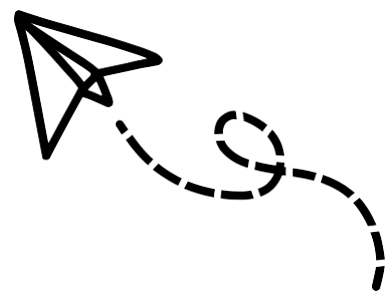


**Career Path Planning Training and Toolkit for People in Career Crossroads
and Seeking Employment**



Careercompass

**Framework and
Framework Guide**



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Authors and Project Partners

VAASA UNIVERSITY OF APPLIED SCIENCES | FINLAND

INNOPARES CONSULTORES Y FORMADORES S.L. | SPAIN

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Executive Summary

Despite improved employment prospects, Europe is grappling with the polarising challenges of labour and skill shortages, and persistent unemployment among certain sectors and groups of people. For example, a skills shortage can pose risks to employment, the economy, the EU's capacity for innovation and its international competitiveness, and societal development. At the same time, many people are trying to find their way through a constantly evolving labour market, often feeling uncertain about their strengths, career aspirations, and potential.

The Career Compass project, Career Path Planning Training and Toolkit for People in Career Crossroads and Seeking Employment, aims to enhance the employability potential, career planning and skills recognition of individuals at career crossroads or seeking employment, including educational pathways. Special focus is given to those in vulnerable positions. Career Compass will provide people with online training and a toolkit to help them identify and plan their career path and skills. Career Compass is a European project co-funded by the Erasmus+ Programme of the European Commission, and its sub-programme Cooperation partnerships in adult education.

This framework report and the Career Compass framework presented herewith are resulting from the outcomes of a benchmarking and surveys conducted in December 2024 – April 2025 in Greece, Finland, Poland and Spain. Altogether 20 national and 4 European methodologies and 21 national and 4 European good practices were benchmarked to identify existing career development and skill identification to form an understanding of 'what exists'. These were compared with the results of the 'what is experienced and wished' survey, which was carried out in the four aforementioned countries and involved 169 participants. 116 respondents of the survey were individuals at career crossroads and seeking employment. They were asked about their experiences and wishes for finding employment, and career and skill development and training. 53 career counsellors, counsellors and facilitators, employment officers and professionals in continuous training, were asked about challenges in career and skills counselling. The research identified systemic barriers, user needs and opportunities for developing a novel approach to career guidance, skills development, identification and training.

The key findings reveal that career support and training and skills development services are widely available and targeted at job seekers in general and specific groups in a vulnerable position. The training covered guidance on employability and career continuity, bridging the gap between education and the labour market, entrepreneurship, facilitating social integration, language training, and supporting vulnerable groups. The methods used were mostly classic of nature. These included job boards, CV writing, and competence development, as well as skill identification and some novel approaches including visualisation. The training was mainly organised as in-person or blended learning.

In both cases, digitalisation was often employed, for example for online training materials and online sessions.

However, according to the surveys, **the existing services and training** were often too **generic** and did not respond to the different needs of job seekers and individuals at career crossroads. There is a need for personalisation and flexibility to accommodate different career goals and paths, and adaptability of training delivery according to the need and purpose. Personalisation of training and counselling at various stages are particularly important for vulnerable groups due to the heterogeneity of these groups.

A lack of **individual mentoring, tailored advice, personalised support and follow-up activities** was identified by both groups. Identifying skills and strengths, upskilling, practicality and outcomes that can be implemented in real-world contexts were regarded as essential. Professionals also recommended language support for migrants and, more generally, psychological support, motivation, support for career goals, support with uncertainty and decision-making. However, counsellors cited **excessive caseloads, insufficient training, and inadequate tools**.

Despite the wide range **of tools and materials** used, from classic to non-traditional and human-centred, their generic nature was also identified in the tools and materials as well. Career counsellors, counsellors and facilitators found them limited in applicability, were outdated and lacked usability, particularly for vulnerable groups. According to them, the most effective tools and methods would be adaptable to different contexts, clear and user-friendly, and involve interactive activities. Using a combination of various tools was also recommended. Training for career counsellors on how to use tools and materials is also poor.

Both groups reported the lack of accessibility of both training and tools. Online training that is free of charge would create more opportunities for participation.

The use of digital tools was suggested and desired, but rather as an assisting and enabling tool. Digitalisation and AI should be used in an ethical and accessible way. Overall holistic, human-centred and creativity-based learning were present in training approaches.

Fragmented infrastructure, cooperation between different parties and stakeholders, including the social assistance system, were also recognised to hinder a more holistic and streamlined support paths for jobseekers and people at career crossroads.

A set of drivers, i.e. key definition points, can be identified for the development Career Compass training and toolkit:

1. Modular, flexible, adaptable training content that balances self-study with facilitated learning. It should also be adapted to fully online self-directed learning.

2. Personalisation of the learning content and path according to personal needs and situations including mentoring, competence mapping, and development plans.
3. A careful planning for the self-directed independent online learning and the trainer-led blended learning is needed. For instance, how individual mentoring and follow-up would take place, and could community building and peer support be used?
4. Tools and materials. Preference is given to tools and content that can be adapted over a long period of time, including any new methods that emerge.
5. Pedagogical methods. It is suggested that designerly thinking, creativity and innovation should be embedded in all learning content and tools, without explicitly stating that this is the case. This can cover collaborative learning, narration, observation and discovery, practice-oriented approaches, structured frameworks and testing, holistic, human-centred and creativity-based learning. Designerly thinking includes, among all, aspects of iteration in the learning path, divergent/convergent discovery and processing of information and working with uncertainty.
6. Accessibility and inclusive design principles are important, for example to ensure accessibility for vulnerable groups, multilingual support, and integration of psychological and social support, empowerment, building self-awareness and self-belief, and decision-making.
7. On the top of the common training materials, additional attention and learning paths might be required for vulnerable people of different kinds.
8. Practicality. Training linked to real jobs, internships, and sector-specific needs, and guidance resources that provide users with actionable strategies.
9. Digitalisation and AI tools require thorough planning. Possible uses include mentoring, job matching, labour market and skill information, skill gap analysis, reminders, and personalised learning pathways.
10. Linking Career Compass to a more complex support tissues and materials, for instance, to employment offices, job search, online CV and portfolio creation tools.

Tiivistelmä – Executive Summary in Finnish

Työllisyysnäkömien paranemisesta huolimatta, Eurooppa kamppailee uudenlaisten työllisyysasteiden parissa. Työmarkkinoita haastaa samanaikaisesti työvoiman ja osaamisen puute sekä vastaavasti pitkäaikaistyöttömyys määrätyillä aloilla. Esimerkiksi osaamisen puute saattaa luoda suuria haasteita työllisyydelle, taloudelle, EU:n innovaatiokyvykkyydelle, kansainväliselle kilpailukyvyllä ja yhteiskunnalliselle kehitykselle. Moni jatkuvasti muuttavilla työmarkkinoilla navigoiva henkilö saattaaakin tuntea epävarmuutta omista vahvuuksistaan, työelämän potentiaalistaan sekä työurastaan.

Career Compass -projekti, Career Path Planning Training and Toolkit for People in Career Crossroads and Seeking Employment, pyrkii edistämään uran risteyskohdissa olevien ja työpaikkaa etsivien henkilöiden työllistävyyttä kehittämällä heidän taitojaan tunnistaa ja suunnitella urapolkujaan, opiskeluvaihtoehdot mukaan lukien, sekä tunnistaa työelämässä tarvittavaa osaamistaan ja taitojaan. Alustana tähän toimii projektin aika kehitettävä virtuaalinen uravalmennus ja työkalupakki. Erityistä huomiota kiinnitetään haavoittuvassa asemassa oleviin henkilöihin. Career Compass on eurooppalainen hanke, jota rahoittaa Euroopan komission Erasmus+ -ohjelma ja sen alaohjelma Aikuiskoulutuksen kumppanuushankkeet.

Tämä Career Compass -valmennusohjelman sisältöaluetta koskeva raportti ja sen sisältöalueiden viitekehys pohjautuvat joulukuussa 2024 – huhtikuussa 2025 Espanjassa, Kreikassa, Puolassa ja Suomessa tehtyihin uravalmennusta ja työelämätaitojen kehittämistä koskevaan kartoitukseen ja kyselytutkimukseen. Kartoituksen aikana kerättiin 20 kansallista ja 4 eurooppalaista menetelmää sekä 21 kansallista ja 4 eurooppalaista hyvää käytäntöä, tavoitteena tunnistaa olemassa olevia urakehityksen, uravalmennuksen ja työelämätaitojen tunnistamisen menetelmät ja muodostaa niistä kokonaisvaltaisempi käsitys ('What exists'). Kartoituksen tuloksia verrattiin Espanjassa, Kreikassa, Puolassa ja Suomessa tehtyjen kyselytutkimuksen tuloksiin, jotka koskivat uravalmennukseen liittyviä kokemuksia ja toiveita ('What is experienced, needed and what doesn't work'). Kyselyihin osallistui 169 vastaajaa. Vastaajista 116 edusti uransa risteyskohdassa olevia ja työtä etsiviä henkilöitä, joilta kysyttiin uravalmennusta taitojen tunnistamista ja kehittämistä koskevia kokemuksia ja toiveita. 53 uraohjaajaa, uraneuvojaa ja -fasilitaattoria, työvoimatoimiston virkailijaa ja jatkuvan oppimisen ammattilaista vastasi kysymyksiin sekä urakehittämisen ja taitojen kehittämisen haasteista. Kartoituksen ja kyselyn avulla pyrittiin tunnistamaan esteitä sekä käyttäjien tarpeita, ja näiden pohjalta mahdollisuuksia kehittää uudenlainen lähestymistapa uraohjaukseen, työelämätaitojen tunnistamiseen ja valmennukseen.

Keskeiset löydökset osoittavat, että urakehityksen tukea ja valmennusta sekä osaamisen kehittämistä koskevia palveluja on saatavilla laajasti, ja niitä on tarjolla sekä heikommassa asemassa oleville että yleisesti kaikille työnhakijoille.

Tarjolla oleva valmennus sisälsi työllistyvyyttä ja uran jatkuvuutta koskevaa ohjausta, koulutuksen ja työmarkkinoiden välisen kuilun kaventamista, yrittäjyyttä, sosiaalisen integraation edistämistä, kielikoulutusta ja heikommassa asemassa olevien ryhmien tukemista. Käytetyt menetelmät olivat pääosin klassisia. Niihin kuuluivat työpaikkailmoitukset, ansioluettelon laatiminen, osaamisen kehittäminen ja taitojen tunnistaminen, mutta myös joitain uusia lähestymistapoja, kuten visualisoinnin hyödyntäminen uraa koskevan tiedon löytämisessä ja käsittelyssä. Valmennus järjestettiin pääasiassa lähi- tai monimuoto-opetuksena, joissa molemmissa hyödynnettiin usein digitalisaatiota, kuten esimerkiksi verkkovalmennusmateriaaleja ja verkkokursseja.

Kyselyiden perusteella, **tämänhetkinen uravalmennus ja urapalvelut** koetaan hyvin yleisluontoisiksi ja siksi niiden ei koettu vastaavan riittävästi työuransa risteyskohdassa olevien ja työtä etsivien henkilöiden erilaisiin tarpeisiin. Vastaajat kaipasivat yksilöllisyyttä ja joustavuutta uravalmennukseen ja -ohjaamiseen, jotta voitaisiin ottaa huomioon erilaiset uratavoitteet ja -polut. Lisäksi he kaipasivat valmennuksen tarjonnan mukautettavuutta yksilöiden tarpeisiin ja tavoitteisiin. Valmennuksen ja uraneuvonnan mukauttaminen, räätälöinti ja yksilöllistäminen koettiin erityisen tärkeäksi heikommassa asemassa oleville ryhmille, jotka ovat myös sisäisesti hyvin heterogeenisiä.

Sekä työuransa risteyskohdassa olevien ja työtä etsivien, että työuravalmentajien ja -neuvojen mukaan **yksilöllinen mentorointi, räätälöity neuvonta, henkilökohtainen tuki ja seurantatoimet** puuttuvat tällä hetkellä uravalmennuksesta ja uraneuvonnasta. Tärkeäksi katsottiin myös taitojen ja vahvuuksien tunnistaminen ja kehittäminen, käytännöllisyys, sekä oppimisen sovellettavuus käytännössä. Uraohjaajat ja -valmentajat suosittelivat myös kielellistä tukea ja valmennusta maahanmuuttajille, sekä psykologista tukea ja tukea uratavoitteiden saavuttamisessa, päätöksenteossa, motivaatiossa ja kamppaillessa epävarmuuden kanssa kaikille työtä etsiville henkilöille. Omalla kohdallaan uraohjaajat ja -valmentajat mainitsivat haasteiksi **liian suuren työmäärän, riittämättömän koulutuksen ja puutteelliset työkalut**.

Kyselyyn vastanneet olivat käyttäneet laajalti erilaisia työkaluja ja materiaaleja, jotka ulottuivat klassisista ei-perinteisiin ja ihmiskeskeisiin työkaluihin sekä materiaaleihin. Ne koettiin kuitenkin melko yleisluontoisiksi. Uraohjaajat, uraneuvojat ja fasilitaattorit kokivat nämä työkalut ja materiaalit usein vanhentuneiksi sekä niiden sovellettavuuden ja käytettävyyden rajoitetuksi, erityisesti heikommassa asemassa olevien kohdalla.

Uraohjaajien, uraneuvojen ja fasilitaattorien mielestä tehokkaimmat työkalut ja menetelmät ovat selkeitä ja käyttäjäystävällisiä, mukautettavissa eri konteksteihin, ja ne sisältävät vuorovaikutteisia aktiviteetteja. Suositeltavaa oli myös käyttää useita työkaluja samanaikaisesti sekä yhdistelmänä. Koulutus työkalujen ja materiaalien käyttöön koettiin puutteelliseksi.

Molemmat vastaajaryhmät kokivat, että uravalmennusta ja sen työkaluja ei ole saatavilla riittävästi. Heidän mukaansa ilmainen verkkovalmennus auttaisi tähän haasteeseen.

Digitaalisten työkalujen käyttöön suhtauduttiin positiivisesti ja mahdollisuutta niiden käyttöön myös toivottiin, mutta lähinnä avustavana ja mahdollistavana elementtinä. Vastaajien mukaan digitalisointia ja tekoälyä tulisi käyttää eettisesti ja esteettömästi. Toivottavan valmennuksen lähestymistavoissa korostui kokonaisvaltainen, ihmiskeskeinen ja luovuuteen perustuva oppiminen.

Hajanaisen infrastruktuurin ja eri osapuolten sekä sidosryhmien välisen yhteistyön, mukaan lukien sosiaaliturvajärjestelmän, todettiin myös haittaavan työnhakijoiden ja uransa risteyskohdassa olevien henkilöiden kokonaisvaltaisempaa ja virtaviivaisempaa tukemista.

Career Compass -uravalmennuksen ja -työkalupakin kehittämistä varten voidaan tunnistaa joukko kehitystä ohjaavia tekijöitä, joita ovat:

1. Modulaarinen, joustava ja mukautettavissa oleva valmennussisältö, jossa itsenäinen opiskelu ja ohjattu valmennus ovat tasapainossa. Valmennuksen tulisi myös olla mukautettavissa kokonaan verkossa tapahtuvaan itsenäiseen oppimiseen.
2. Valmennuksen, valmennussisällön ja valmennuspolun mukauttaminen henkilökohtaisten tarpeiden ja tilanteiden mukaan, kattaen muun muassa osaamisen kartoittamisen, mentoroinnin sekä erilaiset urakehitykseen liittyvät kehittämissuunnitelmat.
3. Itsenäisen verkko-opiskelun ja valmentajavetoisen opiskelun kehittäminen vaativat huolellista suunnittelua, esimerkiksi yksilöllisen ohjauksen ja seurannan toteuttamisessa, mahdollisessa yhteisöjen sekä vertaistuen rakentamisessa ja hyödyntämisessä.
4. Työkalut ja materiaalit. Etusijalla ovat työkalut sekä valmennusmateriaali ja -sisältö, joita voidaan mukauttaa myös pitkällä aikavälillä sekä uusien menetelmien syntyessä.
5. Pedagogiset menetelmät. On suositeltavaa sisällyttää muotoiluun pohjautuva ajattelu, luovuus ja innovaatio valmennussisältöön ja sen työkaluihin rakenteellisesti sen sijaan, että siitä kerrottaisiin erikseen. Menetelmät voivat sisältää muun muassa yhteistyöhön perustuvan oppimisen, kerronnan, havainnoinnin ja löytämisen, käytännön kautta oppimisen, viitekehyksiä, testaamisen, sekä kokonaisvaltaisen, ihmiskeskeisen ja luovuuteen perustuvan oppimisen. Muotoiluajattelupohjaiselle oppimiselle on tyypillistä esimerkiksi iterointi oppimisprosessin aikana, löydösten ja havaintojen tekeminen, tiedon prosessoinnin hyödyntämällä divergentti-konvergentti-ajattelua, sekä epävarmuuden kanssa työskentely.

6. Esteettömyys ja osallistava oppimateriaalin suunnittelu on tärkeää. Niiden avulla voidaan varmistaa esimerkiksi heikommassa asemassa olevien ryhmien huomioon ottaminen, saavutettavuus ja esteettömyys, monikielinen tuki, psykologisen ja sosiaalisen tuen integrointi, voimaannuttaminen, itsetuntemuksen ja itseluottamuksen rakentaminen sekä päätöksenteko.
7. Yhteisten valmennusmateriaalien lisäksi heikommassa asemassa olevat ryhmät ja yksilöt saattavat tarvita erityistä huomiota ja oppimispolkuja.
8. Käytännönläheisyys ja konkreettisuus oli toivottavaa, esimerkiksi valmennuksen linkittyminen todellisiin työpaikkoihin, työharjoitteluun ja alakohtaisiin tarpeisiin, sekä ohjausresursseihin, jotka tarjoavat käyttäjille käytännönläheisiä toimeenpantavia suunnitelmia.
9. Digitalisaation ja tekoälytyökalujen hyödyntämiseen tarvitaan huolellista suunnittelua. Mahdollisia käyttötarkoituksia voivat olla mentorointi, tiedon hankkiminen työmarkkinoista ja tarvittavista työelämän taidoista sekä työpaikoista, osaamisvajeen analysointi, muistutukset ja yksilöllisten oppimispolkujen kehittäminen.
10. Yhdistää Career Compass -valmennus ja työkalupakki osaksi kokonaisvaltaisempaa tukiverkostoa ja materiaaleja, esimerkiksi työvoimatoimistoihin, työnhakuun, sekä verkossa oleviin ansioluettelo- ja portfolio työkaluihin.

Περίληψη – Executive Summary in Greek

Παρά τις βελτιωμένες προοπτικές απασχόλησης, η Ευρώπη έρχεται αντιμέτωπη με πολωτικές προκλήσεις στον χώρο της εργασίας, ελλείψεις δεξιοτήτων, και την συνεχόμενη ανεργία σε συγκεκριμένους τομείς και ομάδες ανθρώπων. Για παράδειγμα, η έλλειψη δεξιοτήτων αποτελεί κίνδυνο στην εργασία, την οικονομία και την δυνατότητα της ΕΕ για εξέλιξη, τον ανταγωνισμό σε παγκόσμιο επίπεδο και την κοινωνική της ανάπτυξη. Την ίδια στιγμή, πολλοί άνθρωποι προσπαθούν να βρουν τον δρόμο τους μέσα σε μια αγορά εργασίας που συνεχώς εξελίσσεται, ενώ συχνά αισθάνονται ανασφαλείς για τα δυνατά τους σημεία, τις επαγγελματικές τους φιλοδοξίες και τις δυνατότητες τους.

Το πρόγραμμα **Career Compass: Career Path Planning Training and Toolkit for People in Career Crossroads and Seeking Employment**, έχει στόχο να βελτιώσει τις προοπτικές απασχόλησης, τον επαγγελματικό προγραμματισμό, και την αναγνώριση δεξιοτήτων των ατόμων που βρίσκονται σε επαγγελματικό σταυροδρόμι ή αναζητούν εργασία συμπεριλαμβανομένης και της εκπαίδευσης. Ιδιαίτερη έμφαση, έχει δοθεί σε αυτούς σε ευάλωτες συνθήκες. Το **Career Compass** θα παρέχει στα άτομα διαδικτυακή εκπαίδευση και τα εργαλεία ώστε να τους βοηθήσει να αναγνωρίσουν τις δεξιότητες τους και να δημιουργήσουν ένα επαγγελματικό μονοπάτι. Το **Career Compass** είναι ένα Ευρωπαϊκό Πρόγραμμα υπό την αιγίδα των προγραμμάτων Erasmus+ της Ευρωπαϊκής Επιτροπής και αποτελεί υπό πρόγραμμα των συνεργατικών δράσεων στην εκπαίδευση ενηλίκων.

Η παρακάτω αναφορά πλαισίου και το πλαίσιο του **Career Compass** είναι αποτέλεσμα μιας συγκριτικής μέτρησης απόδοσης και έρευνας που πραγματοποιήθηκε το διάστημα Δεκέμβριου 2024 – Απριλίου του 2025 στην Ελλάδα, την Φιλανδία, την Πολωνία και την Ισπανία. Συγκεντρωτικά 20 εθνικές και 4 ευρωπαϊκές μεθοδολογίες και 21 εθνικές και 4 ευρωπαϊκές καλές πρακτικές αξιολογήθηκαν συγκριτικά προσδιορίζοντας την υπάρχουσα επαγγελματική εξέλιξη και δεξιότητες ώστε να διαμορφώσουν μια αντίληψη του «Τι ισχύει» Αυτά εξετάστηκαν σε σύγκριση με τα αποτελέσματα της έρευνας « Ποιο είναι το βίωμα και οι επιθυμίες», η οποία διεξήχθη στις 4 από τις προαναφερθείσες χώρες με 169 συμμετέχοντες. 116 ερωτηθέντες από αυτούς ήταν άτομα που βρίσκονται σε επαγγελματικό σταυροδρόμι και αναζητούν εργασία. Ρωτήθηκαν σχετικά με τις εμπειρίες τους και τις επιθυμίες τους σχετικά με την έρευση εργασίας, την επαγγελματική τους πορεία, τις δεξιότητες τους και την εκπαίδευση τους. 53 σύμβουλοι καριέρας, υπάλληλοι υποστήριξης εργασίας και επαγγελματικού προσανατολισμού και επαγγελματίες στην διαβίου εκπαίδευση απάντησαν σχετικά με τις προκλήσεις στην εργασία και την επαγγελματική συμβουλευτική. Η έρευνα ανέδειξε δομικά εμπόδια, ανάγκες των χρηστών

και ευκαιρίες για την ανάπτυξη μιας νέας προσέγγισης στην επαγγελματική συμβουλευτική, την ανάδειξη δεξιοτήτων και την εκπαίδευση.

Τα σημαντικότερα πορίσματα ανέδειξαν πως υπηρεσίες επαγγελματικής υποστήριξης, εκπαίδευσης και ανάδειξης δεξιοτήτων είναι ευρέως διαθέσιμες στο γενικό κοινό και συγκεκριμένα σε άτομα που βρίσκονται σε ευάλωτες θέσεις. Η εκπαίδευση κάλυψε τομείς όπως καθοδήγηση στην έρευνα εργασίας και την διατήρησή αυτής, μείωση του χάσματος ανάμεσα στην εκπαίδευση και την αγορά εργασίας, επιχειρηματικότητα, την κοινωνική ενσωμάτωση, την εκμάθηση της γλώσσας και την υποστήριξη ευάλωτων ομάδων. Κατά βάση χρησιμοποιήθηκαν «παραδοσιακές» μέθοδοι. Αυτές περιλάμβαναν αγγελίες εργασίας, συγγραφή βιογραφικού σημειώματος, ανάπτυξη ικανοτήτων και αναγνώριση δεξιοτήτων όπως επίσης, και κάποιες πιο καινοτόμες προσεγγίσεις όπως η οπτικοποίηση. Η εκπαίδευση πραγματοποιήθηκε και διά ζώσης και με ιβρυδική -μεικτή μάθηση. Και στις δύο περιπτώσεις χρησιμοποιήθηκε συχνά η ψηφιοποίηση, για παράδειγμα στα διαδικτυακά εκπαιδευτικά υλικά της εκπαίδευσης και διαδικτυακές συνεδρίες.

Παρόλα αυτά σύμφωνα με τις έρευνες, οι ήδη **υπάρχουσες υπηρεσίες και εκπαιδεύσεις** κρίθηκαν συχνά πολύ γενικευμένες και δεν απαντούσαν στις ανάγκες των ατόμων που αναζητούσαν εργασία και άτομα που βρίσκονται σε επαγγελματικά σταυροδρόμια. Υπήρχε μια ανάγκη για προσωποποίηση και ευελιξία ώστε να ικανοποιούνται διαφορετικοί επαγγελματικοί στόχοι και σταδιοδρομίες και προσαρμοστικότητα στην υλοποίηση της εκπαίδευσης σύμφωνα με τους σκοπούς και τις ανάγκες. Η προσωποποίηση της εκπαίδευσης και της συμβουλευτικής σε διάφορα στάδια είναι ιδιαίτερα σημαντικοί παράγοντες για τις ευάλωτες ομάδες εξαιτίας της ανομοιογένειας τους.

Η έλλειψη της **προσωποποιημένης καθοδήγησης, των εξατομικευμένων συμβουλών, της προσωπικής στήριξης και των συνδυαστικών δραστηριοτήτων** εντοπίστηκαν και από τις δύο ομάδες. Η ανάδειξη των δεξιοτήτων και των δυνατοτήτων, η αναβάθμιση τους, η πρακτικότητα τους και οι δημιουργία αποτελεσμάτων που μπορούν να εφαρμοστούν στην καθημερινότητα κρίθηκαν αναγκαία. Οι επαγγελματίες συνέστησαν επίσης υποστήριξη στην εκμάθηση της γλώσσας για τους μετανάστες και γενικότερα ψυχολογική στήριξη, ενθάρρυνση, στήριξη στους νέους επαγγελματικούς στόχους στην ανασφάλεια και την λήψη αποφάσεων. Παρόλα αυτά, οι σύμβουλοι περιέγραψαν **υπερβολικό φόρτο υποθέσεων, ελλιπή εκπαίδευση και ανεπαρκή εργαλεία**.

Παρόλη την ευρεία ποικιλία **των εργαλείων και υλικών** που χρησιμοποιήθηκαν, από κλασικές μέχρι μοντέρνες και ανθρωποκεντρικές μέθοδοι, η γενικευμένη τους φύση έγινε εξίσου αντιληπτή και στα εργαλεία και το υλικό. Οι σύμβουλοι καριέρας, άλλοι σύμβουλοι και βοηθητικό προσωπικό θεώρησαν πως έχουν περιορισμένη εφαρμογή, ήταν ξεπερασμένοι και χωρίς χρησιμότητα, ειδικά για τις ευάλωτες ομάδες. Σύμφωνα με

εκείνους, τα πιο αποτελεσματικά εργαλεία και μέθοδοι μπορούν να εφαρμοστούν σε διάφορα περιβάλλοντα, είναι ξεκάθαρα και φιλικά για τον χρήστη και εμπεριέχουν διαδραστικές δραστηριότητες. Σύσταση αποτελεί η χρήση συνδυασμού διαφορετικών εργαλείων. Η εκπαίδευση των επαγγελματικών συμβούλων στην χρήση των εργαλείων και των μεθόδων θεωρήθηκε επίσης ελλιπής.

Και οι δύο ομάδες ανέφεραν έλλειψη προσβασιμότητας και στην-κατάρτιση και στα εργαλεία συμβουλευτικής. Μια δωρεάν διαδικτυακή εκπαίδευση θα δημιουργούσε περισσότερες ευκαιρίες για συμμετοχή.

Η χρήση των διαδικτυακών μέσων προτάθηκε και ήταν επιθυμητή, αλλά περισσότερο ως ένα εργαλείο υποστήριξης και διευκόλυνσης. Η ψηφιοποίηση και η χρήση της τεχνητής νοημοσύνης (AI) θα έπρεπε να χρησιμοποιείται με τρόπο ηθικό και προσβάσιμο. Συγκεντρωτικά, ολιστικές ανθρωποκεντρικές και βασισμένες στην δημιουργικότητα μέθοδοι εκπαίδευσης ήταν παρούσες στις προσεγγίσεις της εκπαίδευσης.

Η κατακερματισμένη υποδομή, η συνεργασία ανάμεσα σε διάφορα μέρη και εταίρους, συμπεριλαμβανομένου και του συστήματος κοινωνικής πρόνοιας, αναγνωρίστηκαν επίσης ως εμπόδια μιας πιο ολιστικής και βελτιστοποιημένης υποστήριξης για άτομα που αναζητούν εργασία ή βρίσκονται σε σταυροδρόμι στην επαγγελματική τους πορεία.

Μια σειρά από κατευθυντήριες γραμμές (π.χ. βασικοί ορισμοί) διακρίνονται για την διαμόρφωση της εκπαίδευσης και της εργαλειοθήκης του προγράμματος Career Compass:

1. Περιεχόμενο χωρισμένο σε ενότητες, ευέλικτο, ευπροσάρμοστο και ισορροπημένο με ανάμεσα στην αυτοκατευθυνόμενη και κατευθυνόμενη μελέτη. Θα πρέπει επίσης να μπορεί να προσαρμόζεται σε εξ ολοκλήρου σε διαδικτυακό ασύγχρονο περιεχόμενο.
2. Προσωποποίηση του εκπαιδευτικού υλικού και δημιουργία κατεύθυνσης σύμφωνα με τις προσωπικές ανάγκες και συνθήκες συμπεριλαμβανομένης της συμβουλευτικής, της ανάδειξης ικανοτήτων και της διαμόρφωσης επαγγελματικών σχεδίων.
3. Μια προσεκτική οργάνωση απαιτείται στην αυτοκαθοδηγούμενη διαδικτυακή μάθηση και στην εκπαίδευση που θα καθοδηγείται από τους εκπαιδευτές. Για παράδειγμα, πως μπορούν να πραγματοποιηθούν η προσωπική συμβουλευτική και το follow up; και πως μπορεί η δημιουργία της αίσθησης κοινότητας και η υποστήριξη από ομότιμους να χρησιμοποιηθεί;

4. Εργαλεία και υλικά. Υπάρχει μια προτίμηση σε εργαλεία και περιεχόμενο που μπορεί να προσαρμοστεί για την χρήση του επί ένα μεγάλο χρονικό διάστημα, συμπεριλαμβάνοντας και τις νέες μεθόδους που θα προκύψουν.
5. Παιδαγωγικές μέθοδοι. Προτείνεται να ενσωματωθεί ένας σχεδιαστικός τρόπος σκέψης, δημιουργικότητα και καινοτομία σε όλα τα εκπαιδευτικά περιεχόμενα και εργαλεία, αλλά χωρίς να γίνεται εμφανές πως πρόκειται για σχεδιαστικό τρόπο σκέψης. Αυτό μπορεί να περιλαμβάνει συνεργατική μάθηση, αφήγηση, παρατήρηση και ανακάλυψη, προσεγγίσεις προσανατολισμένες στην πράξη, στοιχειοθετημένα πλαίσια και έρευνα και ολιστική ανθρωποκεντρική βασισμένη στην δημιουργικότητα μάθηση. Ο σχεδιαστικός τρόπος σκέψης εμπεριέχει μεταξύ άλλων, κομμάτια επανάληψης της εκπαιδευτικής διαδικασίας, διερεύνηση και επεξεργασία της πληροφορίας μέσω της αποκλίνουσας και συγκλίνουσας λογικής και την διαχείριση της αβεβαιότητας
6. Η προσβασιμότητα και οι αρχές του συμπεριληπτικού σχεδιασμού είναι σημαντικές, για παράδειγμα στην εξασφάλιση της προσβασιμότητας στις ευάλωτες ομάδες, πολυγλωσσική υποστήριξη, την ενσωμάτωση ψυχολογικής και κοινωνικής υποστήριξης, ενδυνάμωσης, της δημιουργίας αυτογνωσίας και αυτοπεποίθησης, και της λήψης αποφάσεων.
7. Συμπληρωματικά με το κοινό εκπαιδευτικό υλικό, περαιτέρω προσοχή μπορεί να χρειαστεί να δοθεί για ευάλωτα άτομα διαφορετικών κατηγοριών.
8. Πρακτικότητα: η εκπαίδευση πρέπει να έχει σύνδεση με: την πραγματική αγορά εργασίας, πρακτικές και τις συγκεκριμένες ανάγκες του εκάστοτε τομέα, και με πόρους καθοδήγησης που δίνουν εφαρμόσιμες πρακτικές στους χρήστες.
9. Ψηφιοποίηση και χρήση εργαλείων τεχνητής νοημοσύνης (AI) Απαιτείται ενδεδειγμένος προγραμματισμός. Πιθανές ιδέες για αξιοποίηση μπορεί να είναι η συμβουλευτική, η σύνδεση του ατόμου με: την αγορά εργασίας, την έρευνα της κατάλληλης εργασίας, των δεξιοτήτων, την ανάλυση των δεξιοτήτων με βάση τις ελλείψεις, υπενθυμίσεις, και προσωποποιημένα προγράμματα μάθησης.
10. Σύνδεση του Career Compass με πιο πολύπλοκα θέματα υποστήριξης και υλικού, για παράδειγμα, με γραφεία απασχόλησης, έρευνας εργασίας, και εργαλεία δημιουργίας διαδικτυακού βιογραφικού και πορτοφολιών.

Streszczenie – Executive Summary in Polish

Mimo poprawiającej się sytuacji na rynku pracy, Europa wciąż zмага się z narastającymi, spolaryzowanymi wyzwaniami: niedoborem pracowników i kompetencji z jednej strony oraz utrzymującym się bezrobociem wśród niektórych grup i sektorów z drugiej. Braki kompetencyjne stanowią poważne zagrożenie dla zatrudnienia, gospodarki, zdolności do innowacji i konkurencyjności międzynarodowej Unii Europejskiej, a także dla rozwoju społecznego. Jednocześnie wiele osób stara się odnaleźć swoje miejsce na dynamicznie zmieniającym się rynku pracy, często czując niepewność co do własnych mocnych stron, celów zawodowych czy potencjału rozwojowego.

Projekt Career Compass – szkolenie i zestaw narzędzi do planowania ścieżki kariery dla osób w zawodowym „rozdrożu” oraz poszukujących pracy – ma na celu wzmocnienie ich potencjału zawodowego, umiejętności planowania kariery i rozpoznawania kompetencji, w tym także ścieżek edukacyjnych. Szczególną uwagę poświęcono osobom znajdującym się w trudniejszej, bardziej wrażliwej sytuacji. Career Compass dostarczy uczestnikom szkolenia online oraz zestaw narzędzi pomagających w identyfikacji własnych kompetencji i zaplanowaniu dalszej ścieżki zawodowej. Projekt jest współfinansowany ze środków programu Erasmus+ Komisji Europejskiej w ramach partnerstw współpracy w edukacji dorosłych.

Niniejszy raport oraz przedstawione w nim ramy Career Compass powstały w oparciu o analizę porównawczą oraz badania prowadzone w okresie od grudnia 2024 do kwietnia 2025 r. w Grecji, Finlandii, Polsce i Hiszpanii. Łącznie przeanalizowano 20 krajowych i 4 europejskie metodologie oraz 21 krajowych i 4 europejskie dobre praktyki, aby ustalić, „co już istnieje” w zakresie rozwoju kariery i identyfikowania kompetencji. Wyniki porównano z odpowiedziami z badania „Czego doświadczyliśmy i czego potrzebujemy?”, w którym udział wzięło 169 osób z czterech krajów. Wśród nich 116 osób znajdowało się w zawodowym „rozdrożu” lub poszukiwało pracy – opisywali oni swoje doświadczenia i potrzeby związane ze znalezieniem zatrudnienia oraz rozwojem kariery i umiejętności. 53 osoby – doradcy kariery, trenerzy, pracownicy urzędów pracy oraz specjaliści od kształcenia ustawicznego – opisały wyzwania, z jakimi mierzą się w doradztwie zawodowym. Badania pozwoliły zidentyfikować bariery systemowe, potrzeby użytkowników i możliwości stworzenia nowego podejścia do doradztwa kariery, rozwijania kompetencji oraz planowania i szkolenia.

Najważniejsze wnioski pokazują, że wsparcie zawodowe oraz szkolenia są szeroko dostępne i kierowane zarówno do ogółu osób poszukujących pracy, jak i do konkretnych grup w trudniejszym położeniu. Oferowane szkolenia obejmują m.in. rozwijanie kompetencji zawodowych, kontynuację ścieżki kariery, łączenie edukacji z rynkiem pracy, przedsiębiorczość, integrację społeczną, naukę języków oraz wsparcie cyfrowe. Badania wykazały jednak, że istniejące usługi i szkolenia są często zbyt ogólne

i niedostosowane do zróżnicowanych potrzeb osób poszukujących pracy lub stojących przed decyzjami zawodowymi. Potrzebna jest większa personalizacja i elastyczność uwzględniająca indywidualne cele i ścieżki zawodowe, a także dostosowanie sposobu prowadzenia szkoleń do potrzeb uczestników. Szczególnie ważne jest to w przypadku grup wrażliwych, które są bardzo zróżnicowane.

Obie badane grupy wskazały na brak indywidualnego mentoringu, spersonalizowanej pomocy, porad skrojonych na miarę oraz działań następczych. Uczestnicy podkreślali, że kluczowe jest rozpoznawanie kompetencji i mocnych stron, możliwość podnoszenia kwalifikacji oraz praktyczność rozwiązań możliwych do zastosowania w realnym życiu. Specjaliści dodatkowo zwracali uwagę na potrzebę wsparcia językowego dla migrantów oraz, szerzej, wsparcia psychologicznego, motywacyjnego, pomoc w wyznaczaniu celów zawodowych i radzeniu sobie z niepewnością. Doradcy kariery wskazywali jednocześnie na przeciążenie obowiązkami, brak odpowiednich szkoleń i niedostateczne narzędzia.

Mimo stosowania wielu narzędzi – klasycznych, nowatorskich i zorientowanych na użytkownika – ich zbyt ogólny charakter okazał się kolejną barierą. Doradcy ocenili je jako mało użyteczne, nieaktualne i ograniczone, szczególnie w pracy z grupami wrażliwymi. Za najbardziej wartościowe uznano narzędzia, które można łatwo dostosować do różnych kontekstów, klarowne i przyjazne dla użytkownika, zawierające interaktywne elementy. Zalecano również stosowanie kombinacji różnych narzędzi. Podkreślono jednocześnie, że doradcy mają niewystarczające szkolenia dotyczące korzystania z narzędzi.

Obie grupy zwróciły też uwagę na ograniczoną dostępność zarówno narzędzi, jak i szkoleń. Darmowe szkolenia online mogłyby znacząco zwiększyć możliwości uczestnictwa. Digitalizacja i sztuczna inteligencja są pożądane, ale jako narzędzia wspierające, pod warunkiem że będą stosowane etycznie i dostępnie. W szkoleniach pojawiały się również elementy holistycznego podejścia, metod zorientowanych na człowieka oraz kreatywnego uczenia się. Rozproszona infrastruktura oraz niewystarczająca współpraca między różnymi instytucjami, w tym systemem pomocy społecznej, utrudniają stworzenie spójnych i całościowych ścieżek wsparcia.

Na tej podstawie wyznaczono kluczowe kierunki rozwoju szkoleń i zestawu narzędzi Career Compass:

1. Modułowe, elastyczne i dostosowujące się treści szkoleniowe, łączące samodzielną naukę z nauką wspieraną przez trenera. Materiały powinny umożliwiać także w pełni samodzielne uczenie się online.
2. Personalizacja treści i ścieżki nauki zgodnie z potrzebami uczestnika, z uwzględnieniem mentoringu, map kompetencji i planów rozwoju.

3. Przemysłana organizacja samodzielnej nauki online oraz zajęć prowadzonych przez trenera, w tym sposób realizacji mentoringu, działań następczych, budowania społeczności i wsparcia rówieśniczego.
4. Narzędzia i materiały, które można łatwo aktualizować i dostosowywać, także w miarę pojawiania się nowych metod.
5. Metody pedagogiczne oparte na kreatywności, myśleniu projektowym i innowacyjności, bez konieczności używania tych terminów wprost. Obejmują one m.in. uczenie się zespołowe, narracyjne, oparte na obserwacji i odkrywaniu, metody praktyczne, strukturalne ramy pracy, testowanie, podejścia holistyczne, kreatywne i zorientowane na człowieka. Myślenie projektowe zakłada m.in. iteracyjność, pracę z niepewnością i łączenie różnych ścieżek odkrywania.
6. Dostępność i projektowanie inkluzywne – w tym wsparcie dla grup wrażliwych, wielojęzyczność, elementy wsparcia psychologicznego i społecznego, budowanie samoświadomości, pewności siebie i zdolności do podejmowania decyzji.
7. Dodatkowe ścieżki i materiały dla różnych typów grup wrażliwych.
8. Praktyczność: powiązanie szkoleń z realnymi zawodami, stażami, potrzebami konkretnych sektorów oraz dostarczenie użytkownikom narzędzi umożliwiających wdrażanie zdobytej wiedzy.
9. Cyfryzacja i narzędzia AI – wymagające starannego zaplanowania; możliwe zastosowania obejmują mentoring, dopasowanie do ofert pracy, analizę rynku pracy i braków kompetencyjnych, przypomnienia czy personalizowane ścieżki nauki.
10. Powiązanie Career Compass z szeroką siecią wsparcia, np. urzędami pracy, narzędziami do poszukiwania pracy, tworzenia CV i portfolio online.

Resumen ejecutivo – Executive Summary in Spanish

A pesar de la mejora de las perspectivas de empleo, Europa se enfrenta a los desafíos polarizantes de la escasez de mano de obra cualificada, y al desempleo persistente entre ciertos sectores y grupos de personas. Por ejemplo, una escasez de capacidades puede plantear riesgos para el empleo, la economía, la capacidad de innovación de la UE y su competitividad internacional, y el desarrollo de la sociedad. Al mismo tiempo, muchas personas están tratando de encontrar su camino a través de un mercado laboral en constante evolución, a menudo sintiéndose inseguras acerca de sus fortalezas, aspiraciones profesionales y potencial.

El proyecto Career Compass, *Capacitación y kit de herramientas de planificación de la trayectoria profesional para personas en encrucijadas profesionales y que buscan empleo*, tiene como objetivo mejorar el potencial de empleabilidad, la planificación de la carrera y el reconocimiento de habilidades de las personas en la encrucijada profesional o que buscan empleo, incluidas las vías educativas. Se presta especial atención a las personas en posiciones vulnerables. Career Compass proporcionará a las personas capacitación en línea y un conjunto de herramientas para ayudarlos a identificar y planificar su trayectoria profesional y sus habilidades. Career Compass, un proyecto europeo cofinanciado por el Programa Erasmus+ de la Comisión Europea, y su subprograma Asociaciones de cooperación en educación de adultos.

Este informe marco y el marco de la Brújula de Carrera que se presenta aquí son el resultado de una evaluación comparativa y encuestas realizadas entre diciembre de 2024 y abril de 2025 en Grecia, Finlandia, Polonia y España. En total, se compararon 20 metodologías nacionales y 4 europeas y 21 buenas prácticas nacionales y 4 europeas para identificar el desarrollo profesional existente y la identificación de habilidades para formar una comprensión de "Lo que existe". Estos se compararon con los resultados de la encuesta 'Lo que se experimenta y se desea', que se llevó a cabo en los cuatro países mencionados y en la que participaron 169 participantes. 116 encuestados eran personas en encrucijada profesional y que buscaban empleo. Se les preguntó sobre sus experiencias y deseos para encontrar empleo, y para el desarrollo y la formación profesional y de habilidades. Se preguntó a 53 orientadores profesionales, consejeros y facilitadores, funcionarios de empleo y profesionales en formación continua sobre los desafíos en el asesoramiento profesional y de habilidades. La investigación identificó barreras sistémicas, necesidades de los usuarios y oportunidades para desarrollar un enfoque novedoso para la orientación profesional, el desarrollo de habilidades, la identificación y la capacitación.

Las principales conclusiones revelan que los servicios de apoyo a la carrera y de formación y desarrollo de competencias están ampliamente disponibles y dirigidos a los solicitantes de empleo en general y a grupos específicos en una posición vulnerable. La formación abarcó orientación sobre la empleabilidad y la continuidad de la carrera, la reducción de la brecha entre la educación y el mercado laboral, el espíritu empresarial, la facilitación de la integración social, la formación lingüística y el apoyo a los grupos vulnerables. Los métodos utilizados fueron en su mayoría clásicos de naturaleza. Estos incluyeron bolsas de trabajo, redacción de CV y desarrollo de competencias, así como identificación de habilidades y algunos enfoques novedosos, incluida la visualización. La formación se organizó principalmente como aprendizaje presencial o combinado. En ambos casos, a menudo se empleó la digitalización, por ejemplo, para materiales de capacitación en línea y sesiones en línea.

Sin embargo, según las encuestas, **los servicios y la formación existentes** eran a menudo demasiado **genéricos** y no respondían a las diferentes necesidades de los solicitantes de empleo y de las personas en encrucijada profesional. Existe la necesidad de personalización y flexibilidad para adaptarse a diferentes objetivos y trayectorias profesionales, y la adaptabilidad de la entrega de capacitación de acuerdo con la necesidad y el propósito. La personalización de la formación y el asesoramiento en las distintas etapas es especialmente importante para los grupos vulnerables debido a la heterogeneidad de estos grupos.

Ambos grupos identificaron **una falta de** tutorías individuales, asesoramiento personalizado, apoyo personalizado y actividades de seguimiento. Se consideró esencial identificar habilidades y fortalezas, mejorar las habilidades, la practicidad y los resultados que se pueden implementar en diferentes contextos profesionales. También recomendaron apoyo lingüístico para los migrantes y, de manera más general, apoyo psicológico, motivación, apoyo para los objetivos profesionales, apoyo con la incertidumbre y toma de decisiones. Sin embargo, los consejeros citaron **un número excesivo de casos, una formación insuficiente y herramientas inadecuadas**.

A pesar de la amplia gama **de herramientas y materiales** utilizados, desde los clásicos hasta los no tradicionales y centrados en el ser humano, su naturaleza genérica también se identificó en las herramientas y materiales. Los consejeros profesionales, consejeros y facilitadores consideraron que su aplicabilidad era limitada, estaban desactualizadas y carecían de facilidad de uso, especialmente para los grupos vulnerables. Según ellos, las herramientas y métodos más eficaces serían adaptables a diferentes contextos, claros y fáciles de usar, e implicarían actividades interactivas. También se recomendó el uso de una combinación de varias herramientas. La capacitación de los orientadores profesionales sobre cómo usar herramientas y materiales también es deficiente.

Ambos grupos informaron la falta de accesibilidad tanto de la capacitación como de las herramientas. La capacitación en línea que es gratuita crearía más oportunidades de participación.

Se sugirió y se deseaba el uso de herramientas digitales, sino más bien como una herramienta de asistencia y habilitación. La digitalización y la IA deben utilizarse de forma ética y accesible. En general, el aprendizaje holístico, centrado en el ser humano y basado en la creatividad estuvo presente en los enfoques de formación.

También se reconoció que la infraestructura fragmentada y la cooperación entre diferentes partes y partes interesadas, incluido el sistema de asistencia social, dificultan vías de apoyo más holísticas y optimizadas para los solicitantes de empleo y las personas en encrucijadas profesionales.

Se puede identificar un conjunto de impulsores, i.e. puntos Clave para la definición, para la capacitación y el kit de herramientas de desarrollo de Career Compass:

1. Contenido de capacitación modular, flexible y adaptable que equilibra el autoaprendizaje con el aprendizaje facilitado. También debe adaptarse al aprendizaje autodirigido totalmente en línea.
2. Personalización del concurso y la ruta de aprendizaje de acuerdo con las necesidades y situaciones personales, incluida la tutoría, el mapeo de competencias y los planes de desarrollo.
3. Se necesita una planificación cuidadosa para el aprendizaje en línea independiente autodirigido y el aprendizaje combinado dirigido por un formador. Por ejemplo, ¿cómo se llevaría a cabo la tutoría y el seguimiento individual, y podría utilizarse la creación de comunidades y el apoyo entre pares?
4. Herramientas y materiales. Se prefiere las herramientas y el contenido que se pueden adaptar durante un largo período de tiempo, incluso para los nuevos métodos que surgen.
5. Métodos pedagógicos. Se sugiere integrar el pensamiento de diseño, la creatividad y la innovación en todos los contenidos y herramientas de aprendizaje, pero sin decir que es un pensamiento de diseño. Esto puede abarcar el aprendizaje colaborativo, la narración, la observación y el descubrimiento, los enfoques orientados a la práctica, los marcos estructurados y las pruebas, el aprendizaje holístico, centrado en el ser humano y basado en la creatividad. El pensamiento de diseño incluye, entre todos, aspectos de iteración en la ruta de aprendizaje, descubrimiento y procesamiento de información divergente-convergente y trabajo con incertidumbre.

6. Los principios de accesibilidad y diseño inclusivo son importantes, por ejemplo, para garantizar la accesibilidad de los grupos vulnerables, el apoyo multilingüe y la integración del apoyo psicológico y social, el empoderamiento, el desarrollo de la autoconciencia y la confianza en sí mismo, y la toma de decisiones.
7. En la parte superior de los materiales de capacitación comunes. Es posible que se requiera atención adicional y rutas de aprendizaje para personas vulnerables de diferentes tipos.
8. Practicidad: Formación vinculada a trabajos reales, prácticas y necesidades específicas del sector, y recursos de orientación que proporcionen a los usuarios estrategias accionables.
9. Herramientas de digitalización e IA. Se necesita una planificación minuciosa. Las posibles ideas para su uso deben ser posiblemente para tutoría, emparejamiento de trabajos, información sobre el mercado laboral y habilidades, análisis de brechas de habilidades, recordatorios y rutas de aprendizaje personalizadas
10. Vincular Career Compass a tejidos y materiales de apoyo más complejos, por ejemplo, a oficinas de empleo, búsqueda de empleo, CV en línea y herramientas de creación de portafolios.

About this framework guide

This Career Compass Framework Guide provides up-to-date information on existing career and skills training, and experiences, needs and wishes relating to such training. It compares the findings from these two areas identifying gaps, opportunities and lessons learnt arising from the findings. It also provides an overview of the changing labour and job markets and society in Europe, as well as in Greece, Finland, Poland and Spain. Thus, the guide and the framework also aim to increase awareness of new avenues for human-centred career and skills training methods for different educational levels.

Furthermore, this guide presents the Career Compass Framework, which supports the further development of the Career Compass training and toolkit for career path, skill and opportunity identification and planning, the project with the creation of the career and skills toolkit, the associated trainings, and user guides designed for individuals at career crossroads, job seekers, and career trainers.

The final beneficiaries of the Career Compass framework, training, toolkit and user guides are especially:

- **People at Career Crossroads and seeking employment:** This group includes individuals at various stages of their career journey – job seekers actively looking for employment, career changers exploring new fields, students starting their professional lives, and anyone generally seeking to enhance their skills and improve their career prospects. This group also includes people in vulnerable positions, such as, young people at the beginning of their and older people at the end of their work careers, women, refugees, migrants, and lower-educated people and NEETs (young not in employment, education or training).
- **Career trainers, counsellors, and facilitators, employment officers and professionals in continuous training:** This group consists of professionals whose role is to support others in their learning and career development. In this framework guide they will be referred to as career counsellors, trainers and facilitators.

Career Compass can also be used by policy makers, and other professionals working in education, employment, and skills development.

The following sections of this framework guide provide information on:

- The situation of employment and skills, the evolving of labour and job markets and society in Europe, especially in Greece, Finland, Poland and Spain.
- An overview of the investigation.

- Detected gap areas between **“what is”** (the current state), benchmarked methodologies and good practices, and **“what is experienced, needed and desired”** along with gap areas, opportunities, lessons learnt, and recommendations.
- The Career Compass framework and towards using it.

1. Information on the labour markets in Europe and in the partner countries

The European Union (EU) has been actively modernising career guidance and employment training to address the rapidly evolving labour market. Driven by digitalisation, sustainability, and demographic shifts, EU policies emphasise lifelong learning, upskilling, and reskilling to prepare workers for automation and the green transition. Initiatives like the **EU Skills Agenda** and the **European Year of Skills (2023)** highlight the importance of equipping individuals with **digital, STEM, and vocational skills**. The **Europass platform** (europass.europa.eu) provides essential tools for job seekers, helping them create CVs, assess their skills, and find relevant job opportunities. However, challenges such as **skills mismatches, youth unemployment, and uneven access to career services** persist across different regions. While some sectors face labour shortages, others experience overqualification, making **competency-based learning and career adaptability** increasingly critical.

Career guidance and employment training in the EU operate under a **multi-level governance system**, involving **national governments, EU institutions, private sector actors, and public employment services (PES)**. These services integrate **digital tools for job matching and career counselling**, while **mobility programmes** like Erasmus+ support skills development across borders. The EU also promotes **public-private partnerships** and sector-based initiatives to better align education with labour market needs. Despite these efforts, **regional disparities remain a challenge**, with urban areas generally having better access to **career guidance services, vocational training, and employer-driven programmes**, while rural and peripheral regions often lack adequate resources. Additionally, integrating **AI and big data** into labour market forecasting is improving career planning, but ensuring accessibility for **older workers and marginalised groups** remains a pressing issue.

European career guidance strategies increasingly emphasise **personalised and flexible learning pathways** to accommodate diverse workforce needs. The **recognition of informal and non-formal learning** is gaining importance, enabling workers to **validate their skills and experience** beyond traditional qualifications. Online learning platforms and **AI-driven career counselling tools** are becoming more prevalent, helping individuals tailor their career development plans. However, **digital literacy gaps and access to technology** remain obstacles, particularly for **vulnerable groups such as migrants, long-term unemployed individuals, and people with disabilities**. Continuous investment in **career counsellor training, lifelong learning strategies, and inclusive labour market policies** is essential to ensure that career guidance remains effective, equitable, and aligned with future labour market trends.

The National Contexts

The national contexts in the partner countries shared strong similarities in terms of employment and skills training, as well as the related trends and challenges. This creates a solid foundation for developing the Career Compass framework, training and toolkit. However, each country had its own challenges and trends.

1. Form of training: Training is both **formal and informal** in all partner countries. **Formal training is structured** and takes place at specific times and in specific locations. In Greece, it is often subsidised. Informal training is more flexible but can also be structured. In Finland, certificates of participation can be provided to the employment office as proof of participation in such training. Informal training is growing in popularity in Greece. In Poland, a significant challenge is the limited time allocated to career counselling in schools.

2. Cost of training. Training is either free (mainly) or on payment. In Poland, for example, in Poland publicly funded programmes, often delivered through the Integrated Qualifications Register System and Branch Skills Centers (BCU), aim for low fees thus enabling participation for all. Training fees may also be low, especially when publicly funded (Spain). It is more likely that private organisations will charge fees. Free training tends to be more informal and freely available.

3. Topics and subjects of training: Training topics originate from societal needs that are identified and organised at national or regional levels, as well as within organisations, depending on the nature of the training (e.g. formal or informal). The process varies by country. Training can be general, e.g. job search or hard skills, and cover permanent or long-term themes. Alternatively, it can be tailored to specific groups, challenges, sectors, migrants, older people, neurodivergent individuals, or people in rural areas.

4. Training providers are public, non-profit and private organisations that vary by country. Formal training is mainly provided by educational organisations or accredited training centres (in Spain, for example), while informal training can be provided by employment offices (in Finland, for example), other organisations, projects, or online and on-the-job training tailored to specific industry needs. In Greece, international online platforms are also used. Spain places a strong emphasis on vocational education and training (VET). In Poland, vocational education plays a significant role, with reforms aimed at increasing employer participation in training initiatives. Additionally in Poland, Branch Skills Centers (BCU) have been established nationwide since 2024 to improve education and training and encourage collaboration with employers.

5. The main challenges for career changers. were availability, e.g. geographic, regional disparities in program availability, and a lack of access to continuous training and

upskilling opportunities. Challenges in skills and employment identification and training was additionally mentioned in Poland.

6. While the challenges faced by training providers varied slightly by country, they were generally related to heavy workloads, limited resources and support, high caseloads, and the need to update and adapt to constantly changing tools, methodologies, and labour market demands. In Poland, training providers face significant challenges. For example, there is limited time allocated for careers guidance in schools, which restricts individual support. The profession of careers guidance is not strongly anchored in legal regulations and lacks appreciation. Resources are fragmented and there are insufficient opportunities for systematic professional development.

7. Systematic issues such as timing problems, inefficiencies, fragmented implementation and funding constraints have created challenges in Spain and Greece.

8. Current trends are driving changes in training, including digitalisation, artificial intelligence (AI), the green transition, sustainability, skills shortages, and country-specific areas. The use of digital platforms, online training and AI for personalised career planning is becoming increasingly common. The country-specific trends include:

- **Greece:** There is a persistent skills shortage with over 200,000 vacant positions in key sectors (agriculture, construction, IT, and renewable energy) and urgency of upskilling. Only 21% of potential work force feel confident in identifying future skill needs. In addition, cost pressures often limit investment in training programmes.
- **Finland:** Finland is currently using plenty of alternative methods in skills and employment training, and design -based tools.
- **Poland:** In Poland, the skills gap between new work candidates and experienced professional leaving the labour markets is evident. Young people feel unprepared for labour markets and believe more in practical than formal education.
- **Spain:** Focus on addressing the needs of the labour markets, e.g. digital IT, supply chain management, engineering, and innovative marketing. The challenges include such as the mismatch between job seekers' skills and employers' demands. Continuous training and upskilling are needed, particularly for older workers and in rural areas.

2. An overview of the investigation

The investigation into the development of the Career Compass framework, training programme and toolkit was conducted in 2025 in the partner countries of the Career Compass project: Greece, Finland, Poland and Spain. The purpose of the investigation was to learn from user preferences, methodologies, and good practices, to design a training framework that considers the viewpoints of the end-users.

The investigation took place at three levels: what exists, what is experienced and needed and what does not work, and at the European and national contexts. **‘What exists’** represents good practices and methodologies that already exist in the partner countries and Europe. This included a general investigation into employment and the labour market in Europe and the partner countries, as well as employment and skills training. The third level, **‘what is experienced, needed and what is not working’** was discovered through surveys addressed to people at career crossroads and seeking employment (also called job seekers and people at career crossroads) as well as career counsellors, counsellors and facilitators, employment officers and professionals in continuous training.

This framework report compares the findings of these aspects and uses them to develop the Career Compass framework, as well as the subsequent training, toolkit and user guides. Separate confidential reports have been created of the benchmarking, including European and national dimensions, and the surveys, while this report presents the comparison of the findings of these confidential reports and relevant information on the investigation.

The following chapters present the European – national aspects, the core data and information on the benchmarking and surveys, and finally the comparison of the ‘what exists’ and ‘what is experienced, needed and what is not working’. These will be followed by the presentation of the developed Career Compass framework.

2.1 What exists: Benchmarking Good Practices and Methodologies

Good practices and methodologies were benchmarked in each partner country and at the European level. Four good practices and four European methodologies were benchmarked, resulting in a total of 4 for both, as well as 20 national methodologies and 21 national good practices – five from each partner country, except for one additional good practice from Finland.

2.11. The benchmarked European methodologies

The benchmarked European methodologies, along with their purposes and target audience, were the following:

- **EPA Online Course (Motivational Interviewing)** aims to enhance motivation and support behaviour change. It was intended for career counsellors and unemployed youth.
- **ELD Competency Cards** help individuals identify their skills, talents, and character traits. The cards are used by students and job seekers.
- **Life Designing** supports career construction through narratives. It was aimed at career advisors and job seekers.
- **Letter to Myself** is a tool that encourages self-reflection and goalsetting. It was addressed to students, job seekers, career changers.

2.12. The benchmarked European good practices

The benchmarked European good practices, along with their purposes and target audience, were the following:

- **Europass Platform**, which is aimed at jobseekers, provides free digital tools for CV creation, skill assessment and job searching.
- **Career Compass** supports career planning through micro-learning resources. It is aimed at vulnerable young people and students.
- **IEUCG Project** uses digital resources and innovative methods to enhance career guidance. It is aimed at unemployed young people and career counsellors.
- **YOUTHSHARE** focuses on developing social entrepreneurship and the skills of young migrants and NEETs (young people not in employment, education or training) living in coastal regions.

2.13. The benchmarked national methodologies

The benchmarked national methodologies are presented in the table below:

Country	National methodologies
Greece	<ul style="list-style-type: none"> • Action-Oriented Career Counselling (AOCC), addressed to Career counsellors, unemployed youth, vulnerable groups.

	<ul style="list-style-type: none"> • Career Decision Funnel, addressed to Unemployed individuals, youth, career changers. • DOTS Model, addressed to Students, unemployed youth, professionals. • Lifelong Guidance Framework, addressed to Career advisors, students, professionals. • Letter to myself, addressed to Students, unemployed youth.
Finland	<ul style="list-style-type: none"> • Duunitesti (transl. job test), addressed to job seekers of any kind. • Taitoposteri (talent poster), addressed to female job seekers and higher education students and graduates. • Työtaitokortit/ work skill cards, addressed to gig and mobile workers, employers and work coaches. • Osaamisen Peili (The mirror of Skills), addressed to all job seekers including vulnerable people, especially those at the beginning of their careers. • Kompassi (compass), addressed to all job seekers, including those at the beginning of their careers, and vulnerable people.
Poland	<ul style="list-style-type: none"> • My Portfolio, addressed to job seekers, students, adults. • Vocational Interest Questionnaire, addressed to unemployed, job seekers. • Coaching in Career Counselling, addressed to job seekers, career changers. • Balance of Competences (MBK), addressed to all ages; job seekers, changers, professionals. • Micro-credentials (Odznaka+), addressed to youth, job seekers, students, trainers, teachers.
Spain	<ul style="list-style-type: none"> • Holland's Career Typology (RIASEC Model), addressed to students in secondary education. • Orientación con GROW, addressed to recent university graduates. • Orientar desde el Ser, addressed to students in Initial and Intermediate VET.

	<ul style="list-style-type: none"> • Test de habilidades profesionales – My talent map, addressed to unemployed youth, vulnerable groups, career counsellors, students. • Narrative career counselling, addressed to unemployed youth, vulnerable groups, career counsellors, students.
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Most selected methodologies were addressed to unemployed job seekers. In some cases, a specific group was mentioned. These were mostly students, young people and vulnerable groups. In many cases, the methodologies were addresses to both learners and professionals, e.g. career counsellors.

The purposes of the selected methodologies were:

Topic area	Description
Personal discovery, development and growth	<ul style="list-style-type: none"> • Finding own skills, strengths, knowledge, competences, interest, motivations, emphasise self-awareness and personal growth., the ability to articulate and evaluate, and tailored career development. • Bridging skill gaps.
Continuous career adaptability and development	<ul style="list-style-type: none"> • Educational and career planning, including improved and structured decision-making in career choices, career interests and essential contacts. • Ensuring lifelong career adaptability and support, informed and structured career decisions through tools and assessments by providing career awareness and transition support. and lifelong career management skills. • Facilitating continuous learning and adaptability, including validation of informal and short-term learning. • Empowering job seekers build career portfolios and take ownership of their development. • Understanding labour markets and their demands
Supporting vulnerable groups	<ul style="list-style-type: none"> • Inclusive employment support that comprises e.g. people with disabilities, marginalised people and job placement.
Developing career counselling	<ul style="list-style-type: none"> • Enhancing the effectiveness of career counselling by combining traditional guidance with coaching and digital tools.

The benchmarked national good practices are presented in the table below:

Country	National good practices
Greece	<ul style="list-style-type: none"> • Lifelong Career Development Portal (e-STADIODROMIA), addressed to adults of all ages seeking career guidance. • Counselling, Training, and Certification for Unemployed Youth in Retail Sector, addressed to unemployed youth aged 18–29. • Information and Counselling Support Network, addressed to private-sector employees and unemployed individuals. • Special Employment Integration Actions for Young People with Disabilities, addressed to unemployed NEET youth with disabilities. • You Have a Second Chance, addressed to former substance users (imprisoned or released).
Finland	<ul style="list-style-type: none"> • Uraloikka - Uraloikkarin käsikirja (transl. Career changer's handbook), addressed to career changers / job seekers. • Urakompassi (transl. Career Compass), addressed to female university students. • NUOTTI-valmennus (transl. NUOTTI coaching), addressed to young people (16–29 years old). • Osaamis-matkalla (transl. Competence Journey) – Developing Career Guidance Competencies, addressed to counsellors and guidance personnel. • TET - Työelämään tutustuminen (transl. getting to know working life), young people (middle school age). • SILTA (transl. bridge), addressed to unemployed youth, vulnerable groups, e.g., substance abuse rehabilitees.
Poland	<ul style="list-style-type: none"> • Integrated Qualification System (ZSK), addressed to students, employees, employers, institutions. • JOBfirma – Professional Activation 50+, addressed to Unemployed people aged 50+, low-skilled.

	<ul style="list-style-type: none"> • Career Counselling: Focus on the Future, addressed to career counsellors, teachers, students. • Career Map, addressed to youth, students, counsellors. • Time for the Young – Advice Points, addressed to youth under 30, especially job seekers.
Spain	<ul style="list-style-type: none"> • ProVP, addressed to students. • Excellence in Guidance Awards, addressed to students, counsellors, families. • Proyecto Orión, addressed to students. • Orienta-T, addressed to students. • Andalucía Orienta, addressed to unemployed, youth, vulnerable groups.

Most selected good practices were addressed to job seekers including a variety of vulnerable groups, such as unemployed youth aged 18-29, unemployed NEET youth with disabilities, former substance users, unemployed people aged 50+, low-skilled, and female university students. Students represented another recognisable group, especially in Spain. Similarly to methodologies, the selected good practices were often addresses to both learners and professionals.

The purposes of the selected good practices were:

Topic area	Description
Provide career support and guidance for employability and to ensure career continuity	<ul style="list-style-type: none"> • For example, through online self-assessment and planning tools, long-term and structured support with interventions, individual counselling, training, personalised counselling sessions and combine group workshops, and tailored employment guidance. Digital platforms and self-paced learning may be used. • Help identify own professional interests and develop key competencies. • Enhance accessibility.
Bridge the gap between education and	<ul style="list-style-type: none"> • Acquiring professional experience, learning through practice, and practical internships. • Inclusive training.

labour markets	<ul style="list-style-type: none"> • Integration of non-cognitive skills development, promotion of STEM careers.
Social support and vulnerable groups	<ul style="list-style-type: none"> • Combining therapeutic, vocational and social support. • Facilitate social integration, particularly among vulnerable populations. • Support diverse target groups, including young people entering the labour market, unemployed individuals, professionals over 50, and vulnerable populations (victims of violence, prisoners, addicts, the homeless, and those at risk of social exclusion).
Career counselling	<ul style="list-style-type: none"> • Improving career counselling competencies. • Provide expert-led consultations.

2.2 What is experienced: Surveys

Surveys were conducted with 169 individuals. 116 of them were people at career crossroads and seeking employment and 53 of them were career counsellors, counsellors and facilitators, employment officers and professionals in continuous training. The table below shows the distribution of these by country:

Country	Job seekers and individuals at career crossroads	Career counsellors, trainers and facilitators	Total Responses
Spain	39	12	51
Finland	24	11	35
Greece	28	10	38
Poland	25	20	45
TOTAL	116	53	169

Job seekers and individuals at career crossroads

Across all four partner countries, the group of job seekers and individuals at career crossroads was characterised by a high proportion of women: 62% in total. The proportion of female respondents was particularly high in Greece at 86%.

The career stage: Most respondents were mid-career adults aged between 25 and 54, while only 7% were over 55 and 25% were under 25. Most respondents under 25 were from Spain, accounting for 64% of the total in the country. This age group represented only 3% of respondents in Greece and 12% in Poland. There were no respondents in this age group in Finland.

The education levels of respondents ranged from secondary/vocational to higher degrees. Many participants were unemployed or in insecure employment, with a significant proportion seeking to re-enter the workforce after breaks due to caregiving, migration or other personal circumstances. The respondents were predominantly highly educated. The proportion of respondents with a master's degree or higher was the highest at 37%, followed by those with a bachelor's degree at 23%. However, the percentage of respondents with secondary education was also high at 23%, while 12% of the respondent had vocational education. Only 3% had a primary education, while 2% had no formal education at all.

The employment situation of the respondents. 29% of the respondents were unemployed, 26% were in full-time employment, 25% were students and 13% were in part-time

employment. Most of the unemployed respondents were from Finland, while most of the students were from Spain. Five per cent of the respondents were self-employed, one per cent were integrated students (language students), and one per cent were students who were employed part-time.

Career counsellors, trainers and facilitators

The primary role of the respondents: The largest groups of respondents were career counsellors (57%). The second largest group were career trainers and job coaches, at 9,5% each, and lastly were employment office staff at 7%. Other roles included career and recruitment specialist (career counsellor), career planner, career services specialist and career counsellor, one of each in Finland. In Poland two counsellors were working at school with students, one person as a psychologist/psychotherapist and one person as a personal counsellor.

Years of experience of the respondents: The respondents were mainly highly experienced in their positions. 68% of them had over seven years' experience in the field, and 87% had over four years' experience in total (19% had four to six years' experience). 9% of the respondents had between one to three years' experience, and only 4% had less than one year's experience.

The types of organisations of employment: Most counsellors worked in educational institutions, 40% in a school or university, and 7% in Greece a vocational centre. Additionally, one person worked as a counsellor on a project in Poland, and seven worked in an NGO association in Spain. The second largest group worked in public employment services (19%). None of the respondents worked in assistance centres.

Types of individuals that the respondents work with: Most respondents (26%) worked with unemployed individuals. The second largest group was students (19%), including a variety of different kinds of students in the 'Other' category. 13% of the respondents worked with people with disabilities. Of the groups categorised as 'Other', one in Finland was 'Unemployed migrants over 30 years of age', and the 18 respondents in Poland were made up of eight people who worked with job seekers, three who worked with students, and one from each of the following groups: adults in general, adult students, students of a post-secondary school, high school students, youth up to 25 years of age, children, students of secondary schools and students of post-secondary education.

The primary focus area in career and skills counselling for most respondents was career planning (38%), followed by job placement (17%), skills assessment (15%), skills training (11%) and training program facilitation (8%). Under the category 'Other' were in Finland identifying and articulating the student's competences (one person), training guidance and job search (one person), and everything but no job placement (one person), and in

Poland one person provided career counselling and another conducted career counselling classes in a primary school.

3. A comparison of “what exists” and “what is experienced”

This section of the framework guide compares the '**what exists**' benchmarking with the '**what is experienced, needed and wished**' surveys. Similarities, differences, gaps, opportunities and lessons learnt will be identified from this comparison and presented in the next section of the guide. These will become leads for the development of the Career Compass framework.

The areas of comparison are:

- Use and delivery of career and skill development services
- Topics of training
- Skill identification and development
- Pedagogical approaches
- Delivery of training
- Materials and tools
- Digitalisation and artificial Intelligence (AI)
- Vulnerable groups
- Career Counsellors, trainers and facilitators

3.1. Use and delivery of career and skill development services

On average 70,75% of the **job seekers and individuals at career crossroads** participating in the surveys in Greece, Finland, Poland and Spain had **used career and skill development services**. The services were least used in Greece, only by 50% of the respondents. The services used were mostly classic career services, such as:

- **Career service, coaching and job-hunting services** that included a variety of training programmes, courses, mentoring, and career and work counselling.
- **Workshops and seminars** that took place in-person and online.
- **Vocational training programmes and internships**, and other **further training** at different levels including participation in projects.
- **Customised services** for specific target groups, for example, mentoring, language and work culture training for migrants.

- **Degree** identification and transfer services.
- **Skills:** Digital skills training, skills assessment and psychometric tools.
- **Online tools** that may also include LinkedIn.

These services were rated as highly useful. 68% of respondents found them helpful (39%) or extremely helpful (26%). However, 28% of respondents found them neutral, 5% found them slightly helpful, and 2% found them not helpful at all.

The challenges in providing and using career and skill development services

A comparison of the most common challenges faced by career counsellors, trainers and facilitators when providing career and skill development services, and by job seekers and individuals at career crossroads when using these services identified common and causal relationships in the identified challenge areas to focus.

- The biggest challenges faced by **job seekers and individuals at career crossroads** were linked to the **service offer. The lack of tailored advice** was identified as the most significant issue. **The generic nature of the materials** that does not adapt to different individual needs was also evident in the open answers. **Career counsellors, trainers and facilitators** identified **personal barriers** and a **lack of clarity of the individuals' career goals** among the greatest challenges. These were linked to individuals' uncertainty about themselves.
- Career counsellors, trainers and facilitators identified **limited time to provide personalised support** as the second greatest challenge. This is closely linked to the third most important challenge identified by job seekers and individuals at career crossroads, which is **insufficient follow-up or support**.
- **Limited information or outdated resources** (job seekers and individuals at career crossroads) and **limited availability of up-to-date career tools and resources** (career counsellors, **trainers and facilitators**) were also important challenges.
- The fourth challenge area identified by both groups was **accessibility**. This included poor infrastructure and **difficulty accessing services** and the right tools in terms of location, cost, technology and digitalisation. It also included poor financial resources for private diagnosis and language and cultural training. This all supports the idea that resources should be freely available to everyone, not just the unemployed.

Career counsellors, trainers and facilitators identified three further key challenges:

- Difficulty keeping up with labour market trends and job demands.

- Job seekers may find it difficult to keep up with changing laws, meaning they may not know what to do or simply forget to inform the authorities about their employment situation.
- There are also individuals with unrealistic career goals. For example, young graduates aiming for high-level positions.

Job seekers and individuals at career crossroads	Career counsellors, trainers and facilitators
1) Lack of tailored advice (29%) 2) Limited information or outdated resources (26%) 3) Insufficient follow-up or support (24%) 4) Difficulty accessing services (e.g. location, cost, technology), (20%)	1) Individuals face personal barriers (29%) 2) Limited time to provide personalised support (21%) 3) Individuals lack clarity about their career goals (20%) 4) Difficulty keeping up with labour market trends and job demands (15%) 5) Limited availability of up-to-date career tools and resources (11%)

Besides challenges, according to career counsellors, trainers and facilitators **the biggest obstacles to effectively support individuals in career transition were:** Mismatch between job seeker expectations and labour market realities at 33%, difficulty engaging individuals in career development activities (23%), lack of follow-up or long-term support after initial guidance, and limited financial resources for additional training programs, both at 24%. Other issues mentioned included lack of faith, reluctance to learn and fear of change, employers' reluctance to hire career changers while looking into the past, and too few career guidance resources available.

Groups that were particularly difficult to support in career transitions included: people with health issues, other conditions and intellectual disabilities, migrants (especially those who had recently arrived), international students and researchers (particularly those from outside the EU), women, ethnic minorities, young people in general, but especially those at risk of social exclusion, without work experience and long-term unemployed, people over 55 with outdated skills and competences, the elderly, all long-term unemployed, people at high risk and receiving social assistance (for example, those with substance addiction issues, a prison sentence or housing problems); people without vocational

training or qualifications, professionally inactive people, and those working in low-paid jobs who lack motivation.

The vast majority of responding career counsellors, trainers and facilitators (91%) had experience of working with vulnerable groups; in Finland all the respondents. The main challenges commonly encountered in working with vulnerable groups were language barriers (36%), limited education or qualifications (25%), lack of digital skills (18%) and cultural differences (13%). Other challenges mentioned were:

- **Personal issues:** Health and mental health issues, neurodiversity, disability, low self-esteem due to long-term unemployment, career change challenges, fear of making decisions and choices, and in some cases lack of motivation to work and negative attitudes.
- **Infrastructure:** Lack of accessible tools and insufficient training for counsellors.
- **Specific to migrants:** poor language skills, understanding the local laws and services, and the attitudes of the surrounding society.

Aspects lacking in career and skill development services

There were differences between job seekers and individuals at career crossroads, and career counsellors, trainers and facilitators in the idea what was lacking from career and skill development services.

While job seekers and individuals at career crossroads mostly missed **concrete support for career access and relevant skill development** (such as access to job opportunities, awareness of career paths, personalised guidance), career counsellors, trainers and facilitators were focussing on **follow-up support, personalisation** of services and **accessibility** issues (for disabled and individuals with limited digital skills).

Career counsellors, trainers and facilitators also found essential integration of **up-to-date labour market data**, and more efficient **networks, support for job seekers and training** as well. Job seekers and individuals at career crossroads, to some extent, ongoing support during training, including follow-up activities. Career counsellors hoped for more efficient **networks, support and training** as well.

Job seekers and individuals at career crossroads were additionally missing:

- **Information:** On training, contacts, support and regional/local resources, and clarity on the training offer and the labour market and changing industries.
- **Training:** Customised training, career coaching, a wider range of consulting, services, accessible tools, e-resources and apps, learning local language, and better connections between different levels of training and organisers.

- **Support:** Psychological support, legal and financial advice, implementation and monitoring of stages leading to employment, the possibility of visiting workplaces, and support and information for people running their own business.
- **Verification of competences and suitability,** but not electronically.

Job seekers and individuals at career crossroads	Career counsellors, trainers and facilitators
1) Access to job opportunities (25%) 2) Personalised guidance (20%) 3) Awareness of diverse career paths (19%) 4) Relevant training for skills development (18%) 5) Ongoing support (e.g. follow-ups) (1%)	1) Follow-up support for individuals (24%) 2) Personalisation of services (21%) 3) Accessibility for people with disabilities (19%) 4 and 5) Integration of up-to-date labour market data (17%) and Accessibility for people with limited digital skills (17%).

A holistic approach for career and skill development services and training

To effectively support job seekers and individuals at career crossroads and deliver career and skill development services four different dimensions should be taken into consideration, as identified by career counsellors, trainers and facilitators.

<p>1. Job seekers and career changers</p> <p>More training and career coaching of sufficient duration, support, long-term monitoring and personal coaching. Personalisation and psychological support are also needed.</p> <p>Increased awareness, motivation and courage to use and participate in different forms of support.</p>	<p>2. Materials and training</p> <p>Common and customised materials and training that are easily available and easy to use, free of charge and accessible.</p> <p>Plenty of guidance for vulnerable groups.</p> <p>Access to supportive networks and communities, and resources.</p> <p>Worklife and workplace oriented customised training with self-knowledge.</p>
<p>3. People helping job seekers and career changers (career counsellors, etc.)</p> <p>More training in general and on tools and methods with instructions, cultural issues, and work time to support job seekers.</p>	<p>4. Society</p> <p>Cooperation between different parties and stakeholders, including social assistance system to provide more holistic and streamlined client support paths, and</p>

Skills to support vulnerable groups and perform a preference, competence and needs diagnosis.

more support for trainers and career counsellors are needed.

The desired and recommended type of training and service to support career and skill development

According to job seekers and individuals at career crossroads training should be **based on individual needs** and approach with customisable and personalised itineraries, and there should be a contact with an advisor. It should be **accessible** physically and financially, **user-friendly, practical**, engaging, flexible, adaptable to different profiles and career goals, have useful resources, and always updated. The content should not be excessive, but provide concise, actionable steps that are easily understood and tailored to individual needs. Information about when and where training is organised should be easily available in a professional manner.

According to them, employment training should support on-the-job training, help obtaining a job, or at least an internship, and training should be organised also in relation to demands of specific jobs.

Contact, advise and ongoing support with regular and **personalised meetings** and follow-up should be well-organised. This could be based, for instance on, individual aspirations or backgrounds. Individuals should be introduced to the working world. Equal opportunities should be provided to migrants, and training should be a mediator between migrants and businesses.

Career counsellors, trainers and facilitators agreed with job seekers and individuals at career crossroads on the service and training to support career and skills identification and development. They also emphasised the importance of free training, psychological support and empowerment, developing self-knowledge and expressing one's skills, considering the social needs of job seekers and the need for personalised support.

Career counsellors, trainers and facilitators reminded that **vulnerable groups** require plenty of guidance and support at different stages, their social needs, and adaptation of tools and materials to their different needs. The need for personalised guidance, learning and materials is highlighted with vulnerable groups. For instance, linguistic and cultural adaptation is not beneficial only for migrants. Language learning is essential for migrants.

Three more points were highlighted by career counsellors, trainers and facilitators. Firstly, career guidance should be part of different services beyond job application process. Secondly, creating connections with real opportunities (jobs, internships, training) is important. And lastly, it is to remember that some subjects may have difficulties accessing digital services.

3.2 Topics of training

Benchmarking of methodologies and good practices revealed a vast and holistic range of topic for training offer for career and skills recognition and development in Europe, covering a variety of areas from CV writing, labour market information to language training and skills recognition for different groups of learners. These included such as:

Topic area	Description
Career support and guidance for employability and career continuity, including educational interests.	For example, help identify professional and educational interests , online self-assessment and planning tools, training , long-term and structured support with interventions , individual and personalised counselling , workshops, employment guidance and career development, providing career awareness and transition support , expert-led consultations and career management skills , creating a for the future and goal setting .
Discovery of self and of own potential	Developing self-awareness, self-reflection and the ability to articulate and evaluate. Finding own skills, strengths, knowledge, competences, aspirations, interests, character and personal value, for examples by using personal experiences. For example, the Balance of Competences Method is used to assess and identify an individual's competences for various life and career situations. It offers a flexible approach to understanding an individual's capabilities, from skills identification to achieving specific job or promotion goals.
Empowerment and motivation	Personal growth and goal setting. Enhancing motivation, empowerment, behaviour change, and taking ownership of own development. Helping to overcome ambivalence and uncertainties and build confidence in career decision-making.
Skill development, bridging skill gaps and language training	Identifying skills, characteristics and talents using various methods, such as drawing on real-life experiences and narratives. Developing and validating skills and key competencies, and bridging skills gaps in different situations, such as in practical training, job placements. Acquiring new professional experience, leveraging existing resources, language learning, and developing non-cognitive skills.

Bridging the gap between education and labour markets	Bridging the gap between education and labour markets through practical training, learning through practice, job placements, acquiring experience, labour market information and essential contacts.
Facilitating social integration and supporting vulnerable groups	<p>People with disabilities, marginalised people, young people entering the labour market, young people not in employment, education or training (NEETs), professionals over 50 years old, the homeless, victims of violence, prisoners, addicts, and other people in vulnerable positions at risk of social exclusion.</p> <p>This could include enhancing accessibility, offering psychomotor education and adjusted physical activities, and providing support services for learning disabilities.</p>
Psychological and social support	Combining therapeutic, vocational, and social support.
Tools for job seekers	Providing tools and training, for example, CV, portfolio and job search training including interview training.
Entrepreneurship	Training on social entrepreneurship.
Developing career counselling.	<p>Enhancing the effectiveness of career counselling by combining traditional guidance with coaching and digital tools and improving career counselling competencies.</p> <p>Complementing advisory roles serves to enhance services and reach a broader audience, without replacing personal relationships with clients (for example, job seekers).</p>

The topics and learning areas of **career and skill development services and training that job seekers and individuals at career crossroads** found essential and interesting (needs and wishes) covered the same topic areas as those identified through benchmarking. However, the content often had narrower coverage, focusing solely on career aspects. Overall, they wanted career and skill development services to provide support for on-the-job training and help with finding employment or internships. According to them training should also be organised in relation to the demands of specific jobs.

Training should be holistic and cover a wide range of areas, including mentoring or coaching (23%), networking opportunities (21%), skill-building workshops (19%), access to job postings and career fairs 19%, and digital or technical training (16%).

The table below shows all the ideas and wishes for career and skill development services and training by job seekers and individuals at career crossroads.

Topic area	Description
Career support and guidance for employability and career continuity, including educational interests.	<p>For example, career pathways and planning, identify own career, educational aspirations and opportunities, understand own opportunities, adjust one's abilities to markets, and shifting from possibilities to jobs.</p> <p>Counselling, mentoring, coaching and guidance on career choices and information on labour market and changing industries.</p>
Discovery of self and of own potential	<p>Identifying interests, strengths and weaknesses, and ways to improve weaknesses.</p>
Empowerment and motivation	<p>Strengthening self-confidence and develop one's full potential.</p>
Skill development, bridging skill gaps and language training	<p>Skill training and workshops, develop technical (generic and career-specific) and soft skills, e.g. time management, problem-solving, teamwork, leadership skills communication and effective communication strategies, and knowledge and skills essential for one's career and qualifications. Training in digital and technical skills, computer skills and new technologies.</p> <p>Sectoral knowledge, trends and skills to stay up updated and relevant, and useful things for everyday work life.</p>
Bridging the gap between education and labour markets	<p>Hands-on mentoring, also combined with access to real-world industry professionals and industry connections, to provide continuous guidance, work trials, internships especially for international people, and help in retraining.</p> <p>Job and industry-specific training, connect training with real job opportunities, e.g. access to job placement services and employment fairs, and possibility to visit workplaces.</p> <p>Networking with industry professionals, active help in establishing contacts and meeting people.</p>

	Workplace culture and work delivery related things: for instance, how to contribute better to organisation's goals.
Facilitating social integration and supporting vulnerable groups	Language skills and related laws for career.
Psychological and social support	Mental support and mentoring to maintain the mindset of searching for a job.
Tools for job seekers	For example, job search skills, advice, insights and ideas to reach a new career, job search mindset, job opportunities, CV writing, and elevator speech training (about oneself or one's skills). Real-world case studies, best practices understanding, networking opportunities and job shadowing programs e.g. to help in making informed career decisions. Trained professionals with expertise in specific career areas. Access to job postings and career fairs 19%
Entrepreneurship	Business training: Information on running a business, legal and financial advice. Networking opportunities (21%)
Studies	Courses to obtain points in the competitive exams.

Needs and wishes by demographic group

Specific desires for career and skills training were identified among different demographic groups representing job seekers and individuals in vulnerable positions at career crossroads.

Young people

- **Career exploration and guidance:** Mentoring and networking opportunities to understand career options. Clear information on potential career paths and how to progress.
- **Skill recognition and development:** Support in identifying one's own strengths and transferable skills. Access to self-assessment tools and personalised feedback.

- **Practical experience:** Internships, job shadowing, and industry events to gain real-world exposure.
- **Digital competence:** Interest in modern tools, digital training platforms, and online learning.
- **Support with CV and job search:** Help with crafting CVs, preparing elevator pitches, and understanding workplace expectations.
- **Ready-to-use guides and practical tools:** Templates, simulations, and case studies to understand technical and soft skill requirements.
- **Gamified and engaging training** formats to make learning more attractive.
- Opportunities for information exchange and **peer support networks**.

Older people

- **Upskilling and reskilling:** Digital and technical skills training to remain competitive in the job market.
- **Competency mapping:** Personalised help to validate existing experience and repurpose skills for new careers.
- **Ready-to-use guides and practical tools:** templates, simulations, and case studies to understand technical and soft skill requirements.
- **Gamified and engaging training** formats to make learning more attractive.
- Opportunities for information exchange and **peer support networks**.

Immigrants

- **Language and legal support:** Training in local languages and understanding legal frameworks related to work.
- **Recognition of skills:** Help in identifying, validating, and communicating skills from previous jobs or education abroad.
- **Navigating services:** Guidance on how to access national employment services, career counselling, and job search platforms.
- **Cultural integration:** Support in understanding local work culture and workplace norms.
- **Mentoring:** Role models and mentors who can offer guidance and help build local networks.
- **Access to labour market information, including in their native or accessible languages.**

People with lower educational backgrounds

- **Basic digital literacy:** Training in using online job platforms, writing applications, and other foundational tech skills.
- **Vocational upskilling:** Hands-on training aligned with job market needs and real employment opportunities.
- **Simplified and accessible guidance:** Career information delivered in clear, understandable language with easy-to-use tools.
- Use of **practical and engaging learning** methods such as workshops, simulations, and gamification.
- Support in **developing decision-making skills** and building confidence to pursue new opportunities.

Unemployed or career changers

- **Job placement support:** Active help in finding job opportunities, matching skills with vacancies, and navigating job fairs.
- **Motivation and confidence building:** Mental and emotional support during the uncertainty of job seeking.
- **Retraining and career planning:** Help to make informed decisions about career changes and access relevant training opportunities.
- **Psychological support:** Rebuilding confidence, especially after long career breaks.
- **Personalised career coaching:** One-on-one coaching to help with career transitions and goal setting.
- **Structured re-entry programmes:** Support for returning to work, including guidance on adapting to modern work cultures and practices.
- **Networking opportunities with peers and professionals in similar situations.**

Based on each demographic group's answers, young people particularly seek opportunities for skill recognition, practical work experience, and networking to enter the labour market, while older workers prioritise upskilling, confidence-building, and structured re-entry programmes. Migrants highlight the importance of language training, cultural integration support, and recognition of prior skills. People with lower educational backgrounds often require basic digital literacy and vocational upskilling to improve employability.

Career counsellors, trainers and facilitators

The table below presents the suggestions of career counsellors, trainers and facilitators for career and skill identification and training. These were collected from a variety of responses they provided during the surveys.

Topic area	Description
Career support and guidance for employability and career continuity, including educational interests.	For example , supportive work adaptation programmes (coaching and mentoring), mentoring programmes also for vulnerable groups, continuous monitoring and support, personal sparring, personal guidance and meetings, the possibility to personalise learning, planning and designing a long-term career paths, follow-up activities, monitoring own progress , automated reminders and tips, guidance on educational opportunities, self-development and personal development plans that include skills, abilities, interests, values, needs and situations and circumstances.
Discovery of self and of own potential	Identifying own skills, capacities and areas of development from personal and career perspective. Suggestions for self-development and planning, and the possibility of creating a competency profile.
Empowerment and motivation	Psychological support, empowerment and developing decision-making skills.
Skill development, bridging skill gaps and language training	Skill training and workshops in different areas (soft and hard skills) including digital, decision-making, linguistic and adaptation skills. Skills assessment, linking skills to labour market needs, a combination of career and personal assessment with tips e.g. for self-development and planning a career path based on resources, competency profile creation, programmes to enhance professional qualifications and certifications, linking skills to labour markets, and knowledge of skills for work
Bridging the gap between education and labour markets	Hands-on mentoring, practical training, follow-up, and examples of good practices, and a guide on how to pursue a career. Support programs during labour market integration and mentoring for vulnerable groups.

	Access to supportive networks and communities, including employer networks, and collaboration with businesses for job opportunities.
Facilitating social integration and supporting vulnerable groups	Language skills for migrants, and linguistic and cultural adaptation for different vulnerable groups. Possibilities for information exchange and networking with others in the same situation.
Psychological and social support	Psychological support and empowerment, taking into account social needs and networking with others in the same situations.
Tools for job seekers	For example, career guidance, job search services including applying for a job or writing a CV, case studies, employment coaching, information on new careers, labour markets and changes in the labour market., information on current labour situations, skills that improve employability, occupational and career possibilities for vulnerable people, and connecting with real opportunities (jobs, internships, training) and employers.
Collaboration	Better collaboration between different stakeholders.

3.3 Skill identification and development

When people at career crossroads were asked if the career and skill development services they had used had helped them to identify their own skills and strengths, slightly more than half of the respondents (56%) said they had not found them helpful, while 44% said they had. For example, the respondents in Finland reported that career and skill development services had been especially useful for identifying skills and strengths in general, as well as job search skills, and language and cultural skills/knowledge had been useful for migrants. Training had also helped to increase self-awareness and observe one's own personality and temperament, leading to the realisation that one is a decent person who can achieve more. Consequently, a greater understanding of one's career was reported, covering career paths, personal aspirations and academic studying and learning as an adult. Respondents also reported an increased knowledge of their desired field of work. They also found that the services had helped them to create new networks and find jobs.

According to **career counsellors, trainers and educators** the most common **challenges encountered when helping individuals identify their skills and competencies** were individuals struggling to recognise their own strengths (34%); individuals requiring additional training or upskilling (25%); skills not matching the needs of the current labour market (22%); and a lack of effective skills assessment tools (14%).

Such issues were also reported as a mismatch between individuals' skills and labour-market needs, low self-confidence, limited awareness of one's own potential, reluctance or fear to recognise personal skills and competences, poor proficiency in the language of the region of residence, as well as finding work-related skills and competences challenging.

When observing the responses of both groups, it appears that the first step is to **recognise one's own skills, strengths and personal traits**. In the context of skills training methods, people at career crossroads said that they wanted to know first what they are good at. With such knowledge it is easier to understand if own skills match with current labour market needs, and if additional training is needed. Effective method and tools are essential for self-awareness and skills identification. Also a tool called Balance of Competences (<https://mbk.ibe.edu.pl/>) was as an interesting tool to look for skill identification and assessment (downloadable materials in English <https://mbk.ibe.edu.pl/do-pobrania/>).

The preferred ways of people at career crossroads to learn about already existing skills and how to develop them were:

- **In practice:** This includes real-world working environments and projects, internships, practical work, job-shadowing, long-term experience, and industry networking events.
- **Self-discovery and assessment:** Self-assessment, mental maps, practical experiences, self-reflection, reviewing past experiences, and identifying patterns in tasks or projects where one excels, as well as areas of interest.
- **Test** and skill assessment tests, **questionnaires and surveys.**
- **With the help of another person.** Seeking feedback and advice from **mentors, colleagues, clients, employers** and **teachers** can provide insights into areas of strength and how to apply skills effectively in different settings. Personalised, constructive feedback and direct contact with experts and mentors were preferred. Individualisation was appreciated.
- Career guidance tools and practical workshops.
- **Training, education and qualifications, including personal training and continuous learning,** for example, through online courses, seminars (also personalised), workshops, hands-on practice and a vocational training programme.
- **A digital training course, platforms and online tools:** These could include interactive learning modules and case studies, for example. Applications and artificial Intelligence could also be valuable for continuous self-improvement.
- Setting personal development goals can help improve and grow over time.

3.4 Pedagogical Approaches

Pedagogical approaches were identified through benchmarking and surveys with career counsellors, trainers and facilitators, and job seekers and individuals at career crossroads. These are divided into seven main themes, beginning with the core delivery approaches and moving on to other educational methods common to the benchmarking and surveys. These are followed by additional ideas that emerged.

There were strong similarities between the results of the three investigations. The differences lay in occasional nuances and viewpoints, as well as in aspects that supplemented the other groups' findings.

Core delivery approaches

The pedagogical approaches identified through benchmarking included **self-directed**, for instance on digital platforms, personalised learning, and personal development approaches, and **collaborative learning approaches**, such as peer learning, workshops and collaborative projects, and participatory action research. **Mentoring, counselling and coaching** individuals and groups were also used.

Job seekers and individuals at career crossroads also preferred both **self-directed and collaborative learning** approaches, including workshops, seminars, mentorship and coaching. They valued the **flexibility and personalisation** of the training, as well as the opportunity to receive **feedback and advice** from mentors, peers, employers and trainers. **Support from peers** and others was a common theme in the responses of those at career crossroads. Personalised, constructive feedback and direct contact with experts and mentors were particularly valued.

Career counsellors, trainers and facilitators suggested the same core delivery approaches that were identified in the benchmarking: **self-directed**, personalised learning, personal development approaches, and **collaborative learning approaches**, including peer learning. They also recommended individual and group counselling, mentoring and coaching. They highlighted the importance of continuous support and follow-up, paying particular attention to guidance for vulnerable groups, **human contact**, the possibility to **share thoughts** between peers and people with similar experiences and allocating more time for personal guidance and guidance in general.

Observation and discovery

The benchmarked good practices and methodologies used **observation and discovery**, including **narrative-based approaches** such as letters to oneself, narration, personal

stories and experiences, journaling and storytelling, reflection and analysis such as self-reflection, introspective learning and reflective dialogue, and motivational interviews.

Job seekers and individuals at career crossroads preferred different self-discovery methods. These included such as self-assessment, mental maps, practical experience, self-reflection, skills assessment tests, reviewing past experiences and feedback from others, and identifying moments of success and topics of interest.

Career counsellors, trainers and facilitators emphasised the importance of identifying one's own skills, capacities and interests. Few methods were provided for this, except self-assessment and a comprehensive assessment of skills and capabilities. However, they suggested taking this further to achieve tangible and useful outcomes, such as creating competency profiles based on the findings. They also recommended combining career and personal assessments.

Practice-oriented approaches

Practice-oriented approaches, such as **competency-based learning and experiential, practical and inclusive learning**, internships, work placements, job simulations and role-playing were used in the benchmarked cases. For instance, internships could be combined with psychological readiness and technical competency training.

Job seekers and individuals at career crossroads also preferred practice-oriented approaches. These included hands-on workshops and exercises, exposure to the working environment, internships, job shadowing and industry networking events.

Career counsellors, trainers and facilitators supported various practice-oriented approaches, such as practical training, good practices, and support actions during labour market integration.

Structuring approaches

The benchmarking helped to identify approaches to structuring learning, decision-making and competencies, such as **comprehensive frameworks, microlearning and structured decision-making frameworks**, as well as **assessment**.

Job seekers and individuals at career crossroads and **career counsellors, trainers and facilitators** identified such structuring practices as tests, assessments, questionnaires and surveys. Career counsellors also suggested decision-making skills for individuals at career crossroads to learn.

Holistic and human and creativity-based learning approaches

The benchmarking revealed holistic and human and creativity-based learning approaches such as **constructivism, emotionally engaging approach**, family involvement and community participation to create a **holistic support system, gender equality, designerly thinking-based solutions and visual and illustrative methods**, for example using visual tools, templates, sticky-notes, cards to discover, organise information, understand and learn, and therapeutic support.

Job seekers and individuals at career crossroads only identified a need for psychological support and a desire for a more human-centred, accessible and targeted approach to training.

Career counsellors, trainers and facilitators identified five essential areas of focus. These are psychological support, empowerment, additional support for vulnerable individuals, continuous support, monitoring and counselling, and follow-up activities. They also emphasised the importance of human contact and personal meetings.

Digital and interactive tools and gamification

The benchmarked practices involved the use of a variety of digital solutions in training, with less focus on AI.

Job seekers and individuals at career crossroads included digitalisation into potential pedagogical approaches. It was regarded to be able to provide easier access to materials and training, greater flexibility, lower training costs, and online resources and apps. The use of AI was preferred to be limited to specific areas and functions.

Career counsellors, trainers and facilitators also recognised the potential of digitalisation as a supplement to training and a tool to support learning. However, they noted that not everyone has equal access to digital tools and that AI should only be used as a tool.

Comprehensive programmes

In addition, the benchmarked cases revealed that **comprehensive programmes** integrated various methods, such as activation, professional training, experiential learning, practical skill application, work samples and mentorship. Career counsellors, trainers and facilitators supported the idea of holistic and comprehensive programmes, but only if they were tailored to the learners' needs.

Job seekers and individuals at career crossroads suggested a combination of theoretical and practical training and experience in professional life. Real-world training aspects, such as internships, could help bridge the gap between theory and work performance.

Networking

Both groups – job seekers and individuals at a career crossroads, as well as career counsellors, trainers and facilitators – emphasised the importance of networking for learning. This could involve networking with peers or representatives of working life, for example.

The table below summarises the identified pedagogical approaches.

Pedagogical Approach	What Exists (Benchmarking)	What is Experienced, Needed and Wished (Surveys)	Gaps Opportunities
<i>Self-directed and personalised learning</i>	Digital platforms, personalised learning paths, personal development tools.	A preference for flexible, self-directed approaches, but a need for more time and resources, as well as personalised development plans that reflect individual values, needs and circumstances.	Provide tailored self-directed learning with stronger links to individual career plans and coaching.
<i>Collaborative learning</i>	Peer learning, workshops, collaborative projects, participatory action research.	A preference for workshops, seminars, mentorship, peer support, networking. human contact and opportunities to exchange experiences with others in similar situations .	Strengthen collaborative, peer-to-peer learning networks , including structured mentoring.
<i>Mentoring, counselling and coaching</i>	One-to-one and group mentoring, counselling and coaching widely used.	Strong demand for mentorship, personalised guidance, and follow-up , with emphasis on continuous monitoring and long-term support (short-, medium-, long-term).	Build sustainable mentorship systems with monitoring tools and structured support.

Observation and discovery methods	Narrative-based approaches: letters to self, storytelling, journaling; reflective dialogue; motivational interviewing.	Preference for self-assessment, mental maps, reflective exercises, reviewing past experiences , plus feedback from mentors, colleagues, clients, or employers .	Combine structured reflection tools with accessible self-discovery and feedback mechanisms.
Practice-oriented learning	Competency-based learning, experiential learning, internships, job simulations, role-playing, inclusive learning.	People prefer hands-on workshops, exposure to real workplaces, job shadowing, industry networking , and real-world case studies .	Strengthen practical, job-linked training and bridge gaps between theory and practice.
Structured approaches	Comprehensive frameworks, micro-learning, structured decision-making, assessments, surveys.	Participants identified tests, assessments, questionnaires , and wished for combined career and personal assessments with competence profiles, self-development tips, and planning tools.	Opportunity to create integrated assessment packages (career and personal).
Holistic and creativity-based approaches	Constructivist, human-centred, emotionally engaging methods; Designerly Thinking; visual tools (templates, cards, sticky notes).	Participants mentioned psychological support, human-centred approaches, personal meetings , and accessibility for vulnerable groups.	Provide inclusive, human-centred pedagogies integrating therapeutic and creative methods.
Digital and interactive tools	Digital training platforms, gamification, AI tools, online resources and apps.	People emphasised flexibility, affordability, and digital access , plus interest in AI-based assistants (e.g., reminders, feedback).	Develop AI-enhanced, gamified learning tools with interactive feedback.

<i>Integrated programmes</i>	Combined methods: activation, professional training, experiential learning, mentorship, skill application.	Preference for blended approaches combining theory and practice , internships, and job-linked experiences.	Create hybrid models that integrate digital, experiential, and mentorship-based methods.
<i>Other needs (cross-cutting)</i>		Continuous psychological support and counselling , regular labour market updates , access to ready-to-use guides , and clear information about skills for employability and professions (including disability-sensitive guidance).	Broaden pedagogical approaches to include career information, psychological support, and labour market coaching as part of training delivery.

3.5 Delivery of training

Benchmarking of good practices and methodologies revealed three main approaches to delivering training: trainer-led group sessions, individual approaches, and combinations of the two. The choice of delivery method was influenced by the purpose of the training and the needs of the learners.

1. **Trainer-led group sessions and workshops** on topics requiring structured coaching, support, expertise, face-to-face interaction, and collaborative engagement. These included peer learning, self-discovery through peer reflection, interactive skill-building, giving and receiving feedback, self-presentation, networking, fostering a sense of community, developing social skills, and enhancing the adaptability of participants. The duration of the training depended on the group and its purpose. It could be structured over weeks or months or conducted periodically. Trainers also functioned as facilitators.
2. **An individual approach** is generally flexible and independent of time, allowing for self-directed learning. It can be divided into:
 - a. Individual learning, which allows working at own pace, for example, online, or on tasks requiring self-reflection and personalised career planning.
 - b. Individual counselling, guidance and support tailored to each person's unique needs addressing career and other concerns, and long-term mentoring programmes. A safe and comfortable space is important, especially for vulnerable groups.
3. **Blended learning, which combines group sessions with an individual approach** to provide comprehensive support and accessibility. This approach is particularly beneficial for diverse groups at different stages in their careers with a variety of learning needs.

Digitalisation was used to support learning, for example, by providing materials online.

When asked about their **preferred training delivery** options, **job seekers and individuals at career crossroads** listed methods that could be categorised as individual, group or blended training. These methods could complement each other. These included customised career coaching and mentorship with professionals and consultants, individual monitoring, guidance and development, learning through dialogue and seminars, courses combining theory and practice, practical training and work trials. The most popular training method was **customised training** with follow-up measures based on individual needs, aspirations and background. Respondents were also positive about the integration of digitalisation, provided that it was user-friendly.

Individuals in vulnerable positions

Individuals in vulnerable positions had additional needs impacting training delivery and the overall training delivery approaches. These included a need for more personalised counselling (30%), training in digital skills (21%), access to multilingual resources and information on support services for disabled people, both at 17%, and support for transportation or childcare (8%). Other identified areas of support were:

- **People level:** Psychological support, and support for neurodiversity, and for instance in prisons, detoxification and migrant reception centres, etc.
- **Skills:** Targeted presence-based language training (including own professional vocabulary).
- **Training:** Increasing the number of counselling hours and the possibility of participating in training programmes that respond to the labour market by utilising social criteria. Material banks should be freely accessible and available from anywhere.
- **Counsellors:** Professional preparation and tools for counselling vulnerable people, and an assessment of service needs with support planned based on the results.

A table of identifies delivery methods.

Delivery method	What Exists (Benchmarking)	What is Experienced, Needed and Wished (Surveys – people in career crossroads)	Gaps / Opportunities
Trainer-led group sessions and workshops	Structured sessions over weeks or months; peer learning, group discussions, role-plays, interactive skill-building, networking, self-presentation, social skills, adaptability; trainers act as facilitators.	A preference for group work, workshops, seminars, and networking; they also wish for engaging techniques (e.g. interactive activities) and real-life practice .	Good alignment on group learning, but gap in more practical, engaging, and industry-linked exercises , including job shadowing and workplace visits.
Individual learning	Flexible, self-paced training via digital platforms; useful for self-reflection and career planning.	More time and resources for personal guidance , personalised development plans,	Existing digital tools support self-learning but lack deep personalisation and career-specific guidance .

		and ready-to-use guides .	
Individual counselling and mentoring	Personalised counselling and long-term mentoring, tailored to unique needs; safe spaces for vulnerable groups.	A preference for continuous monitoring and support (short-, medium-, and long-term), individual coaching, and psychological support with follow-up ; interest in AI-based reminders and feedback by phone.	Gap in sustainable, ongoing support systems and integrated mental health/mentoring services .
Blended learning	Mix of group sessions and individual approaches; ensures accessibility for diverse groups with different needs.	Participants did not clearly separate delivery types, but preferred customised, need-based training with a balance of theory and practice, supported by follow-up measures.	Opportunity to design flexible, hybrid models that integrate theory, practice, and individualised mentoring with real-world application.
Digitalisation and technology	Online materials, e-learning modules, gamification, AI tools for guidance and assessment.	Participants value digital access for flexibility, low cost, and convenience , but emphasise the need for user-friendly tools ; they also wish for AI-based assistants to support job search and progress tracking.	Enhance digital tools with greater accessibility, personalisation, and interactive features , ensuring they are simple and intuitive.

<p>Cross-cutting support elements</p>	<p>Benchmarking shows counselling and frameworks for structured learning, but less focus on continuous personalisation.</p>	<p>Information exchange opportunities, direct human contact, networking with peers in similar situations, and clear labour market information (including for people with disabilities).</p>	<p>Integrate peer networks, employer connections, and tailored labour market information into delivery methods.</p>
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3.6 Materials and Tools

The materials and tools identified through **benchmarking** provided and helped to process information. These could be categorised into three types: traditional, non-traditional, and human-centred. These tools and materials were digital and non-digital. They were adaptable and chosen based on purpose, training approach, and the needs and learning styles of the participants. Surveys revealed that most **career counsellors, trainers and facilitators** adapted tools and methods according to the needs of learners, customers and situations. 68% of respondents often adapted tools and methods, while 26,5% did so occasionally. 5,5% did not adapt any tools.

The tools and materials identified through the benchmarking were:

- **Career tools and materials:** Personalised career development plans and maps, career planning questionnaires, tools and templates such as worksheets, **SWOT analysis** charts and assessment tools, decision-making frameworks, action plans, e-portfolios, digital CV builders, job search platforms, job simulation activities, vocabulary lists, and virtual and visual career tests. AI-powered platforms and gamification were also employed.
- **Psychometric assessment:** SWOT analyses and personality tests were used to promote self-awareness and support the creation of talent maps, analysis of career suitability, determination of career predispositions, and structured decision-making.
- **Classic training materials:** These include guided discussions, coaching frameworks, training manuals, visual guides, legal guides, counselling guides, workshop brochures, internship documentation, workbooks, reflective exercise guides, workshop activity sheets and downloadable documents such as PowerPoint presentations and PDFs.
- **Interviews and communication:** Behavioural and motivational interviews, the OARS framework (open-ended questions, affirming, reflective listening and summarising), counselling interview scenarios. For example, to simulate real-life interactions, reflective conversations, communication and self-presentation skills.
- **Examples:** Good practices and industry case studies.
- **Videos:** Training videos, inspirational videos, and other multimedia resources.
- **Entrepreneurship:** Social entrepreneurship toolkits.
- **Non-traditional and human-centred tools:** Storytelling, micro-narratives, personal letters, competency cards, self-assessment tools, resource mapping, templates, decision trees, interactive activity sheets, skill posters, roleplay, and Design Thinking-based tools to enable a deeper self-discovery and support the identification of personal traits, skills, competencies, qualifications, interests and

aspirations, helping individuals to construct their own path. These were often supported by markers, paper and sticky notes which helped people to discover, organise, reflect on and visualise information, leading to new insights.

The career tools and materials used by the career counsellors, trainers and facilitators were also primarily classic of nature. It appears that classic tools and methods formed the basis for the application of more human-centred methods. The tools and methods used were considered useful by 91% of respondents, with 70% rating them as good and 21% as excellent. According to career counsellors, trainers and facilitators, **the most effective career and skills counselling tools and methods** were those that could be **adapted** to different contexts and people, clear, **transparent, and easy to understand**, involved **interactive** activities, offered **structured frameworks** that could be adjusted to different needs and used projective techniques to help individuals open up. Using **a combination of various tools** was also recommended. It was emphasised that career counsellors must have **strong professional skills** to use the tools and methods for different needs and people.

Specific tools and methods mentioned by career counsellors, trainers and facilitators were:

- In-person **workshops or seminars** (28%) and project work.
- **Online platforms** (20%), **tools, personality tests, career tests, training and didactic games and internet resources** for individual work, collaboration, commenting, coaching tools, providing feedback, assessing service needs, testing learning styles, identifying skills, personal traits and strengths, and determining service paths. These included LinkedIn, O*NET, CareerOneStop, Talent Vademecum, the MBTI free personality test, the Holland test, the Kolb learning style test, the Career portfolio and the Career Compass, which is a holistic method that considers personality, Hyria: Resources for guidance specialists, evaluations of personal traits, skills and character, and CREAR, a digital service needs assessment.
- **Skills assessment tools** (12%), **career planning frameworks** (8%), exercises, platforms, diagnosis of professional interests, and testing tools. These tools map, assess and plan skills, strengths, needs, professional interests and objectives through discussion, questions, guidance and coaching, with or without AI.
- **Personal discussions, guidance and support.** This includes basic coaching and guidance, personal counselling, establishing contact, discussions, individual career planning, and advice and assistance with job searches. It also covers the development of social competencies.
- **Stories:** Alumni stories and sector-specific stories.

The main **challenges faced by career counsellors, trainers and facilitators faced** when using the tools and methods were a limited applicability of these to diverse individual needs (39%), insufficient training on how to use the tools (26%), outdated resources or information (23%) and complexity or difficulty of use them (8%). Old tools that did not

meet current needs, as well as time-consuming paper-and-pencil tools, were also found to be challenging.

According to **career counsellors, trainers and facilitators, the least effective tools and methods** were general intelligence, competency and traditional career choice tests, long vocational interest questionnaires, job boards, skills assessments and tools that were strongly dependent on the target group or designed for self-help. Using outdated materials or generic information was also not recommended, nor was having long breaks between sessions.

The tools and methods that have been used to support vulnerable groups

According to some respondents, the current tools and methods were adequate for **vulnerable groups**. One respondent said that the suitability of the tools and methods depended more on coaching than on the tools themselves. However, many career counsellors found that the current tools and methods did not adequately address the needs of vulnerable groups. They concluded that these tools and methods were outdated and required modification to meet the needs of vulnerable people. The tools were too generic and complex, and there were too few of them. They did not connect users with real opportunities. Users may have poor language and digital skills, as well as poor understanding of how the national service system works.

The tools and methods used with vulnerable groups were largely the same as those used in general. However, a greater focus on people orientation and practical assistance was needed to provide stronger support. The variety of needs of vulnerable people influenced the chosen methods, assistance and tools. The types of tools and methods used can be divided into three groups: people-centred, activity-associated and practicality-oriented tools and methods.

- a) **People-centred tools and methods** were found to be highly useful when working with vulnerable groups, as these enabled a more personal approach to topics and issues, while also providing psychological support.
 - **Personalised** approaches, guidance, interviews, individual counselling for job search and career, consultation, coaching, face-to-face meetings, one-to-one sparring with a career coach, structured interviews, mentoring, and customising every intervention for individual needs and the nature of vulnerability.
 - Group counselling, live seminars, and group social competence training.
 - Group and peer support.
 - In-person training in competences and social skills.

b) Activity and discovery tools

- **Career tools:** Career map, SWOT analysis to encourage reflection, tests and assessment tools such as predisposition test, Holland test, Strong Interest Inventory or the Myers-Briggs Type Indicator (MBTI), CV preparation, career planning framework, job boards, and MyWorkSearch.
- **Self-discovery and indirect methods:** Working with values, projective methods, questionnaires on e.g. interests, need and value cards, games, e.g. on memory, music, images, visuality and videos.
- **Empowerment:** Examples and experiences of others, and development of skills for autonomy, emotional management, self-esteem, social skills, etc.

c) Practically oriented methods

- **Service orientation:** Service counselling and supported materials, and compressed information, piecing together objectives, use of interpreters and translation services, language support training programs, and even borrowing own laptop for digital search.
- **Skills:** Language training, and training on digital skills and literacy, e.g. basic, Internet access and job search tools, and IT counselling.
- Work experimenting, internships and job placements.
- Networking with organisations.

Programme examples: Simple language Career Assessment, GROW Model Coaching (Goal, Reality Options, Will), and DYPA programmes combining training and work. A coaching programme specifically aimed at helping international talents and migrants and the long-term unemployed.

Ideal career and skill development and counselling tools and methods according to **career counsellors, trainers and facilitators** should be:

- **Accessible and usable** by all types of users. Everything should be easily available, ideally in one place, and tools and materials should be easy to use, modern, valid and reliable, visually pleasing and interesting, and with easy information retrieval.
- **Language** should be easy to understand, written in plain language, and the materials should be available in multiple languages.
- **Customisable and adaptable** to different needs, goals, values, individual abilities, circumstances, and types and preferences of users including vulnerable groups.
- **Contents and purpose of tools for learners:** It was recommended to use a combination of tools. These tools should be motivating and effective. Suggested tools include plain text, visualisation, charts, diagrams, multimedia presentations

and videos. It should be possible to discuss the results of the tools used individually together. Suggested topics for tool areas:

- **Self-discovery:** Self-knowledge, self-awareness and self-confidence, an examination of personality and competencies, and the recognition of interests, potential, strengths, weaknesses and suitability in relation to careers.
- **Skills:** Soft skills and social and cultural competencies.
- **Career and training:** Tools to help people make and manage career choices, connect them with jobs and training programmes, and help them develop career paths in relation to the current labour markets.
- **Job markets:** Provide up-to-date information on the labour market, professions, and the needs of businesses and financial resources.

The ideal tools and methods should also include a dictionary of professions, and additional information to support trainers in helping individuals at career crossroads, including emotional, psychological and social support. Additionally, career counsellors, trainers and facilitators mentioned various digital tools.

It was mentioned that the Finnish government is currently trying to develop a combination of **Opintopolku** (learning path), **KOSKI-tietopalvelu** (The Finnish National Board of Education's national central integration service for study rights and achievements), **Työmarkkinatori** (a virtual meeting place for people and jobs), and different tools that map skills and knowledge (e.g. the OVO test, but updated).

3.7 Digitalisation and artificial intelligence (AI)

The forms of digitalisation identified through benchmarking were the internet, gamification, AI, and virtual communication tools, including social media. These same tools were also identified by career counsellors, trainers and facilitators, 81% of whom had used digital tools in their training. Due to normalisation of digitalisation in working life, it is possible that usual daily tools were not included in the responses.

The internet was used in versatile ways for multiple purposes, such as: (1) to enhance accessibility, flexibility, security, personalisation, and to increase the effectiveness and level of learning experience and engagement of career guidance services to meet the needs of diverse participants. Online training is to supplement blended learning, and it can also be used for pre-training preparation. (2) To provide courses, workshops, training, and counselling, as well as related materials and information, such as tools, exercises, career planning resources, self-assessment tools, career tests, career planning dashboards, legal information, and training-related information. Digital assessment and storytelling were also employed. (3) Digital CV and portfolio applications and templates, such as Europass, job matching opportunities, career tests, and support throughout the job application process, and offer real-time labour market insights. (4) Networking: tools for networking, connecting with employers, and using social media.

Virtual communication tools, such as Zoom and social media, were used for workshops and training, as well as for providing personalised career advice.

Artificial intelligence: AI was used less frequently in the selected benchmarked cases. It was used for career matching, skill-gap analysis, automated coaching, assessment and personalised career recommendations.

Career counsellors, trainers and facilitators used digitalisation in training and to support learning in the ways identified through benchmarking. For example, they provided materials online and ran courses. Digitalisation was also used to translate language for migrant job seekers. Views on artificial intelligence were also positive. However, it was recommended to use it as an assisting tool and not to overuse it. The surveys identified the specific names of the tools used by career counsellors, trainers and facilitators.

Finland: Canva, JobTeaser, Moodle, Intranet databases within the educational institution, 16 personalities personality test, VIA test, HYRIA material for counsellors (career planning skills development package 2024), ChatGPT and LinkedIn.

Spain: co-pilot, Mistral, ChatGPT, university platforms (e.g. Researchgate, WebCT...), agencias de colocación, ETT, CANVAS, Canva, Drive, Symbaloo, platforms aimed at job search, etc. LinkedIn, Drive, Gmail, STO (Telematic Orientation Service), Employment

portals, websites and companies and entities, electronic headquarters, online platforms, Internet, WhatsApp, Zoom, and groups of social networks.

Greece: LinkedIn, Myers-Briggs Type Indicator (MBTI), Coursera, edX, Udemy, Pymetrics, Jobscan", Interests Questionnaires, Values Questionnaires, LinkedIn Learning, CareerExplorer and MyNextMove, 16Personalities (MBTI-based), LinkedIn Skills Assessment, Skillshare and Pluralsight, Mock Interviews and Simulations, professional interest tools, professional values tool, personality characteristics tool.

Poland: Digital tools were used, but it was not specified which ones.

Wishes and ideas how digitalisation could be used for career counselling

Job seekers and individuals at career crossroads viewed digitalisation as an opportunity. They believed that it could provide greater flexibility and easier access to training in terms of geography and time, as well as reducing training costs. Some also believed that interactive training methods could make training more effective and engaging. Examples of digitalisation they mentioned included digital training courses, platforms with interactive learning modules and case studies, online resources and tools, and applications and AI.

Career counsellors, trainers and facilitators emphasised the importance of remembering that not everyone has equal access to digitalisation, and that those who are already in a vulnerable should not be put at a disadvantage as a result. Digitalisation should be easy and user-friendly for everyone, regardless of the device used. It should support learning from real-life experiences and help individuals reintegrate into the labour market.

The suggested interactive learning materials mainly consist of virtual platforms and AI. AI could be used, for example, to assist with job searches and practising job interviews, as well as for personalisation. In Finland, for instance, AI has already been taught the specifics of the local labour market and the required skills. It is important to ensure that any AI used is reliable and does not replace jobseekers' own thought processes, but rather supports them.

Gamification and virtual reality (VR) were also suggested, albeit to a much lesser extent. These could be used to create interactive experiences and simulations of real work environments, as well as career guidance platforms.

The main lessons learnt, opportunities and areas for improvement from the responses of job seekers, individuals at career crossroads and career counsellors, trainers and facilitators are summarised below.

- **The use of digitalisation** to support the delivery including virtual meeting platforms and applications.
- **Easy-to-use accessibility:** There is a strong focus on ensuring that digital tools are simple and user-friendly, particularly for individuals with limited digital skills and access. Assistance should be available for those who need it.
- **Digitalisation** should be used to enable personalisation and flexibility, for example different career paths and interests.
- **Digitalisation:** online learning platforms, places to store materials and self-discovery and information search tools, as well as online job search tools, including CV platforms and job boards.
- **Ethical use of AI:** Professionals stressed that AI should not replace or overshadow individuals, their competences and potential, but rather enhance communication and guidance.

Responses from other sections of this guide also emphasised the importance of digitalisation in providing personal support, primarily as a means of facilitating contact.

3.8 Career Counsellors, Trainers and Facilitators

Career counsellors, trainers and facilitators also had wishes to better answer to the training needs of job seekers and individuals at career crossroads. These were:

There should be more possibilities, time and resources to support job seekers and individuals at a career crossroads. For example, access to new, updated, easy, user-friendly, and accessible tools and methods, and more time for guidance in general and for personal guidance.

More **training and access** to new, user-friendly, and accessible tools and methods, and digital tools. It is suggested to have a broad knowledge of different tools, their use, adaptation and potential.

Other topics that career counsellors wished to be covered in training included supporting sensitive groups and long-term unemployed people, client motivation, personal empowerment, behavioural psychology, labour markets, social resources, trends in career counselling, IT, digital transformation, safety and Industry 4.0.

In order **to support vulnerable groups**, career counsellors, trainers and facilitators wished for training in psychotherapeutic skills, active listening, patience and flexibility, mental health support, emotional support, and social support. They also wished for repetition to support learning and tools for diagnosing the preferences and competences of disabled people.

A few career counsellors, trainers and facilitators also hope for authorisation to use additional tests, and as ICF coaching certificate.

4. Detected gap areas, opportunities, lessons learnt and recommendations for the Career Compass framework

This part presents the gap and opportunity areas identified during the benchmarking and surveys. These turn into lessons learnt and recommendations for the development of the Career Compass toolkit and training, and the user guides for job seekers and individuals at career crossroads and career counsellors, trainers and facilitators.

Society and linkages: To provide more holistic and streamlined support paths for jobseekers and people at career crossroads, cooperation between different parties and stakeholders, including the social assistance system, was recommended. This support would also benefit trainers and career counsellors. To ensure a broader reach and inclusion, it was suggested that a nationwide, accessible Career Compass be developed and connected to existing national practices, networks, educational systems, career development courses, micro-credentials, practical work experiences, and other career tools and platforms. These external resources could be made available to Career Compass users via the website or user guides, complementing the platform. One suggested area of external integration is job searching, for example job boards.

Accessibility: Respondents from both groups – job seekers, individuals at career crossroads, career counsellors, trainers and facilitators – highlighted the importance of accessible training materials. This encompasses various types of accessibility, including geographic, financial, digital, temporal, user-friendliness, and linguistic. For example, career training is currently focused on larger centres, which makes it difficult for those outside these centres to participate. Online training would be more inclusive for people in remote locations and those in vulnerable positions. There was also a desire for career training and services to be made available to people who are not unemployed.

These findings therefore also support the idea of providing online training for independent learning. However, the different levels of digitalisation must be taken into consideration. The accessibility of the training platform and materials should also be considered, bearing in mind issues such as visual impairment and neurodiversity. In terms of accessibility, job seekers and individuals at career crossroads wanted clear information about the training, its timing, how it would be delivered, and what it would cover.

Personalisation, adaptability and flexibility of the training and training materials: Current one-size-fits-all training solutions with generic materials were considered to poorly meet the needs of different user groups. Respondents in both groups – job seekers and

individuals at career crossroads, as well as career counsellors, trainers, and facilitators – expressed a strong preference for flexible content, materials, tools, approaches, and delivery of training, that could be personalised and adapted according to an individual's needs, and adapted to different profiles, and diverse career goals and paths. Personalised advice and counselling were also preferred.

Practically oriented: Job seekers and individuals at career crossroads, and career counsellors, trainers and facilitators all emphasised the importance of practical application over theoretical content. Career guidance resources must provide users with immediate, actionable strategies that they can implement in real-world contexts.

Practical specifications for training: Job seekers and individuals at career crossroads, highlighted that training and coaching should be of sufficient **duration and that materials should always be up to date**. The content should be engaging and concise, and provide clear, actionable steps. Trainers, facilitators and counsellors also found outdated tools difficult to use. This creates a need for tools and content that can be adapted over a long period of time, including for new methods that arise.

Delivery of training. Three types of training delivery were identified through benchmarking good practices and methodologies. These were trainer-led group sessions, individual approaches, and a combination of the two. The choice of delivery method was influenced by the purpose of the training and the learners' needs. Job seekers and individuals at career crossroads preferred training delivery options that could be categorised as individual, group or blended training, and that could complement these methods. The training delivery methods are described below.

- Trainer-led group sessions and workshops on topics requiring structured coaching, support, expertise, face-to-face interaction and collaborative engagement.
- An individual approach is usually flexible and independent of time, enabling self-directed learning. This can be divided into independent and self-directed learning as well as individual counselling.
- Blended learning combines group sessions with an individual approach to provide comprehensive support and accessibility.

Individual guidance was the preferred training delivery method for both trainers and individuals at a career crossroads. However, the challenge of finding time for guidance remains, as does the challenge of developing a way to provide fully personalised online training for job seekers and individuals at career crossroads. All training materials should support independent and group learning.

Mentoring, coaching, sparring, counselling support and psychological and other forms of support: A notable discrepancy was identified between the level of support currently available and what is required. There is currently a lack of tailored advice and resources, and insufficient time is allocated for personalised support, follow-up and long-term

support after initial guidance, as well as personal career diagnosis. However, there was a desire for different forms of mentoring, counselling and support, especially at an individual level. Individuals at career crossroads preferred personalised support that extended beyond the training period including follow-up, for example, after gaining employment. They also wanted expert-led consultations and direct contact with an advisor or counsellor.

Job seekers and individuals at a career crossroads preferred psychological support, as well as legal and financial advice and assistance with the stages leading to employment. However, career counsellors, trainers and facilitators found psychological support and empowerment important. There is therefore a gap in the training content that needs to be filled: providing personal and psychological support, building self-awareness and self-belief, and combining therapeutic, vocational and social support.

Counsellors, trainers and facilitators identified the following personal needs as requiring support, lack of clarity regarding career goals and faith, uncertainty about oneself, low self-esteem, personal barriers, fear of change, decision-making and choice, challenges associated with career change, and in some cases, negative attitudes and reluctance to learn. Other areas requiring attention included psychological support, motivation and health issues.

Individuals in vulnerable positions were found to have additional needs that impacted the delivery of training. According to career counsellors, trainers and facilitators, these individuals require more personalised counselling at various stages, as well as training in digital skills and access to resources in multiple languages. They also need information about support for people with disabilities, social and psychological support, additional material banks, help with transport and childcare, and knowledge about local systems, services, culture and laws. Language skills are essential for migrants. It is recommended that all vulnerable groups have access to a safe and comfortable space. Access to supportive peer networks and communities is also recommended.

Community building and peer support: Both groups of respondents emphasised the importance of peer learning and collaborative approaches. This suggests that successful implementation could benefit from community building and mutual support mechanisms.

Digitalisation: The use of digitalisation, such as Internet virtual communication tools, including social media, artificial intelligence and gamification, was positively received by career counsellors, trainers and facilitators, and job seekers and individuals at career crossroads. For instance, it was regarded to increase the personalisation, flexibility and accessibility of training. However, career counsellors highlighted different digital skills and accessibility levels of individuals, emphasising that digitalisation should not consequently exclude anyone. They also emphasised that AI should remain a tool to support the process, rather than replacing people and overshadowing learners.

Pedagogical approaches: No gaps were revealed when the existing, recommended and desired pedagogical approaches were compared. Preferred training delivery approaches included self-learning, collaborative learning, observation and discovery, practice-oriented approaches (including practical training), structured frameworks and testing, holistic, human-centred and creativity-based learning, digital and interactive tools, gamification, comprehensive programmes and networking. These approaches provide a wide range of development opportunities for training.

Materials and tools: A wide range of tools and materials were identified covering classic career tools, non-traditional and human-centred tools and materials. The tools and materials were both digital and non-digital. According to career counsellors, trainers and facilitators, the most effective tools and methods were adaptable to different contexts and people; clear, involved interactive activities, and helped job seekers open. Using a combination of various tools was also recommended. Challenges were faced with tools with limited applicability, outdated tools and resources, difficult, insufficient training on how to use tools and methods, and poorly usable tools. According to trainers, counsellors and facilitators, the least effective tools were general intelligence and competency tests, traditional career choice tests, long questionnaires, job boards, skill assessments and tools that were strongly dependent on the target group or self-help tools. This suggests that adaptable, time-agnostic tools and methods which benefit from new working practices could be useful.

Skills identification: The identification of skills and strengths, upskilling, and the provision of additional training were regarded as essential. Based on responses from job seekers and individuals at career crossroads, the success of identifying one's own skills and strengths depended on the tools and methods used. It was suggested that more narrative and reflective tools would be helpful. The Balance of Competences method was also identified as a useful tool.

Support for career counsellors, trainers and facilitators: The desired support would involve allocating more time and resources to helping job seekers and individuals at career crossroads and providing them with general and personal guidance. Access to new, updated and user-friendly tools, materials and methods is also needed. Training on these topics, and on specific topics such as supporting vulnerable groups, client motivation, personal empowerment, behavioural psychology and labour markets, is also highly desired.

AI and human-centredness: Careful consideration is needed regarding the use of AI in relation to the main methodologies of the training platform and materials, as well as designerly thinking and human-centred approaches. Visual templates and other design materials can support the discovery process, as well as self-awareness, planning, development and updates.

Encouraging to take ownership of **own professional journeys** (Participatory Action Research -PAR).

Topics for training: There were strong similarities between the existing training topics (benchmarking) and the topics that were suggested as important in the surveys. For each topic, planning is required for the online delivery, tools and methods, as well as for the topic areas to be kept, added to, divided and left out.

The identified topics are:

1. Career support and guidance for employability and career continuity, including educational interests and counselling ideas.
2. Discovery of self and of own potential., especially self-awareness, self-reflection, own interests, strengths, competences, values and characteristics.
3. Skill development, bridging skill gaps and language training, including skill identification.
4. Empowerment and motivation including overcoming ambivalence and uncertainty, strengthening self-confidence, encouraging personal growth and taking ownership of one's own development.
5. Bridging the gap between education and the labour market, with activities ranging from mentoring and networking to practical training and follow-up support.
6. Facilitating social integration and supporting vulnerable groups, for example by providing migrants with language skills and enhancing accessibility.
7. Psychological and social support.
8. Tools for job seekers, including CV-writing applications, job boards, and labour market trend analysis.
9. Entrepreneurship. This was only identified through benchmarking and mentioned by job seekers and individuals at a career crossroads.
10. Studies: Courses to obtain points in the competitive exams.

5. The final recommendations for the Career Compass framework, toolkit and training

This section presents the final recommendations and opportunities that have arisen from the identified gaps and lessons learnt during the development of the Career Compass framework, toolkit and training. These are summarised in the table below.

Theme	Gap Areas Identified	Opportunities / Lessons Learnt	Recommendations for Career Compass
Society and Linkages	Fragmented cooperation between stakeholders, limited integration of career services with education and labour market systems.	Stronger partnerships between counsellors, training providers, social services, and employers are needed.	Develop a nationwide, accessible Career Compass linked to national systems, networks, courses, micro-credentials, and job boards. Provide external resources via the platform and user guides. External links could be added, e.g. to employment services, job boards, OERs and complementing tools.
Accessibility	Limited geographic reach, training offered mostly in larger centres, and barriers related to cost, language, digital skills and disabilities.	Online training and inclusive materials can extend reach. Accessibility must be holistic (financial, geographic, linguistic, digital, temporal).	Ensure online, inclusive, multilingual and user-friendly training materials . Adapt resources for visual impairment, neurodiversity, and different digital skill levels.
Personalisation and Flexibility	One-size-fits-all training fails to	Clients want adaptable, flexible	Provide modular, flexible content and

Theme	Gap Areas Identified	Opportunities / Lessons Learnt	Recommendations for Career Compass
	meet diverse needs. Lack of personalised guidance.	content tailored to career stage, goals, and challenges.	allow for personalised counselling and adaptive tools . Encourage co-creation between counsellors and users.
Practical Orientation	Overemphasis on theory, outdated tools and resources, training not always actionable.	Practical, concise, up-to-date training with clear steps is more effective.	Prioritise practice-oriented methods , real-life cases, skill application, and tools that remain adaptable over time.
Training Delivery	Limited time for guidance, few options for personalised support.	Group, individual, and blended learning each have value.	Offer multiple delivery modes : workshops for structured learning, independent self-learning, individual counselling, and blended approaches.
Support and Mentoring	Lack of follow-up, long-term support, psychological assistance, and personalised career diagnosis.	Ongoing mentoring and follow-up increase impact, psychological and social support are critical.	Integrate mentoring, coaching, counselling, psychological support, and follow-up mechanisms beyond initial training.
Vulnerable Groups	Language barriers, digital exclusion, lack of tailored resources for disabilities or migrants.	Inclusive practices and targeted support foster integration.	Provide digital skills training, multilingual resources, material banks, peer networks , and safe learning spaces. Tailor tools to specific needs.

Theme	Gap Areas Identified	Opportunities / Lessons Learnt	Recommendations for Career Compass
Community and Peer Support	Peer networks underused in career guidance.	Collaborative learning and peer mentoring strengthen resilience and integration.	Encourage community building, peer groups, and collaborative projects within the Career Compass framework.
Digitalisation and AI	Unequal digital skills among users, outdated tools, risk of replacing human interaction.	Digital tools increase accessibility and personalisation if well-designed.	Use AI, VR, gamification, and digital platforms to support (not replace) counsellors. Ensure ethical, user-friendly, and inclusive design.
Pedagogical Approaches	Current methods often generic and heavily test-based.	Human-centred, holistic, practice-oriented and creative approaches are most effective.	Apply self-learning, collaborative, creativity-based, practice-oriented and interactive methods . Combine digital with traditional tools.
Materials and Tools	Outdated, difficult to use, or not adaptable. Traditional tests often ineffective.	Best tools are adaptable, interactive, and engaging.	Provide modern, interactive, adaptable, and blended tools (digital and non-digital). Regularly update resources.
Skills Identification	Job seekers struggle to articulate skills, reliance on generic tools.	Narrative, reflective methods (e.g., Balance of Competences, ELD Cards) are effective.	Include reflective and narrative skill-identification tools in the toolkit.
Support to Counsellors	Counsellors lack time, training, and updated	Professional development is necessary to use	Provide training for counsellors on digital tools, motivational

Theme	Gap Areas Identified	Opportunities / Lessons Learnt	Recommendations for Career Compass
	tools to support clients effectively.	new tools and support vulnerable groups.	techniques, inclusion, and labour market trends.
AI and Human-Centred approach	Risk of over-reliance on AI, losing human touch.	AI should support discovery, reflection, and self-awareness, not replace counsellors.	Combine human-centred approaches with AI-supported tools (visual templates, digital assistants).
Training Topics	Current training does not cover all relevant areas.	Benchmarking and surveys confirm common themes.	Cover core topics : career support and employability, self-discovery, skill development, empowerment, bridging education–labour market, integration of vulnerable groups, psychological support, job-seeking tools, entrepreneurship, and formal studies.

PART TWO

The Career Compass Framework

6. The Career Compass Framework

This part presents the Career Compass Framework. It is based on the information obtained during the investigation as described in the previous part, the Career Compass Framework Guide. The investigation conducted the preliminary areas for the Career Compass framework:

knowledge, competences, skills, challenges areas, opportunities, pedagogical approach, enabling elements, and learning flows, all using designerly thinking processes and elements on the background.

The Career Compass Framework is presented as a practical roadmap designed to support the development of the Career Compass training, toolkit and user guides. This infographic visualises the various processes, relationships and areas required for learning. It also considers the different backgrounds and cultural aspects of job seekers and individuals at career crossroads.

In the Career Compass framework, the confirmed areas of focus come alive as the following questions:

- Knowledge: What is it?
- Skills and competences: What can I do?
- Challenge areas: What is holding me back?
- Opportunities. What choices do I have moving forward?
- Enabling elements: Who can help me?
- Pedagogical approach: and learning flows How do I learn the best and keep growing?

Designerly thinking is embedded in the learning materials, which include tools inspired by designerly thinking, need-based learning, clean language, the visual organisation of information and the ability to iterate previous phases when necessary. This approach keeps the development and job-seeking processes open to new opportunities and enables cultural choices.

The centre of the process is the self, guided by a compass that takes inspiration from designerly thinking to reorient a person. In addition, the self includes culture, personal experiences and other elements that impact the process of learning new skills and seeking new job opportunities.

The Career Compass framework is flexible, allowing users to progress through the different areas and to revisit them according to their needs and as their needs and

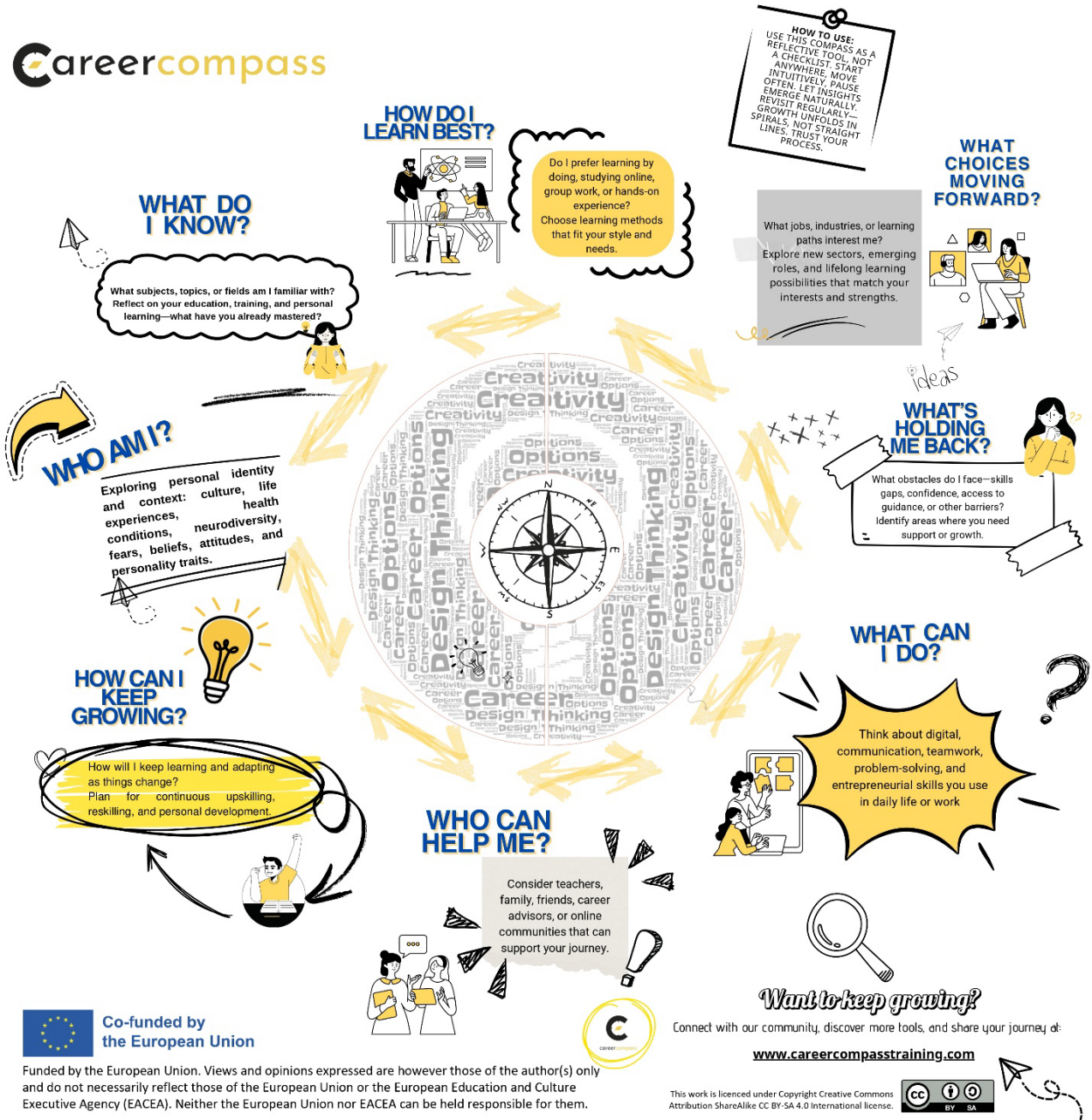
circumstances change and evolve. This non-linear, iterative design, acknowledges that career development is not a one-time event but a continuous, lifelong process, reflecting the dynamic nature of both individual lives and the labour market. This promotes continuous adaptation rather than static planning in an ever-changing world of work. The Career Compass framework highlights the interconnectedness of the various elements, where one insight can lead to explorations in multiple directions, fostering a holistic and adaptive approach to career planning.

On the next pages is first presented the Career Compass framework and a reflection board, both as a full image.

These are followed by further descriptions of each part of the framework and assisting reflection questions.

The Career Compass framework is presented first in English, followed by the other languages in alphabetical order: Finnish, Greek, Polish and Spanish.

The Career Compass framework in English



HOW TO USE:
USE THIS COMPASS AS A REFLECTIVE TOOL. NOT A CHECKLIST. START ANYWHERE. MOVE INTUITIVELY. PAUSE OFTEN. LET INSIGHTS EMERGE NATURALLY. GROWTH UNFOLDS IN SPIRALS, NOT STRAIGHT LINES. TRUST YOUR PROCESS.

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Want to keep growing?
Connect with our community, discover more tools, and share your journey at:
www.careercompasstraining.com

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Different areas of the Career Compass framework

Area 1: Who am I? (Identity, Values, and Personal Context)

What is it?

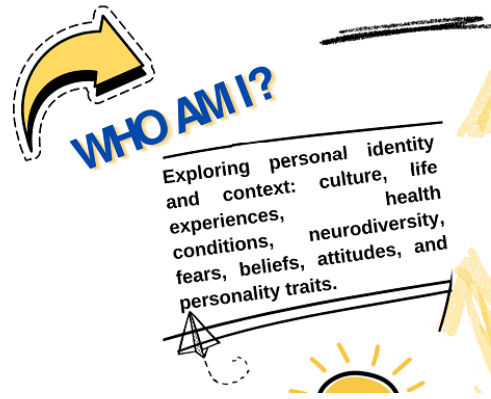
Exploring personal identity, including values, culture, life experiences, health, neurodiversity, personality traits, beliefs, attitudes, fears, and motivations.

Why is it important?

This area shapes how people see themselves and their possibilities and helps them recognise their strengths and vulnerabilities. It supports self-awareness, resilience, motivation, and decision-making, and career planning.

When is it most useful?

- During major life or career transitions.
- After health-related or personal changes.
- When confidence, fears, or self-doubt affect career decisions.
- When working with vulnerable or diverse groups.



Area 2: What do I know? (Knowledge)

What is it?

Identifying formal and informal knowledge gained through education, work, hobbies, or life experiences.

Why is it important?

Clarifies existing strengths and gaps, forming a foundation for career decisions.

When is it most useful?

At career transition points, such as entering the job market, changing fields, and keeping up with work life potential and daily development.



This area involves identifying both formal knowledge, such as academic qualifications and certifications, and informal learning, such as skills gained through volunteering, online courses and hobbies. It is crucial for developing a comprehensive understanding of one's strengths and assets, and for identifying knowledge gaps and areas for development.

Area 3: What can I do? (Skills and Competences)

What is it?

Recognising skills, abilities, competencies and attitudes. These may include digital skills, sector-specific skills, or general skills such as problem-solving, teamwork, and time management.

Why is it important?

This area helps identify work-life-related strengths and areas that need development.

When is it most useful?

When preparing for job applications or career changes, it is important to know own possibilities, opportunities, and areas for development. This area focuses on identifying practical abilities and broader competencies as well as both employable strengths and areas needing development.



Area 4: What are my choices moving forward? (Opportunities)

What is it?

Exploring career paths, industries and learning opportunities that align with own skills and interests.

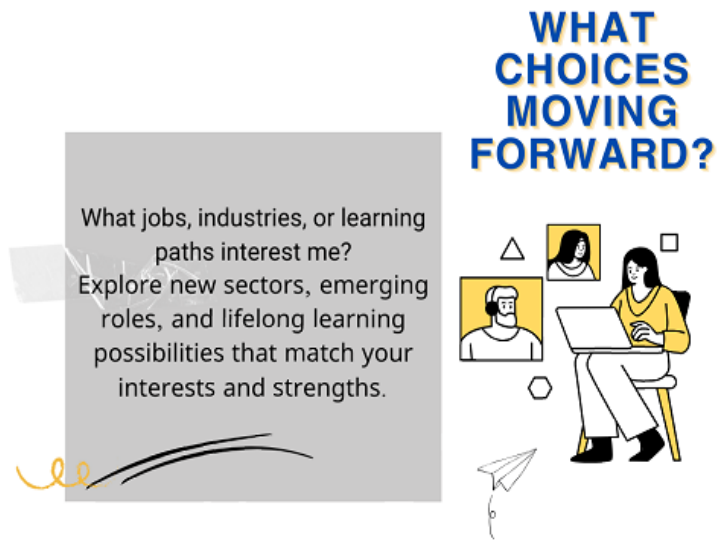
Why is it important?

It expands awareness of viable pathways and emerging sectors.

When is it most useful?

When planning career paths and education, searching for job opportunities, or feeling uncertain about the next step or exploring new fields.

This involves actively exploring a variety of career paths, industries and learning opportunities that are aligned with one's existing skills and interests. This area increases awareness of potential career paths and developing industries and is particularly helpful when one is feeling uncertain about next steps or exploring new fields.



Area 5: What's holding me back? (Challenges)

What is it?

Identifying barriers, such as skill gaps, confidence issues, access to guidance, and location or time constraints.

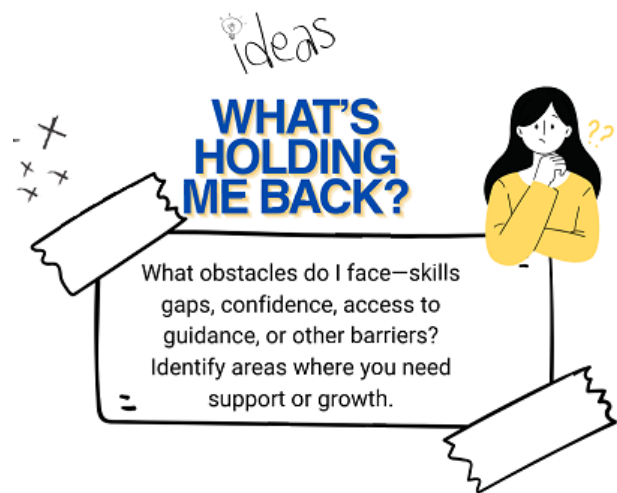
Why is it important?

It enables targeted strategies to overcome obstacles.

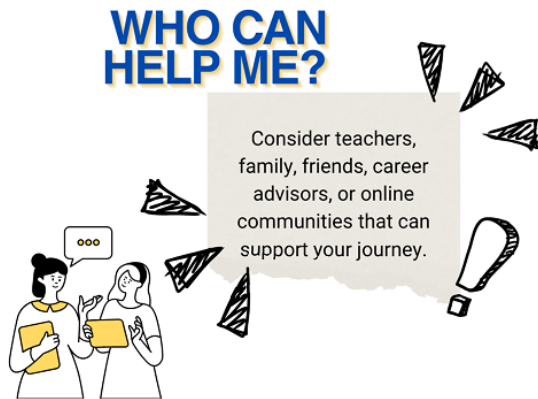
When is it most useful?

When planning a career path or educational options, when applying for a job, when identifying what hinders personal development, and when facing stagnation or repeated setbacks.

This area involves identifying personal, systemic and other barriers, such as skills gaps, limited access to guidance, health, family situations, geographical location and confidence issues. This enables the development of targeted strategies to overcome obstacles, which is particularly useful when facing stagnation or repeated setbacks.



Area 6: Who can help me? (Support)



What is it?

Mapping mentors, networks, peers, and resources for guidance, as well as opportunities.

Why is it important?

It provides access to advice, opportunities and emotional support.

When is it most useful?

Throughout the process, or when feeling isolated and in need of help or an external opinion.

This area involves identifying potential sources of support, such as mentors, teachers or online communities. It emphasises the importance of making use of external resources, which is particularly useful when feeling isolated or in need of assistance.

Area 7: How to learn best and keep growing? (Pedagogical Approach)

What is it?

Individuals: Selecting the right areas for career and skill development and developing them in the long-term using the user guide.

Trainers: Understanding and selecting learning styles, tools and materials for needs of the learners (e.g., hands-on, visual, group) and adapting them accordingly.

HOW DO I LEARN BEST?



Do I prefer learning by doing, studying online, group work, or hands-on experience?
Choose learning methods that fit your style and needs.

Why is it important?

It enhances skill and career development and employability potential.

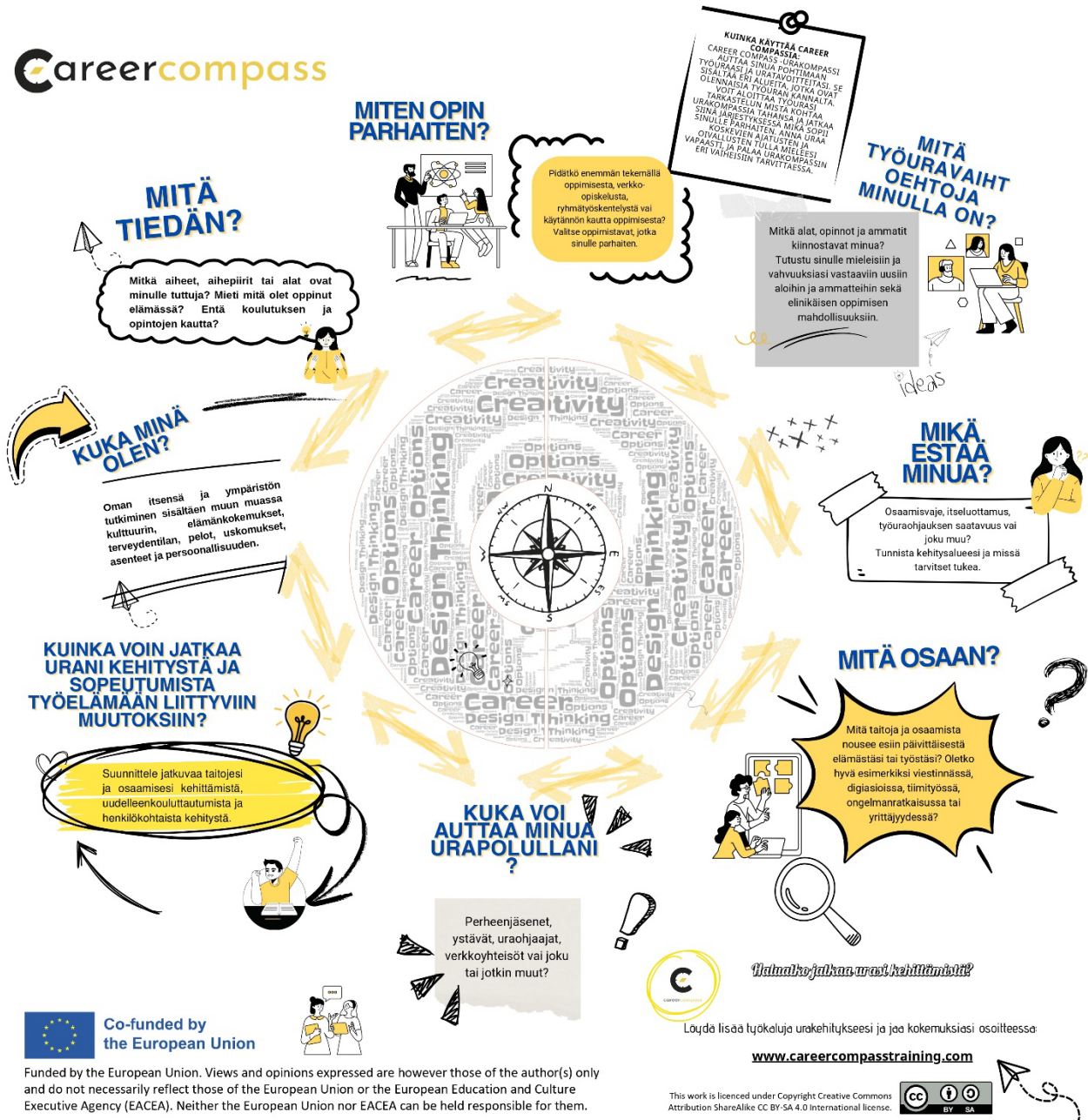
When is it most useful?

For learners: When selecting their own path.

For trainers: When planning and implementing training, selecting tools or training methods, and organising mentoring and other activities for different kinds of learners.

Career Compass -uravalmennuksen sisältöalueet

Careercompass



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Career Compass -uravalmennuksen sisältöaluekuvaukset

Alue 1: Kuka olen? (Identiteetti, arvot ja elämäntilanne)

Mistä on kyse?

Oman itsensä ja ympäristön tarkastelu kattaen muun muassa kulttuurin, elämäkokemukset, terveydentilan, pelot, uskomukset, asenteet ja persoonallisuuden.

Miksi tämä alue on tärkeä?

Tämä alue auttaa yksilöitä tarkastelemaan itseään ja omia piirteitään, kuten joustavuutta, motivaatiota sekä päätöksentekokykyä, tunnistamaan omia vahvuuksiaan ja kehitysalueitaan sekä oppimaan tuntemaan paremmin.

Milloin tämä alue on hyödyllinen?

- Elämän- tai uramuutosten aikana.
- Terveydentilan muutosten yhteydessä.
- Kun epävarmuus ja pelko vaikuttavat negatiivisesti uraa koskeviin päätöksiin.
- Työskennellessä haavoittuvassa asemassa olevien henkilöiden ja ryhmien kanssa.



Alue 2: Mitä tietoa minulla on?

Mistä on kyse?

Mitkä aiheet, aihepiirit tai alat ovat tuttuja? Mitä olet oppinut elämäsi aikana? Entä koulutuksen ja opintojen kautta?

Miksi tämä alue on tärkeä?

Vahvuuksien ja kehitysalueiden tunnistaminen ohjaamaan urasuunnittelua ja uravalintoja.

Milloin tämä alue on hyödyllinen?

Uran muutosvaiheissa, kuten työmarkkinoille siirryttäessä tai alaa vaihdettaessa, pidettäessä yllä omaa työmarkkinapotentiaalia tai ammatillisen kehittymisen aikana.

MITÄ TIEDÄN?



Mitkä aiheet, aihepiirit tai alat ovat minulle tuttuja? Mieti mitä olet oppinut elämässä? Entä koulutuksen ja opintojen kautta?



Uran muutosvaiheissa, kuten työmarkkinoille siirryttäessä tai alaa vaihdettaessa, pidettäessä yllä omaa työmarkkinapotentiaalia tai ammatillisen kehittymisen aikana.

Tämä alue kattaa sekä formaalin (kuten tutkinnot ja sertifikaatit) että epämuodollisen (kuten harrastukset tai vapaaehtoistyö) yhteydessä hankitun oppimisen ja tiedon. Tämä auttaa kehittämään itsetuntemusta ja

selkeyttämään omia vahvuuksia sekä tunnistamaan osaamisvajetta ja kehitystarpeita.

Alue 3: Mitä osaan? (Taidot ja kompetenssit)

Mistä on kyse?

Taitojen, kykyjen, osaamisen ja asenteiden tunnistaminen. Näihin voivat kuulua esimerkiksi digitaidot, jonkin alan erityisosaaminen tai yleiset taidot, kuten ongelmanratkaisu, tiimityö tai ajanhallinta.

Miksi tämä alue on tärkeä?

Tämä alue auttaa tunnistamaan työllistyvyyttä tukevia vahvuuksia sekä kehittämistä vaativia osa-alueita.

Milloin tämä alue on hyödyllinen?

Tämä alue keskittyy käytännön taitojen sekä kompetenssien tunnistamiseen. Se on tärkeä määriteltäessä työllistymistä tukevia vahvuuksia ja kehittämistarpeita, erityisesti kun valmistaudutaan työnhakuun tai uramuutokseen.

MITÄ OSAAN?



Mitä taitoja ja osaamista nousee esiin päivittäisestä elämästäsi tai työstäsi? Oletko hyvä esimerkiksi viestinnässä, digiasioissa, tiimityössä, ongelmanratkaisussa tai yrittäjyydessä?

Alue 4: Mitä työuravaihtoehtoja ja mahdollisuuksia minulla on?

Mistä on kyse?

Uramahdollisuuksien, toimialojen ja opintopolkujen tutkiminen suhteessa omiin taitoihin ja kiinnostuksen kohteisiin.

Miksi tämä alue on tärkeä?

Ymmärryksen lisääminen mahdollisista urapoluista ja toimialoista.

Milloin tämä alue on hyödyllinen?

Suunniteltaessa työuraa, urapolkua ja koulutusta, tutkittaessa uusia aloja, etsittäessä työllistymismahdollisuuksia, ja koettaessa epävarmuutta työuran seuraavista askeleista. Vaihtoehtojen aktiivinen tutkiminen lisää ymmärrystä toteuttamiskelpoisista uravaihtoehtoista ja uusista toimialoista.



Alue 5: Mikä estää minua? (Haasteet)

Mistä on kyse?

Haastealueiden, kuten osaamisvajeen, tunnistaminen, uraohjauksen saatavuus, ja paikkaan tai aikaan liittyvät haasteet.

Miksi tämä alue on tärkeä?

Se mahdollistaa toimenpiteiden suunnittelun ja käytäntöön saattamisen haasteiden voittamiseksi.

Milloin tämä alue on hyödyllinen?

Tämä alue on hyödyllinen, kun suunnitellaan urapolkua ja koulutusvaihtoehtoja, haetaan töitä, tarkastellaan kehitystä estäviä tekijöitä, tai kun kohdataan takaiskuja tai kun tilanne työuran kanssa on jumissa.

Tämä alue auttaa tunnistamaan henkilökohtaisia, systeemisiä ja muita esteitä, kuten osaamisvajeita, uraohjauksen saatavuutta, sekä terveydentilaan, perhetilanteeseen, maantieteelliseen sijaintiin tai itseluottamukseen liittyviä haasteita.



Alue 6: Kuka voi auttaa minua? (Tuki)



Mistä on kyse?

Mentorit, verkkoyhteisöt, ohjausresurssit, sekä ulkoiset resurssit ja mahdollisuudet.

Miksi tämä alue on tärkeä?

Se lisää mahdollisuutta saada sekä uraohjaukseen liittyvää että emotionaalista neuvoa ja tukea

Milloin tämä alue on hyödyllinen?

Koko urapolun pohdinnan prosessin ajan, sekä silloin, kun tarvitaan apua tai

ulkopuolista näkökulmaa. Tämä alue sisältää mahdollisten tukiverkostojen kartoittamisen, kuten mentorit, opettajat tai verkkoyhteisöt, ja se korostaa ulkoisten resurssien hyödyntämisen merkitystä.

Alue 7: Miten opin parhaiten? (Pedagoginen näkökulma)

Mistä on kyse?

Urapolulla olevat henkilöt: Oikeiden uran ja osaamisen kehittämisen osa-alueiden valitseminen sekä niiden pitkäjänteinen ja yksilöllinen kehittäminen käyttöopasta hyödyntäen.

Valmentajat: Sopivien oppimistyylien, työkalujen ja materiaalien ymmärtäminen ja valitseminen (esimerkiksi tekemällä oppiminen, visuaaliset menetelmät, ryhmätyö) sekä niiden mukauttaminen tarpeen mukaan.

MITEN OPIN PARHAITEN?



Pidätkö enemmän tekemällä oppimisesta, verkko-opiskelusta, ryhmätyöskentelystä vai käytännön kautta oppimisesta? Valitse oppimistavat, jotka sinulle parhaiten.

Miksi tämä alue on tärkeä?

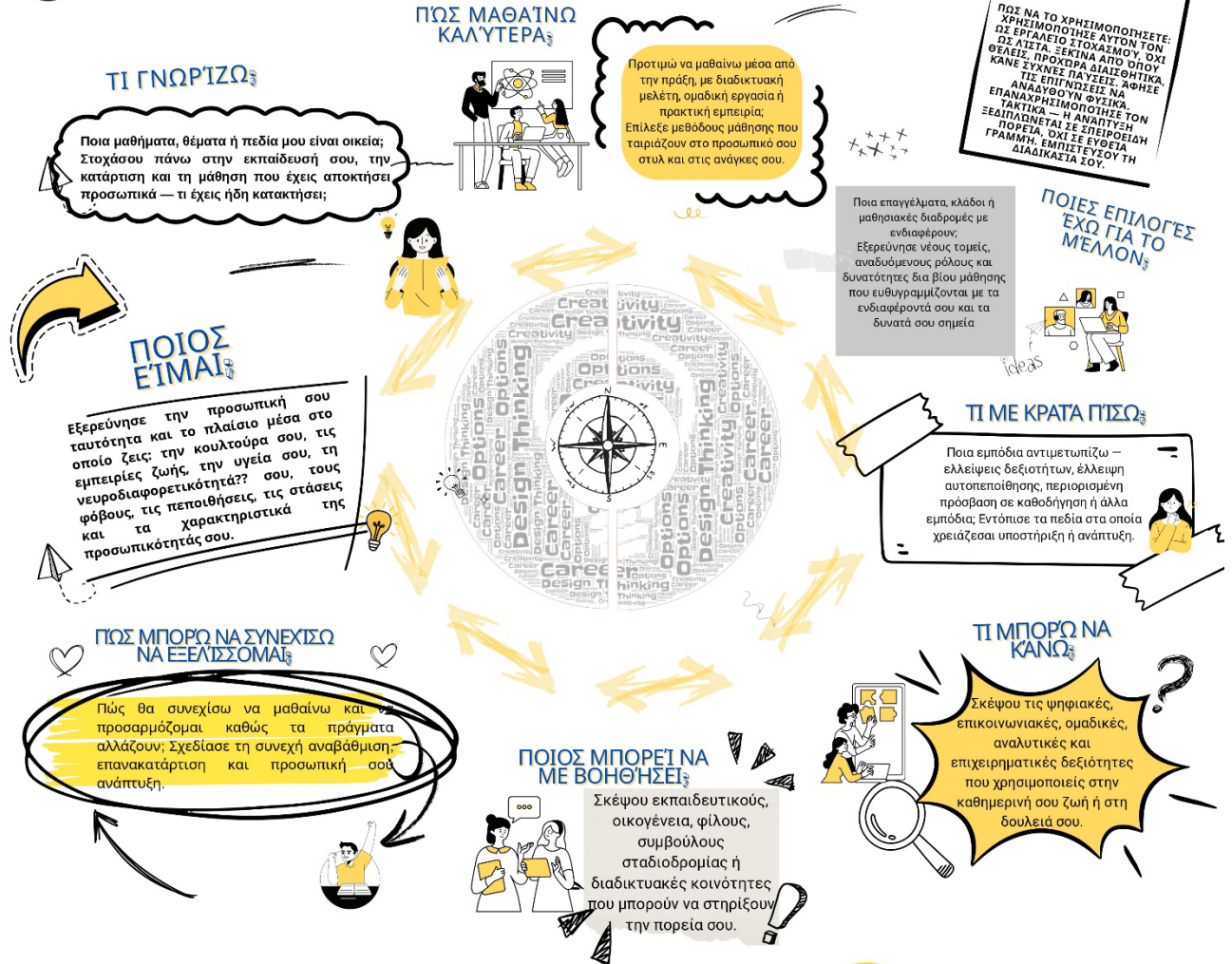
Erialaisten taitojen ja urakehityksen sekä työllistymispotentiaalin kehittämisen vahvistaminen.

Milloin tämä alue on hyödyllinen?

Urapolulla olevat henkilöt: Urapolkua pohdittaessa ja uraa koskevia valintoja tehdessä.

Valmentajat: Valmennuksen suunnittelun ja toteutuksen yhteydessä, valittaessa opetusmenetelmiä ja -työkaluja, sekä mentorointia ja muita toimintoja järjestettäessä.

Το Πλαίσιο της Πυξίδας Καριέρας



ΤΙ ΓΝΩΡΙΖΩ

Ποια μαθήματα, θέματα ή πεδία μου είναι οικεία; Στοχάσου πάνω στην εκπαίδευσή σου, την κατάρτιση και τη μάθηση που έχεις αποκτήσει προσωπικά — τι έχεις ήδη κατακτήσει;

ΠΩΣ ΜΑΘΑΙΝΩ ΚΑΛΥΤΕΡΑ



Προτιμώ να μαθαίνω μέσα από την πράξη, με διαδικτυακή μελέτη, ομαδική εργασία ή πρακτική εμπειρία; Επίλεξε μεθόδους μάθησης που ταιριάζουν στο προσωπικό σου στυλ και στις ανάγκες σου.

ΠΩΣ ΝΑ ΤΟ ΧΡΗΣΙΜΟΠΟΙΗΣΕΤΕ:
ΧΡΗΣΙΜΟΠΟΙΗΣΕ ΑΥΤΟΝ ΤΟΝ ΩΣ ΕΡΓΑΛΕΙΟ ΣΤΟΧΑΣΜΟΥ, ΟΧΙ ΩΣ ΛΙΣΤΑ. ΞΕΚΙΝΑ ΑΠΟ ΟΠΟΥ ΘΕΛΕΙΣ. ΠΡΟΧΩΡΑ ΔΙΑΣΤΗΤΙΚΑ, ΚΑΝΕ ΣΥΧΝΕΣ ΠΑΥΣΕΙΣ. ΔΗΜΙΟΥΡΓΗΣΕ ΕΠΙΓΡΑΦΕΣ. ΑΝΑΛΥΣΕ ΤΙΣ ΕΠΙΛΟΓΕΣ. ΑΦΗΣ ΤΙΣ ΕΠΙΛΟΓΕΣ ΝΑ ΕΠΙΛΕΞΟΥΝ ΦΥΣΙΚΑ. ΕΠΑΝΑΧΡΗΣΙΜΟΠΟΙΗΣΕ ΤΟΝ ΤΑΚΤΙΚΑ — Η ΑΝΑΠΤΥΞΗ ΕΞΕΛΙΞΕΤΑΙ ΣΕ ΣΠΙΡΩΔΗ ΠΟΡΕΙΑ, ΟΧΙ ΣΕ ΕΥΘΕΙΑ ΓΡΑΜΜΗ. ΕΜΠΙΣΤΕΥΣΟΥ ΤΗ ΔΙΑΔΙΚΑΣΙΑ ΣΟΥ.

ΠΟΙΕΣ ΕΠΙΛΟΓΕΣ ΕΧΩ ΓΙΑ ΤΟ ΜΕΛΛΟΝ

Ποια επαγγέλματα, κλάδοι ή μαθησιακές διαδρομές με ενδιαφέρουν; Εξερεύνησε νέους τομείς, αναδυόμενους ρόλους και δυνατότητες δια βίου μάθησης που ευθυγραμμίζονται με τα ενδιαφέροντά σου και τα δυνατό σου σημεία



ΠΟΙΟΣ ΕΙΜΑΙ

Εξερεύνησε την προσωπική σου ταυτότητα και το πλαίσιο μέσα στο οποίο ζεις: την κουλτούρα σου, τις εμπειρίες ζωής, την υγεία σου, τη νευροδιαφορετικότητα σου, τους φόβους, τις πεποιθήσεις, τις στάσεις και τα χαρακτηριστικά της προσωπικότητάς σου.

ΤΙ ΜΕ ΚΡΑΤΑ ΠΙΣΩ

Ποια εμπόδια αντιμετωπίζω — ελλείψεις δεξιοτήτων, έλλειψη αυτοπεποίθησης, περιορισμένη πρόσβαση σε καθοδήγηση ή άλλα εμπόδια; Εντόπισε τα πεδία στα οποία χρειάζεσαι υποστήριξη ή ανάπτυξη.

ΠΩΣ ΜΠΟΡΩ ΝΑ ΣΥΝΕΧΙΣΩ ΝΑ ΕΞΕΛΙΣΣΟΜΑΙ

Πώς θα συνεχίσω να μαθαίνω και να προσαρμόζομαι καθώς τα πράγματα αλλάζουν; Σχεδίασε τη συνεχή αναβάθμιση, επανακατάρτιση και προσωπική σου ανάπτυξη.

ΠΩΣ ΜΠΟΡΕΙ ΝΑ ΜΕ ΒΟΗΘΗΣΕΙ

Σκέψου εκπαιδευτικούς, οικογένεια, φίλους, συμβούλους σταδιοδρομίας ή διαδικτυακές κοινότητες που μπορούν να στηρίξουν την πορεία σου.

ΤΙ ΜΠΟΡΩ ΝΑ ΚΑΝΩ

Σκέψου τις ψηφιακές, επικοινωνιακές, ομαδικές, αναλυτικές και επιχειρηματικές δεξιότητες που χρησιμοποιείς στην καθημερινή σου ζωή ή στη δουλειά σου.



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ΘΕΛΕΙΣ ΝΑ ΣΥΝΕΧΙΣΕΙΣ ΝΑ ΕΞΕΛΙΣΣΕΙΣ;
Συνδέხτε με την κοινότητά μας, ανακαλύψτε περισσότερα εργαλεία και μοιραστείτε το ταξίδι σας στο www.careercompasstraining.com

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Οι διαφορετικές θεματικές του Career Compass

Θεματική 1: Ποιος είμαι

Τι είναι

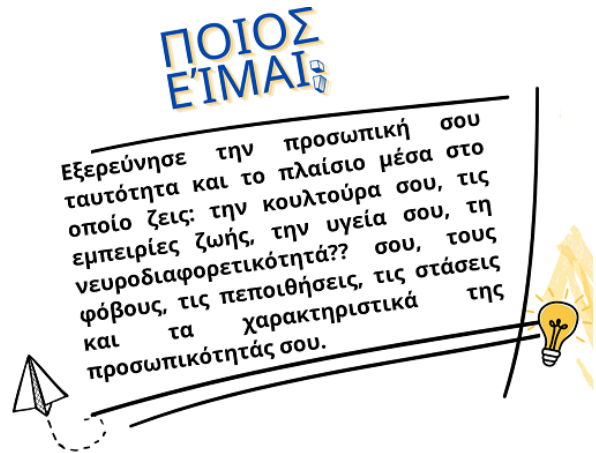
Η διερεύνηση του εαυτού μου: ποιος/α είμαι, τι με ενδιαφέρει, τι με κινητοποιεί και ποια είναι τα βασικά μου χαρακτηριστικά.

Γιατί είναι σημαντική

Αποτελεί τη βάση για κάθε επαγγελματική και εκπαιδευτική απόφαση και βοηθά να κάνω επιλογές που μου ταιριάζουν.

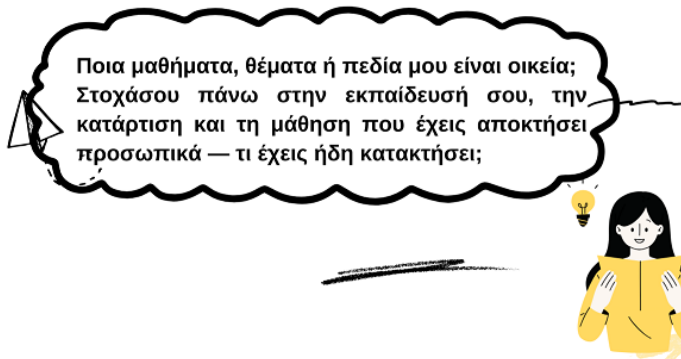
Πότε είναι πιο χρήσιμη

Όταν ξεκινώ τον επαγγελματικό μου σχεδιασμό ή αναζητώ κατεύθυνση.



Θεματική 2: Τι γνωρίζω

ΤΙ ΓΝΩΡΙΖΩ



Τι είναι

Η αναγνώριση γνώσεων που απέκτησα μέσω εκπαίδευσης, εργασίας και εμπειριών ζωής, τόσο τυπικών όσο και άτυπων.

Γιατί είναι σημαντική

Η αναγνώριση γνώσεων που απέκτησα μέσω εκπαίδευσης, εργασίας και εμπειριών ζωής, τόσο τυπικών όσο και άτυπων.

Πότε είναι πιο χρήσιμη

Σε μεταβατικές φάσεις, όπως είσοδος στην αγορά εργασίας ή αλλαγή καριέρας.

Θεματικό 3: Τι μπορώ να κάνω

Τι είναι

Η αναγνώριση των δεξιοτήτων, ικανοτήτων και συμπεριφορών μου, όπως τεχνικές, ψηφιακές και κοινωνικές δεξιότητες.

Γιατί είναι σημαντική

Αναδεικνύει στοιχεία που εκτιμώνται στην αγορά εργασίας και δείχνει πεδία περαιτέρω ανάπτυξης.

Πότε είναι πιο χρήσιμη

Όταν προετοιμάζομαι για αιτήσεις εργασίας ή εξετάζω αλλαγή καριέρας.



Θεματικό 4: Ποιες επιλογές έχω για το μέλλον

Ποια επαγγέλματα, κλάδοι ή μαθησιακές διαδρομές με ενδιαφέρουν;
Εξερεύνησε νέους τομείς, αναδυόμενους ρόλους και δυνατότητες δια βίου μάθησης που ευθυγραμμίζονται με τα ενδιαφέροντά σου και τα δυνατά σου σημεία



Τι είναι

Η εξερεύνηση επαγγελματικών διαδρομών, κλάδων και ευκαιριών μάθησης που ταιριάζουν με τα ενδιαφέροντα και τις δεξιότητές μου..

Γιατί είναι σημαντική

Διευρύνει την εικόνα μου για τις διαθέσιμες και βιώσιμες επιλογές.

Πότε είναι πιο χρήσιμη

Όταν σχεδιάζω τα επόμενα βήματα ή νιώθω αβεβαιότητα για το μέλλον.

Θεματικό 5: Τι με κρατά πίσω

Τι είναι

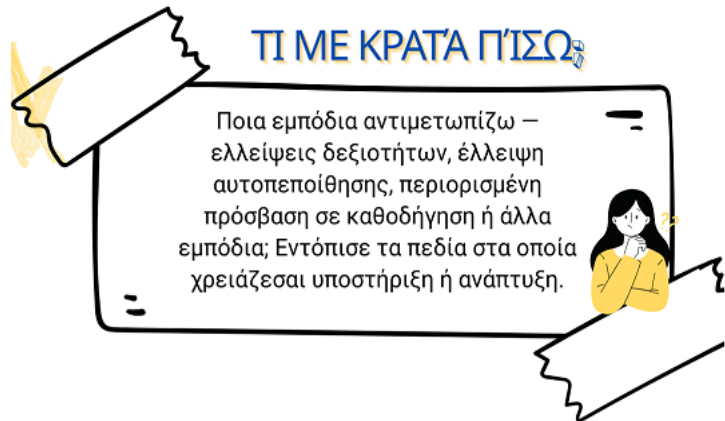
εντοπισμός εμποδίων, όπως έλλειψη δεξιοτήτων, περιορισμένη πρόσβαση σε ευκαιρίες, φόβοι ή πρακτικές δυσκολίες.

Γιατί είναι σημαντική

Επιτρέπει τη δημιουργία ρεαλιστικών στρατηγικών για την αντιμετώπιση των δυσκολιών.

Πότε είναι πιο χρήσιμη

Όταν αισθάνομαι στασιμότητα ή συναντώ επαναλαμβανόμενα εμπόδια.



Θεματικό 6: Ποιος μπορεί να με βοηθήσει



Τι είναι;

Η χαρτογράφηση ανθρώπων, υπηρεσιών και δικτύων που μπορούν να προσφέρουν καθοδήγηση και υποστήριξη.

Γιατί είναι σημαντική;

Ενισχύει την πρόσβαση στη συμβουλευτική, στις ευκαιρίες και στη συναισθηματική στήριξη.

Πότε είναι πιο χρήσιμη;

Όταν χρειάζομαι βοήθεια, μια δεύτερη άποψη ή νιώθω απομονωμένος/η.

Θεματικό 7: Πώς μαθαίνω καλύτερα

Τι είναι

Η κατανόηση του τρόπου με τον οποίο μαθαίνω πιο αποτελεσματικά και αναπτύσσω τις δεξιότητές μου.

Γιατί είναι σημαντική

Με βοηθά να επιλέγω κατάλληλες μαθησιακές μεθόδους και να εξελισσομαι πιο ουσιαστικά.



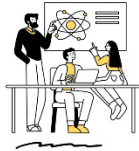
Πότε είναι πιο χρήσιμη

Όταν επιλέγω εκπαίδευση, κατάρτιση ή τρόπους ανάπτυξης δεξιοτήτων.

Ramy Career Compass



JAK UCZE SIĘ NAJSKUTECZNIEJ?



Czy wolę uczyć się poprzez działania, naukę online, pracę w grupie, czy raczej poprzez praktyczne doświadczenie? Wybierz takie metody nauki, które najlepiej pasują do Twojego stylu i potrzeb.

CO JUŻ WIEM?

Jakie przedmioty, tematy lub dziedziny są mi dobrze znane? Zastanów się nad swoją edukacją, szkoleniami i osobistymi doświadczeniami w uczeniu się — co już opanowałeś(-aś)?



KIM JESTEM?

Poznaj siebie — swoją tożsamość i kontekst: kulturę, doświadczenia życiowe, stan zdrowia, neuro różnorodność, obawy, przekonania, postawy i cechy osobowości.



JAK MOGĘ DALEJ SIĘ ROZWIJAĆ?

W jaki sposób będę się uczyć i dostosowywać do zmian? Zaplanuj stałe doskonalenie umiejętności, zdobywanie nowych kompetencji i rozwój osobisty.



KTO MOŻE MI POMÓC?

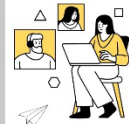


Pomyśl o nauczycielach, rodzinie, przyjaciółach, doradcach zawodowych lub społecznościach online, które mogą wspierać Cię w Twojej drodze rozwoju.

JAK KORZYSTAĆ:
TRAKTUJ TEN KOMPAS JAKO NARZĘDZIE DO REFLEKSJI. A NIE LISTĘ ZADAŃ DO ODHACZENIA. ZACZNIJ W DOŁNYM MIEJSCU, KIERUJ SIĘ INTUICJĄ, CZĘSTO ZATRZYMUJ SIĘ NA CHWILĘ, POZWÓL BY WŁOSY POJAWIAŁY SIĘ NATURALNIE. WRACAJ DO NIEGO, REGULUJ NIE — ROZWIJ NIE — PRZEBIEGAJ PO PROSTEJ, LECZ PO SPIRALACH, ZAUFAJ SWOJEMU PROCESOWI!

JAKIE WYBORY PRZED MĄ?

Jakie zawody, branże lub ścieżki edukacyjne mnie interesują? Odkrywaj nowe sektory, rozwijające się role zawodowe i możliwości uczenia się przez całe życie, które odpowiadają Twoim zainteresowaniom i mocnym stronom.



CO MNIE POWSTRZYMUJE?

Z jakimi przeszkodami się mierzę — brak umiejętności, pewności siebie, dostępu do doradztwa czy inne bariery? Zidentyfikuj obszary, w których potrzebujesz wsparcia lub rozwoju.

CO MOGĘ ZROBIĆ?

Pomyśl o umiejętnościach cyfrowych, komunikacyjnych, pracy zespołowej, rozwiązywaniu problemów i przedsiębiorczości, które wykorzystasz w życiu codziennym lub w pracy.



Want to keep growing?

Dołącz do naszej społeczności, odkrywaj kolejne narzędzia i dziel się swoją drogą na

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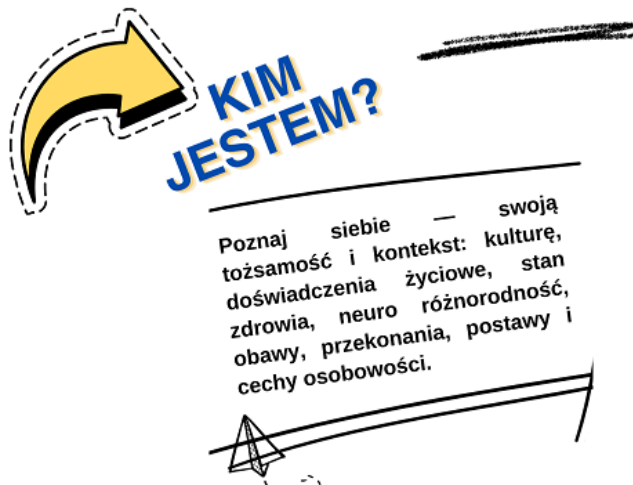


Poszczególne element ram Career Compass

Obszar 1: Kim jestem? – Tożsamość, wartości i kontekst osobisty

Czym jest ten obszar?

Badanie elementów tożsamości, takich jak kultura, doświadczenia życiowe, stan zdrowia, neuroatypowość, cechy osobowości, obawy, postawy i przekonania. Obszar ten uznaje, że wszystkie te czynniki wpływają na wybory zawodowe i dostępne możliwości.



Dlaczego jest to ważne?

- Kształtuje motywację, odporność i sposób podejmowania decyzji.
- Pomaga lepiej zrozumieć własne mocne strony oraz obszary wrażliwości.
- Zachęca do autentyczności w planowaniu kariery.
- Buduje empatię oraz świadomość różnorodności funkcjonującej w środowisku pracy.

Kiedy jest szczególnie przydatne?

- W momentach przejścia – wejścia na rynek pracy, zmiany zawodu, po wydarzeniach zdrowotnych lub przełomowych w życiu.
- Gdy bariery lub lęki utrudniają rozwój zawodowy.
- Przy tworzeniu inkluzywnych form doradztwa dla grup wrażliwych.

Obszar 2: Co wiem? (wiedza)

Czym jest ten obszar?

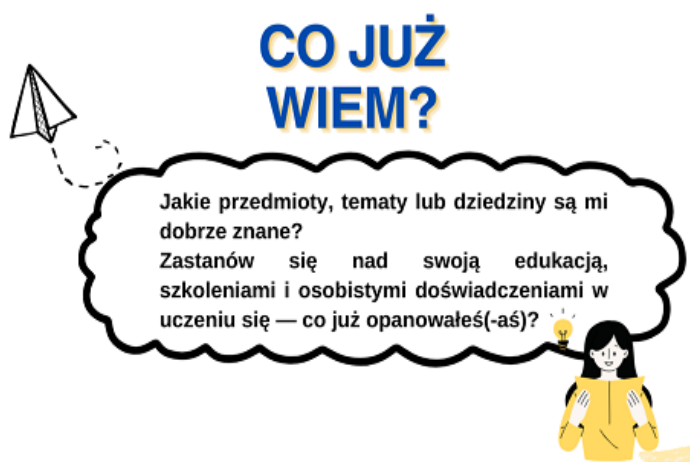
Identyfikowaniem wiedzy formalnej i nieformalnej zdobytej poprzez edukację, pracę, hobby oraz różne doświadczenia życiowe.

Dlaczego jest to ważne?

Pomaga jasno określić swoje mocne strony oraz obszary wymagające rozwoju, tworząc solidną podstawę do podejmowania decyzji zawodowych.

Kiedy jest szczególnie przydatne?

W momentach zmian zawodowych – przy wejściu na rynek pracy, zmianie branży, a także podczas ciągłego rozwoju i utrzymywania własnego potencjału w życiu zawodowym.



Obszar ten obejmuje identyfikowanie zarówno wiedzy formalnej (np. dyplomów, certyfikatów), jak i uczenia się nieformalnego (np. umiejętności zdobytych w wolontariacie, kursach online, w hobby). Jest to kluczowe dla zbudowania pełnej świadomości własnych zasobów, a także dla jasnego określenia mocnych stron, istniejących luk kompetencyjnych oraz obszarów wymagających rozwoju.

Obszar 3: Co mogę zrobić? (Umiejętności i kompetencje)

Czym jest ten obszar?

Rozpoznawaniem umiejętności, zdolności, kompetencji i postaw. Mogą to być zarówno umiejętności cyfrowe czy specjalistyczne związane z daną branżą, jak i kompetencje ogólne, takie jak rozwiązywanie problemów, praca zespołowa czy zarządzanie czasem.

Dlaczego jest to ważne?

Pozwala zidentyfikować atuty cenione na rynku pracy oraz obszary wymagające rozwoju.

jest szczególnie przydatne?

W sytuacjach poszukiwania pracy, zmiany stanowiska lub branży, przygotowywania CV, rozmowy kwalifikacyjnej, a także wtedy, gdy chcemy wzmocnić swoje kompetencje lub lepiej dopasować je do wymagań rynku pracy.

Podczas przygotowywania się do aplikowania o pracę, zmiany ścieżki zawodowej, a także w procesie stałego monitorowania własnych możliwości, szans i obszarów rozwoju.



Obszar ten koncentruje się na rozpoznawaniu umiejętności praktycznych, takich jak kompetencje cyfrowe, praca zespołowa czy komunikacja, a także szerszych kompetencji, np. umiejętności rozwiązywania problemów. Jest to kluczowe dla identyfikacji atutów cenionych na rynku pracy oraz obszarów wymagających wzmocnienia – szczególnie w momentach aplikowania o pracę lub podejmowania zmian w karierze.

Obszar 4: Jakie mam możliwości na przyszłość? (Możliwości)

Czym jest ten obszar?

Odkrywanie ścieżek kariery, branż oraz możliwości edukacyjnych zgodnych z umiejętnościami i zainteresowaniami, z wykorzystaniem metod praktycznych.



Dlaczego jest to ważne?

Poszerza świadomość dostępnych i realnych kierunków rozwoju oraz pozwala dostrzec nowe, rozwijające się sektory.

Kiedy jest szczególnie przydatne?

Podczas planowania ścieżki zawodowej i edukacyjnej, poszukiwania ofert pracy, a także w chwilach niepewności co do kolejnych kroków lub chęci poznania nowych dziedzin.

Obszar ten obejmuje aktywne poznawanie różnorodnych dróg zawodowych, branż i możliwości uczenia się, które są spójne z dotychczasowymi kompetencjami i zainteresowaniami. Pomaga to dostrzec realne opcje rozwoju oraz zrozumieć, gdzie mogą pojawiać się przyszłe szanse na rynku pracy – zwłaszcza wtedy, gdy osoba nie jest pewna kierunku lub rozważa wejście w nowy obszar.

Obszar 5: Co mnie powstrzymuje? (Wyzwania)

Czym jest ten obszar?

Identyfikowaniem barier, takich jak luki kompetencyjne, ograniczony dostęp do doradztwa, brak pewności siebie, a także problemy związane z miejscem zamieszkania, czasem czy innymi czynnikami utrudniającymi rozwój.

Dlaczego jest to ważne? Umożliwia zaplanowanie konkretnych, celowanych strategii, które pomogą pokonać napotkane przeszkody.

Kiedy jest szczególnie przydatne?

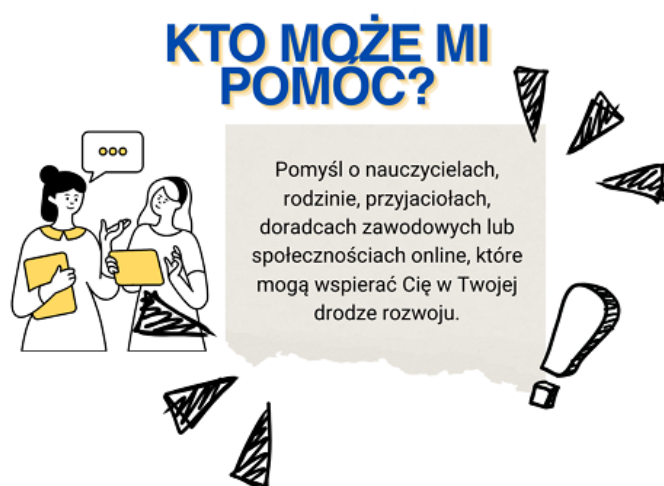
Podczas planowania ścieżki edukacyjnej i zawodowej, składania aplikacji o pracę, analizowania czynników hamujących rozwój osobisty, a także w sytuacjach stagnacji lub powtarzających się niepowodzeń.

Ten kluczowy obszar obejmuje identyfikowanie barier osobistych, systemowych i innych, takich jak luki kompetencyjne, ograniczony dostęp do doradztwa, stan zdrowia, sytuacja rodzinna, miejsce zamieszkania czy brak pewności siebie. Umożliwia to zaplanowanie ukierunkowanych strategii pokonywania przeszkód i jest szczególnie przydatne w momentach stagnacji lub powtarzających się niepowodzeń.

Osobom uczącym się zaleca się spisywanie tych wyzwań oraz proszenie o informację zwrotną mentorów lub rówieśników. Otwarte uznanie istniejących barier jest pierwszym krokiem do ich skutecznego przezwyciężenia.



Obszar 6: Kto może mi pomóc? (Wsparcie)



Czym jest ten obszar?

Określanie mentorów, sieci kontaktów, rówieśników i zasobów, które mogą zapewnić wsparcie, wskazówki, informacje i możliwości rozwoju.

Dlaczego jest to ważne?

Wzmacnia dostęp do porad, szans rozwojowych oraz wsparcia emocjonalnego.

Kiedy jest szczególnie przydatne?

Na każdym etapie procesu – zwłaszcza wtedy, gdy pojawia się poczucie izolacji, brak pewności lub potrzeba zewnętrznej opinii.

Obszar ten obejmuje tworzenie mapy potencjalnych źródeł wsparcia, takich jak mentorzy, nauczyciele, sieci zawodowe czy społeczności online. Podkreśla znaczenie korzystania z zasobów zewnętrznych i jest szczególnie potrzebny wtedy, gdy osoba czuje się osamotniona lub potrzebuje ukierunkowanej pomocy.

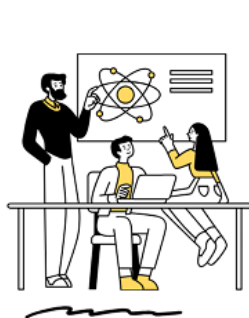
Obszar 7: Jak uczyć się najlepiej i jak mogę dalej się rozwijać? (Podejście pedagogiczne)

Czym jest ten obszar?

Dla osób uczących się: oznacza wybór odpowiednich obszarów rozwoju kariery i kompetencji oraz planowanie ich długofalowego rozwijania z wykorzystaniem przewodnika Career Compass.

Dla trenerów i doradców: polega na rozumieniu stylów uczenia się uczestników, dobieraniu właściwych narzędzi, materiałów i metod (np. praktycznych, wizualnych, grupowych) oraz dostosowywaniu ich do potrzeb różnych osób.

JAK UCZE SIĘ NAJSKUTECZNIEJ?



Czy wolę uczyć się poprzez działanie, naukę online, pracę w grupie, czy raczej poprzez praktyczne doświadczenie? Wybieraj takie metody nauki, które najlepiej pasują do Twojego stylu i potrzeb.

Dlaczego jest to ważne?

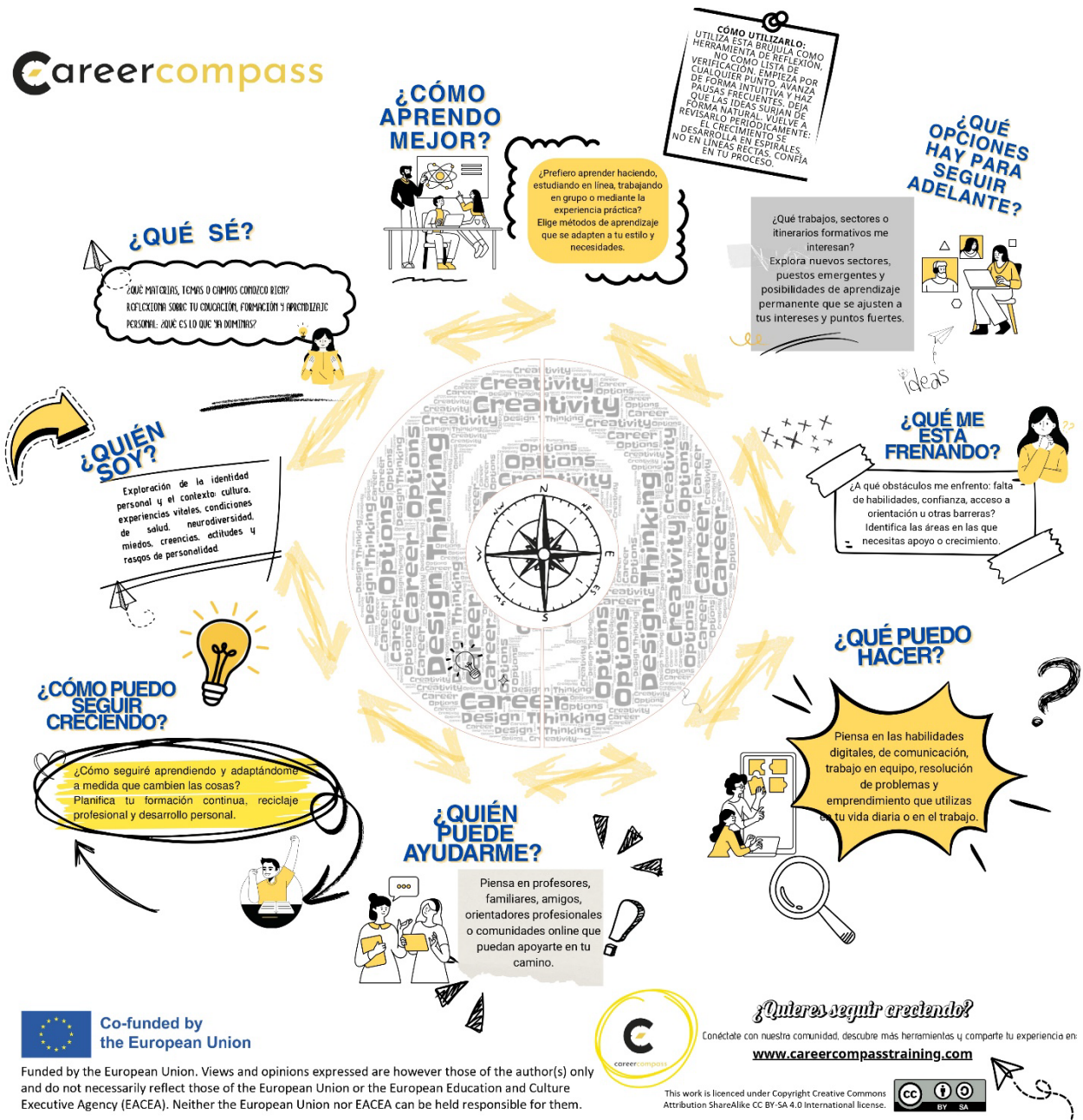
Wzmacnia rozwój umiejętności, wspiera planowanie kariery i zwiększa potencjał zatrudnieniowy.

Kiedy jest szczególnie przydatne?

Dla osób uczących się: podczas wyboru własnej ścieżki rozwoju.

Dla trenerów: podczas planowania i prowadzenia szkoleń, dobierania narzędzi i metod, a także organizowania mentoringu i innych form wsparcia dla różnych grup uczestników.

El marco de CAREER COMPASS



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¿Quieres seguir creciendo?

Conéctate con nuestra comunidad, descubre más herramientas y comparte tu experiencia en

www.careercompassstraining.com

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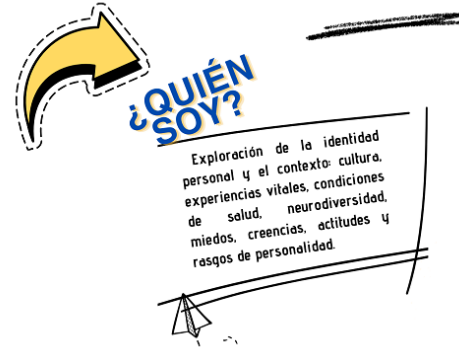


Las diferentes partes del marco de Career Compass

Área 1: ¿Quién soy? – Identidad, valores y contexto personal

¿De qué se trata?

De explorar factores de identidad como la cultura, las experiencias de vida, las condiciones de salud, la neurodiversidad, los rasgos de personalidad, los miedos, las actitudes y las creencias. Reconoce cómo estos influyen en las elecciones y oportunidades profesionales.



¿Por qué es importante?

- Da forma a la motivación, la resiliencia y la toma de decisiones.
- Ayuda a las personas a comprender sus fortalezas y vulnerabilidades.
- Fomenta la autenticidad en la planificación de la carrera.
- Genera empatía y reconocimiento de la diversidad en la vida laboral.

¿Cuándo es más útil?

- En momentos de transición (ingresar al trabajo, cambiar de carrera, después de eventos relacionados con la salud o que cambian la vida).
- Cuando las barreras o los miedos frenan el desarrollo profesional.
- En el diseño de enfoques de orientación inclusivos para grupos vulnerables.

Área 2: ¿Qué sé? (Conocimiento)

¿De qué se trata?

De identificar el conocimiento formal e informal adquirido a través de la educación, el trabajo, los pasatiempos o las experiencias de vida.

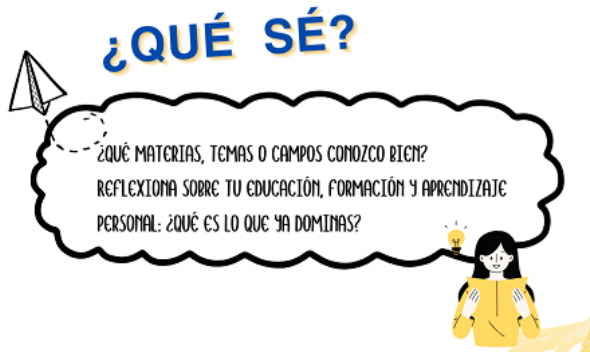
¿Por qué es importante?

Aclara las fortalezas y brechas existentes, formando una base para las decisiones profesionales.

¿Cuándo es más útil?

En puntos de transición de carrera (como ingresar al mercado laboral, cambiar de campo y mantenerse al día con el potencial de la vida laboral y el desarrollo diario en la vida laboral).

Esta área implica identificar tanto el conocimiento formal (como títulos académicos,



certificaciones) como el aprendizaje informal (como las habilidades adquiridas en el voluntariado, los cursos en línea, los pasatiempos). Es crucial para construir una autoconciencia integral de los propios activos y aclarar las fortalezas existentes y las brechas de conocimiento fundamentales y las áreas de desarrollo.

Área 3: ¿Qué puedo hacer? (Habilidades y competencias)

¿De qué se trata?

De que reconozcamos habilidades, capacidades, competencias y actitudes. Estos pueden ser habilidades digitales, habilidades de un sector específico o habilidades generales como resolución de problemas, trabajo en equipo o gestión del tiempo. (por ejemplo, trabajo en equipo, habilidades digitales) y competencias (por ejemplo, resolución de problemas).



¿Por qué es importante?

Identifica fortalezas empleables y áreas que necesitan desarrollo.

¿Cuándo es más útil?

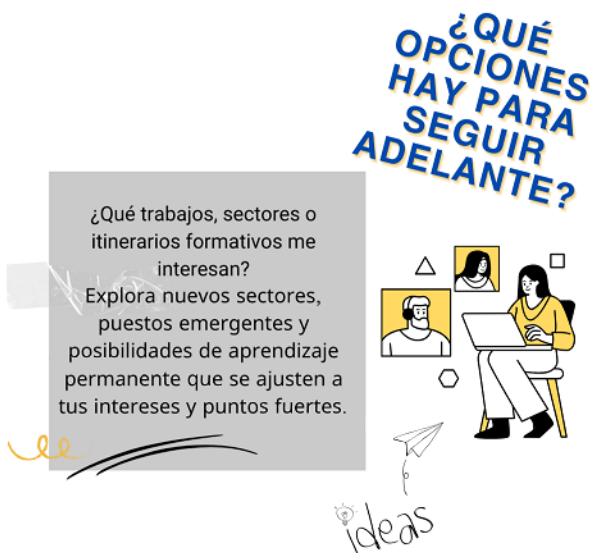
Al prepararse para solicitudes de empleo o cambios de carrera, y escaneo constante de sus propias posibilidades, oportunidades y áreas de desarrollo

Esta área se centra en reconocer habilidades prácticas, como la alfabetización digital, el trabajo en equipo y la comunicación, así como competencias más amplias como la resolución de problemas. Es importante para identificar las fortalezas empleables y las áreas que necesitan desarrollo, particularmente cuando se prepara para solicitudes de empleo o cambios de carrera.

Área 4: ¿Cuáles son mis opciones para el futuro? (Oportunidades)

¿De qué se trata?

De explorar trayectorias profesionales, industrias y oportunidades de aprendizaje alineadas con habilidades e intereses utilizando métodos orientados a la práctica



¿Por qué es importante?

Amplía el conocimiento de las vías viables y los sectores emergentes.

¿Cuándo es más útil?

Al planificar trayectorias profesionales y educación, buscar oportunidades laborales y sentirse inseguro sobre las próximas áreas o explorar nuevos campos.

Esto implica explorar activamente diversas trayectorias profesionales, industrias y oportunidades de aprendizaje que se alineen con las habilidades e intereses

existentes. Esta área amplía el conocimiento de las vías viables y los sectores emergentes y es más útil cuando se siente inseguro sobre los próximos pasos o explora nuevos campos.

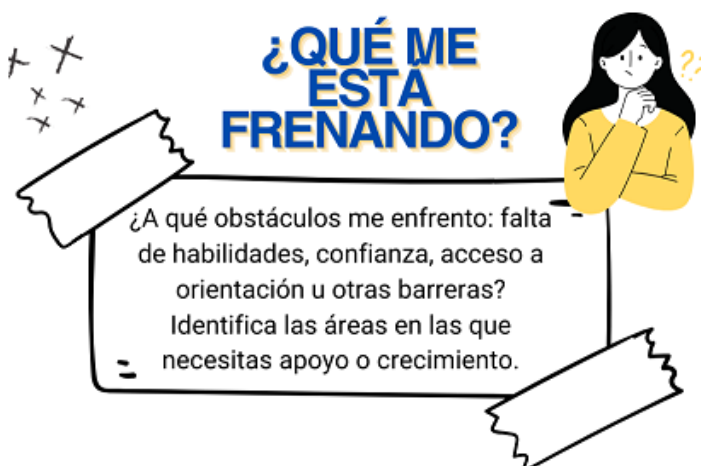
Área 5: ¿Qué me detiene? (Desafíos)

¿De qué se trata?

De identificar barreras (por ejemplo, brechas de habilidades, acceso a orientación, confianza y problemas de ubicación y tiempo).

¿Por qué es importante?

Permite estrategias específicas para superar obstáculos.

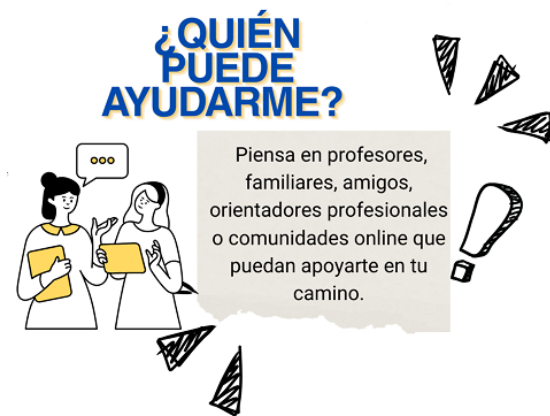


¿Cuándo es más útil?

Al planificar la trayectoria profesional y las opciones educativas y solicitar un trabajo, buscar lo que dificulta el desarrollo personal y enfrentar el estancamiento o los contratiempos repetidos.

Esta área crítica implica identificar barreras personales, sistémicas y de otro tipo, como brechas de habilidades, acceso limitado a orientación, salud, situación familiar, ubicación geográfica o problemas con la confianza. Permite estrategias específicas para superar obstáculos y es más útil cuando se enfrenta al estancamiento o a los reveses repetidos. Se aconseja a los usuarios que escriban estos desafíos y busquen comentarios de mentores o compañeros. Reconocer abiertamente estos obstáculos es el primer paso para superarlos.

Área 6: ¿Quién puede ayudarme? (Apoyo)



¿De qué se trata?

De que identifiquemos a los posibles mentores, redes, compañeros/as y recursos para orientación, recursos externos y oportunidades.

¿Por qué es importante?

Fortalece el acceso a asesoramiento, oportunidades y apoyo emocional.

¿Cuándo es más útil?

Durante todo el proceso y cuando se sienta aislado o necesite ayuda o una opinión externa.

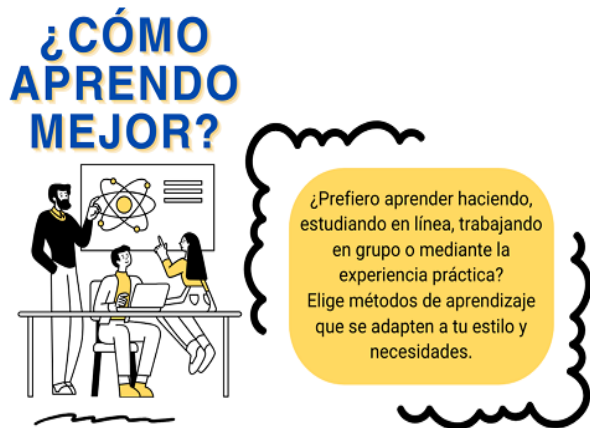
Esta área implica mapear posibles redes de apoyo, incluidos mentores, maestros o comunidades en línea. Enfatiza la importancia de aprovechar los recursos externos y es más útil cuando se siente aislado o necesita asistencia específica.

Area 7: ¿Cómo aprender mejor y seguir creciendo? (Enfoque pedagógico)

¿De qué se trata?

Para los usuarios, se trata de seleccionar las áreas adecuadas para el desarrollo de habilidades y habilidades y cómo desarrollarlas individualmente a largo plazo mientras se utiliza la guía del usuario.

Para los formadores y profesionales de la orientación, se trata de comprender y seleccionar estilos de aprendizaje, herramientas y materiales para las necesidades de los alumnos (por ejemplo, prácticos, visuales, grupales) y adaptarlos en consecuencia.



¿Por qué es importante?

Mejora el desarrollo de habilidades y carrera y el potencial de empleabilidad.

¿Cuándo es más útil?

Para los usuarios, en todo momento.

Para los formadores y profesionales de la orientación a lo largo de todo el proceso es importante planificar e implementar la formación, seleccionar herramientas o métodos de capacitación y organizar tutorías y otras actividades para diferentes tipos de usuarios.

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