



Careers Insights

Mar-Apr 2025 edition

Stay ahead of the fast-moving careers field, with a roundup of the latest research



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About Careers Insights

Welcome to Careers Insights, the CDI's bulletin that includes the new research papers and reports that have been published over the past two months, which are particularly relevant to current and future policy and practice.

(NB: We strive to reference articles that are mainly in the public domain, but include important ones that are behind paywalls. These are denoted with an asterisk (*) in the title)

Research is critically important, and not just for academics. It helps career professionals to understand the needs of different clients to a greater depth. It describes the implications of political, economic, social or technological trends affecting the field. It also describes different models, theories and practices, and provides evidence on 'what works'.

This is a supplement to the [CDI's Research Directory](#), which you can access in the Resources section of the CDI website. The Directory offers a wide collection of references to thousands of career-guidance related articles, reports, papers, books and open data sets.



Featured articles

We've highlighted some articles that are particularly relevant to current events in our sector.

#1. Evidence for the impact of careers in schools

Over 230,000 young people in England have completed the Future Skills Questionnaire, revealing strong evidence that careers education works. Schools achieving the Gatsby Benchmarks see students become more "career ready," with less stereotyped career choices (e.g., girls are twice as likely to choose engineering) and better alignment with labor market needs. Tracking 15,000 students over two years confirmed that schools meeting all 8 benchmarks improved career readiness and workplace skills faster. The findings highlight a causal link between quality careers education and student outcomes, controlling for external factors. Updated benchmarks and growing data will further refine and strengthen careers education.

Careers & Enterprise Company. "Strongest Evidence Yet That Careers Education Is Working." Careers and Enterprise Company, 2024, ([Link](#))

#2. Careers in schools drives early career success

While we now know that careers education in schools leads to better career readiness, Julie Moote and colleagues asked "Does school-based careers education in, advice, information and guidance (CEAIG) have any influence on later life outcomes (too)?"

Analysis of 7,635 survey responses from young people in England aged 21–22 demonstrated significant positive relationships between self-reported CEAIG activities experienced at age 14–16 and a range of adult outcomes reported at age 21–22.

Furthermore, both the quantity and quality of these CEAIG activities were important predictors: the more CEAIG activities experienced at age 14–16 and the more helpful these activities were perceived as being, the more likely the young people were to report life satisfaction, positive future outlooks and feel better prepared for the future.

Moote, J., et al, (2025), "More is more: exploring the relationship between young people's experiences of school-based career education, information, advice and guidance at age 14–16 and wider adult outcomes at age 21–22 in England." Research Papers in Education 40.1: 72-95. ([Link](#))

#3. Defining best practice for adult services

Two separate studies looked at what the practices and processes are needed to deliver good adult career guidance from different perspectives.

Jo Hutchinson and Tristram Hooley researched Estonia, Finland, Germany and Holland to find recurring themes in effective services: Key principles included: i) Career guidance policy needs cross-departmental ministerial leadership ii) Guidance policy needs to connect with skills and active labour market policy.

Meanwhile, dmhAssociates produced a report to define the requirements of an all age career service in County Durham, based on extensive research with stakeholders, providing a model with wider applicability.

Hutchinson, J. and Hooley, T. (2025), Good Adult Career Guidance. International case study evidence Summary report. ([Link](#))

dmh Associates. (2025). A shared vision: Co-Designing an All-Age Careers Framework in County Durham. Main report. ([Link](#))



#4. Career development in Wales

An OECD report examined teenage career development in Wales using PISA 2022 data, comparing Wales to OECD averages. Key findings included the presence of high career uncertainty among Welsh students, a strong focus on professional occupations, and misalignment between career expectations and labour market demand. While gender and socio-economic disparities show signs of improvement, Welsh students engage less in career development activities than their OECD peers. Disaggregated data by gender, socio-economic status, academic proficiency, and school type (including language) highlight the areas of most acute concern.

OECD (2025), Teenage Career Development In Wales ([Link](#))

#5. Experience of career services in Scotland

A series of results have been published by Skills Development Scotland (SDS) showing the "Student Voice" of young people, in terms of their attitudes towards careers, awareness and engagement with career services. Overall indicators of interest, engagement and intent scores pointed to awareness gaps with the SDS service, but positive career interactions. E.g. In the South region, over half were unaware of the service, 83% recall a one to one guidance interaction, but pupils wanted to hear about SDS services in a number of ways. Pupils generally wanted more 121 interactions.

Skills Development Scotland (2025), PV2024 Results. ([South Link](#), [North Link](#), [East Link](#), [West Link](#))

Roundup

General career practice

Theme	Reference	About
Practices	Moore, N. (2025). Responding to the impact of career echo chambers: A career learning approach. <i>Journal of the National Institute for Career Education and Counselling</i> 54.1. (Link)	This paper reviews the concept of career “echo chambers”, within the social environment of learners and the career education programmes that serve them. A process is suggested for practitioners that can help to mitigate their effect.
	Rochat, S., Froidevaux, A., & Cardoso, P. M. (2025). Career Decision Ambivalence and Career Counseling Change Ambivalence in Career Counseling. <i>Journal of Career Development</i> , 0(0). (Link)	The paper uses a case study to understand and tackle the challenge of a client’s career ambivalence through a 3-session career counseling process. Two separate mechanisms are described which require their own attention: <i>Career decision ambivalence</i> (i.e., ambivalence between career options) and <i>career counseling change ambivalence</i> (i.e., ambivalence about engaging in career counseling-related changes).
Professional identity	*Felix, B., & Vieira, A. P. A. (2025). How workers construct a sense of positive occupational identity in a contested emerging profession: the case of career coaches. <i>Career Development International</i> . (Link)	This study explores how workers in a relatively new occupation of employment-based career coaching construct a sense of positive occupational identity. Of particular focus in the study is the way that career coaches in organisations navigate the expectations of different stakeholders, retain their authenticity and grow credibility.
Ethics	Rou, L.Q. and Kumar, D.A. (2025). Overlooked Challenges in a Counselor’s Career: A Review of Counselor Impairment and Ethical Responsibilities”. <i>Asia-Pacific Career Development Journal</i> . 8.1. (Link)	Though not focussed explicitly on careers, this paper details the various causes and consequences of “counsellor impairment”, highlighting factors such as burnout, vicarious trauma, and secondary traumatic stress. These impact counselors’ ability to provide ethical and effective services. The paper reviews the implications, and steps to prevent occurrences, including incorporation into policies and regulatory oversight.
Models	McSweeney, J. (2025). Reauthoring my career narrative towards hope and agency twenty years in Adult Guidance Counselling Practice. Diss. National University of Ireland Maynooth. (Link)	Reflecting on her career in career practice, the author uses System Theory Framework, the storytelling narrative career counselling approach and Narrative Therapy Informed Approach to describe how such frameworks are particularly valuable in today’s neoliberal environment, given the concerns it presents: i) changing context and its impact; ii) social justice - a core value; iii) recommitment to self-care; iv) connectedness and collaboration in practice
Systems	Euroguidance (2025), All for Guidance and Guidance for All: Enhancing the Career Guidance Services through Cooperation. (Link)	This report documents findings and insights from a compendium held in Belgrade in September 2024, and includes a series of papers that discusses best practices in the relationships and collaboration between career services with other services to deliver holistic support to different groups.

Primary education

Theme	Reference	About
Experiences	Symonds, J. E., Devine, D., Sloan, S., Martinez Sainz, G., Davies, A., Stynes, et al (2025). Children's school lives—A national cohort study of primary schooling in Ireland. European Psychologist. (Link)	This study in Ireland provides a comprehensive insight into primary pupils' lives at school: The Children's School Lives (CSL) study is Ireland's first national longitudinal cohort study of primary schooling, tracking two age cohorts (4,000+ children) from 2019 to 2023 using mixed methods, including surveys, classroom observations, and case studies. It examines children's learning, wellbeing, and transitions, alongside teacher and parent perspectives, with a focus on equity and curriculum reform. Key findings reveal high levels of student engagement, though challenges like homework stress and socioeconomic disparities persist, while teachers reported job satisfaction despite workload pressures. The study also documented the impact of COVID-19, highlighting inequalities in remote learning access. Designed to inform Ireland's 2023 primary curriculum revision, CSL provides robust evidence for policymakers and underscores the importance of child-centered approaches in education.
Schools	*Gould, M. (2025), Behaviour overtakes workload as a top concern for primary teachers. Times Education Supplement. (Link)	The article provides context for today's primary education setting in which pupil behaviour has become the most pressing concern of teachers.

Secondary education

Theme	Reference	About
Impact	Hawksworth, L. (2025), Strongest evidence yet that highest quality careers provision leads to increased career readiness amongst young people. Careers & Enterprise Company. (Link)	Over 230,000 young people in England have completed the Future Skills Questionnaire, revealing strong evidence that careers education works. Schools meeting all 8 benchmarks improved career readiness and workplace skills faster.
	Moote, Julie, et al. "More is more: exploring the relationship between young people's experiences of school-based career education, information, advice and guidance at age 14–16 and wider adult outcomes at age 21–22 in England." Research Papers in Education 40.1 (2025): 72-95. (Link)	The authors analyse survey data from 7,635 people in England aged 21-22 to explore if school-based careers education, advice, information and guidance has influence on later life outcomes using Significant positive relationships were found between self-reported CEAG activities experienced at age 14–16 and a range of adult outcomes reported at age 21-22. Moreover, the quantity of engagement with CEAG also drove outcomes, such as career satisfaction.
	OECD (2025), Teenage Career Development In Wales (Link)	This paper explores the state of teenage career development in Wales from the OECD Programme for International Student Assessment (PISA), a comparative international survey of young people in secondary education. Wales (typical of the OECD nations) shows uncertainties are very high and students express an occupational expectation focused on the professions. They also increasingly expect to complete tertiary education. (This report follows <u>one last month</u> examining career pathways in Wales)
Gaps	Freeman., J. (2025), One Step Beyond: How the school and college curriculum in England can prepare young people for higher education. (Link)	The report examines how England's school and college curriculum prepares students for higher education, emphasising the need for better alignment between secondary and tertiary education. Its implications for career guidance include advocating for stronger emphasis on critical thinking, independent study skills, and subject-specific preparation to ease the transition to university.
Employers	Phoenix, D. (2025), Increasing Employer Support for the Tertiary Skills System in England. Higher Education Policy Institute (Link)	The author reviews the vital role that employers play at different stages of preparing young people and students for their careers. In the UK, he reports that "we have a major problem", with their roles remaining unfulfilled. The report argues for fundamental changes with employers shouldering more burden for preparing young people for work, and less falling on Government.
Student experience	Skills Development Scotland (2025), PV2024 Results. (Link)	Results from Scotland's pupil voice surveys were published at the start of April. These included levels of recall of services, pupil planning, interest in Skills Development Scotland services and views on careers amongst other topics. Results were positive, with areas of need identified amongst some more disadvantaged students.
	Department for Education (2025). Parent, pupil and learner voice: September 2024. (Link)	The Department for Education (DfE) commissioned research to maintain a panel of Parents, Pupils and Learners in England, and understand perspectives. Results offer context for career guidance: This year, for instance, there was found to be a significant level of perceived unfairness amongst students, and only around 1 in 3 think that they will have a better life than parents.

Further education, vocational training and apprenticeships

Theme	Reference	About
Socio-economics	Ofsted (2025), Navigating post-16 careers guidance: supporting learners from lower socioeconomic backgrounds (Link)	Ofsted was commissioned by the Department for Education (DfE) to carry out a study on the quality of careers guidance that students from lower socioeconomic backgrounds receive from further education (FE) providers. Most FE students spoken to for the research were very positive about the careers guidance they received. However, gaps in provision were found - such as knowledge sharing about students backgrounds. Risks were identified for the provision to students from lower socio-economic backgrounds.
Skills	Cedefop (2025), VET needs to go digital (Link)	This policy brief uses Cedefop's second European Skills and Jobs Survey (ESJS2) to make a case for a renewed digital skills revolution in VET. The findings it presents point towards the disadvantage workers with a VET background have in terms of their capacity to continuously invest in their digital skills.
Impact	Department for Education (2025), Provision T-level results: Academic year 2023/24. (Link)	Given the interest in the early stages of T-level rollout, the DfE published T-level results from 2023/24. 91% of students were awarded a pass or above.
	Department for Education (2025), Further education and skills: March 2025. (Link)	The DfE have published the latest further education and skills data from Aug 2024 to Jan 2025. 809,540 adult learners were participating in Education and Training in 2024/25. 1.3m 19+ students were participating in FE and participation in skills development.
	Moss, S. et al (2025), Technical Education Learner Survey 2024: progression of the second T Level cohort. NatCen and NFER. (Link)	This report describes the current activities, career plans and course reflections of the second T Level cohort (2021-2023), surveyed one year after completing their course. A comparator sample of learners on A level and level 3 technical courses were also surveyed. The report provides a positive story of good progression rates (80%) beyond T-levels to other forms of education or work.
	Department for Education (2025), Apprenticeships (Link)	The DfE have published half yearly results for apprenticeship numbers in England. Apprenticeship starts were up by 1.0% to 202,520 compared to 200,550 reported for the previous year

Higher education

Theme	Reference	About
Engagement	Port, Andy. "'We need carrots and sticks': How to enhance student engagement with career learning in Higher Education." Journal of the National Institute for Career Education and Counselling 54.1 (2025). (Link)	Motivated by low student engagement in employability in higher education, the authors report the delivery of a career module that earned students credits. Reporting 98% attendance across all modules, the authors conclude that a carrot and stick approach is needed to ensure students to fully engage with careers.
Choices	Yates, Julia. "Graduate career development: two empirically-derived models of the career decision-making processes of students and graduate in the UK." Journal of the National Institute for Career Education and Counselling 54.1 (2025). (Link)	This paper is part of a wider research strand into the choices and career pathways of higher education students. Interviews are conducted with 22 university career practitioners and 30 graduates. The paper provides key insights into how students make career decisions i.e. graduates consider career options one at a time, engage in self-exploration in the context of a specific option, and use the application process to help them decide on a career direction.
	Dandridge, N. et al. "The Benefits of Hindsight: Reconsidering higher education choices". Higher Education Policy Institute, AdvanceHE and the University of Bristol. (Link)	This report summarises the findings of a research project undertaken in 2024 that explores the views of undergraduates and graduates who consider that with hindsight they would make a different choice about their higher education as to whether, what, and where to study. The SAES consistently records a sizeable minority of students (40% in 2024) reporting that with hindsight they would make a different decision.
Experiences	Howard, B., Janover, E., Czech, D., & Ayton, D. (2025). Coping with career uncertainty: A qualitative study on work readiness of recent health graduates. Australian Journal of Career Development, 34(1), 74-80. (Link)	This study aimed to understand recent graduates' experiences of finding relevant work and perceptions of work readiness. Semi-structured interviews with 15 recent graduates from non-clinical health degree programs were conducted and analysed around three themes: (1) career planning/decision making; (2) finding a job; (3) bridging the gap from university-to-workplace. The paper discusses bolstering student capabilities and handling uncertainty.
Needs	Bunikowska, J., & Eskelinen, T. (2025). Guidance in an online degree programme: good practices and improvement recommendations. University of East Finland (Link)	This study in Finland explores the guidance needs of students in an online degree programmes. The results show different career guidance needs across different stages of study and activities.
Transitions	Kersh, N. et al (2025), 'Building Bridges Between Higher Education and Employment: Learning from practically-based higher education. Edge Foundation (Link)	The report, produced in collaboration with UCL's Institute of Education, focuses on the complexities of building bridges between higher education (HE) and industry. It examines a range of effective practices in HE in response to this challenge across a range of areas and points to remaining weaknesses, such as a reliance on academics' personal networks for industry links.
Post graduates	CRAC (2025), Royal Society Early-career Research Fellowships: Career Pathway Tracker 2024 (Link)	The report evaluates career progress of participants in Royal Society grant programmes for its early fellowship scheme. This tracking programme, ongoing since 2017, has sought to provide insight into the impact of the fellowships. Past and current trackers have shown the strong impact of these schemes in terms of career progression and, latterly, international mobility.

Adults

Theme	Reference	About
National systems	Hutchinson, J. and Hooley, T. (2025), Good Adult Career Guidance. International case study evidence Summary report. SQW and University of Derby (Link)	A combination of fieldwork, international case studies and analyses were used to define good and effective practices in adult career guidance. Estonia, Finland, Germany and Holland were chosen as case studies. Some of the key principles were: career guidance policy needs cross-departmental ministerial leadership, guidance policy connects with skills and active labour market policy, funding comes from taxation, and targeted services extend the base model.
	dmh Associates. (2025). A shared vision: Co-Designing an All-Age Careers Framework in County Durham. Main report. (Link)	This evidence-based report summarises key findings from research conducted by dmh associates between May 2024 and December 2024, including consultations and surveys with over 2,111 County Durham residents and businesses. The report culminates in a plan to operationalise the ideas presented, based on an analysis of needs for the region and different groups within it.
Employees	Gallup (2025), 2025 Gallup State of the Global Workforce Report: key insights & next steps. (Link)	Gallup carry out an annual survey to understand the sentiments of the global workforce. Findings this year include that only 21% of employees are engaged at work, down two points from the previous year. Results are described as “a symptom of a deeper malaise”, citing prevalent levels of manager burnout. Gallup argue that there is a huge prize from enhancing global engagement levels of \$10tr in productivity benefits.
	Cedefop (2025), Towards organisations as learning workplaces (Link)	This policy brief, which draws from case studies in Ireland, Spain and Finland, highlights the need to transform adult skills development by expanding beyond traditional continuing vocational education and training (CVET). Workplaces and digital environments should also be included, supported by frameworks that connect formal, non-formal and informal learning pathways.
Practice	Hommelhoff, Sabine, Ferdinand Keller, and Mark Stemmler. "Turnover reasons are more complex than “people quit bosses”: An approach-avoidance perspective." Journal of Vocational Behavior 158 (2025): 104099. (Link)	The paper challenges the common adage that “people quit bosses”. Using a literature review, discusses the motivations for quitting and find “avoidance” (of unwanted situations/ experiences) is more common than motivations towards a destination that is perceived better. The paper offers insights and implications for coaches of employees and organisational career coaches.
	Hirsh, Wendy, and Alison Carter. "Evaluating career coaching for employed adults." Journal of the National Institute for Career Education and Counselling 54.1 (2025). (Link)	This article examines the practices of evaluating the impact of career development interventions with employed adults, drawing on a case example of a one-to-one career coaching programme offered to all individuals working in primary healthcare in England. Of particular note was the recognition that coaching led to both short and longer term effects on clients. Moreover, both emotional and behavioural changes were reported.

Equity, diversity and inclusion in careers

Theme	Reference	About
Socio-economic	<p>Hillman, D. and Brooks, M. (2025), Boys will be boys: The educational underachievement of boys and young men. Higher Education Policy Institute (Link)</p> <p>Institute for Employment Studies (2025). Evaluation of the PLIAS Step Up Programme. (Link)</p>	<p>The report argues that gender equality will require greater focus on the education of boys and men, particularly from lower social economic backgrounds. Various statistics are used to highlight the focus areas - such as that men without qualifications are nearly twice as likely as women without qualifications to be unemployed. The paper culminates in a series of policy-level recommendations.</p> <p>The "Step Up" programme was targeted at around 100 "NEETS" and aged 16–24 who were either involved in, or at risk of involvement in the criminal justice system. The programme aimed to support young people into sustainable education, employment and/or training (EET) outcomes by providing between 6 and 12 months of pre-work support, and up to 13 weeks of in-work support. Outcomes were reported. The programme supported young people to obtain precursors to EET outcomes (e.g. NI numbers, IDs, CSCS cards and Level 1 qualifications) and improved employability skills. However, high numbers of participants withdrew.</p>
Race/ethnicity	<p>Institute for Employment Studies (2025). Webinar recording: Race inequalities in the UK labour market (Link)</p>	<p>This is a recording of Dr Meenakshi Krishnan presenting at a University of Reading webinar (a link to the webinar series is here), discussing the evolving landscape of racial inequalities in UK workplaces, using recent research insights. She demonstrated how ethnicity intersects with gender, age, and nationality to exacerbate experiences of workplace inequalities.</p>
Migrants	<p>Yazdankhoo, Sogol, et al. "Migrant women navigating the intersection of gender, migration, and career development: A systematic literature review." Journal of Vocational Behavior (2025): 104093. (Link)</p>	<p>This extensive literature review finds a need for multidisciplinary collaboration between career guidance professionals, policymakers, and migration scholars to address systemic barriers. It calls for decolonised career theories and participatory research to elevate the needs of migrant women.</p>
Culture	<p>Inselman, Kyle M. "Is dharma the same as calling? Considering religio-cultural context in cross-cultural calling research." British Journal of Guidance & Counselling (2025): 1-13. (Link)</p>	<p>A growing body of "career calling" literature is being built that demonstrates evidence for the validity of cross-cultural scales that measure the perceiving and living of a calling. However, there has been little research into the relationship of calling to similar concepts in cultures with roots in religions other than Christianity. This paper discusses similarities and differences between a 'dharma' and a 'calling' and points to the need for deeper cross cultural understanding when dealing with clients from different cultures.</p>
Neurodiversity	<p>*Evangelista, Melanie Jane, and Tasos Barkatsas. (2025). "Career Guidance Support for Neurodiverse Students Pursuing STEM Career Pathways." Advances in Mathematics and STEM Education: Incorporating Developments in Neuroscience, Brain Science and Neurodiversity 12: 77. (Link)</p>	<p>The authors discuss ways that career development practitioners support neurodiverse students in overcoming obstacles that hinder their success in pursuing science, technology, engineering and mathematics (STEM) careers. This includes working with teachers to develop theoretical and practical approaches to ensuring that the students develop capacity and manage barriers.</p>

Disability	Learning and Work Institute (2025), Estimating the impacts of extra employment support for disabled people. (Link)	Two in ten out-of-work disabled people say they want to work, but only one-in-ten get help each year. As part of its Pathways to Work Green Paper, the Government proposed a £1.8bn expansion of employment support over the next four years. The report provides research and analysis that previews the potential scale of impact.
Specialist settings	Mintz, J., & Shiner, R. (2025). Careers guidance in specialist settings in England—Moving towards career readiness? Findings from OFSTED research. Journal of Research in Special Educational Needs. (Link)	This was the first global study to consider the effectiveness of career provision for students with SEND, and was undertaken by Ofsted in England. The study itself had involved 12 research visits to special schools, pupil referral units, and specialist further education colleges in England in 2023. Findings indicate that the effective communication and liaison between the whole ‘ecosystem’ around the child are needed for careers guidance in specialist settings - employers, local authorities, colleges, schools, families and parents

Economics and labour market influences

Theme	Reference	About
Skills systems	Lucas, M. et al (2025) International comparisons: Investigating cross-country differences in young people's skill development and identifying factors associated with high-performance. Working paper 7 of The Skills Imperative 2035: Essential skills for tomorrow's workforce. National Foundation for Educational Research. (Link)	This examines future skill demands across OECD countries, focusing on how education systems can adapt to technological and economic changes. Using a combination of literature reviews, international data analysis, and expert consultations, it identifies key trends such as increasing demand for digital, cognitive, and social-emotional skills. The analysis highlights disparities in skill preparedness among countries, with some education systems better aligned to future needs than others. Key conclusions emphasise the importance of curriculum reform, teacher training, and lifelong learning to meet evolving labour market demands. The report calls for targeted policy interventions.
STEM	Mandler, P. (2025), The swing to science: Retrospects and Prospects. Higher Education Policy Institute (Link)	The authors review recent trends relating to the adoption of STEM subjects at university. The authors describe that, in fact, the opposite was happening and students were moving away from science based subjects. Moreover, the gender differences in adoption remain strong. The paper describes what has been effective from recent changes in education. Policy implications are suggested.
LMI	<p>Bocock, L. et al (2025), A narrowing pipeline? What changes in UK tech hiring might tell us about future opportunities in the sector. National Foundation for Educational Research. (Link)</p> <p>Cedefop (2025), Delivering evidence from online job advertisements: Tapping into 10 years of experience (Link)</p>	<p>The article provides the analysis of trends and subsequent challenges in the tech sector: UK tech sector hiring has slowed, with fewer entry-level roles advertised, potentially limiting early-career pathways into the industry. Employers increasingly prioritize candidates with existing skills and experience, disadvantaging newcomers (e.g., graduates or career changers). Demand for advanced technical skills (e.g., AI, cybersecurity) is rising, but education/training pipelines aren't fully aligned, risking shortages.</p> <p>Online job advertisement (OJA) data have emerged as a crucial resource for identifying employers' skills needs. In collaboration with Eurostat, Cedefop has developed a comprehensive system for analysing OJA data. The report consolidates insights, demonstrating how OJA-based intelligence supports labour market analysis and evidence-based policymaking, ensuring a data-driven approach to workforce development.</p>

AI and technology in careers

Theme	Reference	About
AI in Schools	Yim, I. H. Y., & Su, J. (2025). Artificial intelligence (AI) learning tools in K-12 education: A scoping review. <i>Journal of Computers in Education</i> , 12(1), 93-131. (Link)	This scoping review synthesises 46 studies on AI literacy education in K-12 contexts (in the US), offering insights into pedagogical strategies, learning tools, assessment methods, and student outcomes. The analysis highlights the growing emphasis on age-appropriate AI education and the effectiveness of constructivist approaches in fostering AI literacy.
	Yadav, U., & Shrawankar, U. (2025). Artificial Intelligence Across Industries: A Comprehensive Review With a Focus on Education. <i>AI Applications and Strategies in Teacher Education</i> , 275-320. (Link)	This book chapter describes the role of AI in skill enhancement with reference to critical thinking ability, problem-solving skills, and digital skills. It describes general use cases in education that can be applied to careers i.e. (1) How critical thinking and problem solving can be improved by AI, such as using adaptive learning systems, simulation, and data analysis. (2) How the use of AI tools in the teaching of digital literacy is conducted, with a focus on how the use of AI in learning makes it possible for a learner to be taught based on his/her specific needs.
AI in HE	Higher Education Policy Institute (2025), Student Generative AI Survey 2025. (Link)	Although not specifically related to careers, this report gave insights into the use of HE students in AI use: Building on our 2024 AI Survey, HEPI surveyed 1,041 full-time undergraduate students about their use of generative artificial intelligence (GenAI) tools. Almost all students (92%) now using AI in some form, up from 66% in 2024, and some 88% having used GenAI for assessments, up from 53% in 2024. Students want more support in their courses to increase their skills in using and managing AI tools, and they also perceive that while more staff are well-equipped to support them than previously, this needs to improve substantially. It was argued that institutions need to keep assessment practices under constant review given the fast moving landscape.

Health and wellbeing

Theme	Reference	About
Policy	Murdoch, Linda. "The adverse impacts of all-institutional mental health and wellbeing policies on university careers guidance." British Journal of Guidance & Counselling (2025): 1-16. (Link)	Sixteen careers advisers based in five Scottish universities were asked a range of questions designed to explore possible impacts of changes to policies relating to the provision of support for student mental health and wellbeing. (Changes were from more targeted models towards universal and preventative interventions). This has led to what the authors term the "medicalisation of normal emotions" (e.g. worry, anxiety) and, it is suggested, has had a detrimental impact on careers discussions.
	Balogh, R. et al (2025), The case for creating healthy jobs. ReWAGE. (Link)	This report by the Warwick Institute for Employment Research (IER) and Rewage examines the link between job quality and worker health, arguing that "healthy jobs" benefit both employees and employers. The methodology combines a systematic review of literature, policy analysis, and case studies to assess how factors like fair pay, job security, autonomy, and manageable workloads impact physical and mental health. Key findings reveal that poor-quality jobs (e.g. precarious contracts, excessive demands, and low control) correlate with higher stress, illness, and productivity losses, while healthier jobs improve well-being and reduce absenteeism. The report highlights stark inequalities, with low-paid workers disproportionately exposed to harmful job conditions. It calls for a cross-sector approach to prioritise health in job creation as a win-win for economic and social outcomes.
Youth	Anwuzia, E. (2025). A Career Domain Approach to Adolescents' Hedonic and Eudaimonic Well-being. Journal of the National Institute for Career Education and Counselling, 54(1). (Link)	Reviewing the literature, the authors examine the nature of career well-being versus the eudaimonic (purpose, meaning, growth) and hedonic (pleasure) perspectives of wellbeing in adolescents. The authors strive to create an integrated framework for assessing adolescents' career well-being. Practical implications for careers education are proposed/implied to be: integrate wellbeing into career conversations, normalise uncertainty, build resilience, collaborate with mental health professionals and influence clients to leverage mentors and other forms of support.

Careers and the environment

Theme	Reference	About
Skills	Cedefop (2025), Meeting skill needs for the green transition. (Link)	This publication, the fourth in a series of practical Cedefop skills anticipation guides, was developed in collaboration with UNESCO-UNEVOC. It focuses on skills intelligence and VET for the green transition. Skills anticipation (for the green transition) is describes as a key input to career guidance.
	Ravenscroft, C. (2025), Closing the retrofit skills gap. Gatsby. (Link)	Retrofitting technologies to building is a key part of the low carbon plan. However, there are significant numbers of resources needed with the right skills. This report explains the options ahead.
Forecasts	Urban Foresight (2025), The future of green jobs in the North East. (Link)	Insights North East commissioned Urban Foresight to investigate workforce planning, job creation, and skills needs in the green sector for the next five years. Results provide indicators on the scale- and nature- of opportunities for green jobs.

What we missed last time!

In this section, in future, we'll mention papers or reports that were pointed out to us, and we didn't include last time.

Theme	Reference	About
Youth	Kings Trust (2025), Youth Index (Link)	Published in late February, the Kings Trust produced their latest survey results from the nation's youth. 53% said that they are anxious about their futures on a daily basis. 30% lack confidence with career goals. More than a third of all young people (39 per cent) say they had no idea how to find a job when they left school,
Green Skills	OECD (2025), Empowered Citizens, Informed Consumers and Skilled Workers. (Link)	This report highlights how education and training policies can foster individual and collective agency, influence socio-behavioural change, and build skills that empower individuals, communities, and nations to engage in sustainable practices.
Diversity	Zhao, K., Hsieh, W., Faulkner, N., & Smith, L. (2025). A systematic meta-review of organizational diversity and inclusion interventions and their associated outcomes. Equality, Diversity and Inclusion: An International Journal, 44(9), 53-71. (Link)	This paper provides a significant meta review on organisational practices for diversity and the results. From 37 reviews over 13 years, the authors identified 12 categories of intervention, which mapped to 22 outcomes. (Although not specifically related to careers guidance, the paper offers a useful inventory of approaches and target outcomes).

If you see a paper that you want including, then please contact stephen.plimmer@thecdi.net.