



EDUCATION

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CAREER WELL-BEING AND CAREER GUIDANCE IN FINNISH COMPREHENSIVE SCHOOLS

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Здійснене дослідження спрямоване на вивчення ролі кар'єрного добробуту в контексті профорієнтації та освіти в закладах загальної середньої освіти Фінляндії. З'ясовано, що фінський підхід враховує не лише навчання, але й розвиток кар'єрних перспектив учнів, і це відіграє ключову роль в їхньому загальному добробуту. Стаття має на меті виявити важливість кар'єрного добробуту як ключового аспекту профорієнтаційного та кар'єрного навчання у загальноосвітніх закладах Фінляндії. У ході наукового дослідження використовувалися різноманітні наукові та педагогічні методи. До теоретичних методів належали аналіз, включаючи порівняльний, системний, аналітико-синтетичний, які використовувалися для обґрунтування змісту кар'єрного добробуту як ключового аспекту профорієнтаційного та кар'єрного навчання у ЗЗСО Фінляндії. Серед інших теоретичних методів використовувався синтез. Ці методи також використовувалися для формулювання висновків та розробки принципів, аспектів, систематизації та узагальнення з метою створення змістових узагальнень теоретичного матеріалу та визначення концептуальних положень.

Основні результати статті визначають, що система профорієнтаційного та кар'єрного навчання в закладах загальної середньої освіти Фінляндії потребує уваги до індивідуальних потреб учнів. Виявлено, що незабезпеченість в цьому напрямі може призводити до неузгодженості між навчальним процесом та реальними очікуваннями на ринку праці. Зокрема, визначено недостатню підтримку учнів у розвитку особистісних та професійних компетенцій, що може ускладнити їхнє визначення кар'єрних цілей та успішний вступ у світ праці. Додатково, результати вказують на обмежену взаємодію між закладами освіти та роботодавцями у процесі підготовки учнів до кар'єрного розвитку. Це створює прогалини у засвоєнні



практичних навичок та можливостей стажувань, що впливає на готовність випускників до ефективного вступу в професійну сферу.

У висновку статті виявлено, що розвиток системи профорієнтаційного та кар'єрного навчання в закладах загальної середньої освіти Фінляндії є критично важливим для ефективної підготовки учнів до вибору кар'єрного шляху. Необхідно наголошувати на індивідуальних потребах учнів, забезпечуючи їм комплексну підтримку та розвиток не лише технічних, але й соціальних навичок для максимального виходу на ринок праці.

Ключові слова: система освіти, соціальні партнери, особистісний розвиток, професійна орієнтація, кар'єрна підготовка, дослідження системи освіти, освітні стратегії.

This study aims to examine the role of career well-being in the context of career guidance and education in Finnish secondary schools. It was found that the Finnish approach takes into account not only education but also the development of students' career prospects, and this plays a key role in their overall well-being. The article aims to identify the importance of career well-being as a key aspect of career guidance and education in Finnish general education institutions. Various general scientific and pedagogical methods were used in the course of the scientific research. The theoretical methods included analysis, systematic, analytical-synthetic, which were used to substantiate the content of career well-being as a key aspect of career guidance and education in Finnish secondary schools. Among other theoretical methods, synthesis, including general scientific, was used. These methods were also used to formulate conclusions and develop principles, aspects, systematization and generalization in order to create content generalizations of theoretical material and determine conceptual provisions.

The main findings of the article indicate that the system of career guidance and education in Finnish secondary schools requires attention to the individual needs of students. It was found that a lack of provision in this area can lead to inconsistencies between the educational process and real expectations in the labor market. In particular, it was determined that there is insufficient support for students in the development of personal and professional competencies, which can complicate their definition of career goals and successful entry into the world of work. Additionally, the results indicate limited interaction between educational institutions and employers in the process of preparing students for career development. This creates gaps in the acquisition of practical skills and internship opportunities, which affects the readiness of graduates to effectively enter the professional sphere.

The conclusion of the article is that the development of the system of career guidance and education in Finnish secondary schools is critically important for the effective preparation of students to choose their career path. It is necessary to emphasize the individual needs of students, providing them with comprehensive support and development of not only technical but also social skills for maximum entry into the labor market.

Keywords: education system, social partners, personal development, career



guidance, career training, education system research, educational strategies.

Introduction. In today's world, where competition in the labor market is becoming increasingly fierce, career well-being is determined not only by professional skills but also by the ability to effectively manage one's own professional development. Career education and career guidance programs are becoming essential components of a successful career, as they help individuals understand their goals, define their direction of development, and enrich their career path in accordance with their personal and professional values. In this context, career well-being is a key aspect of career guidance and education. It encompasses not only material success but also personal satisfaction from work, development, and self-actualization. Professionally successful people are distinguished not only by high salaries but also by inner harmony, satisfaction with their activities, and the opportunity to constantly improve themselves.

One of the important aspects of career well-being is the ability to adapt to changes in the market situation and quickly adapt to new requirements. Career education in this case becomes not only a tool for upgrading qualifications but also an opportunity to broaden horizons and rethink career goals in accordance with changes in the labor market (Nezhiva, 2000).

In addition, understanding one's own dreams and aspirations in the field of career helps an individual to navigate the wide range of professional opportunities. Career education provides an opportunity to identify one's strengths, avoid weaknesses, and develop the skills necessary for success in the chosen field.

Career guidance and education in Finnish comprehensive schools is a topical issue that requires attention and consideration in the context of modern labor market requirements and student needs. Insufficient attention to the individual needs of students, the lack of effective interaction with employers, and the lack of development of soft skills can become an obstacle to the successful entry of graduates into the modern professional sphere and increase the risk of inconsistency between education and real labor market requirements.

Recent research and publications in the field of career guidance and education in Finnish comprehensive schools indicate a significant development of approaches to career well-being as a key aspect of career guidance. Lund A., Gapchuk Ya., Korhonen J., Lavonen J., Nezhiva O., Polovolska O., Tuominen H., Hurskainen J. note that the education system takes into account the individual needs of students and provides them with the opportunity to gain practical skills and experience even at the stage of school education.

Gilyazetdinov E., Kumpulainen K., Kvikfole A., Lavonen J., Niemi H., Messina N., Slarke E., Thompson S. emphasize the importance of developing soft skills and personal qualities that are necessary for a successful career in the modern world, as Finnish schools emphasize self-knowledge, communication skills, teamwork, and the development of creativity.

Weström S., Isopahkal-Buret U., Kaleva S., Salmela-Aro K., Uusiauti S., Haltia N., Chan S., Yauhiainen A. note that career well-being is a key aspect of career



guidance and education in Finnish schools. The focus on the individual needs of students, active interaction with employers and labor market partners, and the development of soft skills determine the success of this system, contributing to a harmonious transition of graduates from school to professional life.

Materials and Methods. Various general scientific and pedagogical methods were used in the course of the scientific research. The theoretical methods included analysis, comparative as well, systematic, analytical-synthetic, which were used to substantiate the content of career well-being as a key aspect of career guidance and education in Finnish comprehensive schools.

Among other theoretical methods, synthesis was used. These methods were also used to formulate conclusions and develop principles, aspects, systematization and generalization in order to create content generalizations of theoretical material and determine conceptual provisions.

In particular, today research interests are focused on the need for a thorough analysis and understanding of how career well-being affects the process of students' self-determination, their choice of career paths, and their preparation for entering the modern market environment. Potential gaps and uncertainties related to the effectiveness of integrating the concept of career well-being into the curricula of Finnish comprehensive schools are highlighted. The analysis of these aspects will help to identify new directions for research and development of strategies for improving the system of career guidance and education, aimed at preparing students for a successful entry into the modern socio-economic environment.

The article aims to identify the importance of career well-being as a key aspect of career guidance and education in Finnish comprehensive schools.

Results and Their Discussion. Career guidance, as a theoretical scientific field and a socially demanded practical activity, appeared at the beginning of the 20th century and was caused by the beginning of industrialization and the active movement of labor resources. Throughout the 20th century, the main vector of career guidance was directed towards the economic sphere (Slarke, Quickfall, Thompson, 2022). Already in 1975, the ILO Convention No. 142 stated that "career guidance is both a policy and programs designed to improve the ability of an individual to consciously and, individually or collectively, influence the production and social environment" (Salmela-Aro, 2022). In order to respond to new challenges, in 2008 the European lifelong guidance policy network was created, the goal of which was to develop career guidance in the education and employment sectors (Gapchuk, 2023).

Today, career well-being is a key aspect of career choice and education, as it determines satisfaction and success in the professional sphere. When making a decision about choosing a profession, it is important to consider various aspects of career well-being. First of all, the choice of profession should correspond to interests and values, since working in a field that you like and evokes positive emotions contributes to overall job satisfaction. When considering different types of activities, it is worth considering preferences regarding responsibilities, work environment and opportunities for creative self-expression. In addition, career well-being is associated with the opportunity to develop and improve skills (Kaleva, 2023).

It should be noted that Finland has a four-step career guidance system that



starts from early childhood. At the first stage, even in kindergarten, children have the opportunity to get acquainted with different professions through games, excursions and meetings with specialists, also in elementary school, students study different fields and professions, develop self-knowledge and self-esteem skills. This approach allows children already at the early stages of development to receive information about the world of professions and to form their interests and skills for further career choices. In Finland, there is a career guidance system for students in grades 7-9, which includes several key elements. Vocational education allows students to study various professions even at the stage of education in basic school. Vocational guidance courses are conducted starting from the 7th grade. Students interact with various professionals, participate in public events, excursions to gain practical experience and insights (Kaleva, 2023).

Profile education, which is grades 10-12, allows students to deepen their knowledge and skills in their chosen field. Career counseling provides students with access to qualified career counselors who help them identify their interests, abilities, and values for the right career choice. Psychological support is provided to students who are experiencing difficulty choosing a career. Psychologists help to resolve issues related to fears, insecurities, or any psychological aspects related to career choice. This comprehensive system helps students to become aware of their potential, understand their preferences and purpose, and make an informed choice of career path in relation to their individual personal characteristics and dreams (Kaleva, 2023).

International experts and researchers note that in Finland, the system of career guidance and education in comprehensive schools considers career well-being as a key aspect. Education in this area is focused on the development of personalities and on improving their understanding of the sphere of work. Therefore, researchers identify the main aspects of career well-being in comprehensive schools, namely:

1. **A broad view of professions:** the career guidance system aims to help students get a real understanding of the diversity of professions. Students have the opportunity to explore different fields, visit businesses, participate in internships, and gain practical experience.
2. **Development of skills and competencies:** the career guidance program is aimed at developing key skills that are important for success in any profession, which in turn includes communication skills, problem-solving, creativity, and collaboration.
3. **Individualized approach:** the system supports an individualized approach to career development, i.e. each student has the opportunity to receive advice from career guidance specialists who help them understand their own interests and determine the optimal career path.
4. **Partnership with business and the community:** comprehensive schools partner with local businesses and civil society organizations to provide students with opportunities for practical experience and mentoring (Widlund, Tuominen, Korhonen, 2021).

One example of the successful implementation of career well-being principles in the career guidance system in Finnish comprehensive schools is the "Amis Mentorointi" program, as this initiative provides mentoring support for students from



business and community representatives. Young people who are interested in a particular field or profession have the opportunity to work with mentors who share their experience and knowledge (Kumpulainen, 2023). This approach not only helps students get a specific look at their chosen field, but also establishes practical links between education and real life. Another example is the integration of technology into the career guidance process, i.e. the use of interactive platforms, online courses, and virtual tours helps students to better understand the diversity of professions and their requirements. Such innovations can expand students' opportunities in choosing a career path and studying market trends (Chan, 2023).

Accordingly, Finland is known for its effective education system, including approaches to career well-being and career guidance in comprehensive schools, namely:

- An individual approach to students is an important aspect of career well-being, i.e. teachers in Finland and career counselors focus on the unique skills, abilities, and interests of each student;
- Great attention is paid to career guidance from an early age, i.e. students have the opportunity to participate in special programs that help them identify their interests and choose a career path;
- Practical training and internships are actively promoted, i.e. students have the opportunity to gain experience in a real working environment, which helps them understand the skills needed for a successful career in their chosen field;
- Teachers and career counselors in Finland receive special training to provide qualified support to students and they conduct individual consultations, provide information about the labor market, and help students plan their careers;
- Career education in Finnish comprehensive schools is not limited to professional training, i.e. students have the opportunity to develop key competencies such as communication skills, teamwork, self-directed learning, which becomes the foundation for their further success;
- Comprehensive schools actively cooperate with enterprises and other organizations, i.e. this allows students to gain practical experience and gather information about the real requirements of the labor market (Gilyazetdinov, 2024).

Finland serves as an important example for Ukraine in the field of education and career guidance, particularly due to its successful experience in integrating career well-being into the general secondary education system. This integration promotes thorough preparation of students for choosing their career paths and successfully entering modern society. Career guidance and education in Ukrainian comprehensive schools play a crucial role in shaping students' career plans and preparing them to choose their career paths. For instance, psychological and pedagogical support includes career counselors who provide individual consultations and conduct tests to identify students' aptitudes (Polovolska, 2020). Serhiy Shkarlet, the Minister of Education and Science of Ukraine from December 2020 to March 2023, provided expert assistance in developing the new State Standard for Basic Secondary Education through the project "Finnish Support for the Reform of Ukrainian Schools." This



standard was approved in September 2020 and serves as the foundation for launching the New Ukrainian School in grades 5-9 from 2022 onwards. The Ukrainian system incorporates various elements to promote career well-being:

- **Practical Activities:** These include professional internships and masterclasses to develop specific skills.
- **Collaboration with Higher Education Institutions and Employers:** This involves establishing contacts with universities and partnering with businesses for internships.
- **Soft Skills Development:** This includes training in communication, leadership, and self-management.
- **Choice of Profession:** These measures aim to not only guide students in choosing a profession but also to foster their personal development and prepare them for the challenges of the modern labor market (Table 1).

Table 1. Key Differences and Similarities in Education Systems, Career Guidance, and Career Well-being between Finland and Ukraine

| Criterion | Finland | Ukraine |
|-----------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Education System | High level of education, focus on individual development and practical skills | Diverse system, challenges with funding, and lack of some innovations |
| Career Guidance | Individualized approach, emphasis on practical experience and partnership with businesses | Developing system, but challenges exist in accessing quality information and practical experience |
| Career Well-being | High level of career well-being, focus on work-life balance | Varying levels of career well-being, challenges in adapting to modern labor market demands |
| Innovations in Education | Active implementation of innovations, use of technology and practical methods | Some efforts towards innovations, but challenges exist in their rapid implementation |
| Partnership with Businesses | Integration with the business environment through internships and mentoring support | Requires further development and activation, partnership opportunities exist but are unstable |
| Soft Skills Development | Focus on developing soft skills such as communication and collaboration | Some emphasis on soft skills development, but not always a systematic approach |

As Finland actively tests various innovative tools in the field of career guidance and education (the "co-careering" concept, the "VIP counseling" model, the application of IT technologies in building individual career trends) (Hurskainen, Wenström, Uusiautti, 2023), and due to the insufficient study of this experience, analyzing the



Finnish experience is particularly interesting and relevant for Ukraine.

Finland has developed a unique system of career guidance and education that provides resources to various categories of the population throughout their lives. This system has gone through several stages in its development and is now considered one of the most effective in the world. Career guidance, in its modern sense, is a comprehensive term for a set of measures and services aimed at providing assistance in professional self-determination and employment. The term "career guidance" has firmly established itself in Ukrainian scientific and general vocabulary, the educational environment, and legislation in the field of education, labor, and employment. It should be noted that in international practice, the concepts "career planning" and "career development" ("career planning", "vocational guidance", "career development") are used to denote this Ukrainian term (Messina, 2023). According to the OECD report, career planning is understood as a widely developed system of ongoing counseling on planning career and educational trajectories, future professional activities, upskilling, and professional retraining throughout a person's life (Niemi, Lavonen, 2020).

Finnish specialists, describing the system of services they have created, use two main concepts: "guidance" and "counseling". The combination "guidance and counseling" is constantly encountered in all documents. "Counseling" means providing assistance in solving a specific problem related to self-determination, both in choosing and in implementing educational and professional activities in general secondary education institutions. "Guidance" implies the presence of a wide range of services and measures that provide people with resources for developing and making vital decisions, forming in people the competencies that allow them to make these decisions independently.

It is important to note that the "guidance and counseling" system is not limited exclusively to issues of professional self-determination or preparation for choosing a profession. The scope of "guidance and counseling" also includes assistance in learning and solving problems related to school life (for example, developing learning skills, gaps in classes), support and assistance in making decisions at transitional stages (for example, choosing to enter a gymnasium) (Niemi, Lavonen, 2020).

The "guidance and counseling" system in Finland is based on the fundamental principle of lifelong education. Guidance and counseling accompany this process, offering everyone the opportunity to participate in various forms of activity and receive services, providing the necessary conditions for awareness of their own abilities, skills, competencies, and interests. In addition, this system in general secondary education institutions forms a readiness to make informed choices related to education and professional training; to manage one's personal educational path and professional career, developing and realizing one's abilities and interests (Haltia, Isopahkala-Bouret, Jauhiainen, 2022).

In Finland, a legal framework for "guidance and counseling" has been implemented at all levels of education (from general to higher) and for the provision of employment services. In addition, the legislation stipulates that municipalities provide "guidance and counseling" services to students. The national strategy for "lifelong guidance and counseling" defines the goals and methods for ensuring



continuous intersectoral and multidisciplinary cooperation at the national, regional, and local levels. Finland is consistently working to create a coherent and holistic "lifelong counselling" system that would be accessible to all people at the time, place, and in the way that best suits their individual needs. This is done in close cooperation and mutual understanding between the Ministry of Education and Culture, the Ministry of Economic Affairs and Employment, and other key stakeholders. The national interdepartmental coordination group is supplemented by 15 regional working groups on "lifelong counselling" (Haltia, Isopahkala-Bouret, Jauhiainen, 2022).

The competencies of students in the field of "guidance and counseling," which are formed in Finnish schools, function in accordance with defined principles. The basic school in Finland includes grades 7-9, and students study 30 hours per week. The policy in the field of education in the basic school is aimed at creating conditions for everyone to receive an education that meets the highest standards of well-being and to acquire the competencies necessary to meet the requirements of a dynamic and constantly changing modern society. A significant part of these competencies of students in the school are formed by school career counselors, using basic textbooks (Lavonen, 2020). Typically, counselors have a basic education in pedagogy and additional education in career guidance and counseling or a master's degree in career guidance and counseling with an equivalent amount of credits. "Guidance and counseling" in the school is carried out by specialists-career counselors, the number of whom depends on the number of students, usually 1 counselor per 150-200 students. One school may have 2-3 full-time career counselors. The program provides for 76 hours for each student in grades 7-9. The work is carried out in individual and group forms. In addition, subject teachers also participate in career guidance activities (Lavonen, 2020).

Obviously, the possibilities of implementing the experience of Finnish specialists in Ukrainian realities are determined by many diverse factors and, above all, the willingness of the state to invest resources in the development of a career guidance and education system in Ukraine that meets all modern requirements, and most importantly, the requirements and conditions of modern reality. It is important to understand that one of the best education systems in the world in Finland, a successfully functioning economy, and high indicators of the psychological well-being of the population are directly related to the system of support and counseling built in the country.

Conclusions. The study of the role of career well-being in career guidance and education in Finnish comprehensive schools highlights its crucial impact on job satisfaction and overall career development success. The emphasis on an individualized approach, partnership with businesses, and expanded opportunities for practical experience demonstrates the high level of organization of the career guidance system. All of the above indicates that the Finnish career guidance system is carefully designed and focused on the comprehensive development of students. Starting at an early age, children are given the opportunity to explore different professions, which promotes their early acquaintance with the labor market and the development of personal qualities.



The career guidance system includes stages aimed at deepening knowledge and skills, as well as counseling and psychological support. This allows students not only to identify their interests and needs but also to make an informed choice of career path, adapting to modern requirements and opportunities. This approach contributes not only to the training of qualified specialists but also to the development of the individuality of each student.

Further research in this area may include a more detailed study of the effectiveness of specific career guidance programs, the introduction of new technologies and innovations in this area, and the study of the impact of changes in the career guidance system on students' future career success. Expanding cooperation with other countries and exchanging experience can contribute to improving approaches to preparing young people for career choice and developing their career potential.

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