



Exploration

LIFELONG GUIDANCE AS A KEY TO A FUTURE PROOF LABOUR MARKET

The crucial connection between Career Orientation & Guidance (CO&G)
and Lifelong Learning (LLL)



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COLOFON

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1. INTRODUCTION

1.1 Introduction

Over the past decades, the nature of a career has shifted from a predictable, linear progression—from education to work via stable jobs and clear transition points—to something far more complex and dynamic. This shift is partly driven by continuous and sometimes disruptive changes in the labour market and in technology. Today's career landscape resembles a maze of interconnected pathways in which learning, working, and living are intertwined in various ways. This calls for an approach that supports citizens as they navigate these increasingly complex career trajectories. In response to these developments, Dutch policy has included various measures aimed at tackling labour market shortages, increasing productivity, and making both education and the labour market future-proof. For these measures to succeed, high-quality career guidance and orientation are essential.

In the Netherlands, the importance of Career Orientation and Guidance (LOB) in relation to Lifelong Learning (LLO) is acknowledged in several policy documents. However, an overarching vision that fully integrates both themes is still lacking. Lifelong guidance—career guidance throughout the entire lifespan—is considered in many European countries to be a crucial connecting element between learning, working, and developing.

Lifelong guidance serves as a linking mechanism across the whole of life, supporting individuals not only during their youth in education but also throughout adulthood in the labour market. Citizens face career-related choices throughout their (educational) lives. With a well-functioning system in which lifelong guidance is embedded, any citizen can access high-quality career guidance at any moment.

In this exploration, Euroguidance Netherlands highlights how other European countries shape their vision, how they implement it in practice, and how a coherent approach to career guidance and orientation can offer opportunities for Dutch policy initiatives.

1.2 Approach of the exploration

This exploration was carried out through literature review and expert interviews. The literature study first examined the state of play in European countries regarding career guidance (LOB) and lifelong learning (LLO). This was followed by interviews with experts from various regions. The aim of the exploration is to understand how countries establish the link between LOB and LLO and how they implement this connection in practice. Experts from Finland and Scotland were consulted because these countries already have well-developed and embedded systems. Austria was selected due to its overarching vision supported by four involved ministries. Bonaire was included because, despite lacking a formal system or overarching plan, the region has initiated noteworthy activities. The countries and regions featured in this exploration are at different stages of development, offering valuable insights into diverse approaches to LOB and LLO. To begin, it is important to clarify the different definitions.

The definition of Lifelong Learning (LLO) by Marinka Kuijpers and Aniek Draaisma is frequently used in the Netherlands and is as follows:

“Actively (and proactively) developing one’s qualities throughout life, based on motives and possibilities, in order to make a sustainable contribution to society, one’s own work environment, health, and happiness, both now and in the future. LLO is approached from both a societal and an individual perspective. It encompasses meaning-making (developing based on personal goals, values, and interests, aimed at well-being), contributing to society or one’s work environment (developing in line with prevailing goals and principles), self-direction (developing in areas where someone is or can become skilled), and sustainability (anticipating work now and in the future while maintaining health).”

Career guidance can therefore no longer be seen as a linear process in which students choose a subject package in secondary education, select a related study programme after graduation, and then enter the labour market. To navigate today’s career landscape, it is essential that individuals have access to guidance, information, or advice at any moment in their educational and career pathway, at all stages of life, in order to make well-informed choices.

The concept of lifelong guidance supports this. A region in which lifelong guidance is well organised, provides activities and services that enable people of all ages to recognise their competencies, skills, limitations, interests, and values, at any point in their lives, and to make meaningful choices regarding their education and career.

In summary, lifelong guidance goes beyond study choice counselling or career advice. It supports citizens in:

- navigating complex career pathways;
- adapting to a changing world;
- discovering their opportunities and potential in the labour market;
- making transitions into and out of education and the labour market;
- making transitions within the labour market.

According to the European Union, the definition of Career Guidance and Orientation is:

“A continuous process that enables individuals of all ages and at any point in their lives to identify their abilities, competences and interests in order to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings. It is also a process in which the necessary abilities and competences for this are learned and/or applied. Career guidance includes a range of individual and collective activities related to providing information, counselling, support, and the teaching of decision-making and career management skills.”

This definition is also used in this exploration.

2. FINLAND

Finland has a long tradition of cooperation between the education sector and the labour market in the field of career guidance. Early on, Finnish policy was built on the idea that access to high-quality guidance—both within education and in the labour market—is essential. This is reflected in their national strategy for lifelong guidance.

2.1 Key Developments

Several important policy developments include:

- **As early as 1970**, career guidance became a mandatory component of the national curriculum. At the same time, the labour market sector developed a national network of vocational guidance centres that collaborated closely with schools.
- **After a 2002 evaluation** revealed that students mainly received information about study choices but little up-to-date labour market information—and that few programmes focused on lifelong learning—an important shift occurred. National curricula were reformed to place greater emphasis on career development, the acquisition of Career Management Skills (CMS), and entrepreneurship skills.
- **In 2011**, the National Coordination Group for Lifelong Guidance and Cooperation was established. Its aim is to improve national, regional and local information, advice and guidance services using a lifelong guidance approach. Coordinated by the Ministries of Education and Economic Affairs, the group set strategic goals including: equal accessibility of services, strengthening of individual career skills, professional development of guidance practitioners, creation of a quality assurance system, and the development of a coherent national guidance system.
- **In 2013**, various guidance concepts were merged into a single integrated approach to “career guidance and career planning”, further strengthening cooperation between education and the labour market.
- **In 2014**, the first One-Stop-Shop guidance centre opened, specifically aimed at supporting young people.
- **In March 2021**, the Finnish Ministry of Education and Culture and the Ministry of Economic Affairs and Employment jointly adopted a national Lifelong Guidance Strategy for the years **2020–2028**.
- **In 2025**, a new Lifelong Guidance Handbook was published to support professionals in implementing high-quality and accessible services at the national level.

2.2 Implementation in Practice

Several aspects of Finland’s approach are particularly noteworthy:

Lifelong guidance as a core responsibility of schools

Career guidance is embedded in various education laws. This includes not only the provision of guidance services, but also the requirement for a national core curriculum for grades 1–6. The National Agency for Education sets the core curriculum, but requires that implementation is organised locally. The local institutional curriculum must include a description of cooperation with the local labour market and business community. Guest lessons by labour market representatives, workplace visits, project work, the use of informational materials from different sectors, and introductory internships are central elements of this cooperation (FNAE, 2016a, 2016b). The emphasis is on the development of Career Management Skills (CMS) as an explicit competence area, not only focused on the next educational step but also on the next step in the labour market. Since early 2018, the new Vocational Education Act requires all three-year programmes to include a mandatory 25–30-hour module on the development of career management skills. In addition, each student is required to have a personal competence development plan.

An important instrument for linking education and the labour market is the **training voucher**. After graduation, citizens receive a voucher for 60 hours of further training. This is a way to stimulate lifelong learning.

Cross-sectoral guidance services

Guidance and counselling services are provided by several sectors, all operating from the principles of lifelong guidance. Below is an overview of the different services offered across the various stages of life:

Overview of Guidance Services

Organisation	Target Group	Type of Guidance	Provided by
Primary school	Students (~9 years)	Integrated into lessons from the first grade; in grades 7–9, 76 hours of career education	Teachers (grades 1–6); career counsellors and subject teachers (grades 7–9)
Upper secondary school	Students	Two compulsory career education courses (each 38 hours)	Career counsellors and subject teachers
Vocational education (VET)	Students	Study and career guidance; transition from education to work	Career counsellors and subject teachers
Higher education	Students	Study and career guidance; transition from education to work	University lecturers across faculties; career centres
Public employment services	Adults	Information and guidance on studying, training, and employment opportunities	Psychologists and other career guidance experts
Trade unions	Adults	Career guidance, orientation, and advice	Career counsellors
Youth work	Young people in various situations	One-stop-guidance centres organised by municipalities and other actors	Youth workers

National Integration & Cooperation Between Ministries

In Finland, career guidance services are delivered through two public systems. The Ministry of Education and Culture is responsible for organising and funding career guidance in upper secondary and higher education. The Ministry of Economic Affairs and Employment is responsible for setting political frameworks and strategic goals for national labour market policy. The career guidance services provided by the Employment and Economic Development Offices focus primarily on clients outside educational institutions. There is a clear division of responsibilities and strong cooperation between these two systems (Toni & Vuorinen, 2020). The combination of education-oriented and labour-market-oriented guidance results in a complementary and cohesive range of services.

2.3 Insights from Finland

In Finland, career guidance is available for people of all ages. There is no divide between guidance opportunities in education and those in the labour market. Career guidance is not just something offered in schools to support study choices; it is also a service available to individuals who are already active in the labour market.

Lifelong guidance is a nationally integrated theme embedded across several ministries, with clear cooperation and division of responsibilities between them. Lifelong guidance is facilitated by an integrated system in which government, education, and the business sector work together.

3. AUSTRIA

Austria has a federal system, meaning the country consists of several federal states, each with its own governing body. The federal states and the central government in Vienna each hold responsibilities in different policy areas. The central government has developed a joint strategy for lifelong guidance. It is then up to the federal states to implement this strategy in practice.

3.1 Key Developments

Several important developments in Austrian policy include:

- **In 2005 and 2006**, through close cooperation between the Federal Ministry of Education, Science and Research, the Public Employment Service, and the social partners, the *National Strategy for Lifelong Guidance and Development* was launched. This strategy promotes coordination across all matters related to career guidance and orientation for both young people and adults.
- **In 2011**, a strategy for lifelong learning was developed, outlining policy goals up to 2020: *Strategie zum lebensbegleitenden Lernen LLL:2020*. The action lines in this strategy emphasise that lifelong learning encompasses a wide variety of learning forms across all stages of life. It adopts a holistic approach in which career guidance and orientation are integral components. The strategy includes education, integration, the labour market, the economy, social affairs, finance and regional issues. The eight key competences for lifelong learning defined by the European Council and the European Parliament form a guiding thread throughout all action lines.
- As a result of the strategy's development, a **National Forum for Lifelong Guidance** (*Nationales Forum Lifelong Guidance, LLG Forum*) was established to support mutual exchange of information between the federal states and to enable coordination of initiatives and activities undertaken by various actors.

3.2 Implementation in Practice

Several elements of Austria's approach are particularly noteworthy:

A national vision involving multiple ministries

The national vision was developed collaboratively by several ministries. It provides the country with clear guidelines, core principles and action lines for further developing lifelong guidance. Austria's federal structure makes steering such a vision more complex: the vision can become diluted because each federal state may set its own priorities within the national framework. The central government is currently working on updating the vision, but this process is still ongoing.

National Forum for Lifelong Guidance to drive the vision forward

To mitigate the risk of fragmentation, the National Forum for Lifelong Guidance was established. It was set up to facilitate mutual exchange of information and coordination of initiatives and activities among the actors involved in implementing the *Strategie zum lebensbegleitenden Lernen (LLL:2020)*. The forum's role is to foster communication, (informal) cooperation and coordination between stakeholders. The strategy emphasises the importance of a learning culture that encourages citizens—regardless of background or social position—builds their confidence, and supports and challenges them through personalised learning pathways.

Preparing young people for lifelong learning starting in primary school

In Austria, every school is responsible for implementing career orientation and guidance (LOB). The mandate to prepare young people for working life is enshrined in law. To support this implementation, a standardised framework has been developed:

Information, Beratung und Orientierung für Bildung und Beruf

(Information, Guidance and Orientation for Education and Career) ([IBOBB](#)) **within which career guidance (LOB) can be structured.** In 2023, this curriculum was updated. IBOBB is not a law, but an integrated career orientation programme within the Austrian education system, designed to help students make a conscious and successful transition to further study or work. It plays an important role for young people who are exploring their pathways in education and careers. The implementation and design focus primarily on acquiring foundational skills, such as the ability to prepare, make and carry out decisions; awareness of one's own strengths and interests; the ability to set educational and career goals; and the ability to navigate the labour market. Schools have the freedom to tailor this framework for all information, guidance and advisory services according to their own context. Lessons are provided by *careers education teachers*, who teach the compulsory topics included in the curriculum. In addition, one trained and designated coordinator from the school itself is involved in delivering these lessons.

Further information about the teaching materials can be found via:

www.portal.ibobb.at.

3.3 Insights from Austria

Austrian national policy aims for an integrated approach in which career orientation in schools provides the foundation for a lifelong development perspective. Because the approach is strongly embedded in the national curriculum—with clear guidelines and designated coordinators at each school—there is stronger emphasis on structural anchoring and cooperation between schools and businesses. The focus is therefore on broad orientation in education and careers, including lifelong learning.

4. SCOTLAND

Scotland's career services are available for people of all ages, across the entire lifespan. An important policy document that underscores this is the strategy "[Scotland's careers strategy: Moving Forward](#)" written in 2020. It outlines the role of Career Information, Advice and Guidance services (CIAG). The vision is that CIAG can contribute to meeting the future skills requirements of the labour market and to achieving inclusive growth. This strategy was initiated to ensure continuous improvement of CIAG. Scotland's career guidance system is delivered by several partners operating in different contexts. Together, these partners are regarded as the overall career guidance system. To make optimal use of this system, a coordinated approach is considered essential. The following factors are crucial: sharing and using data, aligning services (including digital technology), and strengthening connections and referral pathways within and between the stakeholders in the career guidance system.

4.1 Key Developments

The following goals and principles have been established:

- A national model for career education, information, advice and guidance (CIAG) services with shared principles, adopted across education, training and employability services for both young people and adults;
- A focus on strengthening partnerships and working more closely with target groups to further develop "lifelong guidance" tailored to the needs of young people and adults;
- Sharing knowledge and expertise among CIAG staff, aimed at professional development, quality assurance and improved outcomes;
- A leadership body dedicated to CIAG provision for all ages, committed to continuous improvement. This body emphasises a shift from top-down control to a more collaborative, system-oriented approach. Citizens and stakeholders are involved in jointly addressing complex challenges and stimulating innovation.

At least three different categories of career service providers are identified:

1. **Organisations whose primary function is career education, information, advice and guidance (CIAG)**, such as Skills Development Scotland (SDS) and public employment services (PES).
2. **Organisations for which career education, information, advice and guidance form an important part of their services**, such as schools, colleges, universities, the Department for Work and Pensions, and local authorities.
3. **Organisations with an interest in CIAG provision**, including trade unions, charities and local community groups.

4.2 Key Elements of the Scottish Approach

Several elements of Scotland's approach are particularly interesting:

Strong focus on skills

Skills Development Scotland (SDS) has a primary role in CIAG. It is the national *skills body* or *skills agency*. SDS supports citizens and employers in Scotland to develop and apply skills. Their approach is summarised in the **Skills Planning Model**. The goal of the Skills Planning Model is to ensure that individuals have access to career services that help them take advantage of opportunities that matter to Scotland's economy and employers. At the same time, the model helps employers attract the right people with the right skills at the right time. This approach creates a clear connection between education and the labour market.

SDS aims to enable individuals to reach their full potential by equipping them with the skills that are needed by the Scottish economy and its employers. This is achieved by:

- building a solid evidence base that clearly maps Scotland's current and future skills needs;
- working intensively at both local and national level so that skills investments are evidence-based and aligned with labour market demand;
- offering career information, advice and guidance (CIAG) services that understand and apply this evidence base, enabling individuals to make well-informed decisions.

Career guidance and orientation in Scotland are grounded in teaching the skills needed to enter the labour market. In addition to occupational skills, **Career Management Skills (CMS)** are essential. These help citizens navigate future changes in their careers.

Guidance professionals in schools through SDS

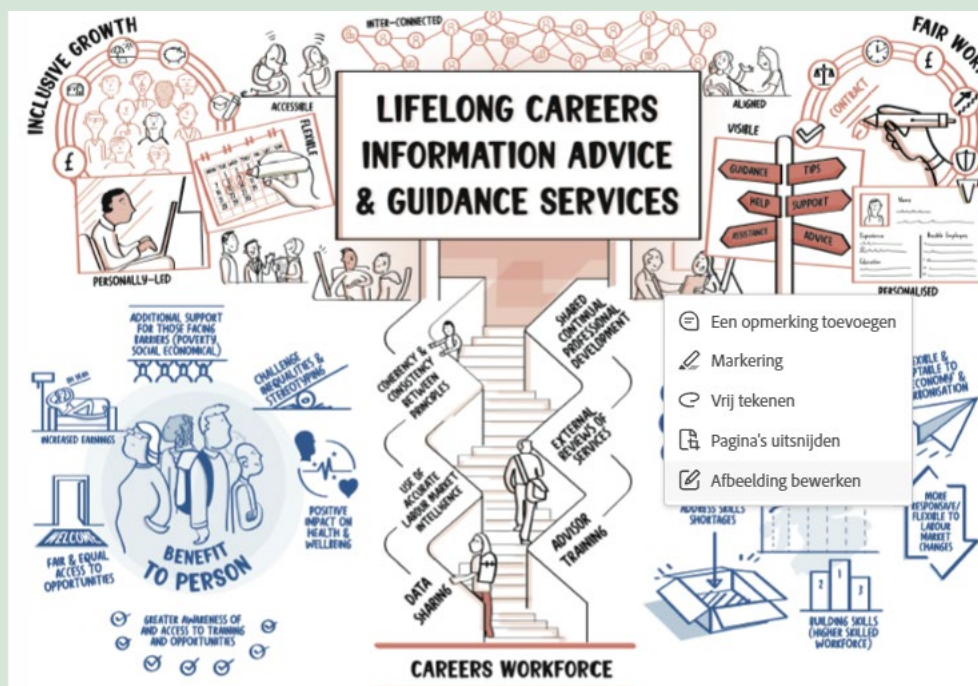
Skills Development Scotland provides a range of CIAG services for pupils, parents and teachers. Professionally trained career advisers work with every secondary school to deliver in-person career guidance. The aim is for every pupil to develop career management skills. These professionals provide universal guidance available to all, as well as more intensive one-to-one support for pupils who need it.

A dedicated platform — **My World of Work** — has been developed for citizens. Students use this platform from secondary school onward, and it remains accessible and valuable throughout their working lives. Parents and carers can also use the platform for information on how to have career conversations with their children, understand skills, and explore the different routes young people can take as they discover their career paths.

A clear, continuous guidance pathway

The **Integrated Employment and Skills (IES) partnership** is a collaboration between Skills Development Scotland (SDS) and the Department for Work and Pensions (DWP). This partnership, embedded in Scotland's Career Strategy, ensures that appropriate mechanisms are in place to identify and refer individuals for support depending on their needs.

Thanks to the IES partnership, DWP staff can refer clients when they believe someone could benefit from career guidance as part of their career development. Through **Next Steps** (with SDS as the main partner), clients receive targeted support for example, when they are unemployed and seeking work.



The Scottish Career Strategy summarised in an image

4.3 Insights from Scotland

In Scotland's approach, the professionalism of career guidance plays a crucial role. The career guidance professional is recognised as a distinct profession — not something that teachers or employers can simply add to their tasks. Dedicated training programmes exist at higher-education level to ensure quality. Guidance is seen as something for all stages of life. From an early age, people become familiar with guidance services that are recognisable, high-quality and accessible, which makes them widely perceived as supportive. The language used aligns strongly with the skills-based approach, making it familiar and understandable to everyone. In addition to recognisability, there is also strong visibility in schools as well as in services for working adults.

5. BONAIRE

Like the Netherlands, Bonaire faces several sectoral shortages, which creates a strong sense of urgency among employers, educational institutions and the wider community to train people and offer opportunities for professional development throughout their careers — for example in the care and welfare sectors. Bonaire does not have structural funding for training or guidance for workers and jobseekers; organisations working in these areas are often dependent on temporary project subsidies. Moreover, there is currently no central or island-wide vision or policy on career guidance or lifelong learning.

In 2025, approximately 27,000 people lived on Bonaire, and this number is increasing. Bonaire is a special municipality of the Netherlands. The key difference compared to a mainland Dutch municipality is that Bonaire does not belong to a province, which means it has its own local governance and legislation. Important organisations with a link to the national government include the Rijksdienst Caribisch Nederland and the Rijksvertegenwoordiger. At the island level, the Island Council, the Executive Council and the Public Entity Bonaire are responsible for policy development and implementation.

5.1 Key Developments

Career guidance provision on Bonaire is limited, but evolving. In primary and secondary education, pupils and students are introduced to career orientation (LOB). In recent years, school career counsellors (decanen) have been appointed to support individual questions related to study and career orientation. The employment office *Plenchi di Trabou* regularly organises information sessions for workers and jobseekers. MBO Bonaire provides vocational education and training for students and adults, while employers offer targeted training through internal academies. In addition, organisations such as the employment office, the Council for Education and Labour Market (ROA CN), MBO Bonaire (the local vocational education and training school), Forma and the public library are collaborating on a shared vision for lifelong learning. Despite the absence of a central vision or structural funding, the island has a range of initiatives and partnerships aimed at promoting lifelong development.

5.2 Implementation in Practice

Strengthening and expanding training opportunities in shortage sectors

At the initiative of the Ministries of Health, Welfare and Sport (VWS) and Education, Culture and Science (OCW), collaborating with the Rijksdienst Caribisch Nederland, a large island-wide survey was conducted among employers in the care and welfare sectors to identify expected staffing levels and professional development needs for the coming years. With a clear picture of anticipated staff shortages and qualitative skill gaps, MBO Bonaire was asked to develop new training programmes.

These include not only new work-based learning (BBL) programmes, but also short courses focused on certifiable units at mbo level (vocational education and training level).

These training programmes have official civil value, as they lead to an mbo diploma or mbo certificate. Participants in these shorter pathways are typically professionals already working in care or welfare who wish to continue developing through formal education. In a less formal way, the healthcare organisation Fundashon Mariadal supports the professionalisation of other care providers on Bonaire, for example through presentations or short training modules for professionals in disability care and mental health care.

Collaboration across island borders

Because Bonaire is a small island, developing training offerings always raises the question of participant numbers. To ensure sufficient enrolment, Aruba, Bonaire and Curaçao collaborate, allowing them to offer cost-effective training programmes. For example, doctor's assistant and pharmacy assistant programmes operate according to a specific model: students follow online subject-specific lessons taught from the Netherlands. Locally, subject teachers support students in practising skills and applying knowledge in practice. At the workplace, trained mentors teach students the practical aspects of the profession. These developments are supported through partnerships with mbo schools in both the Netherlands and the Caribbean region. By collaborating across islands, a broader range of professional development opportunities becomes available for employers, employees and initial mbo students.

Attractive employers through offering development opportunities

Employers have a strong interest in attracting qualified staff and retaining them. Staff turnover often leads to a loss of valuable knowledge and experience. Employers therefore consciously invest in development opportunities for their employees, for example by enabling them to follow a BBL programme. In addition, internal academies—such as the Fundashon Mariadal Academy—offer (modular) training and courses aligned with roles within the organisation. The aim is to improve service quality and to engage and retain staff. A diversified training offer also reduces dependency on personnel from the European Netherlands or abroad. Training is provided by local trainers as well as external providers, depending on the discipline and required level.

The Public Entity Bonaire (OLB) also offers continuing education through its own OLB Academy *Progreso*, including e-learning modules, as part of a broader lifelong learning strategy. Learning opportunities at OLB focus not only on professional knowledge but also on personal skills. The Rijksdienst Caribisch Nederland similarly operates an internal academy for its staff.

Strengthening the learning culture

Bonaire has a sizeable group of residents without a basic qualification and citizens who have not attended school for many years. Even for young people who are in school or who have completed a basic qualification, it is not always self-evident to continue developing on the labour market. Cultural background and mother tongue influence which physical and online spaces people use—and therefore how accessible they are to organisations offering training or information. The local government aims to communicate in multiple languages (Papiamentu, Dutch, Spanish and English) to reach as many residents as possible.

Several organisations offer activities to lower barriers to learn and strengthen the learning culture more broadly. Fundashon Forma provides courses focused on literacy, and in cooperation with Plenchi di Trabou they offer certificate-based courses for plumbers and electricians focused on safe working practices. Various foundations also provide courses and information sessions—for example, Stichting Alzheimer Bonaire, which attracts both professionals and the general public. For informal

caregivers, Forma offers programmes that deepen knowledge on care-related topics, such as performing demanding care tasks and maintaining health.

5.3 Insights from Bonaire

On Bonaire, there is a strong and clear felt urgency to strengthen the connection between career guidance and lifelong learning. The aim is not only to address labour shortages in key sectors, but also to improve residents' labour-market opportunities and to provide skilled workers with sustainable prospects, helping organisations retain them. Because of this urgency, training providers, non-profit organisations, employers and government institutions are actively collaborating to develop solutions—often in partnership with organisations on other Dutch Caribbean islands and with partners in main land the Netherlands. Even without a central vision, policy framework or structural funding, the movement toward lifelong learning for all island residents has gained significant momentum from the bottom up.

6. INSIGHTS AND CONCLUSION

What do we learn from this exploration?

Having an overarching vision for lifelong guidance is a fundamental component of an agile society and helps to:

- Improve mobility between sectors and strengthen pathways back into education.
- Ensure equal access to guidance for all citizens, regardless of background.
- Strengthen the quality and professionalism of guidance provision.
- Develop career competencies in a structural way, enabling people to navigate their careers more independently.
- Shift policy measures toward long-term strategies rather than isolated projects or temporary subsidies.
- Support economic growth.

The analysis of different countries and regions makes clear that lifelong learning cannot exist without lifelong guidance. Lifelong guidance is not an add-on, but a cornerstone of a resilient society and labour market. The key insights are:

Integrated policy and cross-ministerial cooperation work

- Finland and Austria demonstrate that a national strategy supported by multiple ministries is crucial to prevent fragmentation and ensure quality.
- Scotland emphasises a system-wide approach with strong coordination and shared principles.
- Bonaire shows that cooperation between ministries can lead to targeted interventions addressing sector-specific labour shortages.

Structural embedding in both education and the labour market is essential

- In all examined countries, the need for guidance is not limited to study choice. There is demand for lifelong, accessible guidance for people of all ages, focused on education, training and work.
- Finland and Austria have legally embedded career guidance within their curricula; Scotland links guidance to skills development and labour-market needs.

Professionalising career guidance enhances quality

- Scotland shows that guidance is a valued profession with specific qualification requirements and quality standards. This increases both recognition and effectiveness of the services.

Accessibility and inclusion are core values

- Equal access to guidance, regardless of background, is an explicit policy aim in Finland and Austria.
- Bonaire illustrates that bottom-up initiatives can emerge even without a central vision, but that structural funding is essential to ensure services for all citizens, independent of background or educational level.

Connecting LOB (career orientation and guidance) and LLO (lifelong learning) is a precondition for sustainable employability

- Lifelong guidance helps citizens navigate complex career pathways, anticipate change and develop career competencies — as seen in Finland and Scotland.
- Without this connection, LLO risks becoming an abstract ideal rather than a concrete solution to labour market challenges.

Lessons for the Netherlands

By examining the impact of lifelong guidance in other countries, valuable insights emerge for the Dutch context. The specific recommendations for the Netherlands consist of three core points:

1. **Develop a national vision for lifelong guidance** as a connecting element between education, the labour market and society — and between career guidance and lifelong learning.
2. **Ensure structural cooperation between ministries** (OCW, SZW, EZ), establish structural funding for initiatives and safeguard quality through professionalisation.
3. **Promote a broad learning culture** in which guidance and development are natural, with equal access for all citizens, regardless of background or educational level.

With these recommendations and the lessons from other European regions, the Netherlands can take meaningful steps toward a strong system for lifelong guidance.

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About Euroguidance Netherlands

Euroguidance Netherlands is the national knowledge centre for career guidance from within the EU. We contribute to lifelong development for all citizens and promote mobility related to work and study. We stimulate, strengthen and deepen professionalisation and (international) cooperation and exchange in the field of career guidance among stakeholders. We work together and build connections at both national and international levels by contributing to initiatives and organising events on relevant themes.

Want to know more?

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