerations.wales website (2015) was designed to improve the social, economic, environmental and cultural well-being of Wales. Public bodies like Careers Wales and Working Wales need to make sure when making their decisions that they take into account the impact they could have on people living their lives in Wales in the future.</p> <p>Schools are expected to follow the Statutory guidance - Careers Wales - gov.wales website for careers and work-related experiences (CWRE) in developing their curriculum.</p>	<ul style="list-style-type: none"> • Careers Wales published a five-year strategy Brighter Futures (2021-2026). • Careers Wales is remitted to provide a full education business service in secondary schools. • Each secondary school in Wales is linked to a support team which includes a Careers Advisor, a Business Engagement Advisor 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. • Gyfra Cymru Careers Wales has centres and outreach venues across Wales, a telephone helpline, webchat and email services. • The Minister for Economy approved the remit letter for delivery of careers services by Careers Choices/Dewis Gyrfu (CCDG) (which trades as Careers Wales) for 2022- 2023. • Careers Wales delivers Working Wales (WW) aimed at young people and adults aged 16 and over living in Wales in need of additional careers and employment support. • Delivering the Young Persons' Guarantee to everyone under 25 to pursue work, education, training or self-employment is central to achieving the Welsh Government's objectives. Working Wales is the main gateway to the Guarantee. • Careers Wales also works closely with Local Authorities to ensure that every home-educated young person is offered careers advice and guidance. • Careers Wales covers: work with schools, colleges and a range of other agencies and organisations to support young people's progression through education into further learning or employment (11 to 14, 14 to 16); support 16 to 18-year-olds to ensure progression, including the young unemployed 16 and 17-year-olds; support adults facing redundancy or who have been made redundant; assist unemployed adults aged 25 plus through the Skills Gateway; and more focussed and intensive support to priority client groups as identified in the annual remit letter. • 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. Within the curriculum, <i>Careers and Work-Related Experiences (CWRE)</i> is a mandatory cross-cutting theme. • In 2023, a new Careers Wales Quality Award pilot was launched to support schools with their CWRE. • 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. • The Valued Partner Awards is a way for Careers Wales to recognise and thank the businesses that have worked with them. • 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.

