



INTERNATIONAL ASSOCIATION FOR
EDUCATIONAL AND VOCATIONAL GUIDANCE

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From IAEVG

Past, Present, Future

From around
the World

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PRESIDENT'S COLUMN

Dear IAEVG Members and Colleagues,

This is a special year for IAEVG. We celebrate our 75th anniversary and mark three quarters of a century devoted to educational, vocational and career guidance worldwide.

Since its founding in Paris in 1951, IAEVG has brought together practitioners, researchers, and policymakers who share a belief in the value of educational, vocational and career guidance. Across countries, cultures and systems, our members have worked with people and communities as they navigate learning, work and life. The world has changed greatly, but our purpose has remained constant: to enable individuals to identify their capacities and interests, make informed decisions, manage transitions and participate fully in society.

Looking to the past, we are reminded of those who built this Association. Their work shows that educational, vocational and career guidance has always responded to its time, while carrying a persistent commitment to equity for those most often left at the margins. We inherit not only their

achievements, but also their conviction that educational, vocational and career guidance is a public good and a shared international responsibility.

The present asks no less of us. Digitalisation and artificial intelligence are changing how people learn and work, while migration, demographic change and economic uncertainty are changing the questions people bring to guidance. IAEVG continues to do what it has always done: connect the professional community across borders, strengthen ethical, socially just and competent practice, and advocate for educational, vocational and career guidance at the international level.

What lies ahead asks us to navigate, not predict. This anniversary year gives us a chance to do that together and to keep doing so in the years that follow. Anniversary events are forthcoming in the second half of this year, including the IAEVG Conference 2026, with the theme *Navigating the Future*, in Auckland, New Zealand, from 25 to 27 November. The conference theme draws on the Pacific tradition of voyaging by the stars — an image that fits our field at this moment. The route ahead is uncharted; our bearings are not.

This 75th anniversary is ours together. The past gives us roots. The present gives us purpose. The future gives us responsibility. Let us carry it forward not only as a celebration of what has been achieved, but as a shared promise to make educational, vocational and career guidance more visible, more valued and more widely available, for the generations to come.

Warm greetings,
Jaana Kettunen

President of IAEVG
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IN THIS ISSUE

Welcome to this issue of the IAEVG Magazine, dedicated to the theme of Past, Present, Future. The issue opens with reflections on IAEVG's 75-year history and its development into an international community for educational, vocational and career guidance. A companion article revisits the IAEVG Communiqués, showing how these public statements have spoken to the issues of their time.

The issue also turns to current and emerging developments shaping guidance practice and policy. A new EU reference framework for lifelong guidance highlights the continuing importance of coherent systems, quality assurance and evidence-informed policy. An article on artificial intelligence introduces key concepts for guidance professionals and supports critical, ethical engagement with technologies that are increasingly present in education, work and career development.

This issue also includes a summary of articles from the International Journal for Educational and Vocational Guidance, offering an overview of research themes such as career identity, self-efficacy, transitions, employability, social support and career development across different contexts.

From around the world, contributions from Australia, Denmark, Finland, India, Japan and Korea, Malaysia, Montenegro and Serbia illustrate how guidance communities are strengthening professional standards, ethical frameworks, monitoring systems, international mobility pathways, community-based career education and national career management skills frameworks.

We hope this issue inspires reflection, innovation, and collaboration as we continue to learn from one another across borders and disciplines.

Call for contributions to Around the World Section – Next Issue Theme: *Navigating the Future*

We welcome your contributions to *Around the World* section of the next issue of the IAEVG Magazine. Articles can explore the national or regional developments, highlight good practice and innovative approaches, or present research. We invite you to submit your articles, research findings, case studies and professional experiences related to the upcoming theme. Your insights will be invaluable to our global community of guidance professionals.

Author guidelines: <https://iaevg.com/IAEVG-Magazine>

Please send your contributions to editor@iaevg.com
Deadline for issue 100: **July 15th**



FROM THEN TO NOW — 75 YEARS OF IAEVG

This year IAEVG celebrates 75 years as a global educational, vocational and career guidance community. Since its founding in Paris in 1951, the association has brought people together across borders to exchange knowledge, strengthen professional practice and promote guidance as a public good. This anniversary offers an opportunity to remember the past, understand the present and imagine the future together

When a small group of guidance professionals met in Paris in August 1951, they could not have known that their initiative would grow into a global community that would still be connecting guidance community together seventy-five years later. They came together at a time when the world was still recovering from the disruption of war, displacement and economic uncertainty. Young people needed pathways into education, training and work. Adults needed support to rebuild their lives. Societies needed skilled workers, but also more humane ways of supporting people find their place in changing labour markets.

Out of this context, the Association Internationale d'Orientation Professionnelle, later known in English as the International Association for Educational and Vocational Guidance, was born. Its purpose was practical and ambitious: to create international cooperation among those working in vocational guidance, to exchange knowledge across countries, and to strengthen the

professional standing of guidance. From the beginning, the association was more than an administrative structure. It was a meeting place for people who believed that guidance could contribute to individual dignity, social justice and economic development. Seventy-five years later, that belief still connects us.

From the beginning, IAEVG was a meeting place for people who believed guidance matters.

A small beginning with a large purpose

The 1951 meeting in Paris brought together representatives from eleven countries. They worked in different systems and came from different professional traditions. Some were helping young people enter employment. Others were involved in public services, education or emerging national guidance systems. What they shared was a conviction that guidance would be stronger if professionals could learn from one another across borders.



Foundation meeting in Paris, 1951

The early years were marked by energy and expansion. The first major seminar, held in Montecatini and Florence in 1953, brought together professionals from many countries and helped shape the association's direction. The Bonn Congress in 1954 demonstrated growing public and political recognition of vocational guidance. Cooperation with international bodies such as UNESCO, the ILO and the Council of Europe gave the young association a voice beyond its membership. These relationships became one of IAEVG's lasting strengths.

A wider understanding of guidance

As the association developed, its understanding of guidance also widened. In 1963, the name changed to include both educational and vocational guidance. This was more than a technical change. It reflected a broader view of people's lives: education, work, personal development and social participation are deeply connected. Guidance was not only about choosing an occupation. It was about supporting people through transitions, decisions and opportunities across the life course.

This wider understanding has shaped IAEVG ever since. Across the decades, the association has brought together practitioners, researchers, policy makers, institutions and national associations. It has created spaces where people from different countries and contexts can meet as colleagues, compare experiences and ask difficult questions together. Those questions have changed with the times but many remain familiar. How can guidance support young people entering uncertain labour markets? How can services reach migrants, people with disabilities and those at risk of exclusion? How can practitioners be prepared for technological

change? How can guidance contribute to lifelong learning, decent work and social justice? These are not only historical questions. They are also our questions today.

The language has changed.

The professional responsibility remains.

Strengthening the profession together

Throughout its history, IAEVG has worked to strengthen the professional foundations of the field. Ethics, competence and access became central to its identity. The International Competencies for Educational and Vocational Guidance Practitioners gave these principles concrete form, affirming that high-quality guidance rests on qualified practitioners, clear standards and a commitment to continuous learning.

Over time, glossaries, policy statements, ethical standards and communiqués helped create a shared international language for educational, vocational and career guidance. These documents show that IAEVG has never simply observed change—it has helped the profession respond to it. Publications have given this work a lasting voice. The early Bulletin developed into a professional journal and later into the International Journal for Educational and Vocational Guidance. The Newsletter became a regular channel for communication among members and has now evolved into IAEVG Magazine.

Responding to a changing world

The first decades of the twenty-first century brought far-reaching new challenges. Globalisation, technological change, economic uncertainty and shifting labour markets placed fresh demands on guidance systems. IAEVG responded by deepening its cooperation with UNESCO, the ILO, the OECD, the European Commission and other partners, and by contributing to international debates on educational, vocational and career guidance, lifelong guidance, public policy and the right to guidance.

Through the Paris Declaration and later statements on guidance in times of crisis, the association affirmed a message that remains powerful today: guidance is not a luxury service, but part of how societies support people to learn, work, adapt and participate.

In more recent years, IAEVG entered another phase of renewal. Digitalisation, artificial intelligence, climate change, migration, inequality and the Covid-19 pandemic all reshaped the guidance landscape. The association responded with both continuity and adaptation. It modernised its governance and

communication, strengthened its global engagement, and spoke to the issues of the day through a series of communiqués.

***Guidance is not a luxury service,
but part of how societies
support people to learn, work,
adapt and participate.***

A community carried by its members

The history of IAEVG is more than a chronology of meetings, statutes and declarations. It is a history of people and above all, of its members. For 75 years, members have given the association its energy, knowledge and international spirit. Presidents, board members, national correspondents, editors, conference organisers, researchers, practitioners, policy makers, national associations and institutions have all contributed to its life through voluntary work, professional friendship and mutual support.

Every conference hosted, every article written, every translation made, every national story shared has helped build the association. That is why this anniversary belongs to the members. It belongs to those who came before us, those who are active today and those who will carry the work forward.

From Paris in 1951 to today's global community, much has changed — the language of the field, the technologies, labour markets and the challenges facing individuals and societies alike. Yet the central purpose remains recognisable: to support people in making meaningful educational

and working lives, and to promote educational, vocational and career guidance as a public good.

Looking ahead

The next chapter will not be simple. Guidance professionals will need to respond to artificial intelligence, climate change, demographic shifts, migration, inequality and new forms of work — defending ethical practice in digital environments and keeping guidance accessible to those who need it most.

But the association's history offers confidence. For 75 years, IAEVG has brought people together across borders to ask key questions, exchange knowledge and defend the value of educational, vocational and career guidance. That same spirit will be needed for the future. The anniversary is therefore not only a celebration of what has been achieved. It is an invitation to members to continue the work: to remember the past, understand the present and shape the future of guidance together.

SOURCE AND FURTHER READING

This article draws on the history of IAEVG 1951-2011 prepared by Bernhard Jenschke. available on the IAEVG website: <https://iaevg.com/History>

To mark IAEVG's 75 anniversary, the association is currently updating this history. A revised edition will be published later this year.





THE IAEVG THROUGH ITS COMMUNIQUÉS

Jane Goodman

One of the most visible ways IAEVG addresses issues of concern is through its Communiqués. These public statements identify issues the association considers significant for the global guidance community and invite members to engage with them as advocates. Looking across the series, a clear picture emerges of what our field has recognised as urgent, and what we have chosen to stand for together.

A Communiqué is more than a policy paper. It is a public statement of professional concern and collective purpose. It signals that IAEVG, on behalf and with its members, considers this issue important enough to give it an international voice. Released most typically in connection with the IAEVG international conference the Communiqués have helped members reflect, discuss, and advocate within their own settings while remaining connected to a wider international conversation.

Read one by one, they are useful documents. Read together, they tell a story about our field. They show where our attention has turned, what we have recognised as urgent, and how consistently IAEVG has linked guidance with equity, dignity, and social responsibility

Guidance and social responsibility

The 2013 [Communiqué on social justice in educational and career guidance and counselling](#) set the tone for much of what followed. It made clear that guidance does not exist apart from social conditions. When opportunities are unequal, guidance must respond to that reality — not only by serving individuals well, but also by recognising the structural barriers that shape

people's lives and opportunities. In 2015, the focus was on [displaced migrants](#), people whose education, careers, and futures had been disrupted by conflict and loss, and on the role guidance can play in helping them rebuild. The Communiqué set out why this work matters and what principles should inform it.

In 2017, attention shifted to the social and economic inclusion of [young people not in education, employment, or training](#) acknowledging that too many young people were being left without the support they needed to find a meaningful path forward. In 2018, the Communiqué addressed [precarious employment](#), naming the insecurity and fragmentation of modern labour markets as issues the guidance profession cannot afford to ignore. The world of work was changing in ways that affected not only what clients needed, but also what practitioners were being asked to do — and what ethical practice required of them.

The 2019 Communiqué on [inclusive societies investing in their people](#), drew these concerns together into a broader argument: that career guidance is a form of social investment. It is one of the ways in which societies demonstrate that they value the potential of all, not only those who are already well positioned. This framing remains worth returning to, and worth sharing with the policymakers and institutions that member associations work with every day.

Disruption, sustainability, and new technologies

The 2020s opened with disruption on an unprecedented scale. The 2020 [Communiqué on lifelong guidance for all and support for sustainable work in a turbulent environment](#), was published just as the COVID-19 pandemic began reshaping education, work, and public life around the world. Its call for sustained investment in guidance services at all life stages and in all settings became, if anything, more urgent as the crisis unfolded. The 2021 Communiqué continued this theme, focusing on how guidance can help people [maximise](#) their [potential](#) even in conditions of deep uncertainty, and reminding the profession that its role is especially important precisely when the future feels least predictable.

The 2022 [Communiqué, Challenges and Opportunities for Career Guidance towards Sustainability in the Aftermath of COVID-19 and Digital Transformation](#), widened the conversation further. Rather than focusing on a single issue, it brought together several major developments affecting the field at the same time: the long-term effects of the pandemic, the accelerating digital transformation of services and work, and the growing importance of sustainability. In doing so, it highlighted how guidance is increasingly required to respond to complex, overlapping changes rather than isolated trends. The Communiqué invited practitioners and member associations to consider not only how services are delivered, but also how guidance can support people in navigating changing social, educational, and labour-market realities in ways that are both inclusive and forward-looking.

In 2023, IAEVG addressed the [socio-ecological transition](#). The Communiqué highlighted that decisions about education and work are increasingly shaped by questions of sustainability. Individuals are weighing not only opportunity and progression, but also the environmental and social implications of their choices. In this context, the Communiqué encouraged the profession to view sustainability not as a specialist concern for a limited number of sectors, but as a guidance-wide responsibility embedded in the everyday decisions people make about learning, work, and life.

The 2024 Communiqué turned to [artificial intelligence](#), perhaps the most widely discussed development currently affecting professional life across all sectors. IAEVG's position was balanced: AI brings real opportunities for extending access and

personalising support, but it also raises important questions about ethics, bias, transparency, digital equity and the integrity of the guidance relationship. The Communiqué encouraged members to engage with AI actively and critically, drawing on the professional values that have always defined good guidance practice. It also acknowledged that practitioners themselves need support in developing the knowledge and confidence to navigate this rapidly changing landscape and that associations have a role to play in providing that support.

What the serie of Communiqués tells us?

Across the full series, the same principles return again and again: that guidance should be available to all; that access is a matter of equity, not privilege; that practitioners need ethical clarity as well as professional competence; and that guidance contributes not only to individual decision-making, but to stronger, fairer, and more inclusive societies. The topics have evolved, but the underlying message has been remarkably consistent: guidance matters because people matter.

Using the Communiqués

The Communiqués are most valuable when they are put to work. They can serve as the basis for discussion at national conferences or professional development events, as a reference point in conversations with policymakers, or as a prompt for reflection in training and supervision. The IAEVG website also offers practical suggestions for how member associations can integrate the Communiqués into their work — from linking them to professional standards and ethics, to using them as teaching tools in career development courses, to sharing them with employers and community partners.

Member associations are also warmly invited to contribute to the process. Suggesting topics for future Communiqués, sharing how existing ones have been used in national contexts, and feeding back what resonates with practitioners on the ground are all valuable contributions. The Communiqués are strongest when they reflect the lived realities of guidance work across the world — and that knowledge lives with members.

We encourage you to use them, share them, and bring them into the conversations that matter most in your own context.

FURTHER READING

IAEVG Communiques and how to make most out them
<https://iaevg.com/Communiques>

A NEW EU REFERENCE FRAMEWORK FOR LIFELONG GUIDANCE

by Cynthia Harrison (Villalba)

The European Centre for the Development of Vocational Training (Cedefop) has published *An EU Reference Framework for Lifelong Guidance: 18 Guidelines for Policy and Systems Development*, a practical instrument for stakeholders engaged in developing guidance policies, systems and practices across Europe and beyond.

The framework builds on a sustained history of European cooperation. Cedefop's first guide on lifelong guidance dates to 2005, informing the 2008 Council Resolution that called on EU Member States to embed guidance in lifelong learning strategies. In 2015, the European Lifelong Guidance Policy Network (ELGPN) developed guidelines that have since served as a reference point for policy development.

The 2026 framework updates and extends that work in a changed context. Careers are becoming longer, less linear and more diverse. The digital and green transitions, demographic changes and persistent skills mismatches continue to reshape what guidance systems are expected to deliver. At the same time, EU-level ambitions — including the Union of Skills strategy, the European Pillar of Social Rights and the Herning Declaration on VET — place increasing demands on guidance as a policy instrument for supporting learning, employment and social inclusion.

The framework was developed in collaboration with Cedefop's CareersNet network, with support from the European Commission and experts from the European Training Foundation (ETF) and the International Labour Organization (ILO), drawing also on expertise from the Inter-agency Working Group on Career Guidance (WGCG). IAEVG has actively collaborated to and supported WGCG activities and is also acknowledged in the publication. Colleagues from the Finnish Institute for Educational Research (FIER) contributed to drafting parts of the guidelines.

The framework organises 18 guidelines into three layers. The nine *transversal guidelines* address cross-cutting priorities — career management skills, access, quality assurance, evidence-based policy development, governance, career information, professionalism, funding and ICT — that apply across all sectors. The seven *sectoral guidelines* cover specific groups and contexts: school pupils and students, VET learners, higher education students, adult learners including in VET, workers, the

unemployed and older adults. Two *social inclusion dimensional guidelines* address guidance for young people at risk and for vulnerable groups, treating social inclusion and the prevention of exclusion as a cross-cutting concern rather than a separate category.

Each guideline is accompanied by a rationale, key principles, indicators and a self-assessment checklist that enables countries and organisations to review current practice and identify priorities for improvement.

Cedefop invites guidance practitioners, researchers, policy-makers and professional associations to engage with the framework and to contribute to the ongoing development of guidance systems across Europe and beyond.



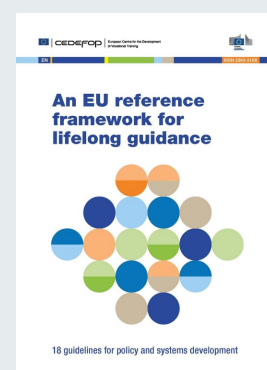
Cynthia Harrison (Villalba),
Policy officer at the Department of
VET and Skills,
Cedefop

FURTHER READING

Cedefop. (2026). *An EU reference framework for lifelong guidance: 18 guidelines for policy and systems development*.

Publications Office of the European Union. Cedefop reference series; 128.

<https://doi.org/10.2801/8255414>





DEMYSTIFYING ARTIFICIAL INTELLIGENCE: KEY CONCEPTS FOR GUIDANCE PROFESSIONALS

By Jaana Kettunen & Päivi Häkkinen

As artificial intelligence (AI) becomes increasingly embedded in career development platforms, educational tools, and workplace systems, it is important that educational, vocational and career guidance and counselling professionals understand the terminology that underpins these technologies. AI is not only reshaping how individuals explore careers, make decisions, and interact with employers—it is also influencing how professionals support them. This article introduces key AI-related terms in a clear and accessible way, enabling practitioners to engage critically and ethically with existing and emerging technologies.

Why AI Literacy Matters in Guidance Work

Artificial Intelligence is rapidly transforming how we work, learn, and make decisions. In the fields of career, educational and vocational guidance and counselling, AI now powers everything from personalised learning platforms and labour market analytics to recruitment software and digital guidance tools.

While these technologies offer significant opportunities, they also bring challenges particularly around ethics, equity, and

transparency. For professionals in our field understanding the language and logic behind AI is no longer optional. We must be able to interpret, evaluate, and explain the tools and systems our clients are increasingly encountering.

This article introduces key AI-related terms, explained in plain language and contextualised for relevance to our everyday work. The goal is to foster AI literacy and ethical awareness, enabling practitioners to engage confidently with the evolving technological landscape.

The following terms are organised by their relevance to daily practice, starting with concepts you're most likely to encounter and moving toward more specialised applications.

Term	Definition	Relevance to Guidance Work
Artificial Intelligence (AI)	The ability of machines to perform tasks that typically require human intelligence, such as learning, problem-solving, and language processing.	AI powers tools like job-matching algorithms, intelligent tutoring systems, and adaptive learning platforms that guidance professionals increasingly encounter in their practice.
Machine Learning (ML)	A set of methods that enables systems to improve their performance by learning from data rather than being explicitly programmed.	Used in career recommendation engines and predictive analytics in education.
Algorithm	A set of step-by-step rules or instructions that a computer follows to perform a task or solve a problem.	Algorithms determine what job ads a user sees or how candidates are ranked in digital recruitment platforms.
Training Data	The dataset used to teach an AI system how to make predictions or decisions.	If training data is incomplete or unrepresentative, guidance tools may produce skewed or unfair results for certain groups of clients.
Big Data	Extremely large and complex data sets that require advanced computational methods—beyond traditional data analysis—to uncover patterns, trends, or associations.	Used to generate labour market insights, skill forecasts, and student progression analytics.
Natural Language Processing (NLP)	A branch of AI focused on enabling machines to process and generate human language in a way that feels natural to users.	Powers chatbots, automated interview tools, résumé scanners, and conversational assistants.
Generative AI	A type of AI that creates new content—text, images, video, or code—based on patterns learned from large datasets.	Increasingly used to draft CVs, cover letters, and learning materials, so practitioners need to evaluate its output critically for accuracy and bias.
Large Language Model (LLM)	A type of AI trained on very large amounts of text that can generate human-like language in response to the text it is given; it underpins many generative AI tools and chatbots.	Underlies most AI writing and chat tools that practitioners and clients now use, so understanding its limitations helps in judging when its output can be trusted.
Prompt	The input (usually text) given to an AI system to generate a response or perform a task.	Clear, well-phrased prompts help practitioners and clients get more accurate and relevant responses from AI tools.
Chatbot	An AI tool that simulates conversation with users, often used to provide quick information or guide users through tasks.	Supports scalable career guidance by handling routine queries and directing users to resources.
Recommendation System	An AI tool that suggests content or options based on user data and behaviour.	Suggests courses, jobs, or training to clients, though it may unintentionally narrow the range of options they are shown.

Term	Definition	Relevance to Guidance Work
Personalization	The process of tailoring content, recommendations, or experiences to the individual based on data about their preferences, behaviours, or needs.	Enables customised learning paths or job suggestions—but raises concerns about data usage and transparency.
Hallucination	When AI systems, particularly large language models, produce factually incorrect information that appears plausible but has no basis in their training data or reality.	An important concern in guidance work. Practitioners should always verify AI-generated information before sharing it with clients.
Bias in AI	Systematic errors or unfair outcomes in AI systems caused by biased training data, flawed design choices, or existing societal inequalities being reflected in the technology.	Can lead to discriminatory outcomes in admissions, hiring, or career guidance platforms if not addressed.
Explainable AI (XAI)	AI systems designed to provide clear, understandable explanations of how they make decisions.	Important for ethical guidance work, especially when recommending or defending tech-based decisions.
Data Privacy	The right of individuals to control how their personal information is collected, stored, used and shared by organisations and systems.	Critical for protecting sensitive client data in AI-enabled platforms and complying with legal regulation.

FURTHER READING

Council of Europe (2024). *Artificial Intelligence: Glossary*. <https://www.coe.int/en/web/artificial-intelligence/glossary>

IAEVG (2025). *IAEVG Ethical Guidelines*
<https://iaevg.com/Ethical-guidelines>

IAEVG (2024). *IAEVG 2024 Communiqué. The Role of Artificial Intelligence (AI) in Career, Educational and Vocational Guidance: Opportunities and Challenges*.





FROM AROUND THE WORLD



ARTICLES FROM THE IJEVG

By Gloria Marsay

The International Journal for Educational and Vocational Guidance publishes articles relating to career development, career counselling and guidance and career education, which have broad international interest, including comparative studies, cross cultural studies etc, which all contribute to both theory and practice relevant in today's world. This article is a summary of the articles which were published in Vol 25 Issue 2 and Issue 3 (2025).



Volume 25, Issue 2 contains 28 research articles and 2 corrections covering a wide range of topics related to career development and educational transition processes. This issue includes articles from around the world, with several studies drawing on comparative samples or international student populations.

There are studies from Asia that highlight regionally specific concerns and cross-cultural contexts. Research from Europe addresses employability, skill transitions, and policy recommendations for NEET populations. North American studies engage with international students in the USA, illustrating diverse educational and cultural settings. An article from Africa focusing on Nigerian and Zambian university students' decisions to pursue teaching careers, offering insight into African higher education and career choice dynamics.

Across the issue, several interrelated themes emerge. A substantial portion of the issue explores how career identity, self-efficacy beliefs, emotional regulation, and psychological traits

influence career choice, motivation, and satisfaction. These articles position individual psychological resources as determinants of career outcomes, consistent with long-standing career development theories that emphasize self-belief and personal agency. A recurring theme is career identity and the development of self-efficacy, demonstrating the importance of Social and Emotional Learning (SEL) skills for future readiness.

Another recurring theme, particularly in the context of the Fourth Industrial Revolution, is the transition from school to work and higher education. The issue includes reflections on contemporary employment challenges, including remote work. Several articles explore contextual influences on career choice and cross-cultural dynamics, illustrating how external factors such as family, cultural expectations, immigration policies, and labour market uncertainty shape career outcomes. Issues such as immigration, family and social support, job insecurity, and employability—often influenced by socio-cultural and politico-economic systems—are examined. These themes reflect the realities of the modern workplace and highlight the need for career

sustainability in a rapidly changing world.

Overall, the articles in this issue underscore that career development processes and guidance needs are shaped by cultural contexts, while many psychological and structural determinants have cross-national relevance.

Volume 25, Issue 3 includes a diverse collection of studies addressing careers across the lifespan—from adolescence to early adulthood and into established working life. Themes such as career perceptions and expectations, future readiness and transitions, family and social influences, hope, personal identity, and cultural contexts are explored from global perspectives. The studies include contributions from Europe, Asia, and the Americas, reflecting the journal's international orientation.

Although the majority of articles use quantitative methodologies, qualitative and mixed-methods research is also represented. These approaches are used to explore identity, support systems, career barriers, psychological processes, inequalities, and intervention outcomes.

A number of articles examine career and educational perceptions among adolescents and young adults across different educational systems. One article that particularly caught my attention is, "I Know What I Want, But It Is a Hard Road Ahead":

Adolescents' Future Education and Careers" by Dušica Malinić, Ivana Đerić, and Slavica Maksić. The article captures the tension between aspirations secondary transitions

Another recurring theme concerns the psychological processes and socio-emotional resources that influence career development. Additionally, several contributions focus on scale development, measurement, and intervention techniques—an area relevant to both research and practice.

In summary, Volume 25, Issue 3 of the *International Journal for Educational and Vocational Guidance* (IJEVG) presents research spanning psychological, sociocultural, educational, and economic dimensions of career development. The contributions—featuring empirical work from Europe, Asia, and the Americas—illustrate how career guidance is shaped by cultural contexts and global labour trends.

Two key trends emerge from the 30 articles in this issue. First, there is a strong focus on developmental stages of career development, as well as psychological resilience and self-regulation as major determinants of future success and satisfaction. Second, there is clear evidence of innovative intervention and measurement strategies designed to support decision-making and adaptability across diverse populations.

The contributions in both issues advance theory and practice in career guidance, offering researchers and practitioners evidence-based insights into how individuals navigate education, work, and identity in a changing world.

A MEMBER BENEFIT

We'd like to remind that full access to the *International Journal for Educational and Vocational Guidance* (IJEVG) is included as part of your membership.

The IJEVG is a leading international, peer-reviewed journal that features the latest research, practices, and policy insights in the field of career and educational guidance. It offers a valuable resource for practitioners, researchers, and policymakers committed to advancing guidance worldwide

As an IAEVG member, you have exclusive access to the journal through your association membership. To read the latest issues, log in to the IAEVG website at www.iaevg.com. Once logged in, navigate to the "Members" section by clicking on the three-bar icon at the top right of the menu and select "IJEVG."

AUSTRALIA

David Carney
Executive Director
Career Industry Council of Australia



Revised National Professional Standards for Australian Career Development Practitioners

By David Carney

The Career Industry Council of Australia (CICA) has launched a new edition of the CICA Professional Standards for Australian Career Development Practitioners, updating the national framework that defines the qualifications, competencies and ethical obligations expected of career development practitioners in Australia. The Standards also underpin the National Register of Professional Career Development Practitioners.

The new edition responds to significant changes in career development practice, including shifts in labour markets, education and training systems, digital technologies and the growing use of artificial intelligence. The review was undertaken throughout 2025 and drew on international frameworks, emerging research, consultation with practitioners and member associations, and analysis of contemporary practice environments.

A key feature of the updated Standards is a stronger emphasis on digital literacy and responsible AI use. Rather than treating technology as a separate area of practice, the Standards recognise its relevance across contemporary career development work — from career information and communication to ethical practice, professional judgement and service delivery.

The revised framework reinforces core competencies in career development theory, labour market information, ethical practice, diversity and inclusion, communication, technology and professional practice application. It also strengthens alignment with international developments in career guidance policy and professionalisation, while remaining responsive to the Australian context.

The update comes as Australia responds to workforce shortages, economic transition, skills reform and

increasing demand for lifelong career support. In this context, the Standards provide a foundation for quality assurance, workforce capability and public trust in career development services.

For practitioners, the updated Standards clarify the knowledge and skills expected at each qualification level and provide a contemporary benchmark for professional learning and development. For employers, education providers and policymakers, they offer an authoritative reference point for workforce planning, course design and service commissioning.

FURTHER READING

The updated Professional Standards for Australian Career Development Practitioners are available on the CICA website:

<https://cica.org.au/professional-standards/>

DENMARK

Morten Maegaard, Chairman of the
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Two Main Guidance Counsellors' Associations Unite

By Morten Maegaard



The two main guidance associations in Denmark have merged into a single national body. After several attempts over the past decade the Danish Counsellors' Association (Danmarks Vejlederforening) and the High School Guidance Counsellors' Association (Ungdomsuddannelsernes Vejlederforening) have united under the name *Vejlederforeningen* — the Counsellors' Association.

The new association represents education, employment, and career guidance counsellors across Denmark. By bringing together counsellors from different sectors, the merger creates a broader professional organisation with a shared platform for representing the field of guidance and counselling. It is also intended to increase stakeholder understanding of what counselling is and the difference it makes within the Danish education system and labour market.

This is particularly relevant in connection with the ongoing reform of the Danish upper secondary school system, where the organisation and role of counselling are also being reconsidered. It is hoped that the reform will lead to counselling becoming an even more integrated part of each Danish upper secondary programme, through closer collaboration between teachers, school leaders, and the different types of counsellors involved.

The new association will collaborate with educational institutions, researchers, trade unions, and other relevant organisations to strengthen the counselling profession in Denmark and to support the professional community among counsellors across sectors.



Vejlederforeningen

<https://www.vejlederforeningen.dk>

FINLAND

From Strategy to Evidence: Finland's New Framework for Monitoring Lifelong Guidance Strategy

By Raimo Vuorinen

Raimo Vuorinen, International expert in lifelong guidance and career development systems and policy development.



Finland has developed a systemic monitoring framework for its Lifelong Guidance Strategy 2020–2028. The framework, commissioned by Finland's national Lifelong Guidance Forum (ELO Forum), provides a structured approach to assessing how well the strategy's objectives are being implemented across the guidance system.

The framework is built on a systemic view of lifelong guidance, recognising that guidance operates across multiple levels — from national policy decisions to service delivery and client experiences. Drawing on the logic model approach, each of the strategy's sub-objectives were analysed through four dimensions: inputs, processes, outcomes and impact, at three levels of action: policy, service arrangements and client-facing services. This systematic analysis produced 285 meta-criteria and indicators.

The meta-criteria were then condensed into three complementary surveys, each designed for a specific respondent group. The public decision-making survey is aimed at policymakers and strategic leaders, and assesses whether national policies create adequate conditions for guidance services. The service arrangements survey targets service providers and managers, examining how strategic objectives translate into practice. The client-level survey captures how guidance is experienced by clients — whether services are accessible, responsive and effective.

The three surveys are organised around thematic areas that span all six strategic priorities, from client-centredness and digital services to cross-sectoral coordination and evidence-based management. Each theme is represented at all three levels, enabling cross-level comparison: do policy intentions translate into service delivery, and do services produce the

intended client outcomes? The framework is designed for flexible use — from comprehensive national monitoring to theme-specific deep dives, regional self-assessment and time-series tracking.

The framework's design aligns with the four-dimensional indicator typology proposed by European Centre for the Development of Vocational Training (Cedefop) for the monitoring and evaluation of lifelong guidance systems and services and also reflects the thematic structure of Cedefop's Inventory of lifelong guidance systems and practices.

Although developed in the Finnish context, the framework's core design — a logic model applied systematically across policy, service and client levels — is transferable and can support the development of evidence-informed monitoring of guidance systems internationally

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INDIA

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International Education & Mobility.

From Aspiration to Readiness: Evolving International Guidance Pathways from India

By Mamta Khandelwal



Over the last 25 years, international educational and career guidance in India has changed in both scope and intent. In the late 1990s and early 2000s, international mobility was primarily associated with aspiration and status, with less attention to long-term employability, affordability, and inclusion. Since then, guidance practice has evolved in response to shifting global education systems, labour market requirements, and growing awareness of equity and sustainability.

A key development during this period has been the gradual recognition of European public education systems as realistic and attractive options. Publicly funded universities, subsidised tuition structures, and the close relationship between education and regulated labour markets—particularly in countries such as Germany—were not widely understood. Guidance professionals played an important role in clarifying institutional structures, language expectations, and academic and career trajectories.

As student participation increased, it became clear that expanding access alone was insufficient. From the mid-2000s onwards, guidance practice shifted away from destination-led counselling towards a readiness-oriented approach considering academic preparedness, language development timelines, cultural adaptability, and motivation. The focus moved from securing entry to supporting continuity, integration, and long-term outcomes, contributing to stronger retention and more sustainable transitions.

By the 2010s, guidance had expanded to address the full education-to-employment lifecycle. Support extended beyond admissions to include preparation for internships, applied learning, and transitions into regulated labour markets after graduation. While affordability remained significant, equal emphasis

was placed on institutional quality, recognition of qualifications, and alignment with workforce needs.

More recently, these readiness-led principles have also informed work in international healthcare mobility, particularly nursing pathways to Germany. International nurse recruitment in Germany operates within established ethical frameworks aligned with the WHO Global Code of Practice. Experience shows that ethical recruitment must be accompanied by structured readiness assessment and motivation screening; candidates understand professional standards, language demands, and integration requirements are more likely to remain and progress.

These developments reflect the expanding role of guidance professionals as intermediaries between education systems, labour markets, and individual wellbeing. Looking ahead, effective international guidance will depend on combining digital tools with human-centred counselling, embedding readiness and retention as core indicators of success, and ensuring that global mobility pathways remain inclusive, ethical, and sustainable.

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WHO (2020). Global Code of Practice on the International Recruitment of Health Personnel

Federal Ministry of Education and Research (Germany): Public Higher Education System

JAPAN

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Mariko Zaha, Representative Director, JOY ON Inc., Japan



Growing Peace through Career Education: Lessons from Okinawa and the Japan–Korea Dialogue

By Hiroe Kyan and Mariko Zaha



Okinawa, a subtropical island chain located in the southwestern part of Japan, consists of 49 inhabited islands and has historically served as a gateway to Asia. While the region has developed a rich cultural identity shaped by diverse influences, it has also experienced significant challenges rooted in World War II and post-war governance. Today, Okinawa continues to face structural issues such as high youth unemployment, early job turnover, and a high rate of undecided career paths among graduates. At the same time, industries face labor shortages, revealing a persistent mismatch between young people's career awareness and labor market needs. In remote island areas, where access to upper secondary education is limited, early-stage career development up to the age of 15 is particularly critical.

In response, Okinawa has developed a comprehensive model of community-based career education through collaboration among schools, industries, and local governments. This model is grounded in the cultural value of *yuimaaru*, meaning mutual support and collective responsibility. One of its core practices is job shadowing, through which students observe working professionals and develop realistic understandings of work and society. Expanding prefecture-wide, it now integrates career talks, experiential learning, and workplace visits. These initiatives are coordinated by local stakeholders and supported by career coordinators who bridge schools and communities. Longitudinal studies further suggest that such practices contribute to the development of career awareness, autonomy, and aspirations for self-realization among young people.

Building on these experiences, the Japan–Korea Round Table 2025 was held in Okinawa under the theme of “career education for peace.” Marking the 80th anniversary of the end of World War II, it offered space to reflect on Okinawa's history and its educational implications. Given the complex historical relationship between Japan and Korea the Round Table aimed to explore how career education can foster mutual



Picture. Career Talks

understanding, coexistence, and active social participation among youth in both countries.

The discussions highlighted that career education extends beyond preparation for employment; it also cultivates competencies essential for peaceful societies, including empathy, respect for diversity, and civic engagement. Okinawa's emphasis on relational values and community-based learning offers a unique perspective on how education can nurture the capacity to live together in diverse societies.

The Okinawan model demonstrates that sustainable human resource development can be achieved through community-wide collaboration. While challenges remain—such as strengthening articulation at the upper secondary level and enhancing individualized career support—the model provides valuable insights for other regions facing similar socio-economic issues.

Ultimately, career education can play a transformative role in individual development and in building more inclusive and peaceful societies—making international exchange of such practices essential.

MALAYSIA

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Evolution of Ethical Frameworks in the Malaysian Counselling Profession:

By Othman Mohamed & Ooi Pei Boon

The professionalisation of counselling in Malaysia reflects a deliberate, staged evolution that integrates education, legislation, and ethics. This journey offers a relevant case study for the global career guidance and counselling community, particularly in how ethical frameworks can remain adaptive while grounded in law.

The formal origins of counselling as a profession in Malaysia can be traced to 1985, with the seminal graduation of the first cohort of 42 Bachelor of Counselling graduates at Universiti Pertanian Malaysia. This milestone marked counselling's transition from informal helping roles into a structured, university-based discipline, supported by theory, supervised practice, and emerging professional norms. Academic formation preceded regulation, allowing the profession to mature intellectually before being legally formalised.

A major turning point occurred in 1998 with the enactment of the Counsellors Act 1998 (Act 580). This legislation transformed counselling into a legally recognised profession by protecting the title "counsellor," mandating registration, and establishing the Malaysia Board of Counsellors (LKM) as the statutory regulatory authority. Act 580 strengthened public trust, clarified professional boundaries, and provided a governance structure aligned with international professional standards.

Ethical governance was further operationalised through the publication of the first Kod Etika Kaunselor in 2011, translating statutory obligations into day-to-day professional conduct. This phase focused on consolidating professional identity, ensuring accountability, and safeguarding client welfare across diverse practice settings.

The revised Kod Etika Kaunselor (2025) reflects a profession responding proactively to contemporary and future challenges. Most notably, it introduces a dedicated ethical section on distance counselling, technology, and social media, providing clear guidance on online practice, confidentiality in digital environments, professional boundaries, and responsible technology use. This update directly addresses post-pandemic service delivery realities and the increasing influence of digital and AI-assisted tools in counselling and career guidance.

The 2025 Code also strengthens expectations around counsellor self-care, impairment monitoring, and supervision, reframing practitioner well-being as an ethical responsibility rather than a personal choice. Additionally, it deepens commitments to multicultural competence and contextual sensitivity, reflecting Malaysia's plural society and offering transferable lessons for other multicultural contexts.

As of 31 December 2025, 12,748 registered and licensed counsellors under LKM, 40 years after the first counselling graduates, are practising in Malaysia, indicating sustained growth and institutional stability. Malaysia's experience demonstrates that robust legal foundations combined with living, revisable ethical codes enable innovation, resilience, and professional longevity—key considerations for career guidance systems globally.

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MONTENEGRO

Montenegro's New Career Management Skills Framework: Competences, Ethics and Practice

By Vučina Zorić

Dr Vučina Zorić, Professor in the Department of Pedagogy at the Faculty of Philosophy within University of Montenegro.



Montenegro has published a Career Management Skills (CMS) Framework developed through the joint initiative of the Ministry of Education, Science and Innovation and the European Training Foundation (ETF). The framework was finalised following a series of expert focus groups and aims to build a coherent, cross-sectoral career guidance system in the country.

The CMSF defines the knowledge, skills, attitudes and social networking skills individuals need to manage their careers across the lifespan, covering both first transitions — from education to education and from education to work — and lifelong transitions between employment, learning and self-employment. Grounded in Kolb's experiential learning theory, it treats career learning as a continuous, personalised spiral process rather than a one-off informational event. The framework creates a shared language for career guidance across education, employment, youth and social inclusion sectors.

The framework is organised around three broad areas: *Myself in Context* (self-awareness, social-emotional and community skills), *My Education and Learning*, and *My Work/Career/Livelihood*. Each area maps baseline competences for young people navigating first transitions alongside more advanced elements relevant to adult transitions, giving practitioners and policymakers a flexible yet structured national curriculum framework.

The document also includes a Competence Profile for Career Guidance Practitioners, covering five domains: client work, cooperation and collaboration, quality assurance, system support, and personal and professional development. The profile specifies knowledge, skills and attitudes for each domain and is intended for use across all sectors — schools, public employment services, NGOs, higher education and

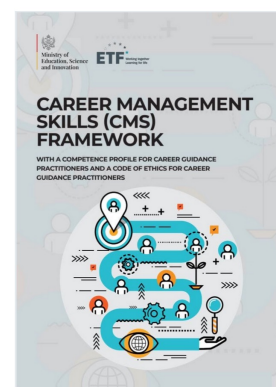
social inclusion services. It is designed to be reviewed and updated every three to five years

A third component, the Code of Ethics for Career Guidance Practitioners in Montenegro, was adapted from the IAEVG Ethical Guidelines and contextualised through extensive stakeholder consultations. It addresses responsibilities towards clients, colleagues, management and employers, theory and research, and professional development. Notably, it includes a dedicated section on the ethical application of artificial intelligence in career guidance.

The contextual framing of the document addresses challenges specific to Montenegro, including significant youth unemployment, distrust in institutional objectivity, and limited dual education opportunities. These factors shaped the selection and weighting of competences throughout the framework. The development process involved representatives from ministries, public employment services, employer organisations, youth councils and career guidance practitioners.

FURTHER READING

Ministry of Education, Science and Innovation (2026). Career Management Skills Framework. <https://www.gov.me/en/documents/4ca05792-0668-4c88-83e5-120a6baa0a17>



SERBIA

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Serbia Introduces Ethical Principles for Career Practitioners

By Ivana Čvorović Plavšić

Serbia has taken an important step in strengthening the quality and professional identity of career guidance and counselling by developing the *Ethical Principles for Career Practitioners*. The document establishes a shared ethical foundation for practitioners working across education, employment, youth work, social protection and the economy. It aims to support responsible, client-centred and consistent services for people of all ages and at different stages of learning, work and career development.

The Principles were developed within the Working Group for Improving the Quality of Career Guidance and Counselling Services, led by the Qualifications Agency of the Republic of Serbia, with the support of the Education to Employment project. They are aligned with Serbia's Career Guidance and Counselling Service Standards and the Law on the National Qualifications Framework. The Working Group also drew on national and international references, including the IAEVG Ethical Guidelines, ethical frameworks from other countries and ethical codes from related helping professions in Serbia.

The document is organised around three areas of professional activity: working with clients, responsible practice and working in the community. In relation to clients, it emphasises a holistic approach, the client's best interest, equality and respect, confidentiality and personal data protection, openness and transparency, and neutrality, including the prevention of conflicts of interest.

The second area, responsible practice, focuses on professional integrity, impartiality, self-awareness, continuing professional development and lifelong learning. It also addresses the professional use of tools and instruments, including digital tools, and

highlight the need to adapt methods to different users, with attention to accessibility, inclusion and social responsibility. Within this area, the principles refer to two topics that are increasingly relevant in career guidance and counselling practice. The first is the responsible use of social media, digital technologies and artificial intelligence, including data protection, algorithmic transparency and the prevention of bias. The second is practitioner well-being. The document recognises that ethical and high-quality services depend also on the practitioner's ability to maintain professional boundaries, manage workload and recognise signs of stress or burnout. It recommends a framework for supervision and intervention to support reflective practice and help prevent professional burnout.

The third area, working in the community, situates career practitioners within a broader ecosystem. It encourages participation in strategic frameworks, cooperation with stakeholders, and the promotion of career guidance and counselling in local communities.

This work is taking place alongside the further development of Serbia's professional career guidance community, including the recently established Job Info Center Association. Continued networking of practitioners nationally, regionally and internationally, including with associations such as IAEVG will be important for sustaining progress and strengthening ethical, accessible and high-quality services.

FURTHER READING

Etički principi za karijerne praktičare (in Serbian)
<https://azk.gov.rs/dokument.php?tip=1&token=4s3xsn71oy680g.pdf>



IMPRESSUM

The Editorial Board thanks all authors who contributed to this issue for their precious work.

The IAEVG Magazine (formally know Newsletter) is published three times a year, presenting short articles, columns, reviews and previews of conferences, events and resources.

The Editorial Board welcomes submissions for the next issues. Authors are kindly requested to contact the General Editor editor@iaevg.com

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