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EDUCATIONAL AND VOCATIONAL GUIDANCE

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From IAEVG

Digital Developments
in Guidance

From Around
the World

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PRESIDENT'S COLUMN

Dear IAEVG Members and Colleagues,

Not long ago, during a training session with practitioners, someone said to me: “It feels as if technology is moving faster than we are, and we are constantly catching up.” I imagine many of you have felt the same. Digital tools are entering our field at an incredible pace — from online career platforms and digital resources to experiments with AI-powered applications. They bring enormous promise, but also uncertainty about what all this means for our profession.

The potential of information and communication technology (ICT) has long been recognised in our field. From the early days of paper-based and printed resources, we moved into online resources, and digital platforms, and now find ourselves navigating artificial intelligence. But the real transformation is not about the tools themselves — it is about how they are changing the way people experience guidance. Today, individuals expect immediacy, interactivity and personalised support, often through digital channels. For us, this is both an opportunity and a challenge.

The opportunity is clear: existing and emerging technologies can extend access, make information more engaging, and support people at times and in places where traditional services may not reach. The challenge is equally clear: if guidance becomes only about technology, we risk losing its essence. Guidance has never been only about providing information or data; it is about enabling people to interpret, reflect, and and make decisions. That human element—listening, understanding, supporting agency—cannot be automated. This is our enduring value.

I believe this is a moment not just to adapt, but to reimagine. What do we want our profession to look like in a digital age? We are increasingly seeing models where artificial intelligence and other technologies take care of routine tasks, freeing practitioners for deeper, more meaningful conversations. We are also witnessing the growth of online guidance communities, where individuals learn not only from professionals but also from one another, with us serving as facilitators of dialogue and reflection. And perhaps digital tools are in some cases making guidance more inclusive, reaching those who previously had little or no access. Yet, we must also acknowledge that the digital divide remains a significant barrier. Access to technology, connectivity, and digital literacy is uneven, and without careful attention, innovation risks widening rather than closing gaps.

As we step into this future, we should not measure ourselves by the technologies we use, but by the human difference we make. The question is not only *what we are doing*, but *who we are becoming as professionals*. Our role is to ensure that guidance remains human-centred, ethical, and inclusive — no matter how the digital landscape evolves.

I encourage you to approach existing and emerging technologies with curiosity and creativity, but also with confidence in what we as professionals can contribute: to empower people to find their way forward.

Warm greetings,
Jaana Kettunen

President of IAEVG
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IN THIS ISSUE

Welcome to this issue of the IAEVG Magazine, devoted to the theme of digital developments in guidance. Digitalisation has moved from being a supporting tool to becoming a central force in shaping how educational, vocational, and career guidance services are designed, delivered, and experienced worldwide. This rapid evolution offers both exciting opportunities and pressing challenges for our profession.

Across this issue, you will find contributions that reflect the breadth and depth of current discussions. Some articles explore the bigger picture, such as long-term analyses of ICT in career development and insights into how artificial intelligence is beginning to reshape the field. Others focus on practical dimensions: how digital meetings can be made more inclusive, how professionals can adapt to AI-supported services, or how to present effectively in a second language in virtual spaces.

Beyond the digital theme, this issue showcases a rich tapestry of international perspectives on educational, vocational, career guidance and counselling. From strategic frameworks in Ireland and Iceland to outreach efforts for youth not in employment, education, or training, the articles highlight how different countries are responding to local needs while contributing to global dialogue. With contributions from over a dozen countries, including Australia, Chile, the Czech Republic, Japan, and South Africa,—each offering unique insights into policy, practice, and innovation.

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: Guidance in a Changing World

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 98: **October 15th**



REVISION OF IAEVG ETHICAL GUIDELINES

by Jaana Kettunen and Mary McMahon

The International Association for Educational and Vocational Guidance (IAEVG) is committed to the global provision of educational, vocational, and career guidance, provided by competent and recognized professionals. IAEVG members value the dignity, freedom, and integrity of people in making lifelong learning, work, and career choices and decisions at all ages, across their life roles, as they anticipate, prepare for, enter into, face and cope with the dynamics of the labour market and the workplace. Social justice is a foundational value for supporting clients and the public and for shaping the organizational structures where members deliver educational vocational, and career guidance services.

IAEVG members recognize that vocational choices and career development have an impact that reaches beyond the individual, to families, communities, and the larger society and environment. National and global economies and the structure of the labour market influence individuals' and families' opportunities and constraints related to career directions, decisions, and sustainable careers. Thus, IAEVG members play important

roles in influencing the social discourses in institutions and networks that shape the nature of policies and services, the theories and tools that are used, and the resources available to clients and the public. With the increasing integration of artificial intelligence (AI) in educational, vocational, and career guidance, members must also consider its ethical implications, including fairness, transparency, and the protection of client autonomy.

The Ethical Guidelines

IAEVG members are engaged in an ongoing process of defining and redefining the services, goals, and targets of organizations concerned with educational, vocational, and career guidance. The IAEVG Ethical Guidelines serve as a resource to guide professional conduct and support members in their professional practices with the people they serve and work with. Ethics represent the morals and principles that guide decision-making, action, and professional practice. Through joining IAEVG, members agree to the conscious and intentional application of ethical standards of conduct. IAEVG members have a responsibility to protect their clients, the profession, and other professionals.

The IAEVG Ethical Guidelines provide a reference for:

- making ethical decisions and actions as individual practitioners,
- informing the public of expected standards of professional practices and behaviour,
- providing evaluative criteria for self-assessments, peer evaluation, and supervision to ensure quality standards in service provision,
- seeking organizational support for professional development, and
- planning agency policies and services.

The IAEVG Ethical Guidelines identify minimum essential goals for ethical behaviour and may stimulate the professional development of IAEVG members. As an international association, IAEVG recognizes that the Guidelines cannot address every possible ethical dilemma that members experience in their diverse national or cultural contexts. Members are encouraged to use the Guidelines to inform the creation of ethical guidelines in the own countries and local regions.

The IAEVG Ethical Guidelines are organized around five core areas specifically:

- *Ethical responsibilities to clients*: How we work with clients—ensuring their welfare comes first, respecting their choices, and protecting their privacy.
- *Ethical responsibilities to colleagues and professional associates*: How we work with other professionals—sharing knowledge, maintaining professional standards, and supporting each other's development.
- *Ethical responsibilities towards government, employers, community agencies, and community members*: How we engage with the broader systems—advocating for better policies and challenging unfair practices.
- *Ethical responsibilities regarding use of existing and emerging technologies*: How we work with existing and emerging technologies—responsibly integrating them into practice

- *Ethical responsibilities to theory and research*: How we contribute to and use professional knowledge—conduct ethical research and applying evidence-based practices

- *Ethical responsibilities to professional learning and development*: How we maintain and improve our competence—staying current with new developments and reflecting on our practice.

Why Revise Now?

The current IAEVG Ethical Guidelines were adopted in 2017. While these guidelines have served the profession well, the eight years since their adoption have brought changes that require our ethical framework to evolve.

Ethical guidelines are living documents. They must evolve to remain relevant to the challenges professionals face in their daily practice. The revision seeks to make the language clearer, the structure simpler, and the principles more actionable. In doing so, the guidelines will become a stronger and more user-friendly resource worldwide.

The past decade has seen an explosion of digital tools in education and career development — from online assessments and digital platforms to AI-powered systems that are re shaping how services are delivered. The 2017 guidelines mention technology and social media but couldn't anticipate the ethical complexities of AI systems that can simulate human conversation, support decision-making, and process vast amounts of personal data.

The IAEVG advocates the development of ethical guidelines that prioritise client rights and autonomy while upholding the integrity of educational, vocational and career guidance. These guidelines should ensure that AI applications respect individuals' privacy, prevent discriminatory outcomes, and foster socially just practices that align with our association's values.

Transparency in how AI operates is another important ethical consideration. As AI technologies grow more sophisticated, it is vital that clients and practitioners understand how these systems arrive at recommendations or decisions. To this end, we emphasise the importance of practitioners being knowledgeable about AI systems to mitigate bias risks and support client autonomy, ensuring that AI serves as a facilitator of opportunity rather than a barrier. Additionally, practitioners must remain vigilant in evaluating AI-based recommendations, critically assessing their quality, and advocating improvements when needed.

By renewing IAEVG Ethical Guidelines now, we are ensuring they continue to be a living resource—one that reflects both the timeless principles of our profession and the urgent challenges of today.

The revised guidelines will be presented in the coming months. We encourage all members to engage with them, reflect on their practice, and contribute to shaping the standards that guide our profession globally.



AN ANALYSIS OF ICT IN CAREER DEVELOPMENT FROM 2009 - 2022

by Debra Osborn & James P. Sampson, Jr.

How has technology reshaped career, educational, vocational guidance and counselling over the past decade? A comprehensive review of 80 peer-reviewed articles reveals both promising developments and persistent challenges in integrating Information and Communication Technology (ICT) into career services. This analysis updates our understanding of digital innovation in career development and provides essential insights for practitioners, researchers, and policymakers working to harness technology's potential while addressing its limitations.

The integration of Information and Communication Technology (ICT) into career guidance and counselling has significantly transformed how services are delivered and how clients access career support. Since 2010, when Sampson et al. analysed articles published on the use of information and communication technology (ICT) in the field of career development spanning the years 1990 to 2009, ICT has continued to evolve, affecting both clients and career practitioners.

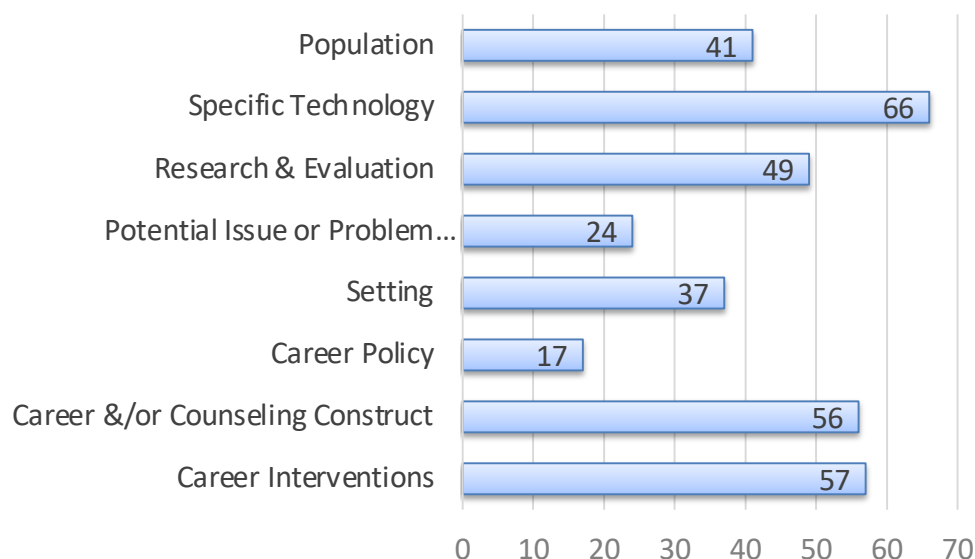
To better understand this evolution, Osborn et al. have conducted an updated review of 80 ICT-focused, peer-reviewed articles from 2010 to 2022 in seven career development journals. Due to the expansion of ICT since 2010, the authors chose to narrow the focus exclusively on peer-reviewed articles. The 80 articles were selected from over 1000 articles per database (e.g., 1137 in ERIC; 1605 in PsychInfo) via determining appropriateness of articles by reviewing article titles, keywords, abstracts, and article content.

The detailed article selection process is outlined in the published article. In this present article, two of the authors of the most recent article (Osborn and Sampson) summarize the key findings and recommendations noted by these researchers.

Content areas

The researchers identified nine main areas of focus within the 80 articles, providing a comprehensive picture of how ICT is being studied and applied in career development. These areas include: career intervention, career policy, career and/or counselling construct, population, potential issue or problem, research and evaluation, setting, and specific technology. Table 1 shows the frequencies of the nine categories within the 80 articles. Some articles covered multiple categories. Tables within the article provide more specific details including frequencies and breakdowns for each topic.

Table 1. ICT Categories in Articles 2010-2022.



Key results from the review

The analysis revealed several important patterns and trends that illuminate both the progress made and the challenges that remain in ICT integration within career, educational, vocational guidance and counselling. These findings offer valuable insights into the current state of the field and highlight areas requiring greater attention.

General Observations

- Publications focusing of ICT in career journals have increased since 2009, especially on topics of career theory, career constructs, and research and evaluation.
- Published ICT-related articles are on a positive trajectory, indicating growing scholarly interest in this field.
- Since 2009, the most prolific writers on the topic contributed as first author, co-author, or solo author to nine articles.
- Most of the ICT-related research was generated by two universities.
- Career practitioners remain underrepresented in article authorship.
- Articles that included a setting most often focused on colleges and universities.
- Career policy was the least frequently addressed topic (21%).

Findings Related to Career Interventions

- Career intervention was the most commonly addressed area in the 80 articles (71%).
- The most common ICT-related career interventions were interactive online career interventions, online career support and counselling, and online career assessment.
- 37% of career intervention-focused articles and 46% of career and/or counselling construct-focused articles described a career theory as a foundation for the intervention. Of articles identifying career theories, Social Cognitive Career theory (32%; Lent & Brown, 2020) and Holland RIASEC theory (21%; 1997) were most often identified.
- Online career assessments and interventions were the most frequently identified specific type of technology (27%) in articles, with less frequent options being virtual worlds or simulators, and computer-assisted career guidance systems.



A Matter of Ethics

- Only three of the 80 articles focused primarily on ethical issues related to ICT, with each discussing the several challenges related to implementing ICT. What is needed is a discussion/ application/ evaluation of current policies that address the identified challenges.
- However, multiple ICT-related concerns were noted, usually in the discussion sections, in many of the other articles, that are related to ethical standards, such as ICT quality (e.g., client privacy), practitioner attitudes towards ICT, concerns about clients' ability to access ICT, and policies/standards.

Recommendations

Based on their findings, Osborn et al. (2024) made the following recommendations:

- Ethical standards and guidelines of career-related organizations (e.g., IAEVG, NCDA) need to be regularly updated to reflect emerging ICT-specific issues, related applications, and practitioner competencies.
- Career theory should serve as a foundation for exploring career constructs and career interventions.
- Case studies from the field that involve ICT and ethical considerations are needed.
- Career practitioner-researcher collaborations should continue to be encouraged so that research exists to ensure innovation and relevancy.
- Researchers need to be encouraged to continue examining the role of ICT in clients' career decision-making. Special attention might be given to how tools many clients engage in on a daily basis (e.g., social media, wearable technology) could or do influence their career decisions.
- Research needs to extend beyond the college setting (e.g., employment agencies, elementary/middle schools) and include individuals actively seeking career assistance.

- Career practitioners need to regularly evaluate their knowledge of current ICT-related assessments, interventions, information and approaches.
- Information about the use and concerns of ICT in career development must be made available in venues including and extending beyond professional journals, such as newsletters and professional websites.

Limitations

The authors noted several limitations in their analyses that should be considered. First, the narrow selection of journals focused on career development meant that journals with a broader focus were not included. Thus, relevant articles might have been overlooked. A second limitation involved how the nine categories were determined. The authors reviewed the keywords and created categories which might be reflective of author bias; others might have identified different categories. As an experiment, the authors of this present paper copied and pasted just the keywords of the 80 articles and asked an AI platform to identify nine categories with the prompt, "Organize the words and phrases into nine key categories." While some of the categories were similar (e.g., career interventions, research), others were not (e.g., work-life and occupational stress, employment trends and work context).

Conclusion

Periodically reviewing the literature across multiple studies and decades helps us better understand the forces that influence how ICT and the field of and the field of career, educational and vocational guidance and counselling evolve (or fail to evolve) over time. In comparing the 2009 article to the in-press article, it is apparent that some areas have not changed much, such as the call for practitioner involvement in research or the need for ethical conversations. At the same time, it is apparent that things are changing, such as the role of social media in the development of client's self and options knowledge, and career information and decision-making. Given the rapidly changing nature of ICT in clients' lives, career practitioners' work, and even published articles by researchers, regular comprehensive reviews of what has been and what is currently the case can provide a picture of where we have been, where we are, and where we might be heading.



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DIGITAL TECHNOLOGIES IN CAREER GUIDANCE FOR YOUTH

By Anthony Mann & Jaana Kettunen

The landscape of career guidance has undergone a dramatic transformation in recent decades. Where students once relied primarily on face-to-face interactions with career counselors and printed materials, they now have access to a vast digital ecosystem of career exploration tools, online mentorship platforms, and virtual work experiences. This shift represents both tremendous opportunity and significant challenges for career guidance professionals worldwide.

The Digital Turn

Recent international data reveals the extent to which digital technologies have become central to how young people explore their futures. Across OECD countries, nearly 80% of 15-year-old students report using the internet to research career information, while 72% have searched online for information about post-secondary education programs. These figures represent substantial increases from previous years, demonstrating that digital career exploration has become the norm rather than the exception.

This trend accelerated dramatically during the COVID-19 pandemic, when traditional face-to-face guidance activities became impossible. Career guidance systems worldwide were forced to rapidly adapt, leading to widespread adoption of video counseling, virtual career talks, and online work placements. What began as an emergency response has evolved into a permanent feature of modern career guidance delivery.

The shift toward digital-first career exploration reflects broader changes in how young people access information and make decisions about their futures. For many students, researching careers online has become as natural as checking social media or completing homework assignments. This presents both opportunities to reach students where they are and challenges in ensuring they receive high-quality, reliable guidance.

Expanding Access and Personalisation

Digital technologies offer unprecedented opportunities to personalise career guidance at scale. Advanced platforms can now adapt to

individual student interests presenting customised career information based on responses to interactive questionnaires. Students can explore careers that align with their values, interests, and skills through sophisticated matching algorithms that would have been impossible to deliver through traditional paper-based assessments.

Geographic barriers are also breaking down. Students in rural or remote areas can now access the same quality of career information and even interact with professionals from industries that may not exist in their local communities. Virtual career talks connect classrooms with professionals worldwide, while online work experience programs allow students to explore careers in fields where traditional placements might be impractical or impossible.

The efficiency gains are equally significant. Digital platforms can handle routine information delivery and initial career exploration activities, potentially freeing career counselors to focus on more complex, individualised support. Students can access career resources 24/7, allowing them to explore at their own pace and return to materials as their interests evolve.

Bridging the Equity Gap

Perhaps most promising is digital technology's potential to address long-standing equity challenges in career guidance. National career portals ensure that all students, regardless of their school's resources or location, have access to comprehensive, up-to-date career information. These platforms can be particularly valuable for students from disadvantaged backgrounds who may have limited access to career networks or information through family connections.

Digital tools also offer new ways to challenge stereotypes and broaden career horizons. Online platforms can systematically expose students to



in their immediate environment. For students with disabilities, digital platforms can incorporate accessibility features like text-to-speech functionality and multiple language options, making career guidance more inclusive than ever before.

However, the promise of digital equity comes with important caveats. A persistent digital divide means that students from lower socioeconomic backgrounds are systematically less likely to engage in online career research. Access to reliable internet and appropriate devices remains a barrier for many students, particularly in rural areas. Even when access exists, students may lack the digital literacy skills needed to critically evaluate online career information.

Challenges and Concerns

While the opportunities are substantial, the rapid adoption of digital career guidance tools has outpaced our understanding of their effectiveness. The overwhelming majority of digital career guidance resources have never been rigorously evaluated, making it difficult for educators and policymakers to make informed decisions about which tools to adopt.

Quality concerns are paramount. The democratisation of career information means that students now encounter a mix of reliable, evidence-based resources alongside marketing

materials, outdated information, and potentially biased content. Unlike traditional career guidance materials that typically undergo professional review, online resources vary dramatically in quality and accuracy.

The rise of artificial intelligence in career guidance platforms presents both opportunities and risks. While AI can provide personalised, responsive career advice at scale, it can also perpetuate existing societal biases. Systems trained on historical data may reinforce gender stereotypes, suggesting STEM careers less frequently to girls or care-giving roles less often

to boys. These algorithmic biases can be particularly harmful when they influence young people's perceptions of what careers are available to them.

Privacy and data protection represent additional concerns. Many digital career guidance platforms collect extensive personal information about students' interests, academic performance, and career aspirations. Ensuring this sensitive data is protected and used appropriately requires careful oversight and clear governance frameworks.

The Persistent Paradox

Despite unprecedented access to career information, international data reveals a troubling paradox. At the same time that digital career resources have proliferated, young people's career aspirations have actually become more concentrated and narrow. An increasing proportion of students expect to work in a small number of

prestigious professional occupations, despite these fields employing only a fraction of the workforce.

This suggests that simply providing access to information is insufficient. Students need support in critically evaluating career information and understanding the full spectrum of opportunities available to them. The challenge lies not just in delivering information, but in helping young people develop the skills and confidence to make informed career

Looking Forward

For career guidance professionals navigating this digital landscape, several key principles emerge. First, digital tools should complement, not replace, human interaction. The most effective approaches combine the efficiency and accessibility of digital resources with the personalised support that only skilled counselors can provide.

Second, professional development in digital literacy must become a priority. Career counselors need training not only in how to use new technologies but also in understanding their limitations and potential biases. This includes developing skills in evaluating digital resources and helping students do the same.

Third, systematic evaluation of digital career guidance tools must become standard practice. Just as we would evaluate any other intervention, digital resources should be assessed for their effectiveness, accessibility, and potential for bias. This requires collaboration between researchers, practitioners, and technology developers.

Finally, addressing the digital divide requires intentional effort. Ensuring equitable access to digital career guidance means not only providing devices and internet access but also building the digital literacy skills that enable students to use these tools effectively.

The OECD's Observatory on Digital Technologies in Career Guidance for Youth (ODiCY) serves as a valuable repository of global best practices. With over 50 case studies spanning 16 countries, ODiCY showcases how thoughtful integration of technology can create more effective, efficient, and inclusive guidance services

Conclusion

The integration of digital technologies into career guidance represents a fundamental shift in how we support young people's career development. While the opportunities are substantial – from personalised guidance at scale to breaking down geographic and social barriers – realising these benefits requires careful attention to quality, equity, and effectiveness.

The future of career guidance lies not in choosing between digital and traditional approaches, but in thoughtfully integrating both to create more effective, accessible, and equitable systems. As we continue to navigate this digital transformation, our focus must remain on what matters most: helping all young people develop the knowledge, skills, and confidence they need to build fulfilling careers in an ever-changing world.

The tools may be new, but the fundamental mission remains unchanged: empowering young people to understand themselves, explore their options, and make informed decisions about their futures. In our increasingly connected world, this mission is more important – and more achievable – than ever before.



Anthony Mann created and led the OECD Career Readiness project at the OECD. He now works independently.

<https://www.linkedin.com/in/anthony-mann-81aaba17/>

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THE ROLE OF PRACTITIONERS IN DELIVERING CAREER GUIDANCE SERVICES THAT UTILISE ARTIFICIAL INTELLIGENCE

by James P. Sampson, Jr.

As generative artificial intelligence transforms career guidance services, fundamental questions about practitioners' roles have resurfaced. While AI expands access to career resources, concerns about content validity and AI hallucinations persist. This article argues that practitioners remain essential for helping individuals navigate AI-based tools effectively and that AI should augment rather than replace human expertise until stronger evidence supports AI-only interventions.

The question of the appropriate role of practitioners in career intervention has reemerged in the era of generative artificial intelligence (AI). For example, are practitioners still **needed** in AI-based career guidance services? If so, what are they needed for?

While some aspects of the practitioner's role in relation to information and communication technology (ICT) have changed over time, other roles have remained the same. For example, the role of practitioners in social media content moderation is new while the role of practitioners in promoting career resources that provide evidence of assessment and information validity has persisted over time (Sampson et al., 2020).

One factor influencing the role of practitioners is the increased delivery of internet-based self-help career assessments and information. While greater access has been beneficial in making it easier for individuals to obtain the resources they need, concerns about the validity of these resources and the availability of practitioner support for individuals when needed have persisted (Sampson et al., 2020). While some individuals can benefit from entirely self-help interventions, others with low decision-making readiness require assistance from a practitioner to benefit from career resource use (Sampson et al., 2023).

Internet-based self-help career assessments and information may now include AI elements. Two key factors influence the quality of AI-generated output. The first is the identification and validity of the source material used to train AI large language models;

the second is the occurrence of hallucinations—instances where large-language models generate erroneous but plausible output (Maleki et al., 2024). Practitioners are clearly needed to help individuals learn how to identify valid AI-based career assessments and information. (See International Association for Educational and Vocational Guidance, 2024; National Career Development Association, 2024, for a further discussion of ethical issues and standards related to AI.)

A starting point for promoting the validity of AI-based career resources is to be clear and consistent in describing the role of practitioners and ICT in career intervention. An early effort to clarify these roles in career intervention involved distinguishing between the terms “computer-assisted” versus “computerized” (Sampson, 1987). The term computerized implied that human labor was being replaced by the computer. This was—and remains—a partially inaccurate assumption as practitioners are often needed in career intervention delivery to help individuals make effective use of the assessments and information they receive.

In discussing the application of AI, Wu (2025) suggested that AI either “augments” or “replaces” human effort. When practitioners assist individuals in selecting and using AI tools, AI augments career interventions. However, given the previously noted issues with the identification and validity of source material used to train AI large language models—and the

risks of hallucinations—using AI to replace practitioners may lead to inconsistent and ineffective self-help career interventions. AI should only replace human effort when sufficient evidence exists that career assessments and information are valid, and that self-help career interventions contribute to positive career development outcomes. This is especially important when AI systems respond to prompts where individuals indicate potential self-harm or abuse form others. Evidence is needed that in these circumstances AI systems respond appropriately in terms of established standards of practice. When AI is used as part of a career guidance intervention, the practitioner role can include recommending that individuals ask the same career question to more than one AI system, thus increasing the chances of identifying hallucinations.

In this early stage of AI development and its use in self-help and practitioner-assisted career interventions, AI should serve more as an augmentation than as a replacement for the practitioner. Over time, experience and evidence will clarify the optimal balance between AI and the human effort of the practitioner.



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MAKING DIGITAL MEETINGS MORE ACCESSIBLE

by Petra Røise

As digital communication becomes a cornerstone of career guidance and professional development, ensuring accessibility for all participants is more important than ever. For individuals with hearing impairments, digital meetings can present unique challenges, but with the right tools, practices, and mindset, these barriers can be effectively addressed. This article outlines practical guidelines and technologies that organizations and career counsellors can adopt to create more inclusive, engaging, and equitable virtual environments for everyone.

Digital meetings offer unprecedented flexibility for career guidance services, but they also create accessibility barriers for participants with hearing impairments. Unlike face-to-face interactions where lip-reading, body language, and spatial audio provide context, virtual environments often rely heavily on compressed audio quality that can exclude participants from full engagement.

Common challenges include delayed or inaccurate captions, poor audio quality, technical difficulties with assistive devices, and meeting formats that don't accommodate different communication preferences. The following strategies can help transform digital meetings into truly inclusive spaces where all participants can contribute meaningfully.

Technical Solutions

Live Captioning: Modern video conferencing platforms offer robust captioning features that can transform meeting accessibility. Microsoft Teams, Zoom, and Google Meet all provide built-in live captioning that converts speech to text in real-time. These automated

captions, while not perfect, provide a valuable foundation for following conversations. For critical meetings, consider professional captioning services that offer higher accuracy and can handle technical terminology common in career guidance contexts.

High-Quality Audio Excellence: Clear audio forms the backbone of accessible digital communication. Invest in external microphones rather than relying on built-in computer microphones, as they significantly improve sound clarity. Establish clear speaking protocols where only one person speaks at a time, allowing both human listeners and captioning software to process speech more effectively. Minimize background noise by muting participants when not speaking and encourage the use of noise-cancelling technology. Consider using headphones to reduce audio feedback and echo, as these can be particularly disorienting for participants who rely on residual hearing.

Meeting Management and Structure

Pre-Meeting Preparation: Share agendas, presentation slides, and relevant documents at least 24 hours before the meeting. This advance preparation allows participants to familiarize themselves with key topics and terminology, making it easier to follow discussions even when audio or captions are unclear. Include contact information for technical support and encourage participants to test their technology beforehand.

Active Chat Utilization: Transform the chat function from a side conversation into a powerful accessibility tool. Designate someone to actively summarize key points, decisions, and questions in the chat throughout the meeting. This creates a running transcript that participants can reference and ensures nothing important is missed. Encourage all participants to use chat for questions, as this can be less disruptive than verbal interruptions.

Strategic Break Scheduling: Digital meetings can be cognitively demanding, particularly for participants who are processing visual information, reading captions, or using other assistive technologies. Schedule regular breaks every 45 minutes, with 15-minute intervals being ideal. These breaks prevent fatigue and allow participants to process information and ask clarifying questions.

Comprehensive Post-Meeting Follow-Up: Send detailed written summaries within 24 hours of each meeting. Include key decisions, action items, and next steps. When possible, provide meeting recordings with accurate captions. Consider creating brief video summaries for complex topics, ensuring these also include captions or transcripts.

Awareness and Attitudes

Training and Professional Development: Invest in comprehensive training for hosts and participants on inclusive communication practices. This training should cover clear speech techniques, the importance of facing cameras when speaking, and strategies for managing group discussions respectfully. Educate team members about the cognitive load that processing multiple forms of information can create, fostering empathy and patience in digital environments.

Proactive Accommodation Strategies: Reach out to participants before meetings to discuss their specific needs and preferences. Some individuals may prefer written materials over verbal presentations, while others might benefit from one-

one-on-one pre-meeting briefings. Create a culture where requesting accommodations is normalized and welcomed rather than seen as burdensome.

Universal Design Principles: Recognize that accessibility improvements benefit everyone, not just those with hearing impairments. Clear audio helps participants in noisy environments, written summaries support those who prefer text-based learning, and structured agendas improve meeting efficiency for all attendees.

Building an Inclusive Professional Culture

By prioritizing accessibility in digital meetings, we create more than just barrier-free communication—we foster a professional culture that values diversity, inclusion, and respect for all participants. For career guidance counsellors, this commitment to accessibility models the inclusive workplace practices we hope to see our clients experience throughout their professional journeys.

Creating truly accessible digital meetings requires ongoing commitment and continuous improvement. Start with one or two strategies, gather feedback from participants, and gradually expand your accessibility toolkit. Remember that the goal is not perfection but progress toward more inclusive professional environments.-

When we make digital communication accessible, we unlock the full potential of our diverse professional communities. Every voice deserves to be heard, valued, and empowered. With thoughtful planning and the right tools, digital meetings can become powerful instruments for equity, connection, and meaningful career development for all participants.

Petra Røise is an Associate Professor at the University of South-Eastern Norway (USN). Her research focuses on how to support young people in career education. She is board member of the IAEVG.



TIPS FOR PRESENTING IN SECOND LANGUAGE

by Outi Ruusuvirta-Uuksulainen



Have you ever given a presentation where half your audience was following in their second—or even third—language? At conferences, webinars, workshops, or online meetings, participants are often listening, speaking, and contributing in languages that are not their first. This multilingual reality enriches professional exchange, but it also brings challenges. The ability to present clearly and understandably in such settings has become increasingly important—not only for sharing ideas, but for ensuring that diverse voices can be heard, valued, and included in the conversation.

Speak with Clarity and Consideration

In digital communication, clarity matters more than ever—especially when audiences are processing information in a second language. A few tips can make your message more understandable

- **Slow down.** Speak at a moderate pace and articulate your words clearly—especially in online settings, where sound can lag or distort.
- **Use pauses wisely.** Break your speech into manageable ideas. Pauses give listeners (and interpreters or AI captioning tools) time to process and keep up.
- **Avoid idioms or culturally specific references.** These often don't translate well and leave non-native speakers confused or excluded.
- **Repeat key points in different ways.** Paraphrasing reinforces understanding, especially when participants are relying on real-time translation tools.
- **Encourage questions and clarification.** Invite interaction by saying things like “Let me know if I should repeat that” or “Does that make sense?”

Make the Most of Digital Tools

Presenters today have access to technologies that can improve accessibility and comprehension. Here are a few simple ways to make the most of them:

- **Turn on live captions.** Most platforms (Zoom, Teams, Google Meet) now offer auto-captioning—enable them as a default.
- **Share materials in advance.** Provide slides or summaries before the presentation so participants can preview unfamiliar terms.
- **Use chat functions and polls** to check understanding and involve those who may feel more comfortable typing than speaking.
- **Use breakout rooms.** Smaller groups allow participants to process ideas together in a less intimidating, more interactive setting.

Rethink Your Slides and Visual Aids

Visuals should support your message—not distract from it. Well-designed slides can help multilingual audiences follow along more easily. Here are a few tips to keep in mind:

- **Use minimal text.** Aim for 3–5 key points per slide.
- **Use clear, readable fonts and high contrast.** Large text (24pt+), dark-on-light color schemes, and simple layouts work best.
- **Incorporate supportive visuals**—icons, infographics, timelines, and short captioned videos are powerful across languages.
- **Skip unnecessary animation or clip art.** These often distract rather than enhance comprehension.
- **Include a brief glossary.** If your topic uses technical terms or regional phrases, a quick reference can make a big difference.

Share Research with Non-Researchers in Mind

Many guidance practitioners are not academics. Focus on the real-world implications, not just the data. When presenting research:

- **Clearly state the problem and its importance up front.**
- **Describe methods briefly**—one or two lines about participants and how data was collected is enough.
- **Skip complex analysis and tables.** These can go in downloadable handouts.
- **Emphasize what the findings mean for practice.** Offer concrete, real-world applications.

Plan Interactive Workshops

Designing workshops for today's digital and hybrid environments requires structure and flexibility. The following tips can make your sessions more inclusive—especially for second-language users.

- **Open with clear objectives**—say what you hope the session will achieve.
- **Set clear expectations and session goals at the start**—include them in your slides and materials
- **Break instructions into short, sequenced steps** and check for understanding using the chat, thumbs-up icons, or polling tools.
- **Allow time for people to think and respond.** Typing or speaking in a second language takes longer—respect that.
- **Summarize regularly.** Repeat key takeaways at the end of each activity.
- **Leave time for Q&A.** Use voice or chat to collect questions.

Build Confidence as a Presenter

If you're presenting in your second language remember that your audience values your ideas and experiences more than flawless grammar.

- **Focus on connection:** Don't aim for perfection—share authentically.
- **Practice out loud beforehand.** Record yourself or rehearse with a peer for confidence.
- **Speak from your experience.** Stories, examples, and lessons learned resonate more than perfect grammar.
- **Use platform tools.** For example, translation extensions, co-hosts to manage chat, or preloaded videos can all support to pace your session.
- **Be open and authentic.** If you get stuck on a word, acknowledge it and move on—audiences are understanding.

Follow Up and Stay Connected

The conversation doesn't end when your presentation does. Following up not only reinforces learning but also opens doors for collaboration.

- **Share contact information** at the beginning and end of your presentation.
- **Offer slides, transcripts, or summaries** so participants can revisit the material.
- **Continue the dialogue**—future partnerships often begin with a simple follow-up email.

Outi Ruusuvirta-Uuksulainen is a doctoral researcher at the Finnish Institute for Educational Research at the University of Jyväskylä, Finland. Her recent work has focused on professionalisation of the career profession.





FROM AROUND THE WORLD



OUTREACH TO YOUNG PEOPLE NOT IN EMPLOYMENT, EDUCATION OR TRAINING

by Florian Kadletz

The European Training Foundation (ETF) has published a new manual for outreach to young people not in employment, education, or training (NEETs). Developed in collaboration with universities across the Western Balkans, the framework applies experiential learning principles and open youth work methodologies to career development practice. The framework was co-designed through participatory processes that included desk research and regional focus groups involving practitioners, young people and policy makers.

Western Balkan economies have committed to the Youth Guarantee (YG), ensuring all young people under 30 receive quality offers of employment, continued education, apprenticeship or traineeship within four months of becoming unemployed or leaving education. Outreach to NEETs is a pivotal stage in implementing the YG effectively yet remains one of the most difficult aspects for many countries, particularly when it comes to reaching and re-engaging disengaged and inactive youth.

Public employment services often delegate outreach activities to civil society organizations, municipal youth services, or social workers, creating substantial challenges for monitoring progress and ensuring quality. To address these systemic issues, the ETF and the Finnish Institute for Educational Research have partnered with universities from all six Western Balkan economies to develop monitoring and quality assurance tools for actors engaged in NEET outreach.

Outreach as a non-formal learning process

The developed framework positions outreach as "a non-formal learning process through which personalised development of knowledge, skills, and attitudes is facilitated, to achieve agency and independence for young people." The aim of outreach is to empower young NEETs to be ready to self-directedly (re-)engage with society, non-formal and formal learning and/or work, take initiative, and shape their own lives. It follows the principles of open youth work and operates through:

- open youth work in youth centres or similar settings,
- digital outreach through social media and online platforms, and
- physical outreach through in-person street work

Developed specifically to support Youth Guarantee implementation, the framework includes a Career Management Skills (CMS) framework for young NEETs that defines the knowledge, skills, attitudes and social networking skills needed for Youth Guarantee participation readiness.

The framework addresses three interconnected domains: self in context (including self-awareness, emotional regulation, and social connection), education and learning (covering learning confidence, awareness of pathways, and study strategies), and work and livelihood (involving labour market understanding, transition planning, and awareness of structural inequalities). The framework recognises that challenges faced by NEET youth often stem from systemic factors while still encouraging the development of individual agency, resilience and capabilities.

Learning from experience

A key feature of the manual is its use of David Kolb's experiential learning theory, adapted to outreach settings. It applies a five-step learning process—identification of learning opportunities, active experience, reflection, insight formation, and experimentation with new behaviours. This pedagogical structure supports the transformation of real-life experiences into meaningful, personal learning moments.

For example, if a young person experiences social anxiety during group activities, outreach workers can facilitate reflection on the experience, guide them in recognising behavioural patterns, and support workers can facilitate reflection on the experience, guide

Example in Action

Situation: Maria loves singing but is afraid to perform in front of others at the youth centre.

The 5-Step Learning Process (Simplified)	Action:
These happens through regular conversations, not formal sessions. You guide them through reflecting on real situations they face.	
Step 1: Notice learning opportunities	Help Maria notice the situation as a learning opportunity about confidence and self-expression
Step 2: Pay attention to experiences	Encourage Maria to pay attention to what happens in her body and mind when she thinks about singing in front of others.
Step 3: Talk about what happened	Talk with Maria about these experiences: "What goes through your mind? How do you feel?"
Step 4: Connect insights to real life	Help Maria connect this to broader patterns: "Do you notice you avoid other situations where you think that people might judge you?"
Step 5: Try new approaches	Support Maria to try a small step, like singing for just one friend, and pay attention to how that feels different.
Then the cycle starts again with this new experience	

Source: ETF (2025). *Outreach to Young People not in Employment, Education of Training: A practical Manual for Outreach*, p.13.

them in recognising behavioural patterns, and support experimentation with new responses. This learning approach is valuable because it begins with the youth's lived experiences and adapts to their pace and context, rather than imposing predefined learning outcomes.

Practical tools for implementation

The manual offers a set of tools intended to support structured, consistent outreach work while allowing for adaptation to local contexts. These tools are designed to support public authorities and service providers in planning, delivering, and monitoring outreach activities aligned with open youth work principles.

The first tool is an assessment guide to assist public employment services in selecting outreach partners. It sets out criteria for legal status, local engagement, staff qualifications, and youth protection practices, helping ensure that both civil society and public organisations meet minimum quality standards.

Second, the manual includes guidelines for supporting non-formal learning in outreach contexts. These guidelines offer practical strategies for youth workers to help young people reflect on their experiences, identify learning goals, and build personal and social competences through everyday interactions.

The third tool is a monitoring instrument that helps outreach service providers track young people's

engagement and progression over time. This tool focuses not only on participation but also on behavioural indicators and competence development, offering a formative perspective on readiness for further steps such as PES registration or formal learning.

Piloting and further development

The framework is currently undergoing piloting in Western Balkans. A revised edition of the manual is planned for release in 2026, drawing on evidence and lessons learned from the pilot phase as well as continued consultation with national and regional stakeholders.



Florian Kadletz works as Human Capital Development Expert for the European Training Foundation, an agency of the European Union providing policy advice and support to EU neighbouring countries. Among his main responsibilities is leading on ETFs work in the area of career guidance.

FURTHER READING

European Training Foundation (2025). *Outreach to Young People not in Employment, Education of Training: A practical Manual for Outreach*.
https://www.etf.europa.eu/sites/default/files/2025-07/ETF_Outreach%20Manual_NEET_final%20for%20piloting_0.pdf

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 twelve articles which were published in Vol 24 Issue 3 (2024).



Several This collection of studies explores diverse dimensions of career development across various global contexts. The importance of contextually sensitive, future-focused, and inclusive career guidance strategies is emphasized. Sowa, Smith, and Manches examined British students' career aspirations considering job automation risks. This study highlights socioeconomic, gender, and age-related disparities. Similarly, Soidet et al. found that French students' perceptions of work varied by education path, with money and success as common goals. Lim, Kang, and Kim's study in Korea validated the Systems Theory Framework, demonstrating how group-based storytelling and peer interaction foster career reflection and agency.

In Australia, Kim, Creed, and colleagues showed that vocational identity and adaptability are key predictors of employability and academic success. Babalola et al. stressed the importance of mentorship and cultural context in supporting

African women in entering the STEM work environment.

During the COVID-19 pandemic Singhal and Prakash revealed how Indian emerging adults reframed their career identities through narratives, highlighting the importance of adaptability and psychological support.

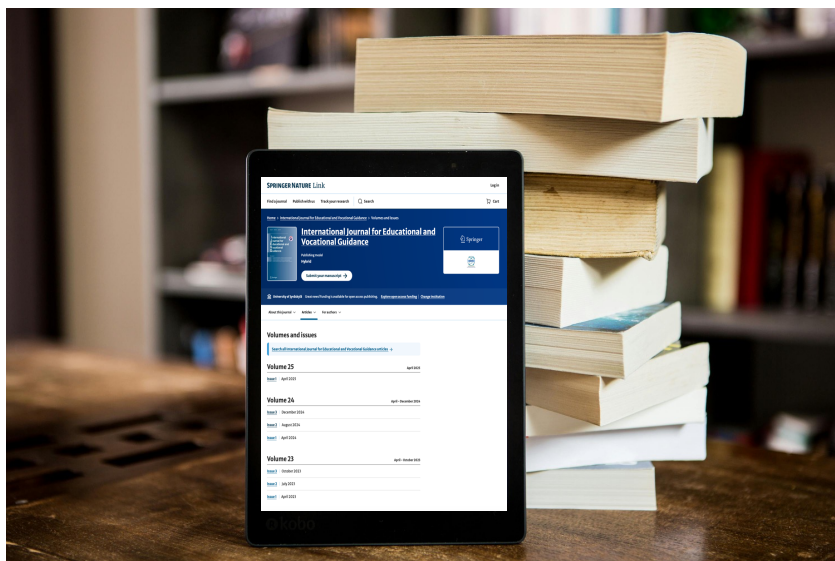
Ulaş-Kılıç's cross-cultural study uncovered that hopelessness and anxiety influenced career transitions in Turkey but not in the U.S., underlining the need for culturally adapted interventions. Mehreen and Ali found that career shocks significantly influence development, with family support acting as a key buffer. Lee's study revealed gender-based differences in job search behavior among career-interrupted individuals, showing how values around work and family are shaped by societal roles.

Van Rensburg et al. validated the Indonesian version of the Career Adapt-Abilities Scale (CAAS),

confirming its applicability across cultures. Sawitri and colleagues developed a 15-item Research Resilience Scale for academics, supporting the need to measure and promote resilience in academic careers. Finally, Kim and Keane's meta-analysis confirmed that Corporate Social Responsibility (CSR) significantly enhances organizational performance, especially when integrated internally and externally, with meaningful implications for career counseling and development.

In sum, this issue highlights the practical implications to support career development which include integrating career conversations into education, fostering adaptability, self-awareness and self-efficacy, promoting peer and family support, as well as ensuring access to mental health resources.

Together, these studies emphasize the need for adaptable, context and cultural awareness, as well as inclusive career guidance strategies that consider technological shifts, gender roles, socioeconomic disparities, and emotional resilience. Whether navigating early career choices, managing career shocks, or transitioning within academic and professional environments, individuals benefit from holistic support systems, peer engagement, mentorship, and values-based interventions.



Several studies highlight the important influence of family support. Career development professionals, educators, and policymakers may consider integrating these insights into their practices to better prepare individuals for dynamic, complex, and increasingly globalized work landscapes with an emphasis on being relevant within the context. This issue of the journal makes for interesting reading to ensure that our work remains relevant.

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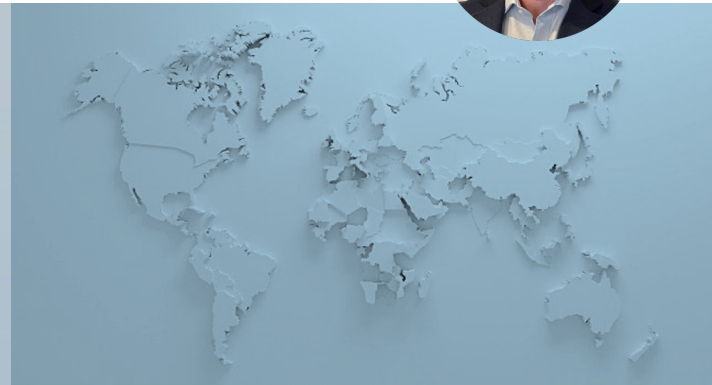
AUSTRALIA

David Carney, CEO, Careers Industry Council for Australia (CICA)



Navigating the Future: Digital Tools and AI in Australian Career Guidance

By David Carney



Career Development Practitioners operate in a rapidly evolving digital landscape. Emerging technologies, particularly Artificial Intelligence (AI) and Generative AI, are transforming the way career services are delivered, accessed, and experienced. The Career Industry Council of Australia (CICA), as the national peak body, is leading efforts to ensure these tools are integrated ethically, effectively, and inclusively into career development practice.

Strengthening Standards and Supporting Practice

CICA is currently reviewing the Professional Standards for Australian Career Development Practitioners to ensure they reflect the realities of practice in a digital world. A key development is the recognition that career practitioners must critically engage with digital tools, including AI and Generative AI, to uphold ethical standards and provide high-quality, client-centred services.

These updates stress the importance of ensuring transparency, informed consent, data privacy, and professional judgment when working with AI-enabled platforms. Practitioners must also be able to evaluate the limitations and biases of digital tools, advocate for responsible design, and maintain client trust in technology assisted interactions.

Embedding AI Across Competency Areas

AI now intersects with all areas of the CICA Core and Specialised Competency Frameworks. For example:

- Labour Market Information: AI enables real-time analysis of job trends, but practitioners must interpret these insights responsibly
- Communication: Chatbots and virtual assistants may assist engagement, but cannot replace human connection

- Career Assessment: AI-generated assessments must be valid, reliable, and used with caution
- Diversity and Inclusion: Practitioners must assess digital tools for cultural responsiveness and avoid reinforcing bias or exclusion

CICA's 2024 National Survey of Career Development Practitioners revealed strong demand for AI training. Practitioners highlighted the need to build capability in five key areas:

- AI tools for career conversations and job search (24%)
- Resume screening and candidate assessment (19%)
- Ethics and responsible use (18%)
- Understanding AI concepts (17%)
- Data analysis using AI (15%)

These results emphasise the urgent need to embed digital literacy into professional development. Practitioners must remain current with emerging technologies, evaluate tools against ethical standards, and assist clients in navigating AI-powered systems in education and employment.

Looking Forward

CICA remains committed to supporting the career development sector in adapting with confidence and integrity. As digital tools and AI continue to evolve, our shared responsibility is to ensure that innovation enhances, rather than replaces, the human heart of guidance: ethical, inclusive, and professional practices that prioritise the client.

CHILE

Natalia Orellana, executive director at Fundación OCIDES, Chile.



Elevating Career Guidance in Chilean Higher Education

By Natalia Orellana



For decades, Chilean higher education has defined employability narrowly, focusing on labor market entry and economic returns. However, this limited perspective proved ineffective in tackling the complex challenges graduates face, particularly within a system marked by heterogeneous educational quality and high social inequality. This realization has prompted a significant shift towards a more holistic and modern approach to career guidance in several higher education institutions.

Pioneering cases and key innovations

Pontificia Universidad Católica de Chile (PUC) stands out as a pioneer with its [Professional Development Center](#) CDP (Centro de Desarrollo Profesional). This unit, aimed to career guidance, obtained such institutional legitimacy that started to bring assistance to the academic units for the integration of career management competencies into undergraduate curricula, starting with the Statistics program. Another notable innovation from PUC is its Mentoring Program, which has served as an inspiration for other universities in Chile and the region for a decade.

The catalytic role of the ministry of education

While individual institutions have made strides, the driving force behind establishing career development as a strategic theme in Chilean higher education has been the Ministry of Education (MINEDUC). Through its [Institutional Development Fund](#) (FDI), MINEDUC has successfully raised awareness among senior university leaders. This has led to structural changes, elevating the importance of career theories and the role of career guidance practitioners and services to strengthen employability.

Government financing projects in employability

A particularly innovative project in this area is the FDI 23101 from Universidad San Sebastián (USS),

Currently being implemented from 2024 to 2026. USS has incorporated a set of career management skills into its curriculum redesigns, ensuring that all undergraduate programs dedicate a specific percentage of their coursework to these crucial competencies. This project also addresses employability from a gender and inclusion perspective through a blend of curricular and extracurricular training, alongside fostering networks with the regional productive sector.

Other FDI projects in process in this area include:

- Universidad Finis Terrae. Focused on enhancing the professional development of its graduates, with particular attention to priority groups.
- Escuela de Contadores Auditores de Santiago. Aimed to improve the educational trajectories of students with functional diversity and neurodivergence within the technical-professional training system.
- Centro de Formación Técnica de la Araucanía. Dedicated to boosting employability with cultural and territorial relevance.
- Centro de Formación Técnica INACAP: This project focuses on territorial ecosystems to enhance employability.
- Pontificia Universidad Católica de Valparaíso. Aimed to strengthen its comprehensive training to contribute to the sustainable development of the Valparaíso Region and the country.

These advancements, though often quietly implemented, have been consistent and are firmly rooted in evidence and specialized research. They have instigated fundamental changes in organizational structures, approaches, and the understanding of student development, more effectively integrating contributions from career education and guidance into the overall student experience.

FURTHER READING:

[Resolución que adjudica Proyecto FDI USS23101 a la Universidad San Sebastián](#), Ministerio de Educación de Chile. (págs. 136-168).

CZECH REPUBLIC

Silvie Pýchová, Ph.D., co-founder of Centrum kompetencí and director of Partnership 2030+



Career Counselling: Without a Systemic Approach, but More Clearly Framed for Schools

By Silvie Pýchová

The Czech Republic still lacks a unified and legally established career guidance system that would connect the education sector and the labour market. In February 2025, the non-governmental organisation EDUin prepared a critical report, which was presented in the Senate of the Parliament, where career guidance was highlighted as a priority that should be given greater attention and pointed to the lack of a legislative basis for the position of career counsellors in Czech schools and the insufficient linking of data from education and the labour market. The reason why this issue is still not considered in the Czech Republic as important as in some other countries may be related to the long-term low unemployment rate (around 3 % for ten years).

A pillar in the field of education on which further development of career guidance in the Czech context can be built is the existence of the career counsellor qualification described in the National Qualification Framework together with an assessment standard that defines the necessary competences and methods for verifying them. And as a result of the recent revision of the Framework Education Programmes for Basic Education, the new programme for schools includes the learning area "Career Development", which supports pupils in planning and reflecting on their own development and preparing them for lifelong career development. The final step is the amendment of the Education Act (Act No. 561/2004) from June this year which includes a new paragraph on counselling services in schools, including career guidance. This change strengthens the role of these services and the obligation of the school principal to provide them.

On the other hand, there are still a number of systemic barriers that do not allow schools to provide high-quality and accessible career counselling, e.g.

- 1) According to legislation, career guidance should be provided by educational counsellors. However, specialized studies to obtain the qualification of educational counsellors in school do not meet the standards defined by the National Qualifications Framework for career counsellors.
- 2) The number of hours allocated to educational counsellors does not correspond to the required scope of activities described in the legislation to provide career guidance to all pupils.
- 3) No academic institution in the Czech Republic systematically focuses on the development of career counselling and research in this area.

Following the amendment of the Education Act and in view of the fact that the above-mentioned problems are increasingly being highlighted as crucial by multiple stakeholders, the Ministry of Education, Youth and Sports established an official working group in June 2025 tasked with developing key parameters for the national standard for career counselling in schools. This may be another step toward building a more consistent career guidance system in education in the Czech Republic.

FURTHER READINGS:

For more information about the national reforms in general school education

<https://eurydice.eacea.ec.europa.eu/national-education-systems/czechia/national-reforms-general-school-education>

Description of the national guidance system in the Czech Republic (by Euroguidance): <https://euroguidance.eu/guidance-system-in-the-czech-republic>

ICELAND

Jónína Kárdal, Senior Adviser,
Ministry of Education and Children,
Iceland



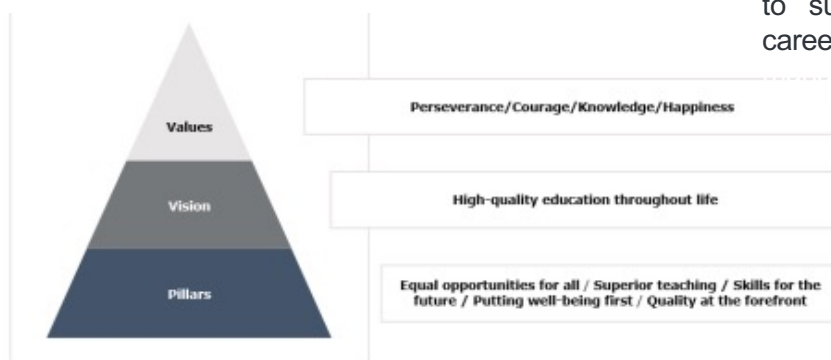
Strategic Foundations for the Future: Strengthening Career Counselling and Guidance in Iceland's Education System

By Jónína Kárdal



Career counselling and guidance is essential in a time of technological change and shifting career landscapes. Iceland is responding with intention and foresight through its Education Policy 2030, which places career education, guidance, and counselling as an asset in shaping a future-ready, inclusive education system.

[The Education Policy](#) aims is to provide excellent education in an environment where everyone can learn and everyone matters. Accordingly, the guiding values of the Education Policy, which are intended to support the vision, are: perseverance, courage, knowledge, happiness. A clear policy on the priorities to be made in the interests of education and knowledge creation will lead to increased quality of life and added value. Through it, the foundations of a stronger society are laid.



The Policy's five pillars – equal opportunities for all, superior teaching, skills for the future, putting well-being first and quality at the forefront – provide a coherent framework for elevating the role of career counselling and guidance throughout all stages of education. While the service has long been in place, its strategic value is now receiving great attention at policy level. Career counselling and guidance is now being embedded not only as a support, but as a

structured, developmental process aligned with these national priorities.

A particular strength of Iceland's system is that career counselling and guidance is a legal right for all students at elementary and upper secondary levels. This legislative foundation reflects a national commitment to educational equity and the belief that career development is a fundamental part of learning.

A critical strength of Iceland's guidance system lies in its highly qualified and professionally prepared practitioners. Counsellors are certified specialists, holding a master's degree in career counselling and guidance. Their expertise in career development theory, counselling practice and transitions through life stages equips them to support diverse learner needs, enhance career adaptability and build lifelong career management skills. Their advance training reinforces the status of guidance as a specialised, evidence-informed profession essential to holistic education. To further support access and engagement, Iceland has developed a [national digital platform](#) offering students, parents and educators comprehensive tools and of guidance services – especially in rural areas.

By recognising the strategic role of career guidance and counselling in national policy, Iceland is taking a decisive step forward. As implementation of the Education Policy 2030 progresses, career counselling and guidance is positioned not only as a support service, but as a vital part of an equitable, adaptive, and future-focused education system.

IRELAND

Dr Jennifer McKenzie
Lifelong Guidance Consultant
Director, McKenzie Guidance Solutions
Ltd



National Strategic Framework for Lifelong Guidance (2024-2030) in Ireland

By Jennifer McKenzie

Since 2022 there have been significant developments in strategic Lifelong Guidance developments in Ireland. In 2022 the Minister of Education announced changes to the co-ordination structures for guidance supports across the education and training sector. The Minister established a National Policy Group tasked with supporting the advancement of lifelong guidance across all sectors, with a separate advisory group convened to advise on the development of the National Strategic Framework for Lifelong Guidance (2023) and subsequent Strategic Action Plan from 2024-2030. The Framework recognises the existence of various guidance services across sectors outlines the *“vision for the conscious, systematic alignment of services throughout all sectors, along a continuum, recognising the diversity of supports required at different stages of education and career journeys.”*

The National Strategic Framework identifies four key pillars on which the foundation for the system of lifelong guidance is based. These include:

1. Visibility and awareness of lifelong guidance services and information provision and strong co-ordination;
2. Standards and quality throughout the lifelong guidance system;
3. Access, inclusion and universal design and;
4. Career-management skills and lifelong career mobility.

Within these four core pillars, eight strategic objectives are outlined to enhance and co-ordinate the development of lifelong guidance services across all sectors. These eight objectives include:

1. Enhance co-operation and co-ordination between those responsible for lifelong guidance with clear division of responsibilities and strong co-ordination;
2. Ensure greater awareness and access to lifelong guidance to make meaningful, well-informed and

conscious decisions about education and careers in an ever-changing world;

3. Embed lifelong guidance within the world of work;
4. Improve clarity around standards and quality in lifelong guidance
5. Further develop evidence-based policies that will help to improve the quality and impact of lifelong guidance;
6. Promote inclusion and equity of access through the provision of lifelong guidance, which is underpinned by a universal design approach;
7. Strive to ensure career-planning and management skills will be a consistent focus of guidance provision and;
8. Support career mobility for individuals through guidance provision throughout the lifespan.

Notably, the various government departments and national agencies responsible for implementing the various long-term, medium-term and short-term actions are listed within the Strategic Action Plan (2024-2030). In January 2025, the Progress Report on the activities of the Strategic Action Plan was published by the Department of Education.

In Spring 2025, the Department of Education and Youth launched a public consultation process on the implementation of whole-school guidance in post-primary schools, including the role of the guidance counsellor in schools and the current guidance-allocation model in schools which is based on the school's pupil-teacher ratio. A report on this consultation is expected later in 2025.

FURTHER READING

<https://www.gov.ie/en/department-of-education/publications/guidance/>

<https://www.gov.ie/en/department-of-education/publications/key-publications-in-guidance/>

JAPAN

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Japan's Disappearing Part-Time High Schools: A Report from Nagano

By Dr. Atsushi Okabe

Japan's upper secondary system consists of full-time, part-time, and correspondence schools. Part-time high schools, especially night schools, were originally established after World War II to serve working youth. They contributed significantly to the country's postwar economic growth. Over time, however, their student population shifted: today, many enrollees are young people with histories of non-attendance, emotional stress, or developmental and social difficulties.

One of the key strengths of these schools is their small class size and evening schedule, which allow students to learn at their own pace while rebuilding trust in themselves and others. These settings are often a last resort for students who felt excluded from mainstream schooling.

Yet across Japan—including in major cities like Tokyo—night high schools are being closed or merged into large-scale “multi-track” comprehensive schools. In Nagano Prefecture, all part-time vocational high schools are slated to be converted into general-track programs. Ueda Chikuma High School, for example, has both a full-time and a part-time section, but the focus here is on its small evening mechanical technology program. There, students work during the day and learn technical skills at night. Teachers help find job placements and build strong mentoring relationships. Many students graduate with both skills and confidence.

If merged into a large multi-track school, such youth may hesitate to apply. Although these schools are promoted as offering flexible schedules and new forms of learning, they often attract students aiming to maximize efficiency and academic success. For students seeking refuge from competitive or rigid environments, the familiar, low-pressure setting of a

small night high school may simply no longer exist.

Meanwhile, private correspondence-based schools are expanding rapidly. Some provide thoughtful care and flexible support. However, national statistics show that graduates from correspondence schools are significantly more likely to be unemployed compared to their peers in full-time or part-time schools.

We must recognize that part-time high schools have evolved to meet emerging educational and social needs. Their disappearance not only limits options for marginalized youth but may inadvertently increase exclusion.



Students in the evening mechanical technology program at Ueda Chikuma High School receive hands-on instruction in machine operation from their instructor. The small class size and practical focus are central to their engagement and confidence.

MALAYSIA

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Safeguarding Privacy and Child Safety: Ethical Considerations for AI-Driven Career Counselling in Malaysia's Digital Age

By Pei Boon Ooi



In Malaysia's rapidly digitising educational landscape, the integration of artificial intelligence (AI) and digital platforms into career counselling presents both exciting opportunities and complex ethical challenges. These technologies offer scalable, personalised services that can improve access for youth in rural or underserved communities. Yet, the implementation of such tools must be weighed against the responsibility to uphold privacy, safety, and ethical counselling practices—particularly when working with minors.

Recent legislative developments, including the Personal Data Protection Act (PDPA), the Communications and Multimedia Act 1998 (CMA), and the Online Safety Act (2024), provide a strong regulatory framework to govern the digital space. These laws introduce measures such as mandatory data breach notifications, role-based access controls, and requirements for the appointment of Data Protection Officers. For career guidance professionals, this means that any AI-enabled platform must ensure data confidentiality, transparency in recommendations, and compliance with strict privacy standards.

Career counselling, especially in school settings, often involves minors. Section 18 of the Online Safety Act introduces significant measures to limit adult access to children's personal information and ensure all digital communication is professional, traceable, and secure. This includes identity verification for counsellors and use of moderated, secure communication channels. AI platforms must also ensure that any career recommendations provided to students are evidence-based, age-appropriate, and transparent—aligning with the ethical principles of beneficence and veracity.

Alongside these technological safeguards, attention must also be paid to equity and inclusion. Many rural areas in Malaysia still face challenges with internet access, digital literacy, and infrastructure. Complex or high-bandwidth security requirements may unintentionally exclude these populations. To uphold justice and access for all, career counselling platforms should be mobile-friendly, low-bandwidth, and available through community-based or offline models.

In practice, ethical digital counselling involves not only adopting new technologies but also integrating human oversight. Professionals must be trained in AI ethics and governance to ensure responsible use. AI should complement—not replace—human judgement. Ongoing audits, child safety protocols, and collaboration with schools and families are all essential to maintain fidelity and build trust.

In conclusion, as Malaysia accelerates its digital transformation, career counselling must evolve in a way that upholds privacy, protects children, and ensures equitable access to all. By aligning with national regulations and ethical frameworks, guidance professionals can embrace AI while safeguarding the rights and well-being of their clients.

FURTHER READING

Personal Data Protection Act 2010 (Act 709). (2022). Department of Personal Data Protection, Malaysia.

<https://www.pdp.gov.my/ppdpv1/en/akta/pdp-act-2010/>

SINGAPORE

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A Snapshot of Singapore's AI Journey: An Update from the Industry, Grassroots & Policymakers

By Jerome Wong



Singapore is rapidly establishing itself as a global leader in artificial intelligence, driven by a strategic confluence of government initiatives, private sector innovation, and an eager populace. This journey began in earnest with the [Smart Nation Initiative](#) in 2014, a broad vision to leverage digital technologies for the nation's economic and workforce competitiveness. This foresight has positioned Singapore to embrace the transformative power of AI.

On a per capita basis, Singapore boasts the highest proportion of paid subscribers to ChatGPT globally, with one in four people using the tool weekly. This wide-spread adoption spans from students utilizing AI to enhance their learning to a high prevalence of Generative AI (GenAI) usage in the workplace, underscoring a societal readiness for AI integration.

Further solidifying its commitment, [National AI Strategy](#) 2.0 was launched in December 2023. This updated strategy emphasizes increased investment in AI talent development, robust ethical guidelines and governance frameworks for AI use, and empowering key industries to harness AI's potential.

In the realm of career services, the Singaporean government has been proactive in implementing AI-powered solutions. The Career Khaki AI chatbot, a collaborative effort between GovTech Singapore and Microsoft, exemplifies this. This tool leverages large language models (LLMs) alongside citizens' social security login to provide personalized career information and support, drawing from the extensive resources of Workforce Singapore (WSG). Professionals in career development and vocational education are actively contributing to the refinement of the tool.

Beyond government initiatives, the private sector is a significant driver of Singapore's AI momentum. Major

telecommunications company SingTel, for instance, has made substantial investments in building and deploying GPU server farms equipped with NVIDIA H100s and the newer NVIDIA GB200 Grace Blackwell GPUs. These powerful computing capabilities are designed to provide AI infrastructure and services to industries within Singapore and across the broader regional market.

Singapore also made waves in regional AI development with SEA-LION.AI, the nation's first homegrown Large Language Model (LLM) builder, that better understands Southeast Asian region, reflecting a commitment to locally relevant AI solutions.

At the community level, grassroots initiatives are fostering AI literacy. The 'Good Bot' AI interest group, formed in October 2024, aims to demystify AI and make it accessible to public. Their work includes practical applications, such as developing an AI-powered volunteer management system for an astronomy interest group, demonstrating AI's tangible benefits in everyday scenarios.

In essence, Singapore's AI journey is a dynamic endeavour, propelled by a blend of governmental foresight, unwavering industry commitment, and the enthusiastic participation of its workforce. The nation is strategically positioning itself to harness AI not only for economic prosperity but also to shape its societal fabric, ensuring that technological advancement and human progress move forward hand-in-hand. Professional bodies are observing these developments, focusing on equipping practitioners to guide individuals through career transitions influenced by GenAI and integrating AI tools into their practices.

SRI LANKA

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Career Development through Digital Platforms in Sri Lanka

By Sangjeli Sothinathan



In recent times, career guidance has grown substantially in Sri Lanka. Recognizing that career guidance is very important for shaping the future of the nation's youth, the Government has focused some of its energies on promoting career guidance services. These efforts are aimed at helping youths with the knowledge, orientation, and resources they require to make informed decisions relating to careers, and to face the world of work.

Career practitioners are important, as they provide support and guidance to youths to further their personal growth and development into adulthood. The Tertiary and Vocational Education Commission has assumed leadership in strengthening career development throughout the country. Under its responsibilities, TVEC supports the training of career practitioners as well as empowering career guidance officers to use digital platforms to provide contemporary, effective services.

An online platform, [CareerOne](#), was inaugurated by the Technical and Vocational Education Commission in collaboration with KOICA. It is digital platform that offers free services for use by TVET students. CareerOne strives to make a difference in guiding students through the provision of unique career assistance tools and resources relevant to their professional needs.

Students preparing to enter vocational training or those considering movements within a particular career are assured personalized attention with the latest industrial knowledge through CareerOne. Thus, the platform seeks to fill the void between the competencies developed by students in training and the requirements of the present job market, helping them become more employable and, in the long run, self-sustaining.

With the introduction of CareerOne, Sri Lanka is taking a giant leap forward by enhancing its career guidance system through technological means. The new platform opens up avenues for career development that are accessible, interactive, and in tune with the modern workforce requirements.

SOUTH AFRICA

Maximus Monaheng Sefotho,
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SACDA: Advancing Career Development in South Africa

By Maximus Monaheng Sefotho

The South African Career Development Association (SACDA) was established in 2012 to support the development of Career Development Practitioners (CDPs) in South Africa. This is achieved through ensuring CDPs adhere to a code of ethics and minimum competency standards for the profession.

Career development is facing multiple challenges as a discipline around the world, but more so in South Africa. Crafted on the Organising Framework for Occupations (OFO, 2017), the function of the new occupation of Career Development Practitioner (CDP) requires new perspectives with national response and global relevance.

SACDA's visibility and relevance is paramount in creating a home and supporting the work of practitioners. Making in-roads and aligning with the Three Streams emerging policy for Basic Education should re-orientate our approach to Career Development for transition into the world of work, employability and entrepreneurship. SACDA re-envisages multi-disciplinary career development approaches that are pro-equity, diversity and inclusion.

SACDA has consulted the Health Professions Council of South Africa (HPCSA), Department of Higher Education, Science and Innovation (DHESI) in clearly demarcating functions provided through the HPCSA such as psychometric testing, and functions provided through SACDA, such as non-psychometric career assessments.

SACDA has contributed e.g. to:

- The development of the 'Competency Framework for Career Development Practitioners in South Africa',
- The registration of an occupational qualification: Career Development Information Officer.

- Participation in the first Annual Career Development Services Stakeholders Conference

Career development practitioners are based in basic education. Post-School Education and Training (PSET), as well as within communities. They have a vital role to play in supporting the career development of citizens of all ages based on the lifelong approach to career development.

SACDA is currently working on the development of a professional designation of career coach. A career coach designation will have multiple access routes, such as a specific qualification, or the completion of a related qualification, such as educational psychology, as well as through Recognition of Prior Learning (RPL).

SACDA publishes The African Journal of Career Development (AJCD), a peer-reviewed scholarly journal that publishes research relating to career development from Africa but with global relevance.

The association works closely with the Career Development Services (CDS), a national initiative to ensure that South African's of 'all ages have access to quality and differentiated career information, advice and counselling services throughout their lives'.

Internationally, SACDA participates in the EU-funded Education for Employability (E4E) Programme, promoting inclusive, equitable, and quality education and improving employment prospects for youth. Importantly, SACDA is also revitalising its relationship with the International Association for Educational and Vocational Guidance (IAEVG) to strengthen global engagement.

SWEDEN

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Ethical Considerations for Career Guidance in the Digital Age: Insights from the Swedish Association of Guidance Counsellors

By Nina Ahlroos



The rapid pace of digitalisation is transforming professional life, including the role of career guidance practitioners. Recognising this, the Swedish Association of Guidance Counsellors has developed a framework to address ethical challenges from the growing integration of digital tools in career guidance. This framework aims to support practitioners in navigating ethical questions associated with the digital transformation of their profession.

As digitalisation shapes communication and working methods, it has become essential for career guidance practitioners to reflect on the ethical implications of using digital tools in their work. The association's ethical guidelines emphasise that ethical concerns are fluid and must evolve in response to societal and technological changes. Digital competence is seen as a critical aspect of lifelong learning, particularly in ensuring safe and responsible use of technology.

Professionalism in the Digital Age

Practitioners are expected to continually develop their professional competence, particularly as new digital tools emerge. The concept of "digital courage" is introduced, encouraging practitioners to adopt a proactive and open attitude towards digital change. This includes staying informed about digital tools and relevant legislation, sharing knowledge with colleagues, and committing to lifelong learning. Practitioners must also ensure they are equipped to use digital tools effectively; recognising both the opportunities and challenges they present in the guidance process.

Ethical Use of Digital Tools

A key aspect of ethical practice in digital environments is understanding the functionality and limitations of tools, ensuring their appropriate use for different groups. Practitioners need to be mindful of the expectations that digital environments create, such as the pressure for quick responses without fully exploring

individual's circumstances. Upholding professional standards in digital communication involves careful consideration and questioning before offering guidance, maintaining the depth and quality of traditional in-person interactions.

Individual Respect and Data Privacy

Respect for individuals and privacy remains central, even in digital environments. Practitioners must adapt methods to ensure that respect and a strong relationship are established with clients, even when interactions occur digitally. Practitioners need to be conscious of individuals' varying digital literacy and access to technology, offering support and alternatives where necessary.

Navigating Societal and Legal Considerations

Practitioners need to stay informed about laws and regulations that affect their work, particularly data privacy and personal information in digital systems. Collaboration with specialists is essential to keep up with fast-changing legislation. Practitioners must critically also critically evaluate the sources of information they use and share, ensuring they provide objective, reliable, and commercially unbiased guidance.

Reflection and Continuing Development

The framework encourages ongoing reflection on digital tool use, offering guiding questions on maintaining professionalism and ethics. By promoting reflection and dialogue, it helps practitioners adapt to the evolving digital landscape while upholding their ethical responsibilities.

In conclusion, the digital transformation of career guidance presents opportunities and challenges. The Swedish Association of Guidance Counsellors' ethical framework helps practitioners maintain integrity while embracing the benefits of digital tools.

UNITED KINGDOM

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AI and Career Guidance in the UK: Navigating Change Ethically and Confidently

By Michael Larbalestier



Artificial intelligence (AI) is no longer a distant future concept for career development professionals. It's here today, and reshaping how individuals explore opportunities, how employers recruit, and how practitioners guide and advise. In the UK, we are seeing growing interest in AI's potential in our sector, but also significant concern about its ethical use and impact on policies and practices.

Among the biggest challenges are risks around bias, inaccuracy, and inequity. Research shows AI-driven hiring platforms can sometimes perpetuate bias, and subscription-based AI tools may deepen digital divides, where users are unable to afford such costs. Meanwhile, careers professionals face their own learning curve: understanding new technologies while holding fast to ethical standards like impartiality, transparency and equity.

Yet AI also offers new opportunities, as demonstrated through the Career Development Institutes' (CDI) Annual Award of Excellence for 'Use of Technology for Career Development'. For example, [The Careers People](#) (2025) were recognised for an integrated AI feature that turns a newsletter into a podcast, making it more accessible to auditory learners, SEND (Special Educational Needs and Disabilities) and EAL (English as an Additional Language) learners.

In England, a [Futures Readiness](#) programme empowers students and staff to engage critically with AI developments through fortnightly interactive video lessons and hands-on exploration of practical AI tools. In Northern Ireland, [St Celicia's College](#), is using chatbot technology to facilitate careers conversations between students, teachers and parents with anonymised data intelligence produced

to highlight trends and the option of connecting to a human careers adviser.

Careers Wales has identified a small number of projects to explore the use of AI to improve services and reduce the administrative burden on staff. One of these projects, using Copilot to create post-guidance notes for advisers, is currently being piloted. Another, introducing an AI agent to triage the support needs of students in post-16 education, is being procured externally.

The Career Development Institute (CDI) has been proactive in supporting the profession the face of AI advancements. In 2024, it updated its [Code of Ethics](#) to address AI issues directly, including the importance of transparency, confidentiality, and guarding against algorithmic bias. The CDI has also published a Background Paper on AI and careers work, outlining emerging trends, regulatory developments, and practice recommendations.

Nearly 200 practitioners have completed the CDI's AI for Career Practitioners course - now preparing for its fifth intake. The six-week programme blends live webinars, online learning, and project work to build practitioners' skills, confidence, and ethical understanding around AI use.

Looking ahead, the CDI will continue to support members through continuing professional development (CPD), research, and advocacy, monitoring international frameworks like the [EU AI Act](#) and developments in the UK's evolving AI strategy such as [Online Safety Act](#).



IMPRESSUM

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

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