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CAREER EDUCATION IN TIMES OF INSTABILITY:

International Experience and Recommendations for the School Education in Ukraine



ABSTRACT

The full-scale war, forced migration, socioeconomic instability and changes in the labour market significantly complicate Ukrainian adolescents' efforts to plan their educational and career futures. In this context, developing a coherent and accessible system of career education is particularly important to enable students to make informed choices about their educational pathways and develop career management skills they can use throughout their lives. This need is further reinforced by the implementation of the New Ukrainian School reform at the upper secondary level, which entails students choosing their subsequent educational pathway after Grade 9.

The Ministry of Education and Science of Ukraine, together with its partners, is taking steps to develop a system of career guidance and counselling, including the introduction of the role of career education adviser. Drawing on international research evidence and analyses of education policies and practices, this study aims to provide recommendations for the further development of career education in Ukraine, taking account of the national context.

The report examines approaches to organising career education at the lower and upper secondary levels; the training and continuing professional development of career education counsellors; cooperation between educational institutions, employers and local communities; the use of digital resources; equitable access and the reduction of gender stereotypes; and monitoring and evaluation.

The recommendations aim to support the development of an effective, resource-efficient and equitable career education system that enables all students to develop career management skills and prepare for educational and career transitions amid prolonged instability.

The study was carried out by UNICEF in collaboration with the Ministry of Education and Science with financial support from the German Federal Ministry for Economic Cooperation and Development (BMZ) via the state development bank KfW.

About the author

Dr Anthony Mann is an international consultant at UNICEF Ukraine. Previously he initiated and led the OECD Career Readiness project from 2019 to 2025, working with multiple countries and overseeing extensive analysis of new and existing large longitudinal datasets to significantly improve understanding of links between adolescent career development and adult employment outcomes. Earlier, he worked for many years in policy development at the UK Ministry of Education and was a co-founding director of UK NGO Education and Employers.

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ABOUT THE PROJECT

The Ministry of Education and Science of Ukraine is implementing the New Ukrainian School reform, a key stage of which is the introduction of three-year upper-secondary education with a specialised (profile) focus. After completing Grade 9 and obtaining basic secondary education (at approximately 14–15 years of age), students will choose their further pathway: **academic** — at an academic lyceum, where they will be able to study subjects in depth according to their chosen profile and prepare for higher education, or **professional** — at a vocational or professional pre-higher education institution, where upper-secondary education will be combined with vocational training. Choosing a professional pathway will not limit opportunities for further higher education. In academic lyceums, Grade 10 will be an adaptation year, allowing students to review or change their chosen study profile in line with their interests, abilities and educational plans.

To support this process, UNICEF commissioned this project to provide the Ministry of Education and Science (MoES) with a scientifically grounded, gender-responsive and coherent framework for implementing the career guidance and counselling system in general secondary education. The project involves:

- Conducting comprehensive desk research on international best practice in school-based career guidance and counselling systems with attention to the elimination of gender-based stereotypes in career exploration and providing recommendations for Ukraine.

- Reviewing and aligning Ukraine's current legislative and regulatory documents with these practices, ensuring coherence with global standards.

The project has included reviews of:

1. Ukrainian and international data relevant to the career development of students in Ukraine.

2. International research literature on contemporary practice in career guidance and counselling, focusing particularly on the professional preparation of career advisers in education and delivery of guidance provision, including a desk review of the design and delivery of career education policy internationally with a particular focus on provision in Bulgaria, Estonia, Finland, France, Ireland, Germany, Norway, Romania and the United Kingdom.[1]

3. Insights from interviews with 17 key stakeholders, linked to the provision of career guidance and counselling (career education) in basic secondary education, based in the MoES, its agencies, regional and communal level authorities, non-governmental organisations, schools and other educational institutions.

[1] As well as resources specific to individual countries, the study draws on insights from international comparative resources, including: policy and practice examples hosted by the International Centre for Career Development and Public Policy (ICCDPP), https://www.iccdpp.org/; descriptions of national guidance systems hosted by Euroguidance, https://euroguidance.eu/; national inventories of European lifelong guidance systems hosted by Cedefop, https://www.cedefop.europa.eu/en/country-reports/inventory-lifelong-guidance-systems-and-practices; reviews of national guidance systems undertaken by the European Training Foundation, https://www.etf.europa.eu/en and by the International Labour Organization, https://www.ilo.org/; OECD country studies and resources, including those available on the Observatory on Digital technologies in Career guidance for Youth, https://www.oecd.org/en/toolkits/odicy.html and PISA data on adolescent career development, https://www.oecd.org/en/data/dashboards/teenage-career-readiness.html.

OBJECTIVE OF THIS PAPER

Ukraine has an experience of providing career guidance and counselling (career education) in secondary education. However, the full-scale war, forced migration, labour market instability and changes within the New Ukrainian School reform have heightened the need for a coherent and accessible career education system that helps students make informed decisions about their educational pathways and develop career management skills.

The objective of this paper is to draw on international research evidence, education policies and practices, while taking account of the Ukrainian context and the priorities of the Ministry of Education and Science of Ukraine, to provide evidence-based recommendations for the further development of career guidance and counselling (career education) in secondary education.

Particular attention is given to ensuring that the system is effective, equitable and resource-efficient, and capable of responding to students' diverse needs in conditions of prolonged instability.

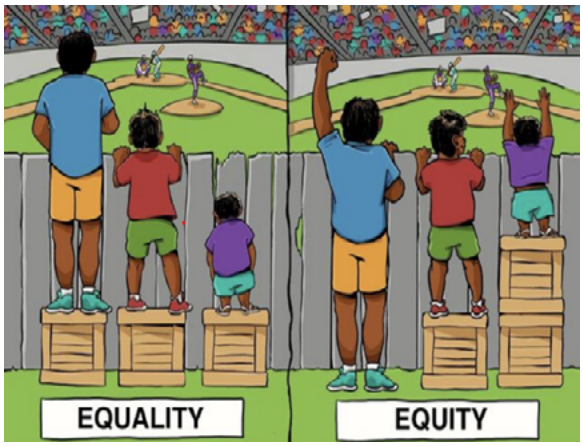


TERMS FREQUENTLY USED IN THE PAPER

The following terms are frequently used in this paper, drawing on the definitions below:

- **Career counselling** refers to individual and group-based support provided to students to help them make informed choices and decisions about their educational and occupational pathways.
- **Career development** refers to changes in young people's understanding, aspirations and skills as they prepare for further education and training and/or transition to the labour market both within and outside formal education.
- **Career education** refers to a system of pedagogical activities and resources aimed at developing students' skills to manage their own careers and life pathways.
- **Career guidance** refers to a system of informational and educational activities aimed at familiarising students with the world of work and occupations, as well as with opportunities in education and the labour market.

Effective provision. Based on evidence, effective provision is career guidance and counselling (career education) that can be expected to achieve optimal outcomes for stakeholders. In the case of career guidance and counselling (career education) provision, outcomes relate ultimately to (i) student progression through education and training into continuing education and ultimately employment, (ii) employer capacity to recruit successfully, and (iii) the government's desire to see a labour market that operates smoothly, notably with regard to strategically important sectors and low rates of youth unemployment. Essentially in terms of policy and practice, are the right students getting the right provision of the right quality at the right time?



Equitable provision. Based on evidence, does career guidance and counselling (career education) provision respond to the fact that some students face greater challenges than others both in terms of accessing resources while in school which will support their career development and in terms of successfully achieving desirable objectives in continuing education and ultimately employment? Additional barriers facing young people can relate to place, gender, socio-economic background, ethnicity, dis/ability, sexual orientation and gender identity.

Efficient provision. Based on evidence, is effective and equitable career guidance and counselling (career education) provision delivered at the lowest possible cost to the public purse? This includes the government's capacity to understand and minimise duplication between school, community, regional and national provision and to leverage resources from external stakeholders. Is there a confident understanding of the returns that can be reasonably expected from investment, so enabling holistic strategic investment decisions?

Part one.

THE BIG PICTURE: CAREER GUIDANCE AND COUNSELLING (CAREER EDUCATION) IN THE SPECIFIC UKRAINIAN CONTEXT



The Ukrainian vision for the new career guidance and counselling system (career education) in secondary education aligns in many ways with well-regarded European practice, but the distinctive character of the national context must be acknowledged as it brings additional challenges.

Before turning to the situation in Ukraine, it is useful to rehearse the rationales behind European approaches. European approaches to career guidance and counselling (career education) reflect growing instability and unpredictability in youth development and transitions. These underpin (and provide a conceptual framework for) approaches which are very relevant to the more extreme circumstances experienced in Ukraine.

It is now recognised across Europe that career guidance and counselling (career education) is essential within secondary education

Across Europe and internationally among higher income countries, it is now widely accepted that career guidance and counselling (career education) is an essential requirement of secondary education (and throughout people's lives). This is seen most succinctly in two recent documents.

The Inter-Agency Group (IAG) on Career Guidance brings together policy experts from Cedefop, the European Commission, European Training Foundation, ILO, OECD, UNICEF and the World Bank, organisations which are funded by governments to provide them with well-evidenced advice on effective policy. In a rare move for international organisations, since 2019 the IAG has published a series of short publications making the case for **Investing in Career Guidance**. In the most recent publication (2025), the organisations argued:

> *"Effective career guidance is critical in order for people to be able to transition smoothly between learning and work, and for them to attain mobility within the labour market. Career guidance helps individuals to reach their potential, economies to become more efficient and societies to become fairer."*[2]

Consequently, career guidance and counselling (career education) should not only be seen as important by ministries of education and relevant to the lives of young people progressing through education systems, but should also be recognised as having cross-cutting relevance to public policy.

In Europe especially, the EU has encouraged and enabled members to view career guidance and counselling (career education) as an essential strategic tool within policy. In this spirit Cedefop, the responsible EU agency, has recently published a reference framework for lifelong guidance, including provision aimed at school students.[3] The document provides an exceptionally useful and timely framework against which planned provision in Ukraine can be compared. Neither the IAG nor Cedefop argue that there is a single right way to deliver career guidance and counselling (career education) – provision across Europe and internationally varies considerably – but both do expect governments to recognise the importance of guidance provision (at all ages) and agree that key elements within effective (and to a lesser extent, equitable) practice can be defined.

[2] https://www.cedefop.europa.eu/en/publications/8900#group-downloads
[3] https://www.cedefop.europa.eu/files/3098_en.pdf

It is widely agreed that effective career guidance and counselling (career education) must be based on the development of Career Management Skills

Whereas once the primary role of career guidance and counselling (career education) provision in secondary schools was to match students to occupations as they approached the end of schooling through psychological matching and understanding of occupational demand within local labour markets, this is no longer the case. International consensus agrees that effective provision must develop Career Management Skills (CMS) among young people. In its new framework, Cedefop states:

> *"Career management skills are a set of career competences (knowledge, skills and attitudes) that enable individuals at any age or stage of development to proactively manage their careers, learning, and work life paths and career development. Career management skills encompass not only being able to search and apply for jobs and to acquire the capacity to identify, source, and interpret information about the labour market and careers (career information) but also developing skills to cope with complex challenges such as adaptability and resilience. This serves to gain advantages, understand individual rights, and to develop skills to navigate diverse networks, for career planning, or gaining awareness of cultural constraints and own self-awareness."* [4]

Why Career Management Skills are now seen as so important by the EU

The move from job matching to CMS reflects changes in the nature of education, employment, dominant political ideologies, and strengthening egalitarian values. When guidance was initially introduced in OECD countries in the mid-twentieth century, manufacturing and industrial production were substantial and stable employment sectors. Most young people left education after the completion of compulsory schooling and employment was highly segregated by gender, social class, and in some countries by ethnicity.[5]

Over the last 40-50 years, labour markets have changed in many European countries, becoming more unstable and more complex. This era has been characterised as seeing the end of the job for life and the beginning of the life of jobs. Primarily due to automation and globalisation, the proportion of the working population employed in manufacturing and industrial employment fell from 34% to 24% of all employment across the European Union between 1991 and 2025.[6] Ongoing technological change, falling trade union influence and the weakening of labour protection, including the growth of precarious and platform work (such as Uber), have further fragmented labour markets and are widely expected to continue doing so.[7]

At the same time, reflecting labour market needs and increasingly egalitarian values, employment aspirations and to some extent outcomes have become less rigidly linked to gender, social class, and ethnicity/migrant status.

[4] https://www.cedefop.europa.eu/files/3098_en.pdf

[5] OECD (2004), Career Guidance and Public Policy: Bridging the Gap, OECD Publishing, Paris, https://doi.org/10.1787/9789264105669-en; Tomlinson, M. 2013. Education, Work and Identity. Bloomsbury Academic, London and New York.

[6] World Bank data: https://data.worldbank.org/indicator/SL.IND.EMPL.ZS?locations=EU. Between 1991 and 2021, the World Bank reports that the proportion of total employment in industry in Ukraine fell from 32% to 25%. 68% of workers in Ukraine now work in the service sector in 2022 - ETF (2022), National Career Development Support System Review – Ukraine.

[7] Nedelkoska, L. and G. Quintini (2018), "Automation, skills use and training", OECD Publishing, Paris, https://doi.org/10.1787/2e2f4eea-en; Cedefop (2025). Skills empower workers in the AI revolution first findings from Cedefop's AI skills survey. Publications Office of the European Union. Policy brief. DOI: 10.2801/6372704; The response to climate change and disruptions to global trading networks can also be expected to have implications for labour market demand - Alexandri, E. et al. 2026. Impacts of the climate transition on skills in the labour market: Study on the macro-economic impacts of the climate transition. EU Directorate-General for Climate Action. See also, https://unesdoc.unesco.org/ark:/48223/pf0000381857.



As industrial employment fell, it rose in service industries where physical labour is less highly valued than the ability of workers to demonstrate the skills that are necessary to be effective in employment, beyond knowledge and technical prowess. These are sometimes called employability skills or social and emotional skills: the competencies that allow people to communicate effectively, work well in teams, problem-solve and adapt to changing situations and requirements.

Across the European Union, employers have become more interested in recruiting older workers with more life experience rather than education leavers. This is especially the case in countries lacking strong work-based vocational training systems for youth as found in Germany and Switzerland. In 2000, young people under the age of 24 in the EU were 2.3 times more likely to be unemployed compared to older people. By 2024, this ratio had risen steadily to 2.9.[8] Europe has also seen high levels of young people who are NEET (Not in Education, Employment or Training) notably in the aftermath of the Great Financial Crisis of 2007-08, but also more recently.[9]

This changing employer behaviour has been in spite of the fact that young people are now entering the labour market much more educated than older generations. Across OECD and European countries over the last two generations, there has been significant investment in education and young people have responded, attracted by new vocational opportunities and by the relative decline of stable employment for young people leaving secondary education with comparatively low levels of education. Across Europe in the 1980s, young people could typically expect to be in primary and secondary education for no more than 9 years. Nowadays, 12 years is the norm in Europe.[10] Over the last twenty years, the percentage of young adults aged 25-34 across the EU who have completed tertiary education rose from 23% in 2002 to 44% in 2024.[11]

Staying on longer in education is in many ways a rational response to the declining availability and quality of lower-skilled entry-level work and the growth in service sector demand. Students who stay on build greater ostensive human capital and labour force data show that they increase their likelihood of accessing more stable, higher status, and higher paying professions. However,

[8] Francesco Pastore. 2018. Why is youth unemployment so high and different across countries?, IZA World of Labor; ILO. 2024. Global Employment Trends for Youth 2024. Geneva: International Labour Organization. Unemployment is defined as being available for paid work, actively and recently seeking work, but being unable to find it.
[9] Ukraine is unusual in that between 2011 and 2021, the ratio of youth to adult unemployment fell (from 2.9 to 2.1), but youth unemployment and NEET rates remain high, indicating weak general demand for labour prior to the Russian war of aggression.
[10] https://ourworldindata.org/grapher/mean-years-of-schooling-long-run?tab=table&time=1985..2015&tableFilter=continents.
[11] Eurostat: https://ec.europa.eu/eurostat/databrowser/view/sdg_04_20/default/table?lang=en&category=t_educ.t_educ_outc

staying on comes with challenges: young people must make greater numbers of strategic and coherent decisions about what, where and how hard to study amid a proliferation of education and training choices often within a marketized environment and against the background of unstable demand for employment.

Essentially, over the last fifty years transitions from education into employment have in most European countries become more complex, protracted and fractured. Over the same period the dominant corporatist governmental approach apparent in post-war western European countries was replaced by a much more individualistic brand of liberalism. Whereas once, the state took on the primary responsibility to support young people into their lives in work, now responsibilities fall on young people themselves who are supported by the state to develop the capabilities needed to proactively manage their own careers.[12]

CMS approaches to career guidance and counselling (career education) are generally effective

There is much evidence to show that CMS approaches do work but that provision is often insufficient. Multiple longitudinal studies collecting data over the last forty years from different countries show that:

- Teenage students who develop a clear occupational plan, align it with an appropriate education plan and who recognise the value of investing their time and energy in education can be expected to do better in later employment.

- Teenage students who engage in school activities designed to help them explore and understand the labour market (career conversations, career talks and fairs, workplace visits and job shadowing, recruitment skills etc.) can be expected to do better in the labour market.

- Teenage students who gain first-hand experience(s) of working life while in secondary education can be expected to do better in the labour market.[13]

A recent review of 172 longitudinal studies from a dozen countries found that 78% provided statistically significant evidence of better employment outcomes (primarily lower unemployment and/or higher wages and/or greater job satisfaction). Longitudinal studies can be grouped by forms of active career exploration, workplace experience and career thinking. Studies typically look at career development at age 15 and employment outcomes at age 25. These findings suggest strongly that career guidance and counselling (career education) interventions can be expected to help young adults to become more attractive to potential employers. As higher wages can often be connected to teenage career development, this evidence also indicates that better job matching and preparation underpins greater productivity. For details of reviewed studies, see Annex 1.[14]

[12] Tomlinson, M. 2013. Education, Work and Identity: themes and perspectives. Bloomsbury, London.
[13] See Covacevich, C. et al. (2021), Indicators of teenage career readiness: An analysis of longitudinal data from eight countries. OECD Publishing, Paris, https://doi.org/10.1787/cec854f8-en.
[14] Mann, A. et al. (2026). Work Experience: Past, Present, Future. Education and Employers, London. https://www.educationandemployers.org/wp-content/uploads/2026/06/WorkEx-report_June2026_FINAL.pdf, p.62.



For young people, effective CMS allows them to begin building in secondary school the human, social and cultural capital that employers value

Career guidance and counselling (career education) in education can be seen as effective when it enables students to become well placed at the end of secondary education to enter the labour market and access fulfilling employment or to continue their strategic investment in education/training. For both groups, over the full duration of secondary education effective provision will enable students to:

- Actively explore the labour market and reflect on the desirability and feasibility of different occupational areas in light of developing self-understanding of personal interests, capabilities, aspirations and constraints

- Critically understand how education and training provision, and wider experiences, will help enable entry to desirable employment

For those students planning entry to the labour market immediately after secondary education (but also for most students going on to higher education), it is also critical for them to:

- Gain first-hand workplace experience of desirable occupational area(s)

Such experiences play important roles in building the resources and competencies that young people ultimately draw upon when competing for employment – attributes that employers look for when considering whether to hire someone:

- **Human capital** in terms of achieving appropriate qualifications at appropriate levels, relevant experience (not exclusively, but importantly through workplace experience) developing technical and employability skills

- **Social capital** in terms of access to trusted individuals well placed to offer occupationally specific advice, guidance and encouragement, to provide recommendations to potential future employers and/or to offer employment themselves

- **Cultural capital** in terms of the development of future orientation/informed personal agency (confidently understanding processes of education to work transitions and the role of investment in education and training in enabling successful outcomes, including continuing investment in post-secondary education and training) while developing vocational identities relevant to desired employment

While these capitals are relevant to all forms of progression and employment, their specific character varies by occupational sector and the need for school interventions varies by the individual characteristics of students.[15]

CMS underpinning psychological resilience and academic achievement

It can be expected moreover that effective career guidance and counselling (career education) will underpin academic success as students benefit in motivational terms from better understanding of the links between specific forms of education and training and employment, and in terms of psychological well-being as students gain a stronger sense of meaning, direction and agency from their engagement in education. While not as plentiful as studies on employment outcomes, high-quality studies that explore these connections generally find evidence of them.[16]

CMS in secondary education

While effective career guidance and counselling (career education) in basic secondary education is ostensibly focused on optimising student decision-making at the end of this period of schooling, it serves a greater purpose. Effective provision will focus on career exploration and understanding of the labour market and how investment in education and training can enable desirable futures, nurturing a spirit of curiosity that ideally will begin in primary school. Further provision in basic secondary education supports the ongoing development of career development and employability skills which ultimately support students through their navigation of education and training systems, search for employment and ultimately capability to work effectively.

"In too many systems, guidance provision happens only towards the end of schooling. The most important decisions that students make – about their engagement in education – happen continually from the earliest years of education."

Andreas Schleicher, Director of Education and Skills, OECD.

Source: Mann, A. et al. 2025. The State of Global Teenage Career Preparation. OECD Publishing, Paris

Such approaches demand strong and authentic engagement with the world of work as it offers insights and experiences in forms which students inherently trust and respect due to the undeniable professional status of working people.[17] Such insights and experiences cannot be so effectively delivered by schools alone. Work-related experiences focus students on their own potential futures and allow them to test themselves in unfamiliar situations, practising the skills that employers value.[18] Effectiveness will be greatest when employer engagement is supplemented by professional support that allows students to prepare and reflect on experiences, making confident and reflexive sense of their emerging aspirations, capabilities and constraints

[15] For a discussion of the role of capitals theory in teenage career development, see Mann, A. et al. (2026). Work Experience: Past, Present, Future. Education and Employers, London. https://www.educationandemployers.org/wp-content/uploads/2026/06/WorkEx-report_June2026_FINAL.pdf
[16] See https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education; https://journals.sagepub.com/doi/pdf/10.1177/10384162231180339;
[17] Kashefpakdel, E. T., & C. Percy. 2017. Career education that works: an economic analysis using the British Cohort Study. Journal of Education and Work, 30:3, 217–234; Jones, S.,et al. 2016. The 'Employer Engagement Cycle' in Secondary Education: analysing the testimonies of young British adults. Journal of Education and Work, 29:7, 834–856.
[18] Mann, A., V. Denis and C. Percy (2020), "Career ready?: How schools can better prepare young people for working life in the era of COVID-19", OECD Education Working Papers, No. 241, OECD Publishing, Paris, https://doi.org/10.1787/e1503534-en.

while driving personal research and investigation. From a generic governmental perspective, employer engagement in education provides an effective means of signalling short- and long-term labour market demand to students. In upper-secondary education, workplace experience is essential for students in Vocational Education and Training, but also very relevant to students in generic education.

The Ukrainian context reflects the global instability that drove interest in CMS but in ways that are considerably more extreme

The economic instability that in part drove the international focus on CMS in career guidance and counselling (career education) has become noticeably more intense globally since the COVID-19 pandemic and the beginnings of the AI revolution. In Ukraine, this intensity is further and acutely magnified by the full-scale invasion. The traumatic results of the war are evident, including significant youth disengagement from the labour market at a time of substantial labour shortages.

Population decline

- The population has fallen from 50 million in 1999 to approximately 37.9 million in 2025, with the population declining by more than 3 million since 2021 and more than 4.6 million people internally displaced
- Between 2022 and 2025, 1.6 million Ukrainians of working age have left the country[19]

Economic disruption

- Between 2022 and 2025, 2.4 million jobs were lost[20]
- In 2025, 20% of young people 16-24 are NEET (29% of young women and 11% of young men)
- 31% of all unemployed people are aged under 24
- 81% of the unemployed are women
- Among the young unemployed, many with good qualifications are struggling to find work: 31% had completed a higher education qualification, 31% completed vocational training, 26% completed secondary education[21]
- In 2025, amid youth disengagement from the labour market, 74% of enterprises report a significant shortage of employees
- Demand for labour varies significantly by region and many enterprises have needed to relocate

[19] https://kse.ua/wp-content/uploads/2025/05/Ukraine-Human-Capital-Chartbook-2025.pdf
[20] https://www.ilo.org/sites/default/files/wcmsp5/groups/public/%40europe/%40ro-geneva/%40sro-budapest/documents/publication/wcms_920922.pdf
[21] Pyshchulina, O. 2025. Youth employment – on the way to European standards; https://data.worldbank.org/indicator/SL.UEM.1524.ZS?locations=UA; https://niss.gov.ua/doslidzhennya/sotsialna-polityka/bezrobittya-v-ukrayini-suchasni-trendy-ta-osoblyvosti (23.1.2026).

- It is estimated that an additional 4.5 to 8.6 million workers are required by 2030 to ensure annual GDP growth of 7%[22]

Educational disruption

In 2025/26, approximately 300,000 children were officially abroad but continued to study in Ukrainian schools[23]

- According to the Ministry of Education and Science of Ukraine, at the start of the 2026/2027 school year, of 11,941 general secondary education institutions, 8,424 planned to organise the educational process in person, 2,211 in a blended format and 1,306 remotely. The format of learning was determined taking into account the security situation and the availability of shelters.[24]

Such disruption will continue over coming years with the immense challenge of reconstruction and can be expected to further intensify with integration into the European Union as markets are further opened to foreign competition.



Implications of extreme disruption for student career development

A recent development in the career guidance and counselling (career education) research literature has been to draw on a conceptualisation of a modern world which is Volatile, Uncertain, Complex and Ambiguous (VUCA). This literature is especially relevant to Ukraine. Canzittu (2022) provides a useful definition of these characteristics:[25]

> *"Volatility refers to a relatively unstable change. Even when a situation is apprehensible and identifiable, it may be subject to both frequent and unpredictable changes; situational awareness does not anticipate these changes. For example, orientation choices can be volatile. Indeed, the factors impacting on individuals' choices are numerous and it is difficult and even impossible for the education system to identify them with certainty.*
>
> *Uncertainty refers to the lack of knowledge about the consequences or implications of an event, even if the causes and effects are understandable or identifiable. Acquisition of information, new or related to the situations addressed, makes it possible to reduce uncertainty and anticipate the consequences. Terrorist attacks are characterised by uncertainty, because although the terrorist reality and its causes are known, the places and times of attacks cannot always be predicted with certainty.*

[22] https://niss.gov.ua/doslidzhennya/sotsialna-polityka/bezrobittya-v-ukrayini-suchasni-trendy-ta-osoblyvosti
[23] https://news.liga.net/en/politics/news/the-number-of-schoolchildren-in-ukraine-has-been-falling-during-all-the-years-of-russias-full-scale-invasion-how-many-in-each-class
[24] https://mon.gov.ua/news/yak-systema-osvity-vkhodyt-u-novyi-navchalnyi-rik-hotovnist-zakladiv-pidtrymka-vchyteliv-i-pidhotovka-do-zymy
[25] Canzittu, D. (2022). A framework to think of school and career guidance in a VUCA world. British Journal of Guidance & Counselling, 50(2), 248–259. https://doi.org/10.1080/03069885.2020.1825619

> *Complexity is the result of numerous information and practice networks. Each part of these networks is interconnected with the others and can be multiform, complex, or even chaotic. Ambiguity concerns the lack of knowledge of the basic rules of the situation: causes and effects are not identifiable or understandable and anticipation of consequences is impossible due to the absence of similar previous situations. Only experimentation can reduce ambiguity when it identifies relevant strategies to resolve situations where previous rules no longer apply."*[26]

In the process of career development, the VUCA world is apparent in declining confidence of young people (and their parents and other advisers) that they understand patterns of demand within the labour market and how entry into desirable employment can best be enabled through education and training. In all countries, uncertainty is growing as globalisation and most recently technological change challenge long-held assumptions. In Ukraine, these perceptions are significantly magnified.

Guo (2025) uses the VUCA framework to explore empirically whether statistical relationships can be found between higher levels of youth NEET/unemployment rates, representing a rupture in the predictability of education to work transitions, and greater levels of teenage career uncertainty or indecisiveness.[27] Her analysis looks at data from 71 countries which participated in both PISA 2018 and 2022, including Ukraine. She finds that:

- career indecision grew substantially between the two studies, doubling on average across all countries from 22% to 39%
- using regression analysis, she finds that growth in such uncertainty is driven by national economic circumstances (accounting for 65% of the variance in career expectation uncertainty) notably NEET rates rather than school (e.g. closures due to COVID-19) and individual-level factors (gender, family background, ability, self-efficacy)
- uncertainty is reduced by participation in career guidance and counselling (career education) activities[28] (a result found in other analyses of PISA data[29])

How national instability undermines student career development in Ukraine

Across all 71 countries, the period between 2018 and 2022 saw a dramatic change in the career certainty of 15-year-olds in Ukraine.[30] Analysis for this paper shows that changes were especially acute in Ukraine:

- in 2018, career uncertainty in Ukraine was the 13th lowest of 71 countries at 14%
- In 2022, career uncertainty in Ukraine was the 13th highest of 71 countries at 48%

[26] The concept builds on research into growing precarity within the labour market notably for young people in particular in the aftermath of the Great Financial Crisis of 2007/8. This resonates with long term instability in Ukraine where youth unemployment rates fluctuated between 15.4% and 23.7% between 2011 and 2021 – see ILOSTAT data explorer, Ukraine. See also: Blustein, D. et al. (2024). The Psychology of Precarity: A Critical Framework. American Psychologist. 80. 757-770; Mortimer, J. et al. Economic recession and youth achievement orientations, and Leccardi, C. The recession, young people and their relationship with the future, both in Schoon, I. and J. Brynner, eds. (2017). Young people's development and the great recession: uncertain transitions and precarious futures. Cambridge University Press.

[27] The OECD defines uncertainty when student responses to the PISA question "What type of job do you expect to have around the age of 30?" are responded to with uncertainty, a lack of clarity or not at all. Most other studies adopt a similar approach.

[28] Guo, L. 2025. Unsettled horizon: adolescents' career expectations in the volatile, uncertain, complex, and ambiguous contexts. Humanities and Social Science Communications, 12:950. https://doi.org/10.1057/s41599-025-05298-6

[29] Covacevich, C. et al. (2021), "Indicators of teenage career readiness: An analysis of longitudinal data from eight countries", OECD Publishing, Paris; Mann, A. and J. Diaz (2025), "Tailored Work Experience in Wales", OECD Publishing, Paris

[30] Recognising that the 2022 study collected data from only 18 of 27 regions.

- Between 2018 and 2022, only three of 71 countries saw greater rises in the level of uncertainty experienced in Ukraine (34 ppt)

Other PISA indicators also show that student confidence in their future planning has been disrupted. Levels of misaligned occupational and educational expectations changed substantially in Ukraine between 2018 and 2022:

- In 2018, misalignment[31] was the 5th lowest across all 70 countries at 6.5%
- In 2022, misalignment was the 43rd lowest across all 70 countries at 20%
- In no other country was there a greater increase in misalignment than in Ukraine where it increased by 13.5 ppt, trebling from 6.5% to 20%.

The rise in misalignment is directly related to a substantial fall in the educational ambitions of young people. In 2018, 94% of 15-year-olds in Ukraine expected to complete tertiary education. By 2022, this figure had fallen to 70%.

Teenage uncertainty and misalignment are indicators of an absence of agentic orientations among young people and at 15 are strong predictors of poorer employment outcomes (in terms of adult earnings, career satisfaction, NEET/employment status) than would otherwise be expected in adulthood given individual characteristics: 15 of 19 international analyses of longitudinal cohort data collected from around 70,000 individuals in eight different countries find evidence that students who express a clear career plan as teenagers could expect to go on to enjoy better employment outcomes later[32]

- 9 of 11 international analyses of longitudinal cohort data collected from around 45,000 individuals in eight different countries find significant evidence of better employment outcomes being linked to alignment[33]

Unsurprisingly, studies also show that career indecision is both a result, and a cause, of poor mental health among adolescents.[34]

Also of value are conceptualisations that look at the long-term experiences of adolescents from communities facing high levels of discrimination and marginalisation in economies and societies. This relates to a VUCA world in that students are aware that unpredictable factors can influence their success in the labour market. Research indicates that student understanding of discrimination in the adult world alongside belief that action to address it can be effective is linked to both better mental health and better employment outcomes for youth at greater structural risk of poor outcomes. The concept of 'critical consciousness' has been positively tested in a series of longitudinal studies finding that preparation for the world as it is supports effective career development.[35]

[31] The OECD classifies students as being misaligned if they plan on working in a job which typically requires a university education for entry (ISCO 1-3 occupations) but do not plan on completing a tertiary level qualification.
[32] OECD (2024), "Teenage career uncertainty: Why it matters and how to reduce it?", OECD Publishing, Paris.
[33] OECD (2024), "Aligned ambitions? How to tell (and why it is important to know) if students' occupational and education plans are aligned", OECD Publishing, Paris.
[34] Amaral, F. et al. 2023. Career indecision, depressive symptoms, self-efficacy and negative thoughts when transitioning from high school: A scoping review. Australian Journal of Career Development, 32,2, 158-169; Amaral, F. et al. A structural equation model analysis of the relationships between career indecision, sense of control, self-efficacy, rumination and depression in high school students. Discover Psychology 4:150 (2024); Şeker, G. (2020). Well-Being and career anxiety as predictors of career indecision. Journal of Education, 51, 262-275.
[35] Diemer, M. & D. Blustein. 2006. Critical consciousness and career development among urban youth. Journal of Vocational Behavior, 68:2, 220-232; Pillen, H. et al. 2020. Critical consciousness development: a systematic review of empirical studies. Health Promotion International, 35: 6 1519–1530; Kenny, M. et al.2018. Combatting Marginalization and Fostering Critical Consciousness for Decent Work, in Cohen-Scali, V. et al. Interventions in Career Design and Education. Lifelong Learning Book Series, vol 23.

Implications for the new career guidance and counselling (career education) provision in Ukraine

The specific context and studies highlighted above provide useful insight into how career guidance and counselling can be most effectively delivered in the circumstances faced by Ukrainian youth. In a less volatile, complex, uncertain and ambiguous (VUCA) world, it can be assumed that students (with help from their schools and families) will have easy access to reliable and trustworthy information making decision-making easier and transitions more predictable.

In an extreme VUCA world, it can be expected that student confidence in their future orientation will be much weaker – both in terms of how they will envision their lives in adulthood and in how desirable plans for a fulfilling life will be achieved. This applies to both students within Ukraine and students who have migrated to other countries.

Ukrainian youth have shown remarkable resilience. However, the VUCA context has been long-standing (youth unemployment has been very high since 2011), is currently extreme, and is set to continue after peace returns as the economy adjusts to new circumstances and global trends linked to digital technologies make processes of career development more complicated.

As is clear from interviews with MoES officials, one of the key aims of the new career guidance and counselling system (career education) is to help students make an informed and confident choice of their further educational pathway after Grade 9 which ultimately will help:

- To improve matching between the knowledge and skills of young people and employer demand, notably in fields of strategic national employment
- To encourage and enable the return of migrants
- To support successful outcomes for millions of individual students
- To reduce gender disparities within economic life and support greater engagement of young people with special needs and disabilities within the labour force

Consideration of the VUCA context has implications for how these ambitions can be achieved. It is the ultimate ambition of all career guidance and counselling (career education) systems based on the CMS model that students will gain a confident and informed future orientation as they progress through education, gaining knowledge, skills and experience that will test and confirm their plans while supporting the personal development which will enable successful post-secondary transitions into continuing education, training and ultimately employment.

In conditions of extreme instability, uncertainty and complexity, the following priorities for implementing the new career guidance and counselling system (career education) are of particular importance:

1. That provision is introduced as quickly as possible. Available data show that student confidence in future planning is declining.

2. That students engage extensively with people in work, employers and workplaces. In a context of uncertainty and complexity, first-hand engagement 'keeps it real.' It provides unambiguous insights into the operation of the labour market and its labour requirements.

3. To ensure that economic sectors of strategic national importance are effectively signalling to young people, understanding whether this is the case and if not, to intervene to ensure such engagement happens.

4. To support a culture of student exploration and reflection, supporting future orientation by making career development commonplace across schooling, engaging parents and encouraging career discussion with children, recognising the circumstances facing the country, its regions and young people.

5. To monitor both career development indicators (for example levels of uncertainty and misalignment which are established predictors of poorer outcomes) and participation in career development activities.

6. To ensure coherence of provision across all stages of secondary education.

7. To recognise that greater action on gender equity and the inclusion of students with disabilities in the workforce both supports greater individual career choice and personal fulfilment and helps to address current and projected labour shortages.

8. To prepare young people for labour market entry by consciously supporting the development of human, social and cultural capital relevant to their circumstances and aspirations.

9. To ensure that delivery mechanisms work effectively online, supporting displaced and migrant students.

10. To build a coalition of national support for greater investment in career guidance and counselling (career education), including essentially the strong commitment of the employer community, but also within schools and families.

11. To recognise that the long-term returns linked to investment in career guidance and counselling (career education) must be understood while costs to the public purse are minimised.

This understanding of how career guidance and counselling (career education) can most effectively respond to the conditions found in Ukraine supports the general approaches planned by the MoES and provides further insight for optimising outcomes.

Part two.

CONSIDERATIONS FOR THE ONGOING IMPLEMENTATION OF THE NEW CAREER GUIDANCE AND COUNSELLING SYSTEM (CAREER EDUCATION) IN UKRAINE



Ukraine has an important foundation of career guidance and counselling (career education) provision on which to build

Data from the OECD PISA 2022 study show that Ukraine has a strong basis on which to build the new career guidance and counselling system (career education). Across all Career Development Activities measured levels of engagement in Ukraine are higher than or comparable to the OECD average. This is notably the case with regard to employer engagement activities (internships, job shadowing/work-site visits and job fairs) and for visiting ISCED 5-8 institutions. However, subsequent surveys show that CDA participation has reduced considerably since 2022.

Figure 1. *Percentage of students (aged 15-16) agreeing that they had participated in different Career Development Activities, three surveys, 2022-2025*

Data source	PISA 2022 Age 15-16 **OECD** average	PISA 2022 Age 15-16 **Ukraine** (18 of 27 regions) N=3,876	SSES 2023 Age 15-16 **Ukraine** (18 of 27 regions) N=2,942	Future index March 2025 Age 13-16 Unoccupied **Ukraine** N=5,089
I did an internship	35.3	49.5	15.7	3
I attended job shadowing or work-site visits	45.3	53.1	27.8	11*
I visited a job fair	35.4	38.8	15.8	4
I spoke to a career advisor in school	48.9	47.8	---	5
I spoke to a career advisor outside of school	33.4	48.6	---	8
I spoke to a career advisor (at all)	53.9	---	31.7	---
I completed a questionnaire to find out about my interests and abilities	63.7	64.8	58.2	17
I researched the internet for information about careers	79.3	80.8	90.3	56
I went to an organised tour in an ISCED 3-5 institution	38.9	49.1	23	10
I researched the internet for information about ISCED 3-5 programmes	72	70.7	77	44
I researched information on student financing (e.g. student loans or grants).	46.3	54.5	---	23
I talked to my parents about (my career interest)	---	---	---	74

* In the Future Index survey, a comparable statement was "I visited a workplace that interests me"
Sources: OECD SSES 2023: https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fstat.link%2Ffiles%2F35ca7b7c-en%2Fx1egvw.xlsx&wdOrigin=BROWSELINK; OECD Teenage Career Readiness Dashboard https://www.oecd.org/en/data/dashboards/teenage-career-readiness.html; Shymansky, V. et al. (2025). Future index: Professional expectations and development of adolescents in Ukraine. Olena Zelenska Foundation.

In Ukraine, there is a strong history of career guidance being seriously recognised within provision. The State Employment Service has a tradition of working with schools going back to the 1990s when it was responsible for all career guidance and counselling (career education) in schools. In the 2000s, responsibilities were moved to school psychologists and social workers with the SES providing labour market information and related support, including training.

Ukraine recognises the need for the development of career guidance and counselling (career education) in education and has taken important steps towards its introduction:

- On 24 November 2025, the Ministry of Education and Science of Ukraine approved the Concept for Career Guidance and Counselling in the Education System of Ukraine for 2025–2030, together with its Implementation Action Plan, by Order No. 1541.[36]

- The occupation of Career Education Counsellor (CEC) was added to the national List of Professions (Occupational Register) (April 2026). The role of the CEC will be distinct from the existing profession of Career Counsellor which has its own standard.

- The working group has developed a draft professional standard "Career Education Counsellor", which has undergone public consultation.

- A model programme to train class teachers of grades 9-10 to implement career guidance and counselling (career education) in the New Ukrainian School pilot classes, implemented by Go Global NGO and UNICEF with financial support from the German Federal Ministry for Economic Cooperation and Development (BMZ) through the KfW Development Bank.

- A model curriculum for a 70-hour elective course "Professions" for students in grades 8–9 of secondary education institutions has been commissioned by the MoES. It is based on the Swiss-supported DECIDE project.[37] Approaches have been tested through pilot activities including the trialling of CEC training and curriculum with the Swiss-supported DECIDE project.

The following sections of the document consider specific areas of state policy on which the successful implementation of the new career guidance and counselling system (career education) in secondary education institutions collectively depends. The recommendations put forward should be taken into account in the further development and implementation of this system.

The role of the Career Education Counsellor

It is widely agreed that there is an urgent need in Ukraine for professional support to be put in place in basic secondary schools. This need is driven by the new decision-making point at the end of Grade 9, but also the wider challenges of an extreme VUCA context. It is important for provision to be put in place as quickly as possible. This has potential implications for the character of desirable training required of the career education counsellors.

In central and northern Europe, well-resourced education systems require or expect career education counsellors in secondary schools to complete substantial training programmes typically of 60 ECTS or one year of postgraduate education. In Ukraine, there are around 12,000 secondary schools and skills shortages are profound. It would be a huge challenge to train 10,000+ people at this level within a reasonable timespan – and it is not necessary.

[36] https://mon.gov.ua/npa/pro-zatverdzhennia-kontseptsii-profesiinoi-oriientatsii-ta-kariernoho-konsultuvannia-u-systemi-osvity-ukrainy-na-2025-2030-roky-ta-planu-zakhodiv-z-realizatsii-kontseptsii-profesiinoi-oriient

[37] Authors: Protasova N., Poltorak V., Molchanova Y., Balabust N., Grynyova M., Borer K., Weidinger V.

The MoES has said that it plans for CECs to be required to complete 90 hours of initial training (3 ECTS) and this is a very reasonable expectation, provided that training is well focused and new staff are supported after initial training is completed.[38] It is the intention that recruitment will come from trained teachers, psychologists and school social workers with experience of working with students in an educational setting. Many will be existing members of staff, but it is recognised that teacher shortages are widespread in Ukraine and it is advisable to target trained educational professionals who are not currently working in schools and to design entry requirements in such a way that candidates without these specific backgrounds might be accepted if they can demonstrate familiarity with working with young people and other essential competencies (e.g. youth workers and school social workers).

> ***Recommendation 1:*** *that the MoES proceeds as quickly as possible in confirming appropriate initial training for Career Education Counsellors (CECs), in particular for basic and upper secondary schools, based on plans for 90 hours of preparation.*

For CECs to be fully effective in Ukraine from appointment, it is essential that preparation includes practical support in understanding the key characteristics and relevant trends within local labour markets and facilitates connections with key stakeholders (upper secondary educational institutions, higher education institutions, VET providers, the State Employment Service, NGOs and employers). Introducing a support mechanism at a community or sub-regional level is highly desirable. By facilitating network-building, organisations based within specific geographic areas can share practice, arrange mentoring and buddying opportunities, provide efficient means of managing events and activities, including those targeted at specific groups of students who may not be numerous within individual schools, produce career development resources that respond to local circumstances and facilitate relations with local public, private and not-for-profit organisations. Consequently, it would be important to ensure a role for such organisations within the initial training (and/or induction) of CECs.Such connections may be facilitated by a new online networking resource (see below). Given the scale of the importance of the new role, it will be important to review the efficacy of initial training provision in preparing CECs to work successfully. Moreover, this will be an opportunity to inform the final design of the full 60 ECTS CEC qualification planned.

> ***Recommendation 2:*** *that the MoES considers providing support at community or sub-regional levels to ensure, in part, that initial training includes provision aimed at ensuring that CECs begin work with a good understanding of local/regional/national labour markets and connections with key stakeholders, and to support their ongoing work.*
>
> ***Recommendation 3:*** *that the MoES plans to review the efficacy of the initial training provision to ensure appropriateness and to inform the delivery of the full 60 ECTS CEC qualification planned (see below).*

It can be further expected that some CECs will work fully or partially online and consideration must be given to whether competency in this delivery approach can be assured through the 90-hour provision as planned, an adaptation of or addition to the provision, or whether a distinct approach is required.

[38] The model of the Global Career Development Facilitator (GCDF) is highly relevant. Devised originally by the National Career Development Association (a professional association) in the United States, this programme has been adopted in Bulgaria, Cyprus, Germany, Greece, Hungary, North Macedonia, Portugal and Romania. The programme is aimed at people working in counselling/guidance including within schools who lack a formal qualification in guidance. The GCDF requires a minimum of 120 hours of classroom and experiential learning, structured typically around 12 competencies, commitment to an ethics code, and supervised practice hours varying by highest level of qualification. https://www.cce-global.org/credentialing/gcdf. See also, https://www.cedefop.europa.eu/en/country-reports/inventory-lifelong-guidance-systems-and-practices-romania#training-and-qualifications

> ***Recommendation 4:*** *that the MoES ensures that initial CEC training is fully appropriate to CECs working wholly or partially online.*

Professional standards. The ongoing efforts of the working group on a professional standard for the role of the CEC are a meaningful demonstration of the importance attached to the specific role of the CEC and the wider importance of career development within education. A draft of the standard has been shared with the author. The draft envisages that fully qualified CECs should have a higher education qualification at least at bachelor's level and have completed 60 ECTS of professional training– an approach common across northern and central European countries. The revision distinguishes the level of higher education from the additional professional training requirement. It is intended that the job functions defined by the standard will be common to institutions of general secondary education, vocational education and professional pre-higher education and will be implemented taking into account the level and type of educational institution, the age characteristics of learners and the learner's educational and vocational goals (continuing education and/or entering the labour market). In this, the standard is comparable to that of the School Career Counsellor in Estonia.[39]

Before final confirmation of the standard, it is essential that it is reviewed against the EU Reference Framework for Lifelong Guidance, recently published by Cedefop.[40] In particular, review must be undertaken against the good practice guidelines listed at pp. 47-48 (Guideline 7) and pp.62-63 (Guideline 10) – see Annex 2 for the full list of relevant good practices. The guidelines, it is stated, "can be used as checklists for review, dialogue with stakeholders, inspiration or benchmarking." They "are not prescriptive or representative of any particular country/system or region" (p.17). However, they clearly represent desirable norms across Europe, and if they are not adopted, it is important that this follows careful (and ideally documented) consideration.

An initial review by the author finds strong general compliance with the Framework, highlighting three areas where consideration might be given to strengthening the new Ukrainian standard: (i) explicit recognition that the work of the CEC will be supported externally, notably at national level; (ii) greater recognition of the need for understanding of career development theory; (iii) stronger focus on equity in provision, rather than equality of opportunity. A full assessment of the standard will shortly be shared by the author.

The creation of the standard will be very welcome, but training the workforce to this level will be challenging. The immediate urgent need is for CECs to be deployed in schools based on initial 3 ECTS training. It is reasonable for schools to work towards the employment of a fully trained CEC (60 ECTS) over a period of several years. It will be important that providers quickly begin the development of the 60 ECTS programme (demonstrating continuing commitment to professionalisation), that costs are not prohibitive to individuals and/or schools/communities and that provision takes account of relevant qualifications and experience (with accreditation as appropriate). In the preparation of CECs, effective provision will include considerable content relevant to professionals working at both basic and upper-secondary levels (creating a foundation for staff movement across the different forms of secondary education), but also include content specific to the requirements of students at the different stages of education.

[39] Karjäärikoordinaator in Estonian. "The school's career coordinator, level 6 is a specialist who supervises, directs and organises the planning of career education in the school as part of the school's curriculum. She leads the work of the school's career team, maintaining and encouraging the relationship of cooperation within and outside the school. The school's career coordinator coordinates the cooperation of teachers in planning career education, choosing suitable methods and learning content, and designing the learning environment. She is a leader in assessing the quality of the school's career education within the framework of internal evaluation. A career coordinator is the primary supervisor for students in matters related to career and study choices. In the course of first-level supervision, the student specifies the student's needs, directs the topic development towards possible solutions, assists the student if possible and, if necessary, refers them to other specialists for help." For the full professional standard see: https://www.kutseregister.ee/ctrl/et/Standardid/vaata/10451391.

[40] https://www.cedefop.europa.eu/en/publications/3098.

> ***Recommendation 5:*** *that the MoES ensures that the standard for the fully trained (60 ECTS) CEC role is reviewed against relevant sections of the new EU Reference Framework for Lifelong Guidance.*

The Cedefop guidelines do not give a desirable ratio of students to a career education counsellor. Annex 3 discusses international evidence on government expectations of maximum ratios and average ratios as assessed commonly by non-governmental bodies. The annex discusses significant challenges that exist in making comparisons between different countries. The roles of counsellors vary between countries, with roles and access to external support varying considerably. Annex 4 highlights exemplar job descriptions and provides a sample description for the CEC role. Annex 5 notes documents at national, regional, community and school level relevant to the role.

Supporting CECs in post

The EU Guidelines stress that professionalism goes beyond initial training but also involves ongoing professional development, including:

- continuous training
- workplace training and peer learning among colleagues;
- cross-sectoral and multi-professional networks among professionals in service provision.[41]

How can this best be achieved? The most effective provision is unlikely to be secured if CECs are largely left isolated in 12,000 different schools. While it is possible for the national ministry to take full responsibility for the continuous professional development (CPD) of career education counsellors, there are advantages in supporting delivery models which actively encourage exchange and networking between practitioners, underpinning the culture of professionalism which is inherent in the standard. Practice models include:

i. Requiring that CECs complete a minimum number of hours of professional development annually to maintain their position (this could be a condition of licensing or inclusion on a register of professionals).

ii. Creating community or sub-regional level support mechanisms to provide training, information updates and the facilitation of mentoring, peer-mentoring, buddy systems and peer-learning opportunities to CECs (in addition to fulfilling other purposes such as supporting provision through management of events available to multiple schools and liaison with employers, educational institutions and NGOs on behalf of multiple schools, coordinating activities in equitable and efficient ways)

iii. Requiring CEC membership of a national professional association tasked with supporting continuous professional development with which CECs must engage for a set number of hours per year to maintain professional status.

[41] In Ireland, the Ministry of Education oversees 12 hours annually of counselling supervision for school counsellors. https://metc.ie/index.php/national-programmes/professional-support-guidance-counselling-supervision-programme-for-post-primary-school-guidance-counsellors-2023/

iv. Creating space within a national career guidance and counselling (career education) portal to deliver training resources and to facilitate the exchange of practice and connections between CECs around specific areas of work.[42]

> ***Recommendation 6:*** *that the MoES confirms its clear expectations, and plans, for the continuing professional development of CECs, giving particular consideration to articulation of the number of hours and form that CPD should take, support for local/ regional organisations tasked with enabling provision, sponsorship of a national professional body, and provision of national CPD resources.*

Delivering career education in basic secondary education

The MoES has overseen the creation of a model curriculum for an elective course, "Professions" for students in grades 8–9 of secondary education institutions based on the Swiss-supported DECIDE project.

The course requires school students to engage for a total of 70 academic hours over Grade 8 and Grade 9 (35 hours each year or one hour per week). In terms of time duration, the planned duration in Ukraine is comparable to that in Finland (76 hours over Grades 7-9 in basic secondary education).

However, in Finland career education is a legally defined student entitlement and is a compulsory element in the curriculum.[43] There are important advantages in following the Finnish approach and requiring the new Ukrainian course to be a mandatory element within the basic secondary curriculum. A Career Management Skills approach, accentuated by national instability and the introduction of new decision-making points at the end of Grade 9, provides a strong case for provision to be mandatory for all students. Where student engagement is elective, it is probable that students with the greatest needs, due to disengagement with future orientation reflection, will not participate.[44]

Moreover, there is a strong argument that schools, initially at least, should *not* have the freedom to deliver on an entitlement to career guidance and counselling (career education) in basic secondary education by integrating provision across the wider curriculum. An advantage of dedicated classes is that, notably during a period of rapid change in expectations of schools, the MoES requirement is simple and clear, with compliance easy to monitor. It also signals the importance attached to career guidance and counselling (career education): that it is on a par with other curriculum subjects. Having career guidance and counselling (career education) as a dedicated subject does increase the risk of reducing the engagement across the curriculum that is important to effective approaches (and approaches to mitigate this risk within whole school approaches are discussed elsewhere in this document). However, it must be acknowledged that integration across the curriculum also leads to considerable risk of provision being insufficient and delivery haphazard. Opportunity exists to provide greater support for students within specific interests and contexts by providing whole school approaches (e.g. in assemblies,

[42] See for example the secondary student careers advice resources found on TES.com. Resources are teacher generated, some paid-for, many free of charge: https://www.tes.com/teaching-resources/hub/secondary/student-careers-advice

[43] Einarsdottir, S. et al. 2023. Career Education in the Nordic Countries: A Comparison of National Legislation and Compulsory School Curricula. Nordic Journal of Transitions, Careers and Guidance, 4(1), 97-112: https://doi.org/10.16993/njtcg.64.

[44] Career misalignment for example in Ukraine is particularly acute among low academic performing students and students from the most disadvantaged social backgrounds. Career uncertainty is also especially high among low performers but also notably among students from the most advantaged social backgrounds. See: https://www.oecd.org/en/data/dashboards/teenage-career-readiness.html

careers weeks or days) and extra-curricular support with strong career guidance and counselling (career education) dimensions, for example to students interested in Science and Technology or students planning early entry into the labour market.

While there is a strong argument for concentrating 70 hours of formal provision in Grades 8 and 9, it remains strongly desirable to ensure that students in Grade 7 engage as well in career development activities. This is because processes of self-understanding in relation to potential future lives take time. Moreover, in an acute VUCA context, uncertainty can set in from an early age.

> ***Recommendation 7:*** *that Career Education become a mandatory course for all students in basic secondary education.*

Further elements of the model curriculum are discussed elsewhere in this paper.

Status of career development within basic secondary schools

In order to optimise the probability of career guidance and counselling (career education) provision being taken seriously by schools, a number of approaches from other countries are worthy of consideration.

Confirming a senior member of school staff to oversee guidance provision

In England, schools must appoint a Careers Leader, a senior member of staff who does not need to be a trained specialist, to take overall strategic responsibility for the delivery of provision within the school.[45] In (adapted) form, the MoE (England) states that an "effective Careers Leader should":

- Lead and be accountable for a progressive careers provision, underpinned by clear learning outcomes
- Coordinate, manage and communicate all elements of the provision, including its budget
- Collaborate with senior leadership and governance to ensure the careers provision aligns with the institution's strategic priorities
- Plan and oversee engagement of parents and carers throughout the careers journey as part of a wider parental engagement strategy
- Build and maintain key relationships to drive improvement and ensure sustainability
- Engage and mobilise internal staff (Senior Leadership Team, governors (founders in Ukraine), teachers, Careers Adviser and specialist staff responsible for supporting students with additional needs and disabilities) and external partners (community based and regional state organisations designed to support career guidance and counselling (career education) provision, employers, educational institutions, learning providers, etc.)

[45] https://resources.careersandenterprise.co.uk/sites/default/files/2025-10/2104%20-%20Understanding%20the%20role%20of%20the%20Careers%20Leader%20-%20Schools%20v6.pdf.Training is available (and strongly encouraged) through sub-regional level hubs to support the role of the Careers Leader.

- Lead the coordination of continued professional development, resources, and support to empower all teachers to confidently demonstrate the relevance of their subject and consistently connect the curriculum to careers, pathways, and the world of work

- Evaluate and improve the provision using relevant insight and data (e.g. destinations data, learners' perception of career readiness and stakeholder voice)

In addition, the MoE (England) requires that:

- Every school should have a member of its governing body who takes a strategic interest in careers education and encourages employer engagement.[46]

Such a model, in adapted form, should be considered within Ukraine. A requirement to identify such a senior figure, responsible for oversight and support rather than delivery, would provide the CEC with greater confidence that their work is understood and supported within the school. It also supports whole school approaches (see below). The role of a 'career leader' might be supported through clear terms of reference and online resources explaining the role in the wider context of the new career guidance and counselling system (career education).

> ***Recommendation 8:*** *that the MoES considers requiring all schools to designate a senior member of staff to have overarching responsibility for the effective delivery of career guidance and counselling (career education), overseeing the work of the CEC.*

Requiring schools to publish a structured careers policy and programme on the school website

The MoE (England) also requires that every secondary school "should have a stable, structured careers programme that has the explicit backing of those in governance roles, the headteacher/ leadership and the senior management team, and has an identified and appropriately trained Careers Leader responsible for it." Moreover,

- The careers programme should be tailored to the needs of learners, sequenced appropriately, underpinned by learning outcomes and linked to the whole-institution development plan. It should also set out how parents and carers will be engaged throughout

- The careers programme should be published on the institution's website and communicated in ways that enable learners, parents and carers, staff and employers to access and understand it.[47]

The requirement to devise and publish an agreed careers programme should prompt school leaders to consider local and institutional circumstances, raise awareness of the importance of career guidance and counselling (career education) and institutional commitment to it, and is especially valuable if schools have a choice over how they will deliver career guidance and counselling (career education) provision (i.e., as a standalone subject or integrated across

[46] https://www.careersandenterprise.co.uk/sites/cweb/files/pvub3if5/1995-summary-for-school-leaders-v6-1.pdf
[47] Gatsby Foundation. 2024. Good career guidance: The next 10 years.

the curriculum). It also encourages and enables schools to reflect on specific challenges and creatively respond to them in the spirit of teacher professionalism and school influence over the learning process.[48]

Relevance for Ukraine will be especially significant if it is not required that schools deliver a career education programme within the curriculum. In all cases, it will have a particular importance given that schools offer provision in one of three ways: fully offline, fully online, or in blended provision. Such a requirement would provide the MoES with a light-touch mechanism for increasing the importance of career guidance and counselling (career education) in basic secondary schools and monitoring one form of compliance. Schools might be expected to confirm and publish a careers programme one to two years after the full introduction of the New Ukrainian School reform.

> ***Recommendation 9:*** *that the MoES considers requiring all schools to publish a career guidance and counselling (career education) policy and programme on their websites.*

Engaging the wider community in student career development

In periods of acute instability, it becomes more important to focus attention on the future orientation of students. One model for consideration has been developed in Armenia. The Independent Career Planning Module is aimed at students in the penultimate year of upper secondary school. Timing the presentations for early in Grade 9 in basicsecondary provision in the Ukrainian context.

Box 1. The Independent Career Planning Module is a mandatory programme for 11th grade students (age 17) within general education in Armenia. Within the module, students independently research their plans for their future careers, articulating their plan for securing the knowledge, skills and qualifications which will enable access to their desired adult employment. All students are required to present their planning in a public setting, either within their school or at an event taking place within their local community. Students are required to spend one hour each week for 15 weeks conducting research and creating their presentation. The module is designed to help students deepen their understanding of their professional goals in light of their interests, preferences, constraints and abilities.

The main objective of the module is for students to comprehend who they are, what they want to achieve, and to develop a sense of agency over their own future. The timing of the module – coming during the penultimate year of compulsory secondary education in Armenia – provides students with the opportunity to modify their expectations and/or to engage in different ways in school to enhance academic performance in order to pursue their intended career.

During the module, students participate in a number of different self-assessments, including a SWOT (Strengths, Weakness, Opportunities, Threats) analysis and psychometric testing, using the RIASEC framework first developed by John Holland

[48] For a typical example, see the Careers Education Policy and programme developed by Longcroft School in East Yorkshire. The Policy gives dates for when the policy was created and is due next to be reviewed and includes: a summary of national requirements and guidelines; objectives for the provision; a grade by grade description of provision, based on learning outcomes; key managerial roles and responsibilities. See https://www.longcroftschool.co.uk/attachments/download.asp?file=650&type=pdf. The programme sets out career guidance activities by grade term: https://www.longcroftschool.co.uk/attachments/download.asp?file=651&type=pdf.

to build self-awareness. Students are provided with access to a range of online resources related to admissions into post-secondary education programmes, including education requirements and scholarships, as well as details of jobs in high demand and labour market projections in Armenia as well as within the European Union (EU). They are also supported by a career coach in each school whose role is to facilitate student progression through their research project. At the end of the semester, students typically present their one or more professional choices within their research presentation. Alternatively, students can choose to highlight their own skill development during the process. The method in which presentations are undertaken is determined by each school.

At the heart of the programme is the public articulation of future plans. This need not be a spoken presentation but could be done through posters at an event to which parents, post-secondary institutions and other stakeholders are invited. Timing the presentations for early in Grade 9 in basic secondary would give students time to reconsider if feedback leads them to change their plans. Students would be expected to present their future thinking: the basis for their occupational plans (as far as they have been developed) and how they relate to their self-perception and understanding of how education and training provision can enable successful progression. Students would be encouraged to tell the story of how they came to their conclusions. By leveraging public interest, the importance of career development is underlined.

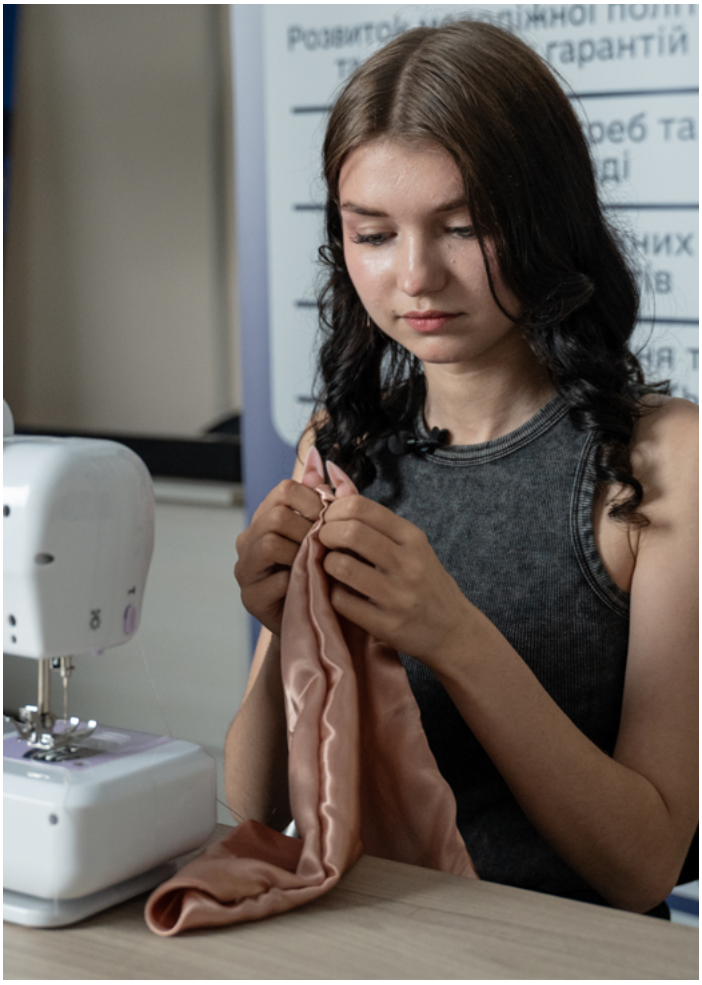
> ***Recommendation 10:*** *that the MoES considers supporting approaches which raise the profile of career development through public presentations undertaken by students that engage parents and other stakeholders in advance of final decision-making.*

Encouraging a whole school approach

Teacher training. Across Europe, Initial Teacher Training (ITT) for subject teachers rarely includes meaningful focus on career development but it does not have to be that way. It is recommended by the ELGPN that ITT for subject teachers includes a focus on the basic theories of Career Management Skills. Subject teacher interest in Ukraine can be accentuated by raising the importance of career development (see below) and encouraging/requiring regular interaction with the CEC (and Careers Leader). **Subject-specific teaching resources.** Subject teachers can be enabled by providing relevant resources. One simple approach is to connect associations of subject teachers with professional bodies/trade associations focused on related professional fields and providing a small budget to enable the collaborative development of learning materials which explicitly connect curriculum learning to real-world contexts. Another approach is to make it easy for subject teachers to share resources which they have developed themselves.

Online resources (people in work). A further model relates to the easy availability of resources which draw clear links for students between subjects of study and future employment in the labour market. This can be through in-person career talks within schools (see below), but also through the availability of easily searchable short videos where professionals discuss how they use the knowledge and skills which they developed in different subjects and forms of education and training to secure their occupation. The icould model in the UK is illustrative and more focused videos could be sourced.

For subject teachers, the availability of resources which underpin the value of their teaching in the labour market can be expected to increase the extrinsic motivation of students which can be expected in turn to increase academic engagement and achievement.[49]



Career conversations. The CMS approach is designed to help students to engage critically in their own career development. Longitudinal studies show that students (around the age of 15) who talk about their futures and potential careers can be expected to secure better later employment outcomes than comparable peers who do not. This includes conversations with subject teachers and guidance counsellors as well as with parents, family members, employers and friends. At times within these conversations, it may be difficult to see if students are gaining new and useful information which will make a fundamental difference to their future trajectories (but with more conversations this becomes more likely), but what it does signal (and encourage) is a highly desirable culture of curiosity and investigation.50

Whole school provision – examples from a subject perspective. The whole school approach is at the heart of the Irish approach to career guidance and counselling (career education) in secondary education and the MoE (Ireland) provides examples of how subject teachers can support career development. Expectations are not onerous. Students can take portfolios from in the first year of basic secondary involving numerous activities some of which may be organised and led by students.[51]

Additionally, a Mathematics teacher might expect to:

- promote STEM as a career and education pathway, involving a universal-design approach and utilisation of a variety of resources such as posters/videos/ computer applications/ talks/ external-tours etc. STEM promotion takes place throughout the entire academic year.

- oversee a competition for all students: Students are asked to make a 60-second video showing “How maths is used in jobs”

[49] Mann, A. and J. Diaz (2025), “Tailored Work Experience in Wales”, OECD Publishing, Paris, https://doi.org/10.1787/f0560bde-en; Hughes, D. et al. 2016. Careers education: International literature review. Education Endowment Foundation, London.

[50] OECD. 2021. Career conversations: Why it is important for students to talk about their futures in work with teachers, family and friends. OECD Publishing, Paris; De Oliveira Santos, C. (2024). Career conversations for the development of student career competencies: a study in Portuguese secondary schools [Apollo - University of Cambridge Repository]. https://doi.org/10.17863/CAM.120817; Winters, A. et al. 2012. Can training teachers stimulate career learning conversations? Analysis of vocational training conversations in Dutch secondary vocational education. Journal of Vocational Education & Training, 64:3, 333–350.

[51] For example, students undertake a short interview with an adult who is working: “20 questions about your job”

- support students in engaging with the Irish Mathematical Olympiad and the European Girls Mathematical Olympiad.

A languages teacher might be expected to:

- support students of all levels and ages who wish to come together to speak the language and engage in subject-related activities in an extra-curricular Language Club.

- support annual trips to the Goethe Institute, Academie Francaise, British Council which might be organised by the students themselves, promoting student leadership, knowledge of the subject and career decision making.

In Ireland, subject teams are expected to meet with their school's Career Guidance Counsellor on two occasions each year (September and April) to update planning and attend a presentation by the guidance counsellors to all staff on Whole School Guidance at the beginning of each year.[52]

> ***Recommendation 11:*** *that the MoES actively promotes a whole school approach to career guidance and counselling (career education), putting in place facilitating resources as appropriate.*

Connecting with earlier and later provision

It can be reasonably expected that the pace and intensity of career development will vary by student. This is particularly the case for students with additional needs and disabilities (including neurodiversity) and students experiencing significant career indecision. Moreover, given that career development is inherently iterative as self-knowledge changes over time and in light of experience, effective provision in education necessarily takes place over periods of years.

There are strong advantages in connecting learning through education from primary schooling to upper secondary education. Consequently, overarching K-12 career education frameworks such as that adopted by the Canadian province of New Brunswick articulate and guide desirable provision over time.[53]

It is increasingly common for students to be provided with online, portable portfolios where they can record their engagement in career development activities and what they have learnt from them. Portfolios can annually record student plans for ongoing education and ultimate employment.While these might in many cases change over time, they serve the purpose of reminding students of an ultimate purpose of their investment of time and energy in schooling and prompt research into desirable outcomes, including an understanding of the educational requirements typically needed to enter professions of interest. Students can take portfolios from basic secondary into upper secondary education, making it easier for the CEC at that level to understand the status of individual career development. Online portfolios can also be shared with parents as part of a strategy to enhance their engagement and support for student career development and, with appropriate data protection, provide useful data for the MoES on the national progress of student career development.

[52] Information Note for Principals, Guidance Counsellors, Guidance Teams in relation to Whole-School-Guidance Provision at Junior Cycle, located at https://metc.ie/index.php/national-programmes/professional-support-guidance-counselling-supervision-programme-for-post-primary-school-guidance-counsellors-2023/

[53] https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/General/career-education-framework.pdf - K-12 refers to the whole period from Early Childhood education to the completion of upper-secondary provision

> ***Recommendation 12:*** *that the MoES explores the introduction of online career development portfolios for all students through their time in primary and especially secondary education.*

Career Management Skills in upper-secondary education

Scientific longitudinal studies of the links between career guidance and counselling (career education) undertaken within upper-secondary education and later employment outcomes are surprisingly rare in comparison to those undertaken with regard to basic secondary education. However, it is possible to make sense of available studies in light of an understanding of the wider longitudinal research. Policy interest is strongest with regard to Vocational Education and Training at upper-secondary level and concentrated around the desirability of work-related learning being integrated into provision. It is not difficult to see how such internships or apprenticeships can help build the human, social and cultural capital of students as they demonstrate and develop workplace skills, connect with working professionals in their field of interest, including potential future employers, and are exposed to the distinct culture of their area of occupational interest. Analysis of European data shows that young adults who gained workplace experience whilst enrolled in secondary education, either within or outside of their school programme, go on to enjoy better employment prospects as young adults.[54] Whereas in work-based systems, such as Germany and Switzerland, this can be taken for granted, in school-based VET systems workplace experiences are typically less common. Cedefop estimated in 2022 that only 60% of all graduates from initial VET programmes participated in a period of work-based learning.[55] The OECD argues that in school-based VET systems, such as that in operation in Ukraine, where work-based learning is often limited, placements of at least three months are desirable, and it offers advice on effective practice.[56] The EU-funded European Forum of Technical and Vocational Education and Training provided guidelines on work-based learning in 2023.[57] It is recognised that within VET provision, career guidance and counselling (career education) often requires enhancement. Seven countries (Austria, Bulgaria, Germany, Estonia, Finland, Norway, and the UK) are currently working together on an EU-funded project, and all have taken steps to embed career guidance and counselling (career education) within national VET frameworks.[58] In 2023, the European Training Foundation provided a very useful guide to delivering guidance in VET schools.[59]

In school-based VET systems, even extended periods of work placement may be insufficient to prepare young people to succeed in their transitions into the labour market and fail to develop critical approaches among students. The School-to-Work Group Method, first developed in the United States and further delivered, and well evaluated, in Finland offers a model of practice relevant to Ukraine. Within the programmes, students in the final year of VET school participate in a 20-hour programme designed to help them "think like an employer." The programme is jointly taught by a vocational school teacher and a representative of the local public employment service (PES). Working to a standardised curriculum, young people are encouraged to reflect on their own experiences of work and desires for employment through individual research, collaborative working with student peers and practical exercises related to the process of

[54] Musset, P. (2019), "Improving work-based learning in schools", OECD Social, Employment and Migration Working Papers, No. 233, OECD Publishing, Paris, https://doi.org/10.1787/918caba5-en. This is descriptive data without controls.
[55] https://www.cedefop.europa.eu/files/data_insight_work_experience.pdf.
[56] Musset, P. (2019), "Improving work-based learning in schools", OECD Social, Employment and Migration Working Papers, No. 233, OECD Publishing, Paris, https://doi.org/10.1787/918caba5-en.
[57] https://efvet.org/wp-content/uploads/2026/01/v5.Layout-WBL-Guidelines.pdf
[58] See Building Stronger VET Systems with Career Guidance at the Core | University of Jyväskylä and https://www.skills2capabilities.eu/07_policy_vet_systems.html
[59] https://www.etf.europa.eu/sites/default/files/2024-10/VET_Career%20Guidance%20Guide_for%20publishing_.pdf.

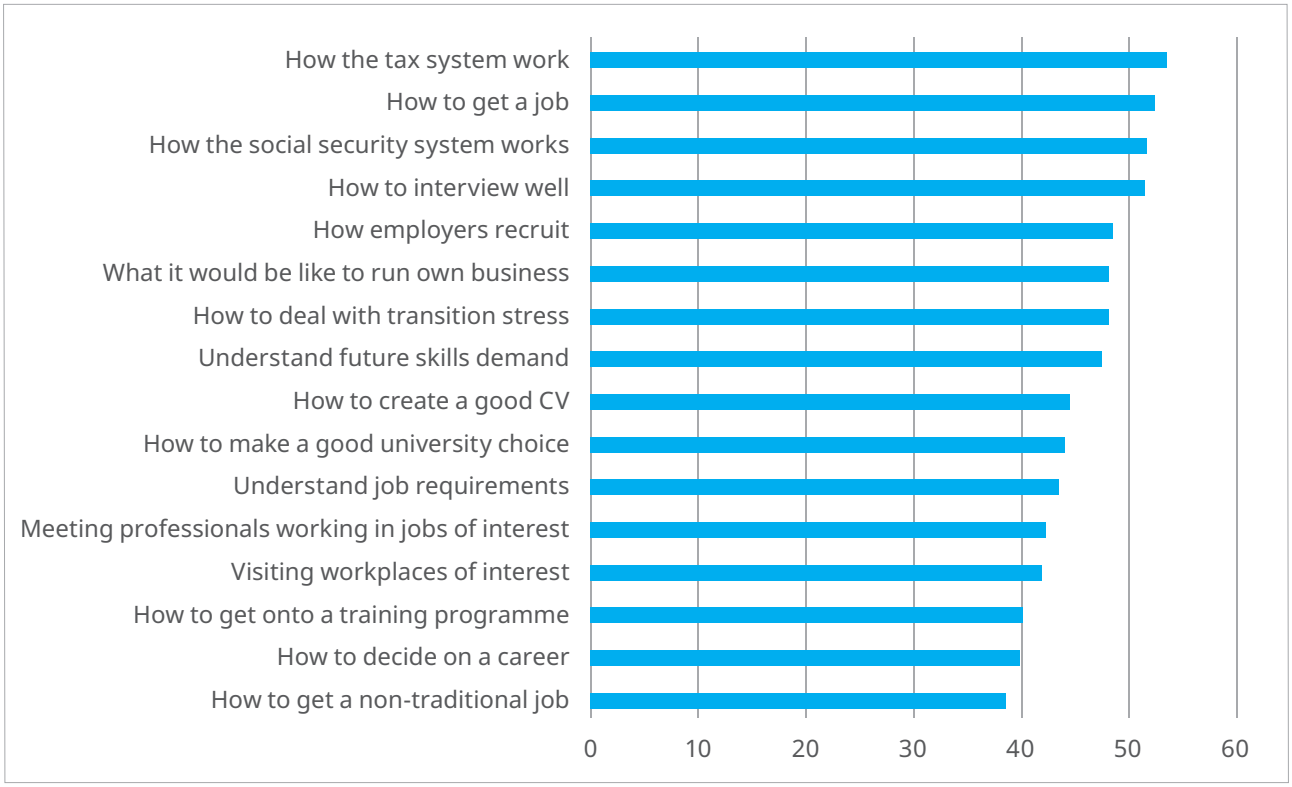


finding employment and socialisation into a new organisation. The relevance of the programme is made clear through the involvement of the employers who participate in sessions and are interviewed by students. Students are taught how to make use of social networks to secure information about employment, how to approach employers directly, how to complete job applications and CVs/resumés, present themselves at interview, identify marketable skills and to understand and respond to expectations of workplace social behaviour. Moreover, they are taught to reflect on the challenges and barriers which they can expect to encounter in their search for attractive work. A Finnish longitudinal assessment found that one year after leaving school, participants experienced better employment outcomes and better mental health than comparable peers.[60]

[60] See Koivisto, P. et al. (2007), "Effects of the School-to-Work Group Method among young people", Journal of Vocational Behavior, Vol. 70, pp. 277-296; Koivisto, P. et al. (2010), "Transition to Work: Effects of Preparedness and Goal Construction on Employment and Depressive Symptom", Journal of Research on Adolescence, Vol. 20/2, pp. 869-892; Koivisto, P. et al. (2015), Preparing for Working Life: Effects of group counseling on adolescents' career development and mental health, Finnish Institute of Occupational Health.

The success of the programme aligns too with international surveys. For Ukraine, a very useful starting point will be to ask young adults about their career development experiences in basic and upper secondary education: what they valued and what support they wished they had had more of. It is typically cheap and quick for countries to commission such surveys and the results are valuable. A small number of studies in different countries provide exemplars. The OECD 2025 survey of young adults (aged 19-26) in Madrid, Spain is typical. It finds that students highly valued the career development they received up until leaving secondary school but wished that they had had more support. As Figures 2 and 3 show, *practical* support for labour market entry was both highly valued when provided and most strongly desired when it was not. Students want to know how to get a job, how the bureaucracy around employment works, and how employers recruit. Young adults also highly value related preparation in school and workplace experiences, including part-time work. Very similar results were found in a 2016 survey of 1,744 young adults aged 19-24 in the UK.[61] In both countries, a significant proportion of young adults expressed the desire that their school had provided them with much greater help on what it would be like to run their own business.

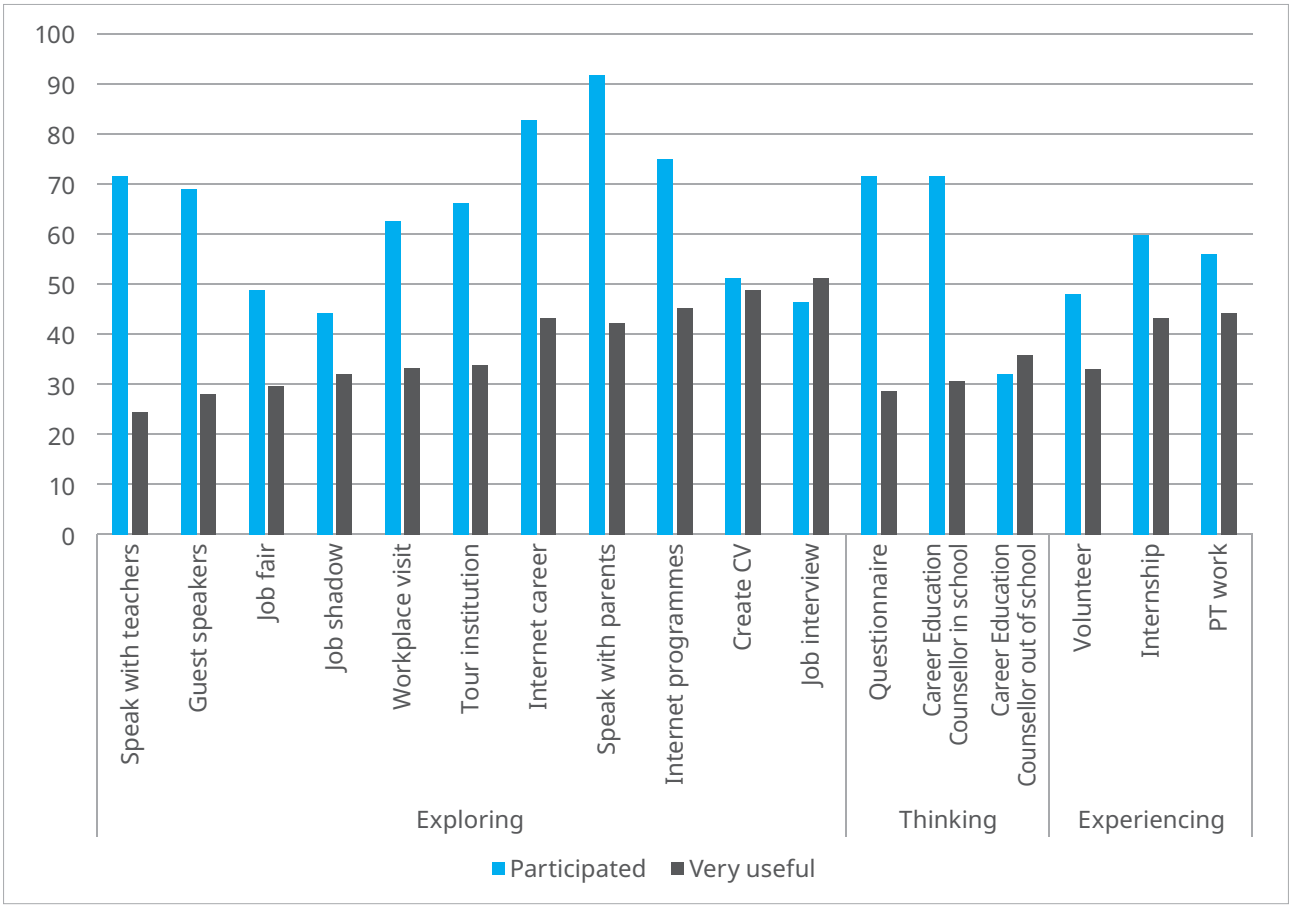
Figure 2. *The percentage of respondents stating that they wished that their secondary school(s) had provided lot more help with regard to different forms of career development. OECD survey of young adults who were educated in the Madrid community, Spain. N=1,015.*



Source. https://www.oecd.org/content/dam/oecd/en/publications/reports/2025/05/career-readiness-in-madrid-spain_1d4be452/73cdc17d-en.pdf. Respondents were asked 'Given what you know now, would you have welcomed more help in any of the following areas while in secondary school?'

[61] https://www.educationandemployers.org/wp-content/uploads/2017/01/Contemporary-Transitions-30-01-2017.pdf

Figure 3. *Percentage of respondents (19-26) recalling participation in career development activities and their perception of activities being very useful in planning and preparing for working life after secondary education. OECD survey of young adults who were educated in the Madrid community, Spain. N=1,015.*



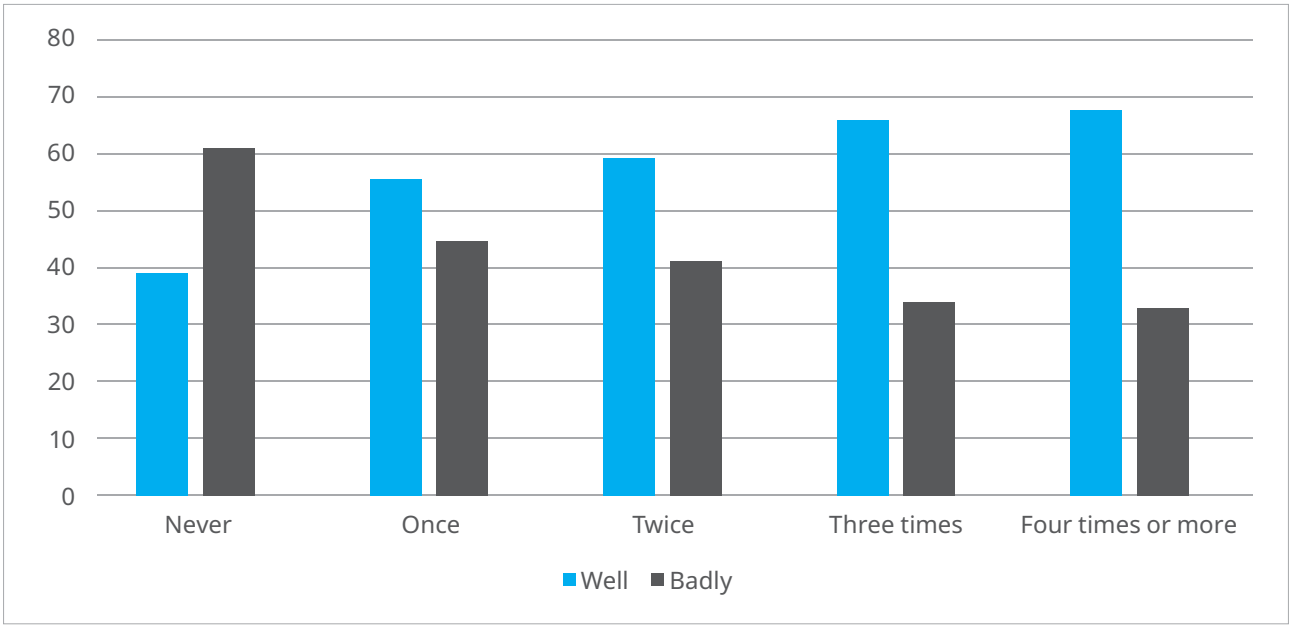
Source. https://www.oecd.org/content/dam/oecd/en/publications/reports/2025/05/career-readiness-in-madrid-spain_1d4be452/73cdc17d-en.pdf

The results speak to a common area of neglect in career education programmes. In Spain, young adults said that the most valuable career guidance and counselling (career education) support provided by their schools was in how to create a Curriculum Vitae and to prepare well for an interview. Longitudinal analyses show that these student perceptions are correct. The 2021 OECD analysis of longitudinal data found that six of seven studies found statistically significant links between participation in such recruitment skills activities while in school and better ultimate employment outcomes.[62]

Both the Madrid and UK studies also find statistically significant links between the volume of employer engagement undertaken within the duration of secondary education and better employment outcomes. In both studies, students are asked how many times they recall encountering employers and people in work in relation to career development (on a scale of 0 to 4+) and whether they feel that their secondary schooling prepared them well for working life. In both studies, greater recalled employer engagement is strongly linked to greater appreciation of schooling as a preparation for the labour market. Results from the Madrid study are illustrative:

[62] Covacevich, C. et al. (2021), "Indicators of teenage career readiness: An analysis of longitudinal data from eight countries", OECD Education Working Papers, No. 258, OECD Publishing, Paris, https://doi.org/10.1787/cec854f8-en.

Figure 4. *Perceptions of respondents on how well or badly secondary schools prepared them for adult working life by volume of employer engagement activities recalled (on scale of 0-4+ occasions). OECD survey of young adults who were educated in the Madrid community, Spain. N=1,015.*



Source. https://www.oecd.org/content/dam/oecd/en/publications/reports/2025/05/career-readiness-in-madrid-spain_1d4be452/73cdc17d-en.pdf

The Madrid study also shows that it is not just the former students of upper-secondary VET schools who wish that their schools had provided greater practical support in job hunting. Indeed, students who completed general education are more likely to wish that their school had provided greater support:

- 55% of former general education students agree that they wished their school had given them a lot more help in learning 'how to get a job' compared to 46% of VET graduates
- 54% of former general education students agree that they wished their school had given them a lot more help in learning 'how employers actually recruit' compared to 45% of VET graduates
- 58% of former general education students agree that they wished their school had given them a lot more help in learning 'how to perform well in an interview' compared to 37% of VET graduates

Within general upper-secondary education, there is a need to support young people to develop the skills and secure the information and experiences needed to enable smoother transitions into work. In England, the Ministry of Education requires all students on upper-secondary programmes of study to spend time in work whether through an internship, community volunteering or part-time employment.[63] Models from New Zealand and Canada provide examples of guidance systems that actively encourage and enable engagement with employers and people in work within strategies designed to support the development of Career Management Skills in upper-secondary education.[64]

[63] https://www.grows.ac.uk/assets/files/130332015DfEdeptadvicepost-16WEx-final.pdf.
[64] https://www.educationandemployers.org/wp-content/uploads/2020/09/The-WE3-Continuum-and-Activities-August-2020.pdf, and https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/General/career-education-framework.pdf.



Career guidance and counselling (career education) also has an important role to play in supporting students intending to move from upper-secondary education to university study. Recent work by the OECD draws a strong link between school-age career guidance and counselling (career education) and successful completion of tertiary education. In addition to visiting potential tertiary institutions and hearing directly from current and former students, it is important for students to understand the economic world into which they hope their tertiary education will enable entry. Informed research and first-hand experiences help to ensure that students are making choices that are right for them and to persuade tertiary institutions that applicants are well-placed to successfully complete provision. Effective experiences can be expected to clarify and confirm student career ambitions while providing understanding of the labour market which underpins confidence and motivation. The OECD argues:

> *"Improving completion rates in tertiary education is not only about what happens within institutions, but also about the choices students make before entering them. In this regard, effective career guidance in upper secondary education plays a crucial role. ...In a context where career paths are becoming more complex and young people more uncertain, providing effective guidance before the end of upper secondary education is essential to support informed choices, facilitate transitions to tertiary education and improve completion rates. The extent to which students receive support in making educational choices varies widely across countries, however."*[65]

[65] https://www.oecd.org/content/dam/oecd/en/publications/reports/2026/05/how-well-prepared-are-upper-secondary-students-to-succeed-in-tertiary-education_f5dd5ee7/8c3608e1-en.pdf.

A growing range of online resources are specifically designed for upper-secondary students, building CMS through personal research and understanding of the labour market. Examples include:

> ***My Life After School*** *is a website where students can find information about different career paths. It provides practical information about schools, living costs, salaries, and the chance of getting a job in the Czech Republic. There is also information about the work environment and workload, as well as videos showing different kinds of jobs. The different jobs in the resource are categorised alphabetically, by field of study or by work activity.*
>
> ***Route to Employment*** *is an educational game that was created as part of the Czech Vocational, Career and Polytechnic Education in MSK II (OKAP II) project to enable students to make better career decisions and help them to get a job after secondary education. Students visit a website to learn about writing a CV, searching for a job, preparing for the interview process, signing an employment contract and the basics of labour law. Individual modules can be played independently as part of so-called "mini-games" or as a complete game.*
>
> ***Zmudri*** *produces video courses for young people in Slovakia aged 14–25 with a mission to prepare them for real life issues. Video courses include the entire process of job searching, from deciding on a career path through writing a CV to signing a first job contract. Videos are 5-10 minutes in duration and are designed to present the topic in a concise and entertaining way. Courses include topics such as: Deciding about my future career and how to choose what to do after high school; Where can I search for a job; How to write a CV; How to write a cover letter; How to prepare for an interview; How to prepare for an online interview; Basics of labour law (types of contracts, taxes, what to avoid, etc.); First day at job: What (not) to do; How freelancing works; Working abroad? Be careful about this!; Volunteering.*[66]

In countries where upper-secondary education lasts three years, including France and Norway, the first year gives students the opportunity to clarify their educational and career plans and to confirm that they have made the right choice. In Ukraine, Grade 10 in academic lyceums will also serve as an adaptation year. Therefore, one of the key tasks of the Career Education Counsellor will be to support students in developing and pursuing an individual educational pathway. In particular, students need help to assess how well their chosen study profile matches their interests, abilities and plans for the future and, if necessary, to clarify or change it. Effective support means that students not only understand the content of their chosen profile but also recognise what opportunities for further education, vocational training and employment it opens up.

One important trend in upper-secondary education internationally over the last decades has been curriculum innovation through the introduction of Career Pathway programmes. Such programmes focus on relatively broad occupational areas such as Healthcare, Information Technology, Engineering, Manufacturing or Hospitality. They are vocationally-focused programmes which are not designed to prepare a student for a specific occupation. Common characteristics of the programmes include:

[66] See also Goller, D., Graf, C., & Wolter, S. C. (2026). Virtual vs. in-person career fairs: the impact on search activity and diversity. Applied Economics Letters, 33(12), 2035–2038.https://doi.org/10.1080/13504851.2025.2462708, a paper that reports on an empirical study in Switzerland that finds that student participation in virtual careers fairs is significantly associated with greater student engagement in online searching for apprentices across a broader range of professions than is the case with face-to-face events.

- Development and delivery with industry partners
- Delivery within general upper secondary education (ages 15–18), with embedded career guidance and counselling (career education)/career development provision starting earlier in some systems
- Summative assessments which both relate to programme completion and contribute to certification of completion of general upper secondary education
- Potential achievement of university credits and/or industry-recognised credentials
- Targeting of a broad range of learners, not just lower achievers
- Integration of theoretical, work-related and work-based learning within programme curricula to enable intense career exploration
- Offering multiple tertiary and career options after upper secondary school
- A focus on sectors of national, regional and local labour markets facing recruitment challenges.[67]

Better known examples of such courses include the popular US Career Academies programme, P-Tech that runs in many countries and the Scottish Foundation Apprenticeship. Being delivered in general education alongside academic qualifications, students are not required to make a high-stakes decision at the end of basic secondary education, mitigating risks associated with the poor reputation of vocational education in some countries. Career Pathway programmes, at least within the United States, are unusually well evaluated within longitudinal studies. OECD analysis finds that 20 of 23 studies find statistically significant evidence of better long-term employment outcomes being linked to student participation.[68]

To conclude, at upper-secondary level the focus of career guidance and counselling (career education) increasingly values experience over the exploration of potential futures which is characteristic of basic secondary education. However, exploration remains important within upper-secondary education, especially during its first year. As is clear from the most recent PISA results, around half of Ukrainian 15-year-olds are uncertain about their occupational plans. Work-based experience whether through exploratory job shadowing[69] or through internships[70] becomes more important. Students are older and well-placed to make productive contributions to workplaces. Many will seek to enter the workforce after the completion of schooling and effective provision will help them to build the individualised human, social and cultural capital that employers review within recruitment exercises. International evidence indicates that most students, regardless of post-secondary pathway, value career guidance and counselling (career education) that actively prepares them for the labour market, including the understanding and skills required to secure employment.

[67] Herdman, P. et al. (2024), "Innovation in career pathways across five countries", OECD Education Working Papers, No. 320, OECD Publishing, Paris, https://doi.org/10.1787/742bcd05-en.
[68] Herdman, P. et al. (2024), "Innovation in career pathways across five countries", OECD Education Working Papers, No. 320, OECD Publishing, Paris, https://doi.org/10.1787/742bcd05-en.
[69] OECD (2022), "Job shadowing: A guide to delivering an effective career development activity", OECD Education Policy Perspectives, No. 62, OECD Publishing, Paris, https://doi.org/10.1787/614f4e25-en.
[70] OECD (2025), "Internships for secondary school students in general education", OECD Education Policy Perspectives, No. 117, OECD Publishing, Paris, https://doi.org/10.1787/0f020b75-en.

> ***Recommendation 13:*** *that the MoES recognise the distinctive needs of students in upper-secondary education, supporting the development of individualised learning pathways and ensuring that provision is rich in work-based experiences while consciously preparing students to succeed in the competition for work.*

Making it easy to access the relevant resources and experiences: Employers and people in work

The CMS approach expects students to engage directly with the labour market as part of their career preparation, gaining useful information, exploring careers of interest, and testing their suitability for different jobs and exploring their ambitions. An extensive research literature now exists on employer engagement in the career development of secondary school students. It is predicated on the (reasonable) assumption that schools alone cannot provide students with information and experiences that are relevant to the actual working world and perceived by students as inherently trustworthy.[71]

The great majority of high-quality longitudinal studies that look for evidence of teenage employer engagement being connected with better employment outcomes find it. Different employer engagement activities can be seen to enhance the human, social and cultural capital of young people supporting their understanding of, and preparation for, the labour market as they progress through education and training.[72]

Employer engagement in career development includes both in-school and out-of-school activities, including:

- Career talks from people in work
- Enterprise competitions (e.g., Junior Achievement)
- Career fairs
- Workplace visits
- Job shadowing
- Short duration internships/work experience placements
- Interview workshops and practice interviews
- Resume/CV/application workshops

[71] https://www.oecd.org/en/publications/getting-the-most-out-of-employer-engagement-in-career-guidance_fbbc3788-en.html; Mann, A. et al. (2026). Work Experience: Past, Present, Future. Education and Employers, London.
[72] https://www.oecd.org/en/publications/getting-the-most-out-of-employer-engagement-in-career-guidance_fbbc3788-en.html; Mann, A. et al. (2026). Work Experience: Past, Present, Future. Education and Employers, London.

Schools in some systems also actively encourage and enable students to participate in volunteering within the community[73] and to work part-time[74] reflecting on experiences within school. As with short internships, these students are learning how to be personally effective in undertaking tasks under supervision in work environments.[75]

The power of employer engagement in career development comes from the fact that it gives authentic insights into the working world. Such insights cannot be secured for young people as effectively by schools alone. This is because schools are less likely to be able to offer realistic insights into the complex world of work and because students are less likely to believe what they might learn. Consequently, through employer engagement activities it can be expected that students learn things and gain experiences which are new and useful. Perceptions of utility can be significantly enhanced through the work of professional career education counsellors helping students to prepare well and then reflect on experiences. In times of economic and social turmoil, this is particularly important, providing students with confidence in their understanding of the labour market in a world that is volatile, uncertain, complex and ambiguous.

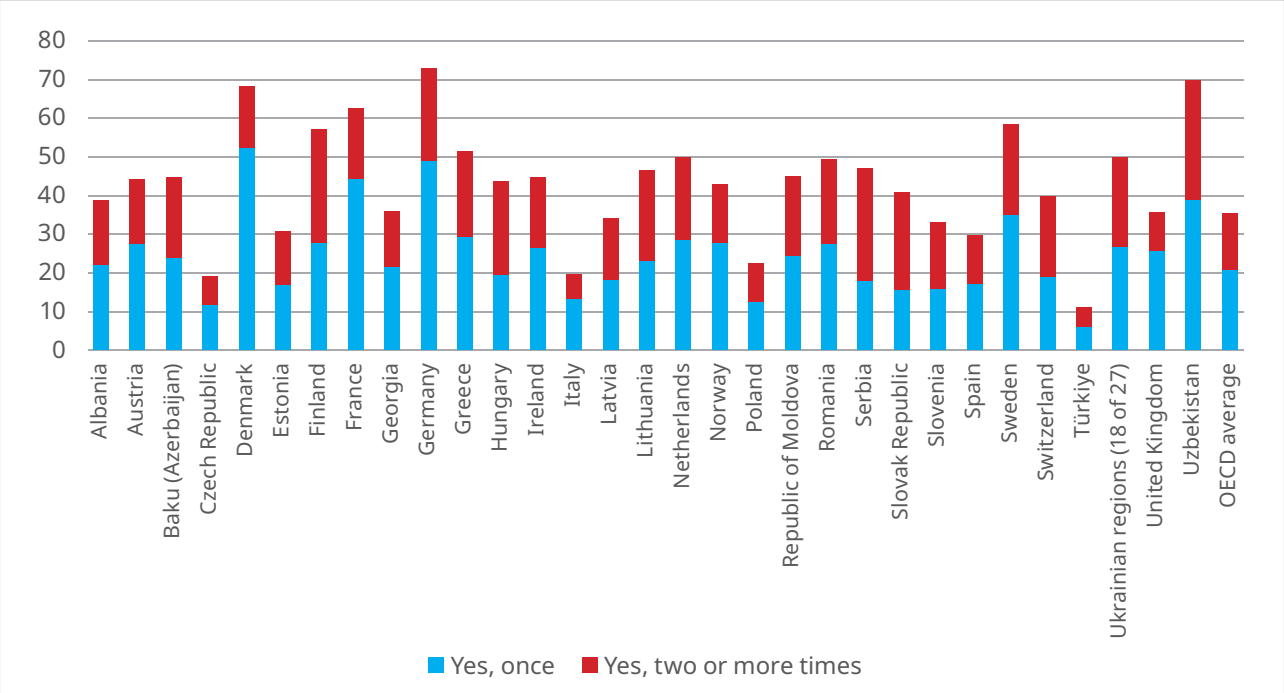
In Ukraine, one of the key tasks of the career guidance and counselling system (career education) at the level of basic secondary education is to support students in making an informed choice of their further educational pathway after Grade 9 — study at an academic lyceum or at a vocational or professional pre-higher education institution. While there is good reason to believe that long-term employment outcomes relate to progression through secondary education including notably engagement at upper secondary level, studies are much rarer which explore the relationship between employer engagement undertaken in basic secondary education and successful progression into upper secondary education. An important new exception is from the UK. A survey of 806 young adults aged 19–26 finds significant relationships between greater participation in different forms of pre-16 employer engagement and reported greater clarity in post-16 planning, greater likelihood of goals being achieved after the age of 16 (the starting point for upper secondary education) and greater belief that activities undertaken at 16-18 proved to be of long-term usefulness. Pre-16 engagement is also linked to lower NEET rates at 16-18.[76]

Drawing on extensive research in the field, the OECD argues that the most effective practice over the duration of education is: authentic; frequent and often mandatory; valued by students (as they realise that they are learning things which are new and useful); varied (as different activities support different forms of development); contextualised within professional career guidance and counselling (career education); personalised to individual student ambitions, backgrounds and needs; and, begun at a young age (from primary school).[77]

Ukraine does have a strong tradition of employer engagement in teenage career development. PISA shows that in 2022 15-year-old students in Ukraine were engaging with employers at or above the level of the OECD average with regard to participation in career fairs, workplace visits/job shadowing and short internships. The following tables show that even across Europe, Ukrainian student participation rates are strong. However, data since 2022 shows considerable decline in such engagement and the urgency of such engagement is far greater in Ukraine than across other European countries.

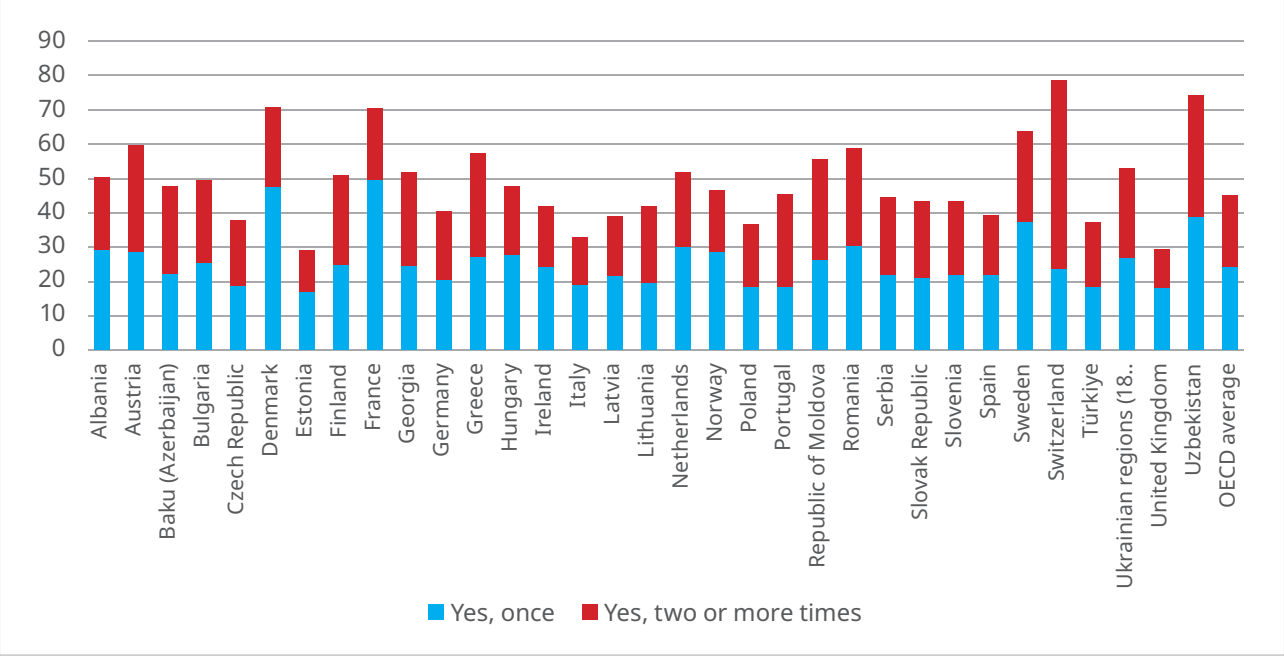
[73] https://www.oecd.org/en/publications/voluntary-work-in-the-community_ae8726c8-en.html
[74] https://www.oecd.org/en/publications/teenage-part-time-working_0dd35152-en.html
[75] Mann, A., V. Denis and C. Percy. 2020. "Career ready?: How schools can better prepare young people for working life in the era of COVID-19", OECD Publishing, Paris, https://doi.org/10.1787/e1503534-en.The paper includes analysis of PISA 2018 data that shows that teenage part-time employment, community volunteering and internship participation are significantly related to greater student confidence in their ability to adapt to unusual situations (p.95).
[76] See Mann, A. et al. Work experience: past, present and future. Education and Employers, London (to be published on 25 June 2026).
[77] OECD (2021), "Getting the most out of employer engagement in career guidance", OECD Education Policy Perspectives, No. 36, OECD Publishing, Paris, https://doi.org/10.1787/fbbc3788-en.

Figure 5. *Percentage of students who had participated in an internship.*
OECD PISA 2022 – selected European countries



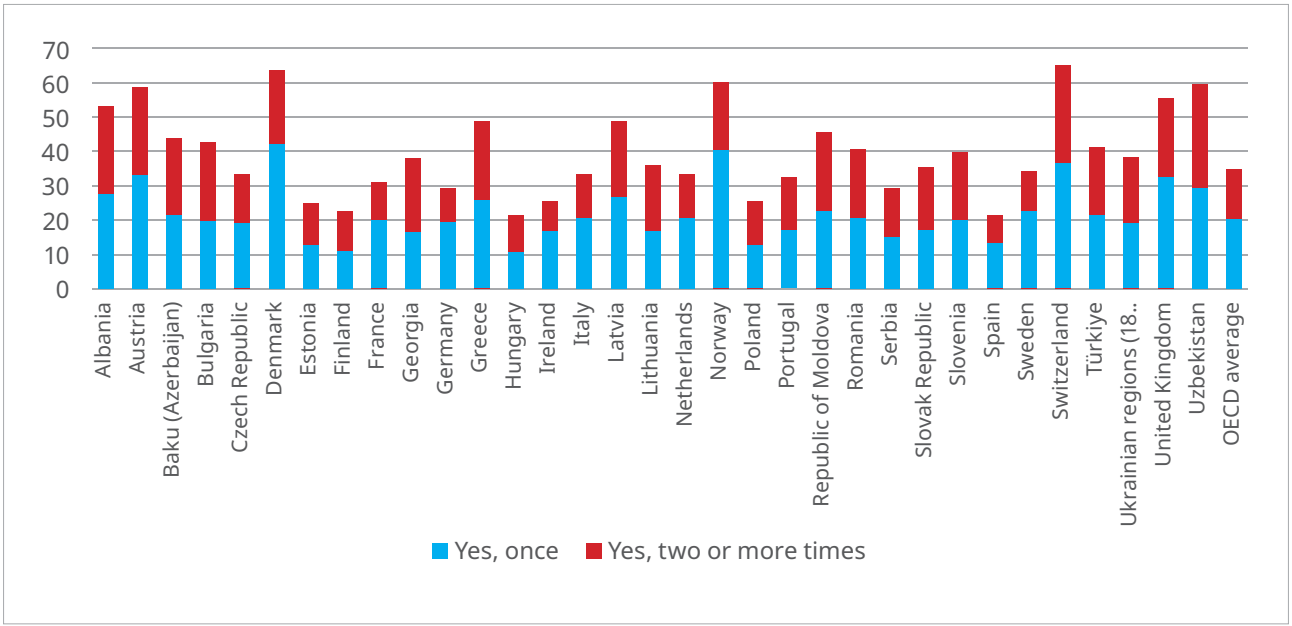
Source. PISA 2022: https://www.oecd.org/en/about/projects/career-readiness.html#dashboard

Figure 6. *Percentage of students who had participated in job shadowing/a work-site visit.*
OECD PISA 2022 – selected European countries



Source. PISA 2022: https://www.oecd.org/en/about/projects/career-readiness.html#dashboard

Figure 7. *Percentage of students who had participated in a job fair. OECD PISA 2022 – selected European countries*



Source. PISA 2022: https://www.oecd.org/en/about/projects/career-readiness.html#dashboard

In interviews, one Ukrainian lyceum described long-standing career development opportunities for students including valuable employer engagement practice:

- Weekly 'professions days' from primary years where parents visit the school to talk to students about their working lives
- Support for students in Grade 8 and 9 researching professions
- An annual Festival of Professions, inviting former students and parents who present themselves and their jobs and then work with pre-selected students frankly discussing their jobs
- Students were provided with opportunities to suggest professionals who they would like to meet.

The Ukrainian practice of providing students with the opportunity of suggesting professionals who they would like to meet, for example through student managed peer surveys, supports deeper student engagement in the career development process. Students can also be involved in researching potential engagement partners, inviting them to engage in school activities and organising activities.

Teenage career development demands frequent engagement from employers and people in work. Provision will be effective (in optimising student learning opportunities, as discussed above), equitable (addressing additional barriers faced by some students more than others), and efficient (minimising costs, including duplication of effort, in securing effective and efficient provision). In many educational systems, intermediary organisations exist to optimise provision.[78]

[78] Mann, A. et al. (2026). Work Experience: Past, Present, Future. Education and Employers, London: https://www.educationandemployers.org/wp-content/uploads/2026/06/

This is because employer engagement is inherently challenging: in essence, it requires school staff (and sometimes students) to identify desirable career-related opportunities and then find appropriate people from the world of work who are willing and able to respond. It is a matching process, and if matching is to go beyond simple requests to parents and the easiest of connections, the process requires research and takes time. Where schools are asked to offer such experiences to students, without the benefit of coordinated external support, it is more likely that provision will be less effective, equitable and efficient.[79]

At a local or subregional level, intermediary organisations actively encourage and enable employer engagement with schools, engage directly with employers, especially larger and strategically important workplaces, facilitating connections with schools. Intermediaries develop databases of contacts, address exceptional and commonplace challenges in provision, and host events, such as career fairs aimed at all or targeted groups of students. In Ukraine, there is a clear risk that the new school model will make it more difficult for basic secondary educational institutions to maintain relations with employers (and higher education institutions) primarily motivated by recruitment. Locally based intermediaries which support basic secondary schools, upper-secondary academic lyceums and potentially VET institutions will enjoy economies of scale, reduce demands on schools, and simplify engagement with employers.

Online provision, as discussed below, can further enhance the effectiveness, equity and efficiency of provision. In the **Inspiring the Future** model for example (discussed further below) which primarily enables career talks in schools, individual school staff have clear ownership over who they seek to engage (enhancing quality), national coverage enables targeted equity-driven campaigns, and the connecting process is essentially automated. The system connects the decision-maker in the school and the decision-makers in a workplace directly quickly and easily. Online programmes can also be marketed nationally with one simple call to action ('visit this website') and delivered through national partners, such as employer associations and trade associations.[80]

> ***Recommendation 14:*** *that the MoES gives consideration to how levels of employer engagement common before full-scale invasion in 2022 will be restored and exceeded, exploring the role of coordinating intermediaries operating within communities, subregions and nationally online.*

OECD analysis highlights the significant value of teenage engagement with employers and people in work with regard to career exploration, such as career fairs and career talks.[81] Studies show that the more career talks that a teenager has before the age of 16, the better their ultimate employment outcomes can be expected to be.[82] Such results are often understood in terms of social capital accumulation.[83] Inviting someone from the world of work to come into a school is a much easier ask of people in work than welcoming students into the workplace (although there is clearly a strong and desirable culture of this in Ukraine).

WorkEx-report_June2026_FINAL.pdf.

[79] Chambers, N. 2020. Four principles that guide the best employer engagement in education, in Mann, A. et al. Dream jobs? Teenagers' career aspirations and the future of work. OECD Publishing, Paris: https://issuu.com/oecd.publishing/docs/dream_jobs_teenagers__career_aspirations_and_the_f; OECD (2025), The State of Global Teenage Career Preparation, OECD Publishing, Paris, https://doi.org/10.1787/d5f8e3f2-en.

[80] Chambers, N. 2022. Inspiring the future; making it quick and easy for employers to work with schools, in OECD. Meet the Future: How employers gain from helping young people get career ready. OECD Publishing, Paris: https://issuu.com/oecd.publishing/docs/meet-the-future. See, also: https://www.oecd.org/en/publications/observatory-on-digital-technologies-in-career-guidance-for-youth-odicy_e098122e-en/inspiring-the-future_2db1e5de-en.html.

[81] Covacevich, C. et al. 2021. Indicators of teenage career readiness: An analysis of longitudinal data from eight countries, OECD Publishing, Paris, https://doi.org/10.1787/cec854f8-en.

[82] https://www.oecd.org/en/publications/career-talks-with-guest-speakers_93594cb3-en.html

[83] Kashefpakdel, E. T., & C. Percy. 2017. Career education that works: an economic analysis using the British Cohort Study. Journal of Education and Work, 30:3, 217–234

Career talks can be delivered for the whole school, year or class. They can also be experienced in an informal way through career fairs. While for some students there may be an opportunity to ask questions, in general it is a passive experience. An approach which has been seen to be more effective is the career carousel: where students sit at tables in small groups and a number of employee volunteers join the tables in turn for 10-15 minutes. In the carousel model, students are required to engage by proximity and have greater opportunity to communicate directly with people in work.[84]

OECD analysis of multiple national longitudinal datasets also finds consistent evidence of better ultimate employment outcomes linked to other forms of career development enriched by employer engagement. These include: workplace visits or job shadowing[85]; job application and interview skills development activities; career pathway programmes[86]; community volunteering[87]; part-time working[88]; and, often, career conversations[89] and school-managed work placements.[90]

> ***Recommendation 15:*** *that the MoES considers issuing guidance that encourages schools to enable students to engage notably in forms of career development enriched by employer engagement where international evidence of long-term positive employment outcomes is strongest.*

Workplace experience. It was clear from interviews undertaken in Ukraine that some legal matters require addressing to ensure that it is easy for students to engage with workplaces whether through short duration internships, part-time working, or community volunteering. It is understood, from interviews undertaken within this project, that the Ukrainian Labour Code is currently being updated to allow employers to hire students in summer and part-time jobs – and this should make internships and job shadowing easier to deliver, a challenge highlighted by school interviewees. It is important that these significant legal changes are well understood by families, schools and employers.

> ***Recommendation 16:*** *that the Ukrainian government ensures that any barriers preventing student engagement with workplaces, for example through job shadowing, work placements and part-time employment, are rapidly removed.*

Employer engagement for students with disabilities

Students with disabilities face an extremely high risk of becoming NEET after completion of secondary schooling and remaining outside of employment. Research shows that for students with disabilities it is particularly important to ensure access to comprehensive career education, including opportunities for first-hand acquaintance with the world of work and practical experience while still in education, taking into account their individual needs and the necessary support. Such experience is a significant factor contributing to better long-term employment outcomes.[91]

[84] See https://resources.careersandenterprise.co.uk/sites/default/files/2021-09/Careers%20events.%20What%20works.pdf
[85] OECD. 2022. Job shadowing: A guide to delivering an effective career development activity, OECD Publishing, Paris, https://doi.org/10.1787/614f4e25-en.
[86] Herdman, P. et al. 2024. Innovation in career pathways across five countries, OECD Publishing, Paris, https://doi.org/10.1787/742bcd05-en.
[87] OECD. 2025. Voluntary work in the community: A guide to delivering an effective career development activity, OECD Publishing, Paris, https://doi.org/10.1787/ae8726c8-en.
[88] OECD. 2025. Teenage part-time working: How schools can optimise benefits and reduce risks for secondary school students, OECD Publishing, Paris, https://doi.org/10.1787/0dd35152-en.
[89] OECD. 2021. Career conversations: Why it is important for students to talk about their futures in work with teachers, family and friends, OECD Publishing, Paris, https://doi.org/10.1787/15b83760-en.
[90] OECD. 2025. Internships for secondary school students in general education, OECD Publishing, Paris, https://doi.org/10.1787/0f020b75-en.
[91] Luecking, R. G., & Fabian, E. S. 2000. Paid Internships and Employment Success for Youth in Transition. Career Development for Exceptional Individuals, 23(2), 205-221; Carter, E. et al. 2011. Community-Based Summer Work Experiences of Adolescents With High-Incidence Disabilities. The Journal of Special Education, 45(2), 89-103; Avellone, L. et al. 2023. A Scoping Review on Internship Programs and Employment Outcomes for Youth and Young Adults With Intellectual and Developmental Disabilities. Rehabilitation Counselors and Educators Journal, 12(1);

This makes sense. Through first-hand engagement with the labour market, young people who face considerable additional barriers are given the opportunity to develop human, social and cultural capital in ways that can be expected to give them confidence and to give potential future employers confidence in employing them. Mentoring programmes are also significantly associated with success in school and later employment.[92] While many employers will have personal experience of working with students with disabilities, others will not, and they can be expected to have questions and concerns to which schools must respond.[93] It is reasonable to expect such internships to be concentrated more (but not exclusively) in upper-secondary education. At basic secondary level, it is important to demonstrate, as with other students, that employment opportunities do exist and that individual students can show some agency in navigating towards them. At a national level, videos of people in work with disabilities and their employers provide useful learning resources. A national platform for connecting employers and people in work with schools allows for national campaigns to identify a national community of interest and support, including role models (who may also be former students) and supportive employers willing to participate in targeted career development activities (see below).

> ***Recommendation 17:*** *that the MoES considers supporting targeted programmes making it easy for schools to identify people in work and employers open to providing support for students with disabilities.*

Connecting schools and employers/people in work efficiently, effectively and equitably: an online model for consideration.

While it is commonplace for countries to highlight the importance of labour market information (LMI) within career guidance and counselling (career education) strategies, it is often overlooked that strategic employer engagement represents a particularly powerful means of providing information about the labour market to students. It can be seen as LMI with a human face. Once its importance has been recognised, the challenge for countries is to devise means of connecting schools and students with employers and people in work in ways which align with both student aspirations and national workforce priorities.

In many countries online systems are now in place to help schools and students to connect with employers and people in work.[94] One model worthy of particular consideration is **Inspiring the Future** (ITF). Initially designed and overseen by a partnership board representing leaders from organisations representing employers, school principals/teachers/guidance counsellors and the government and its agencies, ITF aims to make it low cost and easy to connect the two sides at scale, recognising and addressing potential barriers to engagement on both sides. A single national entry point is easily marketed to both communities. Individual members of school staff can register, as can individual volunteers from the world of work and employers which can communicate the volunteering opportunity to staff.

[92] Lindsay, S. et al. 2016. A systematic review of mentorship programs to facilitate transition to post-secondary education and employment for youth and young adults with disabilities. Disability and Rehabilitation, 38(14), 1329–1349.
[93] Riesen, T. and Oertle, K. M. 2019 Developing Work-based Learning Experiences for Students with Intellectual and Developmental Disabilities: A Preliminary Study of Employers' Perspectives. Journal of Rehabilitation, 85:2, p. 27–36; Folguera Bellmunt, C. 2026. Supported internships: vocational training and labor inclusion for students with intellectual and developmental disabilities. Equality, Diversity and Inclusion: An International Journal, 45:1 pp. 86–100.
[94] See examples from France (https://www.oecd.org/en/publications/observatory-on-digital-technologies-in-career-guidance-for-youth-odicy_e098122e-en/proch-orientation-online-career-platform_53f07888-en.html and https://www.oecd.org/en/publications/observatory-on-digital-technologies-in-career-guidance-for-youth-odicy_e098122e-en/les-metiers-en-direct-career-talks_26a3f49f-en.html), the United States (https://www.oecd.org/en/publications/observatory-on-digital-technologies-in-career-guidance-for-youth-odicy_e098122e-en/careervillage-org-crowdsourcing-career-advice_efd68c57-en.html) and Spain (https://www.oecd.org/en/publications/observatory-on-digital-technologies-in-career-guidance-for-youth-odicy_e098122e-en/empresas-que-inspiran-inspiring-companies-connecting-schools-to-companies-and-professionals_c4d9f0ad-en.html)



On registration, both school staff and employee volunteers identify parts of the country where they are located and/or willing to engage with schools. Employee volunteers provide information about their occupations and the educational/training pathways (including subjects of particular value). They also add additional information about gender, disability and ethnicity and the types of career development activity which they would be happy to consider supporting.

The system uses mapping technology to identify potential volunteers in the vicinity of each school. It is the responsibility then of the member of school staff to approach individual volunteers making arrangements to provide support. Using 'white labelling' technology, employers and NGOs are able to market volunteering campaigns, retaining a corporate or project identity. A small national team ensures that the technology works, recruits schools in areas which are poorly represented and targets employers working in priority fields which are also poorly represented. The small team also runs national campaigns focused around specific issues such as equity (gender, disability, place) and priority economic areas.

The model addresses the key transactional cost in enabling employer engagement: identifying people from the world of work with appropriate profiles who are happy to receive an invitation from a school. It maintains quality by ensuring that members of school staff are the customer and reduces costs by providing a resource pool of volunteers to local areas. It is a model which could also integrate contacts for post-secondary education and training institutions and volunteering opportunities. A national platform also allows for the dissemination of good practice and the collection of evidence. This model is in operation in the United Kingdom[95], Iceland[96] and New Zealand[97] and is adaptable to mobile phone technology. Increasingly, the model is used to facilitate large virtual events as well as online career talks and related activities, addressing lack of opportunity linked to place.[98]

[95] https://www.inspiringthefuture.org/
[96] https://staekkaduframtidina.is/
[97] https://www.inspiringthefuture.org.nz/
[98] https://www.inspiringthefuture.org/primary-futures/upcoming-virtual-events-for-pupils/

The model is most effective when it harnesses institutional social capital to build engagement through professional associations representing principals, teachers and Career Education Counsellors on the one hand and trade bodies, trade unions and employer bodies on the other. The approach to the community of people in work begins with the simple ask: could you spare an hour a year to talk to school students about the job you do? Since its launch in 2012, the ITF model has been responsible for nearly 7 million interactions between school students and people in work.

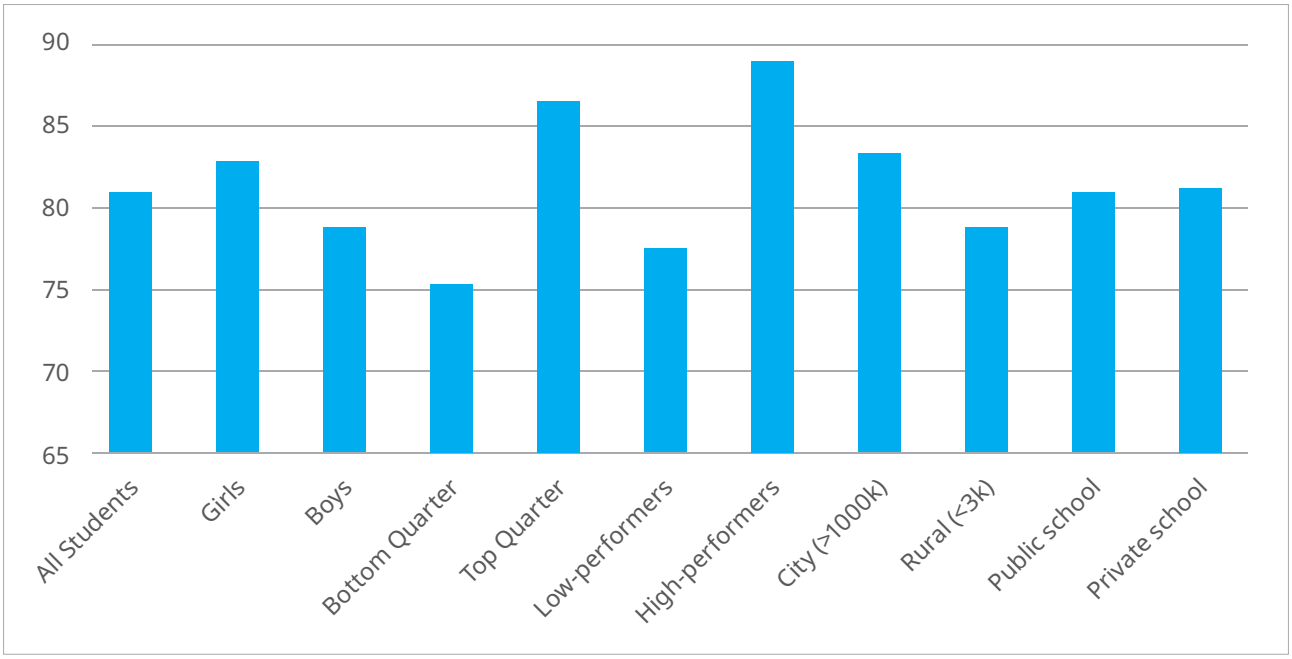
> ***Recommendation 18:*** *that the MoES gives careful consideration to introducing an online national mechanism that makes it quick and easy for schools to identify employers and people in work well placed to support the career development of students.*

Through comparable online mechanisms, it is also possible for schools to develop networks of former students. Such alumni can be called upon to share their experiences with current students.[99]

Making it easy to access the relevant resources: Online provision

As is the case in most countries, the most common way that adolescents in Ukraine engage in career development is now through online resources. In Ukraine, PISA 2012 shows that 80% of 15-year-old students use the internet to research careers and 70% to explore education and training provision at upper secondary level or higher.

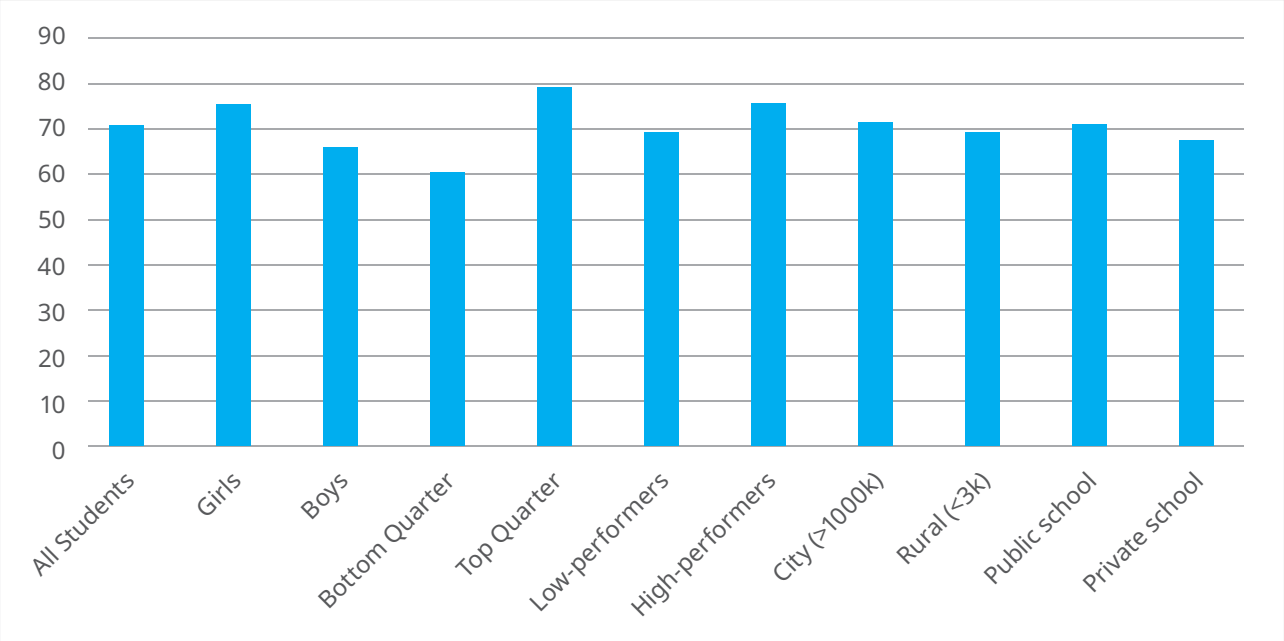
Figure 8. *Percentage of students in Ukraine agreeing that they had researched the internet for information about careers, OECD PISA 2022*



Source. PISA 2022. Ukrainian regions (18 of 27)

[99] See for more information: https://www.funded.org.uk/partnerships/alumni/alumni-in-action/;https://www.futurefirst.org.uk/schools-alumni-week/; https://www.eudonet.com/fr/ressources/blog/plateforme-alumni-animation-reseau-anciens-eleves/; https://www.alumnly.com/alumnly-past-students-network

Figure 9. *Percentage of students in Ukraine agreeing that they had researched the internet for information about ISCED 3-7 programmes, OECD PISA 2022*



Source. PISA 2022. Ukrainian regions (18 of 27)

There is good reason to believe that the greater use of digital technologies in career guidance and counselling (career education) will support more effective, efficient and equitable delivery. Digital provision can increase access to appropriate and timely career development information and activities, cut costs by reducing time demands on guidance counsellors, and create resources that are more accessible and relevant to students with additional needs. However, as the OECD warns, benefits cannot be taken for granted. A review of PISA data finds that in spite of significantly greater digital use between 2012 and 2022, for countries with relevant PISA data:

- It is not clear that greater proportions of students are speaking directly with Career Education Counsellors;
- career indecision has increased sharply; and,
- digital divides linked to social class in relation to access to, and proficiency with, digital resources remain stubbornly widespread. Socially disadvantaged students in Ukraine are 11 ppt less likely to use the internet to research careers and 18 ppt less likely to use it to research post-secondary educational programmes than their advantaged peers.

The OECD also notes that there is considerable variation in digital programmes designed to support career development. Reviewing ten online models for online career talks, it finds that they can be live or recorded, passive or interactive (through either onscreen presenters or student/teacher questioning), filmed in a workplace or straight to camera. Some are edited and include soundtracks. Some are designed for viewing through virtual reality headsets, others are designed to support follow-up activities. Videos vary in length between 1 minute and 1 hour and some are asynchronous. [100]

[100] OECD (2024), "Digital technologies in career guidance for youth: Opportunities and challenges", OECD Education Policy Perspectives, OECD Publishing, Paris, https://doi.org/10.1787/c9ab23da-en.

There is an urgent need for independent research into how students respond to different forms of online provision and how and why these responses compare to traditional face-to-face provision. [101]

It is clear that Ukraine has been successful in producing online resources aimed at students based in both offline and online schools. Examples include:

1. **All-Ukrainian Career Guidance and Career Development Project [Всеукраїнський проєкт профорієнтації і побудови кар'єри] -** https://hryoutest.in.ua/

2. **Career Map [Мапа Кар'єр] -** https://ua.mapakarier.org/

3. **Career Guidance and Development Platform of the SES [Платформа з профорієнтації та розвитку кар'єри від ДСЗ] -** https://profi.dcz.gov.ua/

In interviews undertaken for this project, it was clear, however, that there is recognition that the provision of digital career guidance and counselling (career education) resources is fragmented. Over the last decade many countries have invested in a single portal as a means to bring together career development resources for schools. The digital age has led to a great increase in the availability of digital resources and schools (especially where career education counsellors are newly trained) require help in ensuring that they are confident in accessing those resources which are most appropriate. In developing a portal for Ukraine, key considerations include the potential availability of the resources including:

For teachers/CECs:

- Lesson plans, resources and tools focused on career development; subject-career links; resources/activities to embed career education across the curriculum; tools to enable connections with employers, people in work and education providers; opportunities to share practice in a culture of peer learning; details of national, regional and local events; details of continuous professional development expectations and opportunities; key documentation on state expectations, quality frameworks, monitoring and evaluation etc.

For parents/carers:

- Pathway explanations; key dates and deadlines; advice on how to support decision-making; and guides on how to engage students in career conversations[102]

For students, their families and CECs:

- Labour market information.

- Occupational profiles (tasks, skills, working conditions); future trends and emerging sectors; salary ranges and progression pathways; regional and national labour-market data; skills in demand and automation risk; entry requirements

[101] OECD (2024), "Digital technologies in career guidance for youth: Opportunities and challenges", OECD Education Policy Perspectives, OECD Publishing, Paris, https://doi.org/10.1787/c9ab23da-en; Tanner, E. and R. Samson. 2026. Navigating the future: A landscape review of AI in career guidance for young people. Nuffield Foundation and Ada Lovelace Foundation. One recent study (England) draws on data from young adults and career advisers with regard to virtual short internship placements which are increasingly common globally. It finds that young people with experience of both virtual and face-to-face internship experience strongly see better value in traditional approaches, but do feel that virtual provision has a role to play for certain students in certain circumstances - Mann, A. et al. Forthcoming 2026. Work Experience: Past, Present, Future. Education and Employers, London.

[102] For example - https://www.myworldofwork.co.uk/parents-and-carers/career-conversations-a-parents-guide

- Tools for student self-awareness/career identity development, including portfolios.

- Interest inventories; strengths and skills assessments; values and motivation questionnaires; personality-based career exploration tools; career exploration resources; subject-to-career link maps; videos, interviews, and day-in-the-life stories; virtual workplace tours; case studies of diverse role models; information on non-traditional and emerging careers.

Education pathways and transition information

- opportunities for obtaining upper-secondary and further education (in vocational, professional pre-higher and higher education institutions and through vocational training programmes, including workplace-based learning); admission requirements and application procedures; tools for searching for educational programmes; information on funding, scholarships and other forms of financial support; key stages and deadlines for the transition to the next stage of education.

Opportunities for real-world engagement accessible by students

- Short internship placements[103]; volunteering opportunities; specialist programmes linked to specific subjects and occupational areas; local job boards for young people.

Guidance and counselling for those unable to access sufficient support within school

- Contact information for Career Education Counsellors with means of booking appointments; Chat/messaging options, potentially using AI (see below).

Gamification features

- Quizzes and challenges; interactive career games.[104]

Moreover, effective models will address equity issues with:

- Content tailored for students with additional needs (text-to-speech, font size etc); multilingual options (as appropriate); clear, jargon-free language; representation of diverse identities and pathways

An exemplar portal, initially designed by practitioners themselves and then adopted by Government, which adopts a comprehensive approach is https://careersportal.ie/ (Ireland). It embeds user-friendly content aimed at secondary https://careersportal.ie/guidance/index.php, https://careersportal.ie/school/index.php and https://careersportal.ie/parents/index.php within a wider website that also includes content of relevance to older user groups, building coherency and economies of scale into provision. The Avenir(s) portal in France has a similar approach: https://www.onisep.fr/avenir-s. Many portals however provide resources aimed solely at students (and their families). A good example of such an approach is: https://utdanning.no/ (Norway).

[103] For example - https://www.oecd.org/en/publications/observatory-on-digital-technologies-in-career-guidance-for-youth-odicy_e098122e-en/virtual-tet-virtual-work-experience_df641e4f-en.html
[104] For example – Czechia (https://www.oecd.org/en/publications/observatory-on-digital-technologies-in-career-guidance-for-youth-odicy_e098122e-en/c-game-understanding-psychological-work-preferences-through-gaming_5c796df2-en.html).

In Ukraine, opportunities exist to add further key resources to the All-Ukrainian School Online (AUSO) (Vseukrainska Shkola Online, VSHO): https://lms.e-school.net.ua/. This is a widely used platform for distance and blended learning for students in grades 1-11 and methodological support for teachers. The platform which already includes resources linked to 23 subject areas. It is of primary importance that the ultimate resource acts as a one-stop shop for users, making it easy for them to find and make use of relevant resources.

> ***Recommendation 19:*** *that the MoES gives consideration to adding key resources to the comprehensive online platform All-Ukrainian School Online (AUSO) to support the work and professional development of CECs while providing trusted resources to young people.*

AI-driven resources. For a long time, AI systems have been used to match individuals with career pathways and jobs, as well as for labour market analysis. In the early 2020s, the emergence of a new and more versatile form of AI, such as ChatGPT (capable of more general-purpose applications and substantially better at producing fluid, natural-language exchanges with users), led to a surge of interest in potential uses of AI for career guidance and counselling (career education).[105] As with digital career guidance and counselling (career education) in general, many questions are outstanding regarding the effectiveness of different AI-enabled guidance tools and how they compare to traditional face-to-face provision. It is clear, however, that while AI chatbots represent considerable opportunities for making provision more effective, efficient and equitable, risks are also apparent. As a recent UK review states:

> *"In the absence of adequate AI governance, it is difficult to assess how to balance the potential opportunities of AI against the risks, such as ill-informed career decision-making based on biased and inaccurate data, and threats to data privacy and safeguarding. As AI technologies proliferate, it is important that those making decisions about the use of AI in career guidance understand what AI is, how it works and the circumstances in which it may or may not be beneficial."*[106]

The recent EU framework on lifelong guidance has similarly advised caution. It argues that countries should:

> *"ensure that providers and deployers of AI systems in lifelong guidance establish, to the best of their ability, a sufficient level of AI literacy among their staff and others dealing with the operation and use of AI systems. There should also be consideration of the people or groups of people with whom the AI systems are to be used (see the EU AI Act)."*[107]

AI tools are only as good as the career-related information and data on which they draw. Much of these data, such as information on programmes offered by post-secondary institutions and their entry requirements, as well as data from online job adverts, are public, but relevant data are not always available, particularly comprehensive labour market information and outcome data. The UK study, which is very useful for policymakers, notes that the extent to which AI tools can provide helpful careers information depends on a number of factors including:

[105] One popular AI-driven chatbot designed with the career guidance community is described at https://www.oecd.org/en/publications/observatory-on-digital-technologies-in-career-guidance-for-youth-odicy_e098122e-en/cici-the-24-7-careers-chatbot_9ccfd77d-en.html, see also: https://cicichat.co.uk/.
[106] Tanner, E. and R. Samson. 2026. Navigating the future: A landscape review of AI in career guidance for young people. Nuffield Foundation and Ada Lovelace Foundation.
[107] Cedefop. 2026. An EU reference framework for lifelong guidance. 18 guidelines for policy and systems development. Publications Office of the European Union.

1. The quality and suitability of the data for the questions posed.

2. The AI literacy of the user.

3. Over-reliance and critical engagement with the information provided.

The review argues that policymakers should:

- Plan for ongoing workforce development for Career Education Counsellors and careers leaders. This should cover how to use AI responsibly and ethically, and how to advise young people on the way these new technologies are transforming education and the labour market.

- Expand and publish evaluation evidence beyond capturing the perceptions of users to measure the impact on career-related outcomes.

It is highly desirable for the MoES to undertake or commission research on the reliability and relevance of different AI tools both to support CECs in making their work more efficient and to provide advice directly to students. In considering effective provision using AI (and other) digital technologies, one attractive approach is to create a panel of relevant stakeholders, including from research and schools, to review and endorse provision.[108]

> ***Recommendation 20:*** *that the MoES (or its designated partner) takes responsibility for providing informed advice and support to schools on the quality of digital tools, notably including AI-driven resources.*

Addressing gender factors

The severe skills challenges facing Ukraine make it essential and urgent that action is taken to address gender segregation within the labour force. In Ukraine, it is especially important to bring more women into the labour force. Young women experience much higher rates of youth unemployment (where they are actively looking for work) and NEET rates (where they are not).

Career choice is a clear factor in gender segregation. Longitudinal studies find that the occupational expectations articulated by teenagers in secondary school have a predictive quality. They are more likely to end up in these occupations than in others.[109] However, career choice reflects both gendered assumptions rooted in culture and the realities of working life. Consequently, action is also required by the Government to address discrimination based on gender within the workplace. At times, it is reasonable for young people to believe that some workplaces will be hostile to someone of their gender, but at times this is not the case and young people need confidence to aspire to roles which are not traditional. As the OECD argues:

[108] Extremely few digital career guidance resources have been appropriately evaluated. The OECD Observatory on Digital technologies in Career guidance for Youth recognised this problem and ensured that every practice example hosted was endorsed as a useful resource by a public school: https://www.oecd.org/en/toolkits/odicy.html?orderBy=mostRelevant&page=0.

[109] Schoon, I. and E. Polek. 2011. Teenage career aspirations and adult career attainment: The role of gender, social background and general cognitive ability. International Journal of Behavioral Development, 35:3, 210-217; Tai, R.et al. (2006), "Planning Early for Careers in Science", Science, Vol. 312/5777, pp. 1143-1144; Bagnoli, A. et al. (2014), Young people, gender and science: does an early interest lead to a job in SET? A longitudinal review from the BHPS youth data, in Schoon, I. and J. S. Eccles, eds., Gender differences in aspiration and attainment, Cambridge University Press.

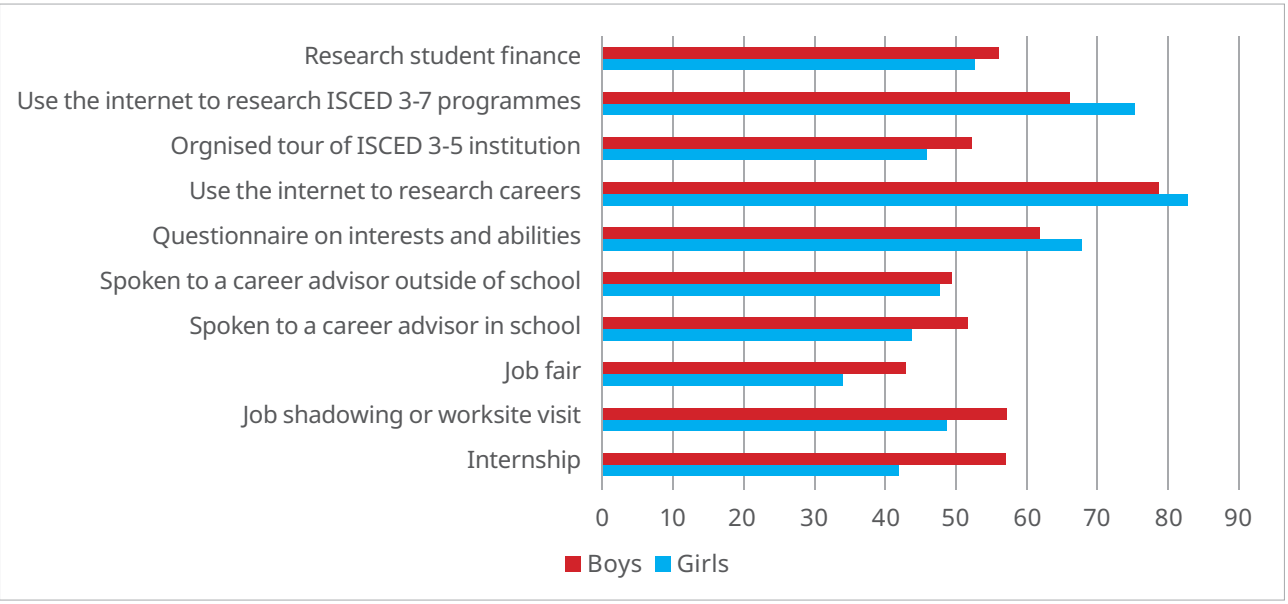
> *"Gender norms and stereotypes learned through socialisation processes at a young age combine with economic, structural and behavioural factors to translate into gendered choices regarding field of study and level of education. This ultimately affects career paths."*[110]

Effective action also requires addressing gender segregation comprehensively by looking at both the barriers preventing girls from progressing into traditionally male-dominated professions and those preventing boys from progressing into traditionally female-dominated professions.[111]

Ukraine does have a stronger basis than many countries on which to build action to challenge highly gendered career choice. Moreover, PISA 2022 shows that Ukraine is one of the few countries where more girls (7.1%) than boys (6.5%) expect to work in science and engineering. The same data show that whereas across the OECD boys are 7.7 times more likely to expect to work in ICT, in Ukraine this figure is 3.8 (6.3% girls v. 24% boys). Girls in Ukraine are also much more likely to expect to work in one of the skilled trades or crafts (major group 7 in the International Standardised Classification of Occupations): boys are 1.7 times more likely to anticipate such a career in Ukraine (11% girls v 18.8% boys), compared to the OECD average of boys being 7.6 times more likely to plan on entering such a profession. By contrast, across the OECD, girls are 2.5 times more likely to say they expect to become a teacher whereas in Ukraine this figure is 3.7 (4.9% v. 1.3%). On average across the OECD, 3% of boys and 7.6% of girls expect to work as a nurse or midwife. In Ukraine, PISA 2022 finds that effectively no boys and only 0.3% of girls expressed such an ambition.

In terms of participation in career development activities, some notable variation is apparent in the engagement of girls and boys – with girls more likely to experience more passive forms of development (questionnaires, use of the internet) and boys more active engagement (internships, job shadowing, speaking with a guidance counsellor). In Ukraine, girls are also more ambitious for their futures in work than boys – 62.6% of girls expect to work as a senior manager or professional, compared to 52.2% of boys (PISA 2022).

Figure 10. *Participation in career development activities by gender, Ukraine. PISA 2022.*



Source. PISA 2022. Ukrainian regions (18 of 27)

[110] OECD (2025), Gender Equality in a Changing World: Taking Stock and Moving Forward, Gender Equality at Work, OECD Publishing, Paris.
[111] OECD (2024), Challenging Social Inequality Through Career Guidance: Insights from International Data and Practice, OECD Publishing, Paris.

Longitudinal research is very clear: the career thinking of young people around the age of 15 matters. It has implications for their future progress in education and employment. While PISA data illustrate that the career choices of girls and boys across countries at this age are significantly shaped by gender with, following the stereotype, girls tending to express greater interest in working with people and boys with things, it is clear from PISA and other studies that the career ambitions of young people are not a strict dichotomy and that many young adults wished that their schools had provided deeper support in helping them to explore jobs which are not typically associated with their gender. Enhancing career guidance and counselling (career education) provision to support such career development can be expected to increase the likelihood of young people of both genders encountering occupations of personal interest while simultaneously addressing skills shortages in fields of national strategic importance.[112]



Effective practice. At the heart of such gender-aware career guidance and counselling (career education) provision is the acknowledgement that student awareness and understanding of occupations where their gender is poorly represented can be expected to be poor. Young people often unconsciously reject gender-atypical options without evaluating them because they have assimilated culturally defined gender roles.[113] Consequently, societal pressures can be expected to work against open exploration of such an occupation. It is insufficient, however, to raise awareness of the acceptability of atypical employment; genuine concerns about a hostile working environment may prevail.[114] Consequently, effective provision will be designed initially to help students realise that atypical careers are possible, to make them 'thinkable', and then address predictable and reasonable questions and concerns, drawing on authentic exploration of workplace experiences.

As Williams (2019), drawing on Gottfredson's influential theory of circumscription, compromise and self-creation, explains, schools have significant capacity to influence the thinking of young people.[115] Gottfredson argues that psychological and social factors influence career choice, serving to limit career options, sacrificing fulfilment of true aspirations to meet perceived expectations of what is deemed acceptable in terms of gender, social class and ethnicity.[116] In this way, gendered thinking actively constrains the capacity of young people to freely aspire to their futures in work:

[112] OECD (2024), Challenging Social Inequality Through Career Guidance: Insights from International Data and Practice, OECD Publishing, Paris, https://doi.org/10.1787/619667e2-en: Brussino, O. and J. McBrien (2022), "Gender stereotypes in education: Policies and practices to address gender stereotyping across OECD education systems", OECD Publishing, Paris, https://doi.org/10.1787/a46ae056-en.
[113] Erdmann M. et al. (2023). The impact of guidance counselling on gender segregation: Major choice and persistence in higher education. An experimental study. Frontiers in Sociology 8.
[114] Francis, B. et al. (2005). Gender equality in work experience placements for young people, Equal Opportunities Commission, London; Mann, A., V. Denis and C. Percy (2020), "Career ready?: How schools can better prepare young people for working life in the era of COVID-19", OECD Publishing, Paris.
[115] Williams, K. (2019). Nursing as a career choice. Literature reviews to support the Independent Review of Nursing Education – Educating the Nurse of the Future, Australian Health Services Research.
[116] Gottfredson, L.S. (2002). Gottfredson's theory of circumscription, compromise, and self creation, in D. Brown (ed.), Career Choice and Development (4th ed.), San Francisco: Jossey-Bass, pp. 85–148.

> *"Individuals make career choices by seeking the best possible match between their self-concept and their perceptions of occupations, taking into account their abilities and the available opportunities. In this process of circumscription and compromise, career choices are narrowed down from the wide variety of options that society offers to a much smaller range of preferred occupations. This process starts in childhood, and thus certain options may be ruled out before a person has sufficient life experience to make an informed choice. In addition, certain parts of the self-concept are given priority over others in selecting the best occupational match: 1. public presentations of masculinity-femininity will be most carefully guarded, 2. protecting social standing among one's fellows will be of considerable but lesser concern, and 3. ensuring fulfilment of activity preferences and personality needs via occupation will be of least concern."*[117]

Williams importantly concludes from the example of potential male interest in nursing as a career that:

> *"student thinking will be guided by common, public perceptions and stereotypes of nursing* **unless more direct experience or personal knowledge is readily available to the individual"**[118].

Consequently, effective guidance provision should begin early, as gendered assumptions about work are evident from as early as the age of five[119]. As Williams argues, it is essential to give students authentic access to people and experiences which both challenge gender norms and provide opportunities to investigate the realities of work (and education/training pathways) in fields where one gender is significantly under-represented. Delivery models (like Inspiring the Future) which recruit large numbers of potential volunteers allow national campaigns to be undertaken to identify women (and men) working in atypical fields and make them available to schools to engage with students.[120] Specific programmes which are more costly but provide more intense experiences are widely available across countries.[121]

A popular international model for consideration within Ukraine was initially created in Germany: Girls' Day and Boys' Day events encourage young people (between the ages of 10 and 18) to explore careers that are usually associated with the opposite gender. The long-running initiative is funded in Germany by the federal government and delivered by a non-governmental organisation (Kompetenzz) which works with schools, employers, trade unions and other labour market organisations. Schools begin the process by encouraging students to look at different careers and discuss gendered stereotypes associated with each of them. Students can then choose to access a short taster placement (usually one day) to investigate a possible apprenticeship or occupational area. The connection with employers is brokered through a website which matches students with willing employers.

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[117] Williams, K. (2019). Nursing as a career choice. Literature reviews to support the Independent Review of Nursing Education – Educating the Nurse of the Future, Australian Health Services Research.
[118] Williams, K. (2019). Nursing as a career choice. Literature reviews to support the Independent Review of Nursing Education – Educating the Nurse of the Future, Australian Health Services Research.
[119] https://issuu.com/oecd.publishing/docs/future-at-five-gendered-aspirations-five-year-olds
[120] https://www.inspiringthefuture.org/campaigns/inspiring-women/
[121] The Women Building Australia programme for example ensures that women with experience of the construction industry are available for large regional career fairs.In Spain, Colegio Legamar hosts monthly career talks on a Friday afternoon. Over ninety minutes, students aged 15-18 hear from three speakers talking about the jobs they do. The school actively seeks out women and men working in professions where their gender is underrepresented and regularly survey students to ensure that plans for future speakers are shaped by student interests. Such programmes depend on schools having easy access to a pool of potential speakers who work in atypical jobs. Some programmes actively recruit volunteers and make them easily available to schools. This is the aim for example of the Fondation L'Oreal's For Girls in Science programme through which female scientists and postgraduate researchers are made available to schools. Since 1998, these volunteers have spoken with thousands of female and male secondary school students. Presentations adopt a standardised structure with speakers firstly presenting slides illustrating professional opportunities enabled by scientific study, the shortage of relevant graduates, and the under-representation of women. Two videos focus on the character of student stereotypical representations of scientific professions and the place of women in science. Volunteers then speak about their personal experiences of a typical working day and respond to questions. The session concludes with an overview of the diversity of scientific studies and careers. A randomised controlled study of 20 000 students aged 16 and 18 in Paris found that following such sessions, the proportion of female students planning to study a science-focused programme in tertiary education increased from 11% to 14.5% - Breda, T. et al., (2019) Role Models féminins: un levier efficace pour inciter les filles à poursuivre des études scientifiques?. Institut des Politiques Publique hal-02443152.

Universities have also engaged with the programme and encourage school students to consider atypical higher education pathways as well. The day is designed to encourage mutual learning with both young people and employers potentially having assumptions challenged. Commonly, more than 100,000 students participate in Germany every year.[122]

In connection with Girls' Day and Boys' Day, schools are provided with learning materials to help students think critically about how gender stereotypes emerge and the impacts they can have on the life chances of young people. The German Klischee Frei ('cliché free') initiative provides partners with a range of resources through a dedicated website (www.klischee-frei.de) designed to help schools work with students to challenge stereotypical career thinking and to prepare them to optimise value from their workplace visits. Teachers are encouraged to identify and address stereotypical ideas, asking students such questions as 'Does this apply to all girls and boys or to all women and men? Do these statements also apply to you?' at times separating boys and girls into different groups for discussions. Resources include:

- Fact sheets with up-to-date data on the engagement of men and women in training, education and the labour market
- Learning materials for use with children and young people aged 3 to 18 as well as resources aimed at parents
- Examples of good practice for stereotype-free career and study choices
- Access to specialist counselling services that support young men making atypical career and study choices
- Networking opportunities to connect schools with supportive enterprises.

In Sweden, legislation on gender equality gives schools a responsibility to provide career guidance for pupils and to make sure that children's vocational and educational choices are not affected by "gender, social background or culture."[123] This has led to the development of 'norm criticism' as an approach which encourages young people to take a critical perspective on what is taken for granted in their day-to-day life. In Sweden, it has been found to be a helpful framework for encouraging teachers, career guidance professionals and students to re-examine their assumptions in relation to both gender and sexuality.[124] Through norm criticism, participants are encouraged to challenge what is taken for granted, see themselves in context, become aware of social norms, and reflect on their own position in relation to norms as part of considering what can be changed. For example, this might include questioning their own assumptions about what constitutes a 'good' career, how work and family life can be combined as well as challenging the gender segregation of the labour market.

[122] An evaluation by Kompetenzz of Girls' Day held in 2018 showed that 38% of participating enterprises received internship or apprenticeship enquiries from underrepresented individuals immediately following the event. Additionally, for more than one in five employers, Girls' Day led to the employment of a female candidate.
[123] Schulstok and Wikstrand (2020), Gender Equality and Career Guidance in a Nordic Context in Haug, E. et al. eds. Career and Career Guidance in the Nordic Countries, De Gruyter Brill
[124] Wikstrand, F. (2019). Norm criticism: A method for social justice in career guidance. In T. Hooley, R. Sultana, & R. Thomsen (Eds.), Career guidance for emancipation – Reclaiming Justice for the multitude, New York, Routledge. Effective provision also recognises additional barriers to career development linked to sexual orientation. A series of 'correspondence studies' have illustrated widespread labour market discrimination: studies send in large numbers of applications to real jobs from fictitious candidates (one heterosexual, one LGBTQ) and then measure positive responses. Other studies have used administrative data to look at earnings of comparable groups. For a brief discussion of the research literature, see pp. 83-85 of OECD (2024), Challenging Social Inequality Through Career Guidance: Insights from International Data and Practice, OECD Publishing, Paris, https://doi.org/10.1787/619667e2-en.

In a similar vein, a joint Estonia/Iceland/Lithuania project has developed a very useful handbook for Career Education Counsellors to help them to address gender stereotypes.[125] The BREAK! project was funded by the European Union and focuses on how Career Education Counsellors can disrupt gendered career outcomes by building young people's career management skills and engaging them in discussion about the character of the labour market. The handbook makes use of media such as television shows to provide relatable scenarios that students can discuss and reflect on. It then provides a series of practical ideas, activities and discussions for Career Education Counsellors to run with groups of students to help them to reflect on the issues. The BREAK! programme encourages and enables students to reflect critically on how gender shapes labour market participation, providing a theoretical overview of the nature of gender stereotypes as well as practical support to students.

What links these initiatives is the desire to help students to think critically and personally about how gender shapes participation in the labour market. When that critical investigation is supported by reliable information and opportunities to test potential futures through first-hand experiences of workplaces and engagement with people of the same gender working in fields where their gender is underrepresented, opportunities for learning will be maximised. The MoES clearly recognises the desirability of such programmes[126] and is well placed to take advantage of the new career guidance and counselling system (career education) in secondary education to review the effectiveness of existing programmes[127] and to develop appropriate new learning materials and to make connections with the world of work easy to secure. Regularly gathering data from students about their career interests and reviewing data on participation in upper-secondary provision can test whether progress is being made in reducing the power of gender to shape future orientation.

> ***Recommendation 21:*** *in light of the pending skills crisis in Ukraine, that the MoES gives urgent consideration to introducing more effective provision designed to tackle highly gendered career planning, placing emphasis on critical exploration and first-hand labour market investigation through employer engagement activities.*

Monitoring and evaluation

Monitoring and evaluation systems tend to focus on the process of career development rather than the outcomes they are designed to achieve. Process indicators in the context of the new Ukrainian career guidance and counselling system (career education) might focus, for example, on the appointment of a trained CEC, publication of a school guidance programme, and student participation in desirable activities including speaking with the CEC, completion of psychological work assessments and participation in job fairs. While valuable in the context of the roll-out of an ambitious national programme, an important further test of the success of provision lies in understanding desirable outcomes expected as students complete Grade 9 and go into Grade 10. Review of multiple longitudinal studies provides insight into important predictors of better long-term outcomes. Questions can be asked of students directly.[128] Electronic portfolios provide an opportunity to collect important management information (on an anonymised basis) including on whether students are:

[125] Kinkar, V. et al. (2019), Break: Guidelines for career counsellors, Tallinn University and Innove Foundation.
[126] ETF (2022), National Career Development Support System Review – Ukraine
[127] Surveys of young people indicate a lack of awareness of national programmes being available in the secondary schools which they attended - https://ukraine.unfpa.org/en/publications/what-ukrainians-are-driven-when-choosing-profession-results-national-public-opinion
[128] See for example practice in the US state of Virginia – OECD. 2023. Career Readiness Review: The Commonwealth of Virginia, United States. OECD Publishing, Paris.

- Developing occupational expectations (allowing comparisons against national employer demand)
- Developing plans for continuing education and training
- Developing educational plans that align with occupational plans (testing misalignment)
- Encountering people working in professions of personal interest
- Recognising the value of education in enabling progression
- Finding it easy to decide on their next steps (Grade 9)
- Satisfied with the steps they took (Grade 10)

Opportunity also exists to collect demographic information allowing for review of how career development and future plans are shaped by personal characteristics. At a school level, the OECD summarised such predictors in the context of its 2021 review of international longitudinal assessments, identifying 14 questions which school leaders should ask about their provision.[129]

1. Does your school help all students through secondary education to engage regularly with people in work through career fairs and especially career talks?
2. Does your school have a programme of workplace visits and/or job shadowing which enables all students to critically investigate workplaces for themselves?
3. Does your school teach students how to apply for a job, including interview practice?
4. Does your school help students to reflect on their existing and planned education and training choices in light of what they are learning about their career ambitions and the requirements of desired employment?
5. Does your school know if students are engaging in career conversations about their career plans?
6. Does your school have a policy to encourage and enable a culture of career conversations?
7. Does your school have confidence that all students will have first-hand experience of work before leaving secondary education?
8. Does your school give all students the opportunity to experience work of interest for themselves on two or more occasions?

[129] OECD. 2021. Career Readiness in the Pandemic: Insights from new international research for secondary schools. OECD Publishing, Paris.

9. Does your school help students to prepare for and reflect on their first-hand experiences of work?

10. Does your school know what the occupational expectations of your students are?

11. If students are uncertain, does your school have a process for investigating what is behind the uncertainty?

12. Does your school know how ambitious your students are and have policies in place to encourage and enable high ambitions?

13. 13. Does your school know if your students' occupational and educational plans are aligned?

14. Does your school know if your students are able to see a clear relationship between their educational experiences and later employment outcomes?

Such approaches might be built into Ukrainian practice.

> ***Recommendation 22:*** *that the MoES considers expanding a traditional approach to monitoring and evaluation to collect strategic data on school and student experiences and attitudes (drawing on insights from longitudinal studies) alongside process data.*

Building a coalition for change

The 2022 ETF review of the career development support system in Ukraine recommended that the Council of Public Career Guidance be reactivated as a national coordination body bringing together public, private and civil society stakeholders who are active in the field of career development support. The review argued:

> *"a more evidence-based policy-making approach and a focus on the final beneficiaries of career guidance services needs to be considered, and the Council of Public Career Guidance as a national coordination body should be reactivated. Coordination and cooperation between education, employment and youth stakeholders was seen as priority for national authorities, but the way forward is not clear yet. Drawing a timeline of the life of an individual to map out what services are provided by who on which legal basis can help identify blind spots, duplications, areas for further development, and for coordination need."*[130]

The EU Framework on Lifelong Guidance (2026) argues in a similar vein for the importance of some form of national coordination and cooperation:

[130] https://www.etf.europa.eu/en/publications-and-resources/resources/career-development-support-system-review-ukraine

- The involvement of key stakeholders and sectoral entities and individuals across settings in education, training and the labour market can raise awareness of lifelong guidance provisions and benefit the production of career information through cooperation.

- Governance and strategic leadership and enhancement of synergies among actors and stakeholders at the national, regional and local levels ensure a common vision and a strategic path for the integration of ICT-based career development services into national e-governance strategies. They also ensure the interoperability of public services within and across borders and set out a formal commitment to such interoperability.

- Governance and strategic leadership and early involvement of collaborative partners in the design of services, and referral networks, can ensure continuity and consistency and prevent fragmentation and duplication of efforts. This promotes efficiency of investment in the development and provision of lifelong guidance services and products.

- Governance and strategic leadership are particularly important from an individual user perspective. Individualised career guidance solutions require a coordinated response from a variety of agencies, and guidance plays a role in connecting services and provision in distinct institutions and organisations. The need for this coordinated response is clear in policies on unemployment and early leaving from education and training, and as individuals move within and between the education, training and labour market contexts and sectors throughout their lifespan.

- Coordination and cooperation help to collectively meet the increasing demands made on career services through adequate division of labour across diverse services and through jointly agreed-upon policies. In this way, services do not rely on single providers, actors or individual sectors alone.

The EU's consequent identification of good practice includes policies and systems that:

- Promote the establishment of national coordination entities or research units to inform the design, follow-up and implementation of strategies;

- Support the emergence, development and evaluation of mechanisms for coordination and cooperation, such as national guidance forums, inter-ministerial groups or policy units.[131]

The International Labour Organization agrees on the importance of an overarching organisational governance structure:

> *"By bringing together all relevant partners in the fields of education, training, employment, youth and social inclusion it is possible to agree on national explicit cross-sectoral career development support strategies or integrate career guidance into wider education, training, employment and social policies, and in national human development strategies and programmes."*[132]

[131] Cedefop. 2026. An EU reference framework for lifelong guidance. 18 guidelines for policy and systems development. Publications Office of the European Union. The Inter Agency Group on Career Guidance also argues: "it is important to develop an intergovernmental national vision and strategy between ministries responsible for education, training, youth, social protection and employment, and to consult together with sector and employee representatives and other third sector organisations" - https://www.cedefop.europa.eu/files/etf_cgc_leaflet_2025_en.pdf.
[132] ILO. 2021. Developing national career development support systems: Pathways to enhance lifelong career guidance, career education and career development support for workers. International Labour Organization, Geneva.

It finds that:

> *"As an outcome of international collaboration, many countries have brought together all relevant partners in the fields of education, training, employment, youth and social inclusion, including relevant ministries, agencies and experts, and social partners to examine options for more structured cooperation. In several cases, public officials, stakeholders, practitioners and researchers have met in annual policy conferences and deepened their knowledge on the transversal nature of career guidance. These kinds of events have often acted as a catalyst towards a sustainable representative structure/entity with a coordination, advisory, implementation and partnership role in national career guidance systems and policy development.*
>
> *In establishing a potential representative structure, it is necessary to consider, which entity has the mandate and responsibility for career guidance practice and policy development and to what level should cooperation and coordination occur. In securing maximum impact in policy development and governance, all stakeholder agencies and relevant ministries need to be linked to enable best possible cooperation, including education, employment, training, youth and welfare. ...In addition to national forums, many countries have established similar coordination mechanisms at local and regional levels."*[133]

As is clear from interviews with senior officials, the MoES currently sees no need to establish a permanent new coordinating body, comparable to the Council of Public Career Guidance (first established in 2009 and then discontinued), as constant dialogue is in place with key governmental stakeholders, including the State Employment Service and resources are shared. However, it does see a need to bring key stakeholders together in support of the new provision and would welcome advice on models from other countries. The determination to work with stakeholders is evidenced by the fact that the Ministry has already initiated and facilitated discussions with key partners to align their streams of work with the Ministry's implementation plan with the objective of avoiding duplication and ensuring that any coordination format builds on existing processes.

The ILO in particular provides useful advice on how such coordinating structures can operate in either a top-down or bottom-up manner, common risks and opportunities. In particular, current circumstances make it particularly important that the employer community feels fully engaged in the new career guidance and counselling system (career education). One model for potential consideration is from Malta. The National Career Guidance Network (NCGN) comprises 22 members representing key stakeholders from education, industry, and career guidance and counselling (career education) services in Malta, ensuring broad representation and collaboration across sectors.

The objectives of the NCGN include:

- To strengthen career guidance provision and collaboration across the education, training, and employment sectors.
- To develop a National Policy on Career Guidance aligned with national and EU strategies.
- To promote career management skills for learners, workers, and jobseekers.

[133] ILO. 2021. Developing national career development support systems: Pathways to enhance lifelong career guidance, career education and career development support for workers. International Labour Organization, Geneva.

- To ensure inclusive access to guidance, with targeted support for underrepresented groups.
- To deliver ongoing professional development opportunities for guidance professionals.
- To advance future-focused careers, including green and digital pathways.

The network seeks to:

- draft and publish a new National Career Guidance Policy.
- create and maintain a career guidance services registry.
- launch an interactive online platform for clients to access career guidance services.
- deliver continuous professional development programmes for practitioners.
- lead a national awareness campaign on emerging careers and career management skills.
- host ongoing stakeholder committee meetings and feedback workshops.
- align guidance services with Malta's National Skills Strategy and relevant EU frameworks.[134]

> ***Recommendation 23:*** *that the MoES explores ways in which it can best support a national body to support coordination and cooperation in the development and delivery of career guidance and counselling (career education) by bringing together key stakeholders from within and outside of government, notably including representative bodies for secondary schools, employers and tertiary organisations.*

Strengthening the argument for action

Recognising the contribution of stakeholders and bringing them into an organisational structure as discussed above optimises shared ownership of the task, enables the use of partner networks to build engagement across stakeholder communities, provides a context for confirming that provision is deliverable and effective, and helps in understanding barriers preventing fully effective career guidance and counselling (career education).

Options exist for specific approaches aimed at securing full stakeholder engagement, including within Government and the education community. These focus around the provision of new information on the nature of the problem facing Ukraine and the capacity of the career guidance and counselling (career education) system to respond to it.

[134] https://nscmalta.gov.mt/the-national-career-guidance-network



Understanding that there is a problem.

The problem to which the career guidance and counselling (career education) system can be an important solution is multi-faceted. It is clear from data considered within this project that Ukraine is suffering from both severe skills shortages and high youth disengagement from the labour market (youth unemployment/NEETs). Data drawn upon in this paper show that many well qualified young people are disengaged from the labour market while many workers are employed in fields which do not match their skills and qualifications. Effective career guidance and counselling (career education) has a role to play in challenging this current failure of the overarching skills system.

It is clear that Ukraine's economic recovery depends upon migrants returning and greater numbers of young people entering the labour market well-prepared notably to enter strategically important economic fields. Data are already available from teenagers on their career interests and expectations. Comparing job plans to current and projected demand within the labour market highlights a disconnect between employer demand and student aspirations. Understanding of the challenge also focuses stakeholders on the importance of increasing gender equality in the labour force. Regular data collection from students in light of labour market demand helps stakeholders to focus on the potential flow of skills into the workforce as well as shining a light on the uncertainties and anxieties facing young people. Arguments presented in this paper drawn from international experience support moreover the need for the career guidance and counselling (career education) system to be based much more strongly on a Career Management Skills approach as students are expected to navigate their own pathways through education and training within an extremely volatile, complex, uncertain and ambiguous economic environment.

Understanding what is to be gained from effective action.

Ukraine lacks a persuasive national dataset on the impact of effective guidance in secondary education. Longitudinal datasets are not available for analysis and confident conclusions cannot be drawn from administrative data about the links between teenage school-managed career guidance and counselling (career education) and ultimate employment outcomes. If resources were available to commission a high-quality randomised controlled trial today it would be several years before reliable information on labour market outcomes was available.

The best alternative is to commission a retrospective user survey for which a number of models have recently become available.[135] Such surveys are quick and inexpensive to conduct and typically question a large representative sample[136] of young adults (usually aged 19-26) about:

- their current status (employment, education/training, NEET) and satisfaction with post-school pathways and, if relevant, earnings;
- background data on gender, social background, geographic location, highest level of education, parental background;
- recollection of specific career guidance and counselling (career education) activities when in secondary school; perceptions of career guidance and counselling (career education) achieved in secondary school;
- and, what additional provision they would have valued.

Regression analysis can then be used to identify significant relationships between current status, satisfaction and earnings and recalled participation in specific guidance activities alone and in combination. Equity patterns can also be explored in recalled levels of engagement in career guidance and counselling (career education) and outcomes.

A Spanish example finds that students were confident about their ability to recall participation in *specific* activities: 95% said that it was quite or very easy to do so.[137] Well-structured questions can put respondents on a spectrum comparing those with the greatest and least amount of provision as well as exploring outcomes linked to specific activities.

In all previous studies, this approach has confirmed statistically significant better outcomes in adulthood linked to recalled levels of school engagement, providing hard numbers on returns which can be expected to follow certain provision. Securing new data concerning NEET/unemployment outcomes and earnings makes it possible to commission a Return on Investment study to quantify the benefits (and so reasonable investment levels) of guidance provision.[138]

[135] See for example: Mann, A., J. Diaz and S. Zapata Posada (2025), "Career readiness in Madrid, Spain: Insights from a survey of young adults (19-26)", OECD Publishing, Paris, https://doi.org/10.1787/73cdc17d-en; OECD (2023), Career Readiness Review: The Commonwealth of Virginia, United States, OECD Publishing, Paris, https://doi.org/10.1787/a5ff0e6c-en; Mann, A., & Percy, C. (2014). Employer engagement in British secondary education: wage earning outcomes experienced by young adults. Journal of Education and Work, 27(5), 496–523. https://doi.org/10.1080/13639080.2013.769671; Moote, J., Archer, L., Henderson, M., Watson, E., DeWitt, J., Francis, B., & Holmegaard, H. (2025). More is more: exploring the relationship between young people's experiences of school-based career education, information, advice and guidance at age 14–16 and wider adult outcomes at age 21–22 in England. Research Papers in Education, 40(1), 72–95. https://doi.org/10.1080/02671522.2024.2330971; Mann, A. et al. (2017). Contemporary Transitions: young Britons reflect on life after secondary school. Education and Employers, London: Contemporary transitions: Young Britons reflect on life after secondary school and college - Education and Employers.

[136] Survey numbers are important statistically but also presentationally. Consequently, a minimum of 1,000 respondents is desirable and more is much better to allow for data to be disaggregated by student characteristics. Repeating studies builds the knowledge base and when combined with other sources provides a compelling story about the role of career guidance interventions in career development.

[137] Mann, A., J. Diaz and S. Zapata Posada (2025), "Career readiness in Madrid, Spain: Insights from a survey of young adults (19-26)" OECD Publishing, Paris, https://doi.org/10.1787/73cdc17d-en

[138] Percy, C., & Hooley, T. (2024). Lessons for career guidance from return-on-investment analyses in complex education-related fields. British Journal of Guidance & Counselling, 52(3), 503–521. https://doi.org/10.1080/03069885.2023.2186372. This assumes that data already exists in Ukraine concerning the full costs of youth unemployment in terms of welfare payments, lost tax revenue, crime and health implications as well as long-term scarring.

The aim of the exercise would be to take a strategic, scientific approach to understanding the reasonably expected benefits of investing in provision which has widely been seen to help prevent poor outcomes in the early labour market.

Further research would also be welcomed in understanding the links between agentic orientation and (i) better mental health, (ii) greater school engagement and (iii) higher academic achievement addressing likely priorities across the schools' community within Ukraine's specific national circumstances.

National communications

It is desirable to put in place a communications strategy designed to build support for the new approach to career guidance and counselling (career education), sharing both new insights into the nature of the problem and the role that guidance can be expected to play in response.

Target audiences include community and regional level education leaders, school leaders, parents, employers, trade/professional associations, NGOs and other community-based organisations. Arguments developed in this paper on the acute need for effective career guidance and counselling (career education) in a period of extreme instability and substantial projected labour shortages provide one model for an approach to stakeholders.

> ***Recommendation 25:*** *that the MoES considers conducting an ongoing strategic communication campaign aimed at key stakeholder audiences designed to win active support for the new approach to career guidance and counselling (career education).*

A SUMMARY OF KEY CONCLUSIONS AND RECOMMENDATIONS

In the context of full-scale war, forced migration, socio-economic instability, labour market changes and the reform of general secondary education, the development of a system of career guidance and counselling (career education) is particularly important. The Ministry of Education and Science of Ukraine has formulated a vision for the further development of this system, aimed at supporting students in making informed choices about their educational and career pathways and in developing career management skills. Drawing on international research and European experience, this document considers issues that should be taken into account in further improving the career education system in Ukraine.

As in other European countries, one of the key tasks of career education in Ukraine should be the development of career management skills (CMS). This approach involves building young people's ability to make well-grounded decisions about their educational and professional futures independently, to define their own development pathway and to adapt to changes in the labour market.

The full-scale war and its consequences intensify instability and uncertainty, substantially complicating Ukrainian students' efforts to plan their futures. In these circumstances, the phased introduction of a career education system and the provision of educational institutions with properly trained Career Education Counsellors (CECs), who will receive the necessary professional and methodological support, are of particular importance.

In building this system, it is advisable to take into account the recommendations presented in the EU Reference Framework for Lifelong Guidance developed by Cedefop. These recommendations are not mandatory, but they are an important benchmark for developing national policy while taking into account the Ukrainian context and students' needs.

At the same time, it is important to ensure the involvement of all students in career education on the basis of a whole school approach, which entails integrating career development issues into the educational process, cooperation between teaching staff and Career Education Counsellors, and the active participation of parents and the wider community.



An effective career guidance and counselling (career education) system must respond to VUCA circumstances and take account of the ongoing impact and consequences of the war. Students need support to engage critically and in an informed way in career planning, based on authentic and frequent interactions with the working world. Varied and extensive employer engagement is essential to effective provision. Ukraine has an impressive history of such engagement, but this has been severely disrupted, and new approaches are needed to respond to current circumstances by making it easy for schools and employers to work well together. Online resources have a key role to play in career development in Ukraine and while some impressive tools are available, action is needed to bring together resources in a coherent and comprehensive fashion to make it easy for CECs to make full, effective and efficient use of digital resources. Moreover, access to reliable information and employer engagement are important because Ukraine faces an extremely high risk of severe skills shortages.

Consequently, there is a specific need to ensure effective national strategic signalling of priority economic sectors to students and action to facilitate effective career development and entry into the labour market among young people who are experiencing high unemployment and inactivity in spite of employer demand. Female students, refugee students and students with disabilities are at particularly high risk of poor transitions. International practice provides valuable insights based on critical, targeted and authentic career development, for addressing gender disparities in youth employment.

Effective guidance systems build monitoring and evaluation into provision, and there is an opportunity for Ukraine to go beyond collecting data on the process of student engagement to harness insights from multiple longitudinal studies which identify student attitudes and experiences that are significantly linked with better employment outcomes. Effective guidance cannot be delivered solely by schools. It depends upon the strong support of school staff, families, political decision-makers at all levels of society, and especially the economic community. Consequently, it is important to build a coalition to optimise the efficacy of provision and to build societal support for the new career guidance and counselling system (career education). This can be achieved in part through quick and low-cost surveys of young adults, demonstrating the ways in which effective teenage career development can be expected to enable better entry into the labour force, enhance psychological well-being and underpin national economic recovery.

Recommendations

The role of the Career Education Counsellor

> ***Recommendation 1:*** *that the MoES proceeds as quickly as possible in confirming appropriate initial training for Career Education Counsellors (CECs), in particular for basic and upper secondary schools, based on plans for 90 hours of preparation.*
>
> ***Recommendation 2:*** *that the MoES considers providing support at community or sub-regional levels to ensure, in part, that initial training includes provision aimed at ensuring that CECs begin work with a good understanding of local/regional/national labour markets and connections with key stakeholders, and to support their ongoing work.*
>
> ***Recommendation 3:*** *that the MoES plans to review the efficacy of the initial training provision to ensure appropriateness and to inform the delivery of the full 60 ECTS CEC qualification planned.*
>
> ***Recommendation 4:*** *that the MoES ensures that initial CEC training is fully appropriate to CECs working wholly or partially online.*
>
> ***Recommendation 5:*** *that the MoES ensures that the standard for the fully trained (60 ECTS) CEC role is reviewed against relevant sections of the new EU Reference Framework for Lifelong Guidance.*

Supporting CECs in post

> ***Recommendation 6:*** *that the MoES confirms its clear expectations, and plans, for the continuing professional development of CECs, giving particular consideration to articulation of the number of hours and form that CPD should take, support for local/regional organisations tasked with enabling provision, sponsorship of a national professional body, and provision of national CPD resources.*

Delivering career education in basic secondary education

> ***Recommendation 7:*** *that Career Education become a mandatory course for all students in basic secondary education.*

Status of career development within basic secondary schools and academic lyceums

> ***Recommendation 8:*** *that the MoES considers requiring all schools to designate a senior member of staff to have overarching responsibility for the effective delivery of career guidance and counselling (career education), overseeing the work of the CEC.*
>
> ***Recommendation 9:*** *that the MoES considers requiring all schools to publish a career guidance and counselling (career education) policy and programme on their websites.*
>
> ***Recommendation 10:*** *that the MoES considers supporting approaches which raise the profile of career development through public presentations undertaken by students that engage parents and other stakeholders in advance of final decision-making.*

> ***Recommendation 11:*** *that the MoES actively promotes a whole school approach to career guidance and counselling (career education), putting in place facilitating resources as appropriate.*

Connecting with earlier and later provision

> ***Recommendation 12:*** *that the MoES explores the introduction of online career development portfolios for all students through their time in primary and especially secondary education.*

Career Management Skills in upper-secondary education

> ***Recommendation 13:*** *that the MoES recognises the distinctive needs of students in upper-secondary education, supporting the development of individualised learning pathways and ensuring that provision is rich in work-based experiences while consciously preparing students to succeed in the competition for work.*

Making it easy to access the relevant resources and experiences: Employers and people in work

> ***Recommendation 14:*** *that the MoES gives consideration to how levels of employer engagement common before full-scale invasion in 2022 will be restored and exceeded, exploring the role of coordinating intermediaries operating within communities, subregions and nationally online.*
>
> ***Recommendation 15:*** *that the MoES considers issuing guidance that encourages schools to enable students to engage notably in forms of career development enriched by employer engagement where international evidence of long-term positive employment outcomes is strongest.*
>
> ***Recommendation 16:*** *that the Ukrainian government ensures that any barriers preventing student engagement with workplaces, for example through job shadowing, work placements and part-time employment, are rapidly removed.*
>
> ***Recommendation 17:*** *that the MoES considers supporting targeted programmes making it easy for schools to identify people in work and employers open to providing support for students with disabilities.*
>
> ***Recommendation 18:*** *that the MoES gives careful consideration to introducing an online national mechanism that makes it quick and easy for schools to identify employers and people in work well placed to support the career development of students.*

Making it easy to access the relevant resources: Online provision

> ***Recommendation 19:*** *that the MoES gives consideration to adding key resources to the comprehensive online platform All-Ukrainian School Online (AUSO) to support the work and professional development of CECs while providing trusted resources to young people.*

Recommendation 20: *that the MoES (or its designated partner) takes responsibility for providing informed advice and support to schools on the quality of digital tools, notably including AI-driven resources.*

Addressing gender factors

Recommendation 21: *in light of the pending skills crisis in Ukraine, that the MoES gives urgent consideration to introducing more effective provision designed to tackle highly gendered career planning, placing emphasis on critical exploration and first-hand labour market investigation through employer engagement activities.*

Monitoring and evaluation

Recommendation 22: *that the MoES considers expanding a traditional approach to monitoring and evaluation to collect strategic data on school and student experiences and attitudes (drawing on insights from longitudinal studies) alongside process data.*

Building a coalition for change

Recommendation 23: *that the MoES explores ways in which it can best support a national body to support coordination and cooperation in the development and delivery of career guidance and counselling (career education) by bringing together key stakeholders from within and outside of government, notably including representative bodies for secondary schools, employers and tertiary organisations.*

Strengthening the argument for action

Recommendation 24: *that the MoES gives consideration to commissioning a high-quality research study to collect new quantitative data on the outcomes which can be expected from greater student engagement in career development, laying the basis for a Return on Investment analysis, and securing confidence in the results by engaging stakeholders in the project design.*

Recommendation 25: *that the MoES considers conducting an ongoing strategic communication campaign aimed at key stakeholder audiences designed to win active support for the new approach to career guidance and counselling (career education).*

Annex 1. 172 analyses of longitudinal cohort studies exploring the relationship between teenage career development and better employment outcomes

Career development form	Specific form of career development	Number of studies reviewed	Number of studies identifying significant positive benefit	Percentage of studies finding beneficial relationships with employment outcomes
Thinking	**Career certainty**	19	15	79%
	Career alignment	11	9	82%
	Career ambition	19	15	79%
	Instrumental motivation	15	13	87%
	Career originality	4	2	50%
	(Sub-total)	*(68)*	*(54)*	*(79%)*
Exploring	School-based career reflection activities	7	2	29%
	Career conversations	10	7	70%
	Career talks/career fairs	7	4	57%
	Workplace visits/ job shadowing	6	4	67%
	Application/interview skills development	4	3	75%
	Career pathway programmes	23	20	87%
	(Sub-total)	*(57)*	*(40)*	*(70%)*
Experiencing	**Part-time working**	31	27	87%
	Community volunteering	8	7	88%
	Internships/work placements	8	6	75%
	(Sub-total)	*(47)*	*(40)*	*(85%)*
	Total	**172**	**134**	**78%**

Notes. The table is created by the report authors based on review of studies listed below. 'Career certainty' describes student ability to name an occupational expectation. 'Career alignment' describes the alignment of educational plans and occupational requirements. 'Career ambition' describes intention to work in major categories 1 or 2 as categorised by the International Standard Classification of Occupations. 'Instrumental motivation' describes student capacity to see value in education as a means to securing employment ambitions. 'Career pathway programmes' describe study programmes common in the United States which take place alongside academic learning often between the ages of 15 and 18 and are focused on specific vocational areas, combining significant employer engagement and work-related learning.[139]

Sources: Covacevich, C. et al. 2021. Indicators of teenage career readiness: An analysis of longitudinal data from eight countries. OECD Publishing, Paris; OECD. 2024. Teenage career uncertainty: Why it matters and how to reduce it? OECD Publishing, Paris; OECD. 2024. Aligned ambitions? How to tell (and why it is important to know) if students' occupational and education plans are aligned. OECD Publishing, Paris. Herdman, P. et al. 2024. Innovation in career pathways across five countries. OECD Publishing, Paris. OECD. 2025. Teenage part-time working: How schools can optimise benefits and reduce risks for secondary school students. OECD Publishing, Paris. OECD. 2025. Voluntary work in the community: A guide to delivering an effective career development activity. OECD Publishing, Paris. OECD. 2025. Internships for secondary school students in general education. OECD Publishing, Paris.

[139] Covacevich, C. et al. 2021. Indicators of teenage career readiness: An analysis of longitudinal data from eight countries. OECD Publishing, Paris

Annex 2. Good practice in workforce professionalism identified in the EU Reference Framework for Lifelong Guidance (2026)[140]

The EU Framework reminds us that appropriate training "instils confidence in the fact that the lifelong guidance activities offered are provided by people with the knowledge, skills, competences, attitudes and values to do so" (p.46).

The document highlights 17 good practices for national administrations with regard to workforce professionalism (pp. 47-48).

It notes policies and systems that:

- protect the interests of individual and group service users through promoting the professionalisation of career guidance services and their sustainability;
- promote commitment to lifelong learning and continuing professional development and a culture of self-assessment, as an essential feature of the work of both career practitioners and others who are supporting career development and providing guidance. Competence frameworks are a resource in this effort;
- encourage the development of systemic competence so that practitioners develop the capacity to plan and organise service provision according to the national (regional) and local needs and prerequisites for operation;
- promote cross-sectoral practitioner competence frameworks, illustrate which competences must apply across sectors (e.g. the education and training, labour market, youth, and social services and social inclusion sectors), gain support from social partners and other stakeholders and set a standard for career practitioners' competence and professionalism (see guideline 1);
- draw on international and EU studies and national frameworks (e.g. benchlearning) for competences and qualifications for career practitioners to inform their national developments;
- ensure professionalism, structures for practitioner qualifications and training standards through statutory arrangements (legislation, executive orders, guidelines or quality standards);
- enable initial and continuous training for individuals involved in the management, provision and delivery of career guidance activities and require them to hold relevant qualifications, including through validation of prior learning and experience;
- enable individuals to progress from non-specialist to qualified career guidance specialists, to transition to formal professional roles and to have their prior learning recognised and validated. This includes qualification of teachers for basic career development and guidance and for the delivery of career-related learning programmes;
- provide initial and continuous training for guidance professionals and other staff that includes a dedicated focus on diversity and inclusion and that is aligned with relevant national, regional, local and service provider or institutional policies in place. This helps ensure that all eligible users can be adequately served. General and specific/specialised service capacity for vulnerable users should receive adequate attention;

[140] https://www.cedefop.europa.eu/files/3098_en.pdf.

- strengthen the dialogue (see guideline 18) and links between government policies on career guidance and practitioner training objectives, considering the strengths of, opportunities available to, barriers faced by and constraints affecting both parties. Consideration must also be given to the role that social partners can play in supporting the professional development and capacity building of those providing guidance and career support;

- ensure the ethical practice and behaviour of practitioners and those providing guidance, including compliance with relevant standards and guidelines for personal data protection policies and practices that are applicable to services and activities that involve handling sensitive data and information online and offline;

- enhance and sustain the development of ICT and digital skills for guidance practice through initial and continuous professional development. This includes working with and alongside technology and for identifying appropriate and ethical uses of ICT in lifelong guidance (see guideline 9);

- promote the mobility of career practitioners across sectors (e.g. education, training, employment, youth and community services), including in the context of EU and international mobility;

- promote workplace training and peer learning among colleagues;

- foster the development of cross-sectoral and multi-professional networks among professionals in service provision;

- integrate initial training, continuous professional development and research systematically and systemically by working with recognised professional associations;

- collect data and evidence on investments and costs (and cost-effectiveness) related to the professionalisation of career guidance services, and any data on outcomes, and make these available for research and policy development.

In addition, Guideline 10 of the EU framework focuses on guidance provision for school pupils and students. With regard to workforce professionalism, it highlights the following good practice (pp.62-63):

Policies and systems that:

- ensure that the guidelines for professionalism consider practitioners in the context of guidance for school pupils and students;

- ensure that the initial and in-service training of career practitioners, of other school staff involved in the provision of guidance and of school management is carried out. This should include the teaching and assessment of CMS and related methods for preventing disengagement and early school-leaving;

- ensure the continuing improvement of practitioners' qualifications and competences to provide adequate lifelong guidance for school pupils and students;

- enhance and sustain the development of ICT and digital skills for guidance practice through initial and continuous professional development. This includes working with and alongside technology and identifying appropriate and ethical uses of ICT (see guideline 9).

Annex 3. The ratio of Career Education Counsellors to students in secondary education.

A key question in the design of new policy to systematically enhance career guidance and counselling (career education) provision in secondary education is how many students a career education counsellor should be responsible for. International evidence provides limited insight into what can be seen as typical practice. The OECD has stressed (2018) that comparative data on the availability of Career Education Counsellors to students is difficult to obtain.[141] Indeed, data are available from relatively few countries. There are structural reasons, moreover, why international comparisons on the ratio of students per Career Education Counsellor in secondary education are difficult.

- Importantly, in many countries, such as the United States and France, responsibilities extend well beyond student career development. Often, they include psychological counselling, support for well-being and, at times, student learning support.

- In some countries, however, such as Lithuania, the work of counsellors is comparable to the vision articulated by the MoES for Ukraine: providing specialist support focused exclusively on student career development. Here, however, specific responsibilities may still vary, for example, in terms of whether counsellors are expected to prepare and teach career education classes and the extent to which they can draw upon additional administrative support.

- Responsibilities can also be split within schools. In Italy, for example, it is expected that every secondary school has a dedicated guidance counsellor, but home class tutors (subject teachers) also support student career development. Administrative responsibilities may also be split between the counsellor and other school staff.[142]

- Variation is also considerable between countries in the extent to which school-based counsellors can draw on support from external organisations such as Public Employment Services. On average across OECD countries, only half of secondary schools directly employ guidance counsellors.[143]

- In some systems, funding per student varies with implications for the typical ratio of counsellors to students. In Ireland, for example, funding for counsellors (who are responsible for both student career development and education and psychological well-being) varies by school circumstances, with schools in lower income areas receiving greater national funding. Schools receiving additional funding can expect resources equivalent to 2.01 counsellors per 500 students. Other schools received funding equivalent, on average, to 0.82 counsellors per 500 students. However, school principals in Ireland have discretion over whether funding received is used for counsellors. They have the freedom to use some of the funds received to support wider 'whole school' approaches to guidance provision.[144]

[141] https://www.oecd.org/content/dam/oecd/en/publications/reports/2018/10/responsive-school-systems_g1g96dba/9789264306707-en.pdf
[142] https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-Professional-Counselor-and-Use-of-Support-Staf
[143] https://www.oecd.org/en/publications/career-development-in-the-community-of-madrid-and-spain_b89228d6-en.html
[144] https://www.oireachtas.ie/en/debates/question/2023-05-24/103/#pq_103

- Reported average ratios can also disguise significant variation between schools. In New Zealand, for example, the average number of students per counsellor based on a survey of 16 schools was found to be 637. However, the ratio ranged from 1:487 to 1:1035 across schools.[145]

- Available figures may not distinguish between head count and full-time equivalence, with it being common in some countries for guidance counsellors to work part-time or to combine responsibilities with subject teaching.[146]

A figure of 250 students per counsellor is often cited as being desirable in grey literature. This draws on the long-standing recommendation of the American School Counselor Association (ASCA).[147] In the US, it is typical for counsellors to both provide academic support and personal counselling, especially for disengaged students, and career development and college preparation activities.[148] The ASCA argues that research studies demonstrate that better student outcomes are linked to lower ratios of counsellors to students.[149]Academic reviews of US data also find links, but raise concerns over the quality of data availability for assessments to be made.[150]

Consequently, there is no simple benchmark to which Ukraine should aspire. Rather, it is necessary to confirm expected duties and responsibilities and make a country-specific assessment of a reasonable ratio of CECs to students given the expected workload of the Career Education Counsellor. These may vary between basic and upper secondary education and between schools in different circumstances, such as areas of high and low youth unemployment.

The table below summarises findings from a review of international literature for the last decade, highlighting both stated government expectations of the ratio, where they exist, and reasonable assessments of ratios often calculated by non-governmental organisations. The table gives a range of government expectations of between 250 and 1,250 students per counsellor.

Country, year and source	Government expectation of maximum students per counsellor	Reported actual average number of students per counsellor	Responsibilities of counsellor
Finland (2021)	250	---	Career and post-secondary education transition preparation [151]
Spain – Navarre region (2022)[152]	250	294	Educational support (special needs), career and post-secondary education transition preparation, psychological counselling, and well-being support[153]
United States (2025)[154]	---	372	Career and post-secondary education transition preparation, psychological counselling, and well-being support[155]
Canada – Ontario province (2019)[156]	---	375	Career and post-secondary education transition preparation, academic support, psychological and well-being support[157]

[145] https://search.informit.org/doi/abs/10.3316/informit.T202511210000359122827561O
[146] https://www.theguardian.com/australia-news/2022/oct/08/early-interventions-missed-as-nsw-struggles-with-shortage-of-school-counsellors#1
[147] https://www.schoolcounselor.org/About-School-Counseling/School-Counselor-Roles-Ratios
[148] https://www.schoolcounselor.org/getmedia/1d2214b0-6061-4153-bff7-e8b1034208e8/Appropriate-Inappropriate.pdf.
[149] https://www.schoolcounselor.org/getmedia/5157ef82-d2e8-4b4d-8659-a957f14b7875/Ratios-Student-Outcomes-Research-Report.pdf
[150] https://onlinelibrary.wiley.com/doi/full/10.1002/jcad.12394?casa_token=Rcl8CiVQUHUAAAAA%3AJy89KJaSQjBEJHp7dbItcRH7FMNo91iv8nCDdhswLOg2YJ6AuU6I47iMWCPsw0OsBE-6KIBSIYMPBaak
[151] https://eurydice.eacea.ec.europa.eu/eurypedia/finland/education-staff-responsible-guidance-early-childhood-and-school-education
[152] https://www.educacion.navarra.es/fr/web/dpto/-/navarra-dispondra-el-proximo-curso-de-un-orientador-u-orientadora-por-cada-294-estudiantes-muy-cerca-de-la-ratio-recomendada-por-la-unesco
[153] https://www.europapress.es/navarra/noticia-navarra-dispondra-proximo-curso-orientador-cada-294-estudiantes-20250822125749.html#1
[154] https://www.schoolcounselor.org/getmedia/efe644ea-e26c-4531-82e9-ddbab422227a/24-25-Ratios.pdf
[155] https://resources.youscience.com/rs/806-BFU-539/images/2025_SchoolCounselorReport.pdf
[156] https://peopleforeducation.ca/wp-content/uploads/2019/02/Roadmaps_roadblocks_WEB.pdf
[157] https://cdnsm5-ss16.sharpschool.com/UserFiles/Servers/Server_148343/File/Our_Board/District%20Plans/Rural%20Guidance%20Counsellor%20Program%20Pilot%20v12B%20-%20REVISED%2028%20March%202018.pdf#1#1

Country, year and source	Government expectation of maximum students per counsellor	Reported actual average number of students per counsellor	Responsibilities of counsellor
Sweden (2018)[158]	---	498 (basic secondary) 471 (upper secondary)	Career and post-secondary education transition preparation, study support, well-being education[159]
Canada - Nova Scotia province (2017)[160]	500	---	Career and post-secondary education transition preparation, academic support, student well-being[161]
New Zealand (2020)[162]	---	637	Career and post-secondary education transition preparation, psychological counselling, and well-being support and provision, liaison with external agencies[163]
Romania (2026)[164]	500	756	Career and post-secondary education transition preparation, psychological counselling, and well-being support[165]
Lithuania (2020)[166]	1,200	---	Career and post-secondary education transition preparation[167]

[158] https://www.sverigesradio.se/artikel/6969495
[159] https://www.swedeneducation.info/career-options/school-and-career-counselor#:~:text=School%20and%20Career%20Counselor%2C%20nowadays%20play%20a%20vital,imparting%20moral%20education%2C%20career%20planning%2C%20and%20violence%20prevention.
[160] https://globalnews.ca/news/3549398/former-halifax-guidance-counsellor-sounds-alarm-on-counsellor-student-ratios/#1
[161] https://www.yumpu.com/en/document/view/38712649/guidance-counsellor-job-description-halifax-regional-school-board/2
[162] https://search.informit.org/doi/abs/10.3316/informit.T202511210000359122827561O
[163] https://search.informit.org/doi/epdf/10.3316/informit.T202511210000359122827561O
[164] https://www.edupedu.ro/analiza-consilierea-scolara-a-elevilor-din-romania-cifre-oficiale-contradictorii-rol-marginalizat-si-un-sistem-neunitar-in-2025-2026-unui-consilier-scolar-ii-revin-in-medie-756-de-elevi/, see also https://www.mdpi.com/2227-7102/14/3/289.
[165] https://cdn.edupedu.ro/wp-content/uploads/2024/01/Studiu-de-impact_-Evaluarea-sistemului-de-consiliere-si-orientare-in-cariera-din-invatamantul-preuniversitar.pdf
[166] https://www.nsa.smsm.lt/projektai/wp-content/uploads/2023/02/9_Analize_Profesinio-orientavimo-stiprinimas.pdf#8#5
[167] https://www.prienuspt.lt/veiklos-sritys/ugdymas-karjerai/karjeros-specialisto-veiklos-sritys/

Annex 4. Sample job description for a Career Education Counsellor, based on international experience

In Ukraine, the responsibilities of Career Education Counsellors will be exclusively focused on supporting the career development of students in secondary education. While they will be expected to work with colleagues with responsibilities for supporting the psychological and social well-being of students, they will not be expected to perform these duties. Consequently, job descriptions from countries with comparable approaches to career development are especially relevant to final decision-making in Ukraine. Relevant examples of job descriptions for career guidance counsellors in basic secondary schools can be seen in Lithuania, Abu Dhabi and England.

A sample job description for the position of Career Education Counsellor in a basic secondary school in Ukraine might read as follows.

Job purpose

The Career Education Counsellor will be responsible for the career development of students, playing a leading role in providing them with career guidance and counselling (career education) and resources to help them make informed and confident decisions about their future career paths, continuing education, and training opportunities. The position is designed to facilitate successful ultimate transitions from education to the world of work and higher education.

Qualifications and requirements

- Educated to degree level or equivalent.
- Successful completion of a 3 ECTS postgraduate training qualification endorsed by the Ministry of Education and Science or equivalent qualification.
- Commitment to complete a 60 ECTS postgraduate training qualification endorsed by the Ministry of Education and Science or equivalent qualification within a designated timescale.
- Minimum of one year of experience working directly with young people aged 10-18 (for example as a teacher, psychologist, social worker, youth worker).
- No criminal record that would prevent close working with children and young people.

Major responsibilities

Career Education

- Designing and delivering career education classes (up to one hour per week for all classes for a minimum of 20 weeks per year) focused on: the character of career development; accessing and researching information related to the labour market and continuing education and training; understanding personal interests, values and preferences; the role of gender in career development and workforce entry; opportunities presented by employer engagement; portfolio development and individual career planning and reflection.

Career counselling

- Providing expert and impartial advice and guidance individually, notably to final-year students on their transitions out of school, confirming informed plans.
- Conducting 1-2-1 and group classes to support students with specific needs, working with colleagues across the school to identify vulnerable students and provide tailored support as needed.

Whole school career guidance and counselling (career education)

- Working with school leaders to confirm the design of the school policy and programme for career guidance and counselling (career education).
- Working with school leaders to optimise wider career development opportunities through extra-curricular activities and whole school approaches (for example, school assemblies and job fairs).
- Meeting annually with subject teachers to encourage and support the integration of career guidance and counselling (career education) into subject provision.

External engagement

- Developing effective networks, including employers, upper-secondary lyceums, institutions of Vocational Education and Training, and tertiary institutions either directly or through intermediary organisations, to enable regular in-school presentations, career talks, career fairs and carousels, visits/tours, job shadowing and internships.
- [*potentially*]Developing and managing an alumni network, inviting former students to return to school to talk to current students about their experiences.
- Providing termly information to parents and meeting with parents as requested and as appropriate to support student career development.

Administration and personal development

- Maintaining and reviewing records on student career development to monitor and evaluate progress and to promote continuous improvement of provision.
- Reviewing information provided by MoES, State Employment Service, communities and other sources, as appropriate, to ensure up-to-date understanding of national expectations, available resources, research, and career development opportunities.
- Participating in continuous personal development, liaising with counterparts in local schools for mutual support and development.

Transversal skills and personal qualities

- Strong knowledge of the principles of career development and resources to support it.
- Strong interpersonal skills with students, parents, colleagues and external stakeholders and collaborators.
- Demonstrable organisational skills and abilities to use online resources to support career development.
- A strong desire to help others and the ability to inspire respect, trust and confidence.
- Maintaining the highest levels of confidentiality and professionalism, adhering to high ethical standards.

Annex 5. Relevant documents which might be maintained by, reported on, or used by the Career Education Counsellor

At national/regional/community level:

- MoES Career Guidance Strategy and professional standard (used by CEC)
- MoES Career Education Counsellor Continuous Professional Development Policy (used by CEC)
- National policy documents related to gender equity, support for students with disabilities, and other vulnerable students.
- National policy documents on student safeguarding, notably when students are outside of school (used by CEC)
- National, regional and community-level economic, labour market, education, training and skills strategies/policies and key information (used by CEC)
- National code of ethics – see note below (used by CEC)

At school level:

- School education policy and programme (developed, maintained and used by CEC)
- Career education curriculum (used and potentially developed and maintained by CEC)
- Reports on student progress and outcomes (maintained, used and reported on by CEC)
- Partnership agreements with employers, educational institutions and other community stakeholders (developed, maintained, used and reported on by CEC drawing on national/regional/community level templates)

Note on code of ethics

The well-respected International Association for Educational and Vocational Guidance (IAEVG) has recently translated its updated code of ethics into Ukrainian:

https://heyzine.com/flip-book/IAEVG_EthicalGuidelinesUKR#page/1

The code was updated at the end of 2025 and includes a new section on the use of digital technologies, including AI, in guidance.