



NON-FORMAL CAREER COUNSELLING TOOLKIT NO. 1

Career in the Modern World

UNDERSTANDING CAREER IN A CHANGING WORLD



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Before young people can meaningfully explore themselves, investigate opportunities, or plan future steps, they need a clear and realistic understanding of what "career" actually means today. Many difficulties observed later in guidance—fear of making the wrong choice, pressure to decide too early, confusion about options—originate not in a lack of motivation, but in outdated or overly simplified ideas about careers.

This chapter provides a shared foundation. It explains how the world of work is changing, why careers are no longer linear or fixed, and what this means for young people growing up in an environment shaped by rapid technological, social, and economic transformation. The aim is not to predict specific future jobs, but to help young people understand the logic of change itself. When this logic becomes visible, uncertainty becomes more manageable and career development becomes easier to approach as a process rather than a one-time decision.

The world of work is changing

The world of work today is changing faster than at any previous point in recent history (World Economic Forum, 2023). Technological development, digital tools, and global events continuously reshape how work is organised, what tasks are performed, and which skills are required (OECD, 2023). As a result, many jobs look very different than they did ten—or even five—years ago.

Work is no longer limited to a single location, fixed working hours, or one set of tools. Online platforms, automation, remote work, and digital communication have become part of everyday working life across sectors (OECD, 2023). People increasingly collaborate across distances, switch between tasks, and rely on digital systems to organise and deliver their work.

- Because the environment changes so quickly, individuals are required to adapt more frequently. Learning, reskilling, and adjusting to new tools or roles are no longer exceptional events, but **recurring parts of working life**. Understanding this reality is essential for young people, because it reframes change not as failure or instability, but as a normal condition of modern careers.

Today, career is not only a job title or profession

In the past, career was often described through one clear profession. People identified strongly with a single job title, and that title frequently defined their working life for many years. This understanding no longer reflects the reality of most careers today (OECD, 2023).

Many modern jobs combine different tasks, responsibilities, and skill sets. Job titles change, new roles emerge, and similar work may be described differently across sectors or organisations (World Economic Forum, 2023). For example, someone working in communication today may be involved in digital platforms, content creation, data analysis, and online interaction—tasks that were either separate or did not exist a decade ago.

Career today is better understood as a long-term developmental process. It includes learning, working, adapting, and sometimes changing direction altogether (OECD, 2023). Rather than focusing only on what job a person has at a given moment, career refers to how a person moves through different roles, learning experiences, and life situations over time.

In this sense, career can be understood as:

- how people learn across life stages,
- how they work in different roles or environments,
- how they adapt to change and new demands,
- how they find direction and meaning in what they do.

Career today is flexible, not fixed

Modern careers are flexible because the world around them is flexible (World Economic Forum, 2023). People often change roles, employers, sectors, and even the way they work—moving between in-person, hybrid, and remote formats, switching between projects, or combining different types of work across their lives (OECD, 2023). These changes are not necessarily signs of instability. In many cases, they are logical responses to new opportunities, new technologies, changing organisational needs, or personal life circumstances such as family responsibilities, health, relocation, or shifts in motivation and values.

Flexibility also reflects how work itself is increasingly organised. Many organisations expect employees to learn new tools, take on evolving responsibilities, and collaborate across functions. At the same time, entirely new roles appear as industries digitalise, while some tasks become automated or reshaped. In this environment, it is common for people to move into "neighbouring" roles that build on what they already know, rather than staying within one fixed job description for decades.

A simple example shows how this works in practice. A person may begin working in customer service, later move into logistics or coordination, and later acquire digital skills and transition into online support or administration. Although job titles change, the underlying competencies—communication, problem-solving, organisation, working with systems, responding to users' needs—accumulate and transfer across roles. Each step becomes part of a longer career story, where previous experience remains useful even when the label on the job changes.

A flexible career is therefore not about constantly starting from zero. It is about recognising that skills travel, experience builds, and learning continues. When flexibility is understood as normal, people are more likely to treat transitions as manageable adjustments rather than as threats. This reduces fear, strengthens resilience, and helps individuals make decisions based on development rather than on panic.

For young people, this mindset is particularly important. If career is seen as fixed, the pressure to choose "perfectly" becomes overwhelming. If career is seen as flexible, the focus shifts toward building skills, trying roles, learning from experience, and making step-by-step adjustments over time. In this way, flexibility supports confidence and reduces the belief that one early decision must determine an entire future (OECD, 2023).

Career is not a ladder anymore

Career is often imagined as a ladder: one direction, one clear path, and steady movement upward. This image suggests that success means constant progression in a straight line, and that changing direction, slowing down, or stepping sideways signals failure or lack of ambition.

In reality, modern careers rarely follow such a linear path (OECD, 2023). People move sideways into new roles, return to learning, take breaks, combine different activities, or shift between sectors as their interests, circumstances, and opportunities change. These movements are not mistakes or detours. They are natural responses to a labour market that evolves and to individuals who grow, learn, and reassess what matters to them over time.

Today, career functions more like a system than a ladder (World Economic Forum, 2023). This system offers multiple entry points, alternative routes, pauses, and opportunities to re-enter or redirect. Progress is not measured only by upward movement, but by learning, adaptation, and the ability to navigate transitions. Understanding career as a system helps reduce unrealistic expectations and supports more flexible and sustainable planning.

In practice, modern careers often involve:

- sideways moves into related roles,
- continuous skill development and reskilling,
- changes in responsibilities or sectors,
- planned or unplanned breaks,
- returns to education or training,
- combinations of different activities, such as work, learning, and personal projects.

Seeing career in this way allows people—especially young people—to understand that change is not a sign of failure, but a normal and often necessary part of building a meaningful working life.

Careers change because the world changes

Career change does not happen randomly. It is closely connected to broader changes in society and to how economies, technologies, and social needs evolve over time. Technological innovation, shifting social priorities, and global developments continuously influence what kinds of work are needed, how tasks are organised, and what skills become valuable (World Economic Forum, 2023).

Technology most often transforms jobs from the inside rather than eliminating them completely. Routine or repetitive activities may become automated, while new tasks emerge that require distinctly human capacities such as problem-solving, communication, judgement, creativity, and ethical decision-making (OECD, 2023). As a result, many professions change gradually, with roles evolving step by step instead of disappearing overnight. In this context, the ability to adapt and learn becomes more important than trying to predict exact future job titles.

Social and global developments further shape career opportunities. Environmental challenges increase demand for work related to sustainability, energy transition, and responsible resource use. At the same time, demographic changes—such as ageing populations or migration—create growing needs in care, education, and health services (OECD, 2023). These trends show that careers are closely linked to real societal needs, not only to individual preferences or ambitions.



Understanding that careers change because the world changes helps young people see transitions as meaningful responses rather than as personal failures. It also highlights why continuous learning, flexibility, and awareness of broader trends are essential elements of career development in the modern world.

Skills are more important than job titles

In a changing world, skills matter more than fixed job titles (World Economic Forum, 2023). Job titles can change quickly, vary between organisations, or disappear altogether, but skills tend to remain relevant and transferable. When people focus on developing skills, they are better able to move between roles, adapt to new contexts, and remain employable even as specific jobs evolve or are replaced.

Skills shape how people work, not just what they work as. Two people with the same job title may perform very different tasks depending on the organisation, sector, or technological environment. Conversely, people in different roles may rely on many of the same underlying skills. This is why understanding and developing skills provides a more stable foundation for career development than identifying with a single profession.

Skills that are valuable across many contexts include:



Adaptability

Enables people to adjust to new tools, roles, and working conditions



Learning how to learn

Supports continuous development in response to change



Critical thinking

Helps people interpret complex information and make informed decisions



Digital skills

Increasingly essential across almost all sectors



Communication

Supports collaboration, coordination, and problem-solving



Problem-solving

Enables effective responses to new and unfamiliar challenges

These abilities are often described as transferable skills, because they can be applied across different jobs, sectors, and life situations (OECD, 2023). Focusing on skills rather than titles helps young people understand that career development is not about predicting one "future job," but about building capacities that allow them to navigate change, take opportunities, and shape their own pathways over time.

Why career guidance must change too

Traditional career guidance has often been built around the idea of choosing one profession and following it over time. In a rapidly changing world of work, this approach is no longer sufficient and can unintentionally create pressure, anxiety, and unrealistic expectations for young people (OECD, 2023). When guidance is framed primarily as a task of "finding the right job," it assumes stability that no longer exists and places responsibility for uncertainty entirely on the individual.

Research shows that young people are acutely aware of uncertainty and rapid change, but they are rarely supported in understanding it. The Study report on the need for non-formal career counselling services for youth by Staliūnas and Stasiukynas (2024–2025) highlights that many young people feel confused, overwhelmed, and insecure not because they lack ambition, but because career information is fragmented, abstract, and poorly connected to real-life contexts. Participants across countries reported that being asked to decide early—without understanding how careers actually evolve—often increased anxiety rather than clarity.

The study also shows that abstract explanations, general labour market statistics, or pressure to make early decisions do not meet young people's needs. Instead, young people expressed a strong need for guidance that helps them make sense of change: why jobs transform, how skills transfer, how pathways can be adjusted over time, and what it realistically means to "plan" in an uncertain environment. When guidance focuses only on outcomes (what to choose) rather than on processes (how careers work), young people are left without tools to cope with uncertainty.

Modern career guidance therefore needs to shift its focus. Rather than offering fixed answers or predictions, it should help young people understand systems, trends, and skill dynamics (World Economic Forum, 2023). Its role is not to eliminate uncertainty, but to normalise it and provide young people with ways to navigate it. Guidance becomes less about narrowing options quickly and more about building understanding, confidence, and adaptive capacity.

Insights from the study underline that effective guidance is experienced as supportive when it:

- explains how the world of work changes and why careers are rarely linear;
- connects labour market trends to everyday examples and lived experience;
- prioritises understanding and sense-making over immediate choice;
- allows time for exploration, discussion, and reflection;
- works well in individual and small-group formats, where young people feel safe to express doubts;
- recognises developmental differences between younger and older adolescents;
- integrates digital and AI tools thoughtfully, as support for learning and reflection rather than as decision-makers.

In this perspective, career guidance becomes a space where uncertainty is treated as a shared reality, not as a personal failure. By helping young people understand how careers function in a changing world, guidance supports agency, reduces fear, and equips them to engage with transitions more confidently and realistically.

Advice for young people

Career is not a single decision made once in life. It develops over time and may change many times as you learn more about yourself, the world of work, and what matters to you (OECD, 2023). Not knowing your exact direction yet is normal, especially in a world where opportunities, technologies, and expectations continue to shift.

Trying different activities, learning new skills, adjusting your plans, and sometimes changing direction are natural parts of modern life. These experiences are not signs that you are "behind" or undecided; they are how people discover what fits them and what does not. Each experience—whether it feels successful or challenging—adds information that helps you move forward with greater clarity.

Instead of searching for one perfect job, focus on building skills that help you adapt and grow. Skills such as learning how to learn, communicating with others, solving problems, and working with digital tools will remain valuable even as specific jobs change. These skills allow you to respond to new opportunities and to reshape your path when circumstances shift.

Understanding how the world of work changes is often more important than choosing a specific role early (World Economic Forum, 2023). Careers evolve because societies evolve. Change does not mean failure. It means responding thoughtfully to a world that continues to develop—and giving yourself permission to grow along with it.

Advice for youth workers and career counsellors

When working with young people, the primary focus should be on helping them understand change, rather than on attempting to predict the future (OECD, 2023). Labour markets, technologies, and social needs evolve too quickly for precise forecasts to be reliable. Instead of promising certainty, guidance should explain why careers transform, how work changes over time, and what this means for the way young people approach their own development.

Youth workers and career counsellors play a key role in translating abstract trends into understandable realities. Using concrete examples, stories, and comparisons from everyday life helps young people see how change operates in practice. For instance, explaining how familiar jobs have evolved over the last decade, or how people they know have moved between roles, makes career dynamics more tangible than statistics alone.

It is particularly important to avoid fear-based narratives about technology, automation, or job loss (World Economic Forum, 2023). Messages that emphasise risk without context can increase anxiety and reduce young people's sense of agency. Instead, guidance should highlight how technology reshapes tasks, creates new roles, and increases the importance of human skills such as communication, creativity, and judgement. Framing change as something to be navigated—rather than feared—supports a more constructive mindset.

Effective guidance encourages young people to ask questions, explore ideas, and reflect on their own experiences. Rather than providing ready-made answers, counsellors can model curiosity: How do different jobs actually work? What skills travel across roles? What happens when plans change? This inquiry-based approach helps young people develop tools they can reuse throughout their lives, not just solutions for one moment.

□ Above all, youth professionals should create spaces where **uncertainty is explicitly accepted and normalised**. Many young people worry that being unsure means they are failing or falling behind. When uncertainty is treated as a legitimate and expected part of development, young people are more willing to engage, experiment, and learn. In this sense, career guidance today is not about delivering final answers, but about building understanding, confidence, and adaptability—the foundations that allow young people to move forward in a changing world.

References

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2. Practical activities

This section presents a set of practical and accessible methods designed for working with young people individually or in small groups when discussing the world of work, changing professions, and future career opportunities. The activities help participants understand that labour markets are constantly evolving due to technological, social, and environmental changes. Therefore, exploring careers today requires not only knowledge of specific professions but also awareness of adaptability, curiosity, and lifelong learning.

The activities use simple and engaging formats such as exploration, comparison, interactive games, visual mapping, and guided reflection. Through these methods, young people are encouraged to observe changes in the labour market, recognise the importance of future skills, and develop a more open and realistic understanding of career development. The aim is to reduce anxiety about uncertainty and support young people in seeing career development as an evolving process shaped by global trends, new technologies, and personal learning experiences.



ACTIVITY NO. 1

Future Job Detective

Target group: ☒ 16+

Duration: 60 minutes

Learning objectives

- To help participants explore modern and emerging professions shaped by technological, environmental, and social change.
- To strengthen participants' ability to research and critically assess information about the changing world of work.
- To increase awareness of the skills and competencies needed in future-oriented labour markets.
- To encourage curiosity, openness, and realistic reflection about new career possibilities.

Competences developed

- Digital competence
- Learning-to-learn
- Critical thinking
- Career awareness and adaptability
- Sense of initiative and entrepreneurship

Materials needed

- Smartphones, tablets, or laptops with internet access
- Worksheet for guided research
- Paper, pens, markers
- Optional: flipchart or mini-poster template

Step-by-step instructions

01

Introducing the role of a "future job detective"

The facilitator explains that the world of work is changing quickly and that new professions are constantly emerging due to developments in technology, sustainability, health, digitalisation, and social change. Participants are invited to take on the role of "future job detectives" and investigate one profession that reflects these changes.

03

Guided research and information gathering

Using a simple worksheet, participants research the selected profession. They explore key questions such as: What is this job? Why is it becoming important? What kind of work does it involve? What skills, attitudes, or knowledge are needed? In what sectors might this profession exist? Would I personally consider exploring this kind of work?

05

Sharing findings with the group

Each participant or pair presents their profession in a short 1–2 minute presentation. They briefly explain what the job is, why it matters, and what surprised them most during the research process.

02

Choosing a future-oriented profession

Participants individually or in pairs choose a modern or emerging profession from a prepared list, or they draw one randomly. The facilitator may provide examples such as AI trainer, sustainability consultant, digital wellbeing specialist, renewable energy technician, health-tech coordinator, or cyber security analyst.

04

Preparing a short "job snapshot"

Participants summarise their findings in a short and accessible format, such as a mini-poster, short written profile, or digital slide. The focus should remain on the main insights rather than on collecting excessive information.

06

Reflecting on common patterns

The activity ends with a group reflection led by the facilitator. Together, participants identify recurring themes across different future professions, such as digital skills, adaptability, communication, sustainability awareness, creativity, or continuous learning.

Facilitator notes

- Encourage exploration rather than perfection.
- Provide a small list of reliable and easy-to-use sources if needed.
- Support participants who may struggle with digital search or evaluating information.
- Emphasise that the aim is not to choose a career immediately, but to broaden understanding of how the labour market is evolving.
- Highlight the importance of source credibility and help participants distinguish between useful and unreliable information.

Expected outcomes

- Increased awareness of emerging and future-oriented professions.
- Better understanding of how labour markets change over time.
- Greater recognition of the skills and competencies needed in future work environments.
- Increased curiosity and motivation to explore diverse career pathways.

Points of attention for youth with fewer opportunities

- Do not assume equal access to digital devices, internet, or prior research skills.
- Provide printed materials or simplified job profiles if needed.
- Pair participants with different confidence or digital skill levels to encourage peer support.
- Choose examples that feel accessible and relatable, not only highly prestigious or elite professions.
- Use clear and simple explanations, especially when introducing unfamiliar professions or technical vocabulary.

Reflection questions for participants

- What future-oriented job did I explore, and what surprised me about it?
- Which skills seemed most important for this profession?
- Would I consider learning more about this kind of work? Why or why not?
- What does this activity show me about how careers are changing?

Reflection questions for facilitators

- Were participants able to find and understand reliable information?
- Which professions or themes generated the most curiosity, confusion, or discussion?
- Did participants focus only on job titles, or did they also recognise wider skill patterns?
- How could this activity be adapted for participants with lower digital confidence or less prior career awareness?



ACTIVITY NO. 2

The World of Work Today vs 10 Years Ago

Target group: ☒ Under 16 ☒ 16+

Duration: 30–40 minutes

Learning objectives

- To help participants recognise that the world of work changes over time.
- To increase awareness of how technology, digitalisation, and global trends reshape jobs and work practices.
- To develop basic understanding of uncertainty and adaptability in modern careers.
- To encourage participants to reflect on how career paths evolve rather than remain fixed.

Competences developed

- Learning-to-learn competence
- Basic critical thinking
- Sense of initiative and adaptability
- Awareness of digital competence

Materials needed

- Paper and pens
- Two-column worksheet ("10 years ago" / "Today")
- Printed or digital comparison images (optional)
- Optional short introductory video

Step-by-step instructions

01

Introducing change in the world of work

The facilitator briefly explains that work, professions, and technologies change continuously. Participants are invited to think about how everyday work activities today may look different from those of the past.

03

Comparing "then" and "now"

Participants complete a simple worksheet divided into two columns: "10 years ago" and "Today." They identify differences in areas such as tools used at work, technologies, job search methods, common professions, and required skills.

05

Connecting change to the future

The facilitator briefly invites participants to consider how change might continue by asking: "If this much has changed in the last ten years, what might change in the next ten?"

02

Providing concrete examples

The facilitator presents 4–6 simple examples illustrating change in the world of work. Examples may include taxi services becoming ride-hailing platforms, cashiers working alongside self-checkout machines, newspapers shifting to digital media, or paper CVs being replaced by online professional profiles.

04

Sharing observations

Participants share one or two changes they noticed while completing the worksheet. The facilitator highlights patterns and similarities across the group's observations.

06

Reflection and closing

Participants reflect on how understanding change in the world of work can help them think about their own future learning and career possibilities.

Facilitator notes

- Use clear, concrete examples rather than abstract explanations.
- Visual materials such as pictures or short videos can help participants understand changes more easily.
- Move at a moderate pace and check whether participants understand each example.
- Encourage all contributions without evaluating them as right or wrong.
- Avoid overly personal or complex self-reflection, particularly with younger participants.

Expected outcomes

- Participants recognise that the world of work evolves over time.
- Participants gain basic awareness of how technology and global trends influence jobs.
- Participants begin to understand that adaptability is an important career skill.
- Participants experience reduced anxiety about uncertainty by recognising change as a normal process.

Points of attention for youth with fewer opportunities

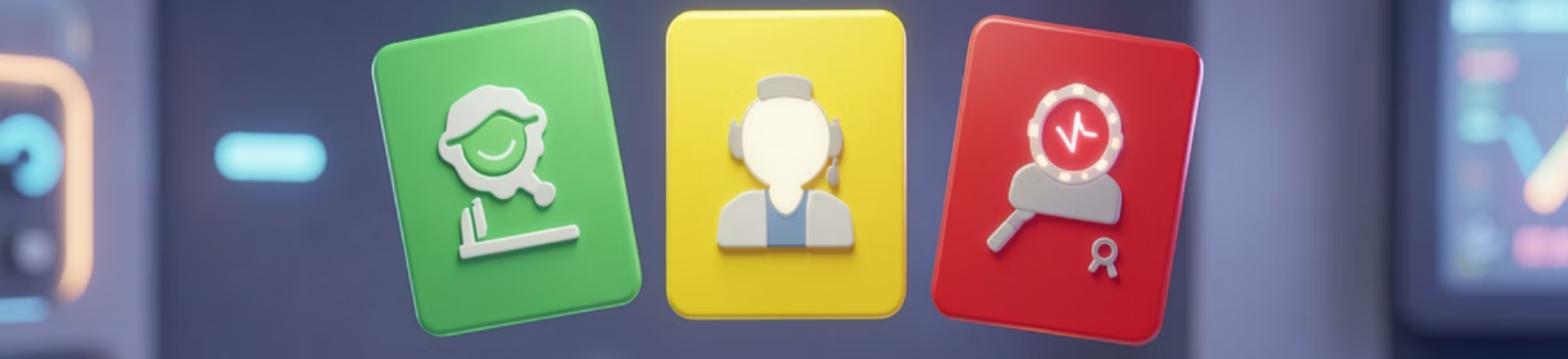
- Use simple language and visual examples.
- Allow participants to respond verbally instead of writing if literacy is limited.
- Provide ready-made examples to reduce confusion.
- Avoid abstract or overly complex questions.

Reflection questions for participants

- Which change surprised me the most?
- Which difference between "then" and "now" was easiest or hardest to identify?
- How does understanding these changes help me think about the future?

Reflection questions for facilitators

- How easily were participants able to identify changes in the world of work?
- Which misconceptions or knowledge gaps appeared during the discussion?
- How could this activity be adapted for different age groups, awareness levels, or motivation levels?



ACTIVITY NO. 3

Will This Job Exist? (Green–Yellow–Red Cards Game)

Target group: ☒ Under 16 ☒ 16+

Duration: 30–45 minutes

Learning objectives

- To help participants understand how technology, automation, and artificial intelligence influence the future of work.
- To increase awareness that many jobs will evolve rather than simply disappear.
- To develop basic understanding of uncertainty and adaptability in modern labour markets.
- To encourage flexible thinking about career development and future professions.

Competences developed

- Basic critical thinking
- Learning-to-learn competence (understanding change)
- Sense of initiative and adaptability
- Awareness of digital competence

Materials needed

- Green, yellow, and red cards (or coloured paper)
- Job cards with simple job titles or images
- Flipchart or board for recording ideas

Step-by-step instructions

01

Introducing the concept of job transformation

The facilitator briefly explains that many professions are influenced by technological developments such as automation, artificial intelligence, and digitalisation. Some jobs remain relatively stable, some change significantly, and others may gradually disappear.

02

Explaining the colour system

Each participant receives three cards: Green – the job will likely continue to exist in the future. Yellow – the job will probably change significantly. Red – the job may gradually disappear or become much less common.

03

Responding to job cards

The facilitator presents one job card at a time (for example: cashier, taxi driver, nurse, programmer, farmer, journalist). Participants raise the card that best reflects their opinion.

04

Short group discussion

After participants raise their cards, the facilitator asks one or two short questions such as 'Why do you think this job will change?' or 'What technology might affect this job?' The aim is to encourage reflection rather than provide definitive answers.

05

Observing patterns

The facilitator briefly summarises the discussion and highlights common themes such as automation, digital tools, artificial intelligence, or new hybrid professions.

06

Reflection and closing

Participants reflect on what the activity reveals about how the labour market evolves and why adaptability is important.

Facilitator notes

- Keep the pace dynamic and avoid long explanations.
- Use simple and familiar job examples, especially with younger or less experienced participants.
- Do not judge or correct answers; focus on observing patterns of change.
- Use picture-based job cards when working with participants who may have lower literacy levels.
- Avoid complex or highly technical job titles.

Expected outcomes

- Participants understand that jobs change in different ways: some remain, some transform, and some become less common.
- Participants develop curiosity about future careers.
- Participants recognise that technological developments influence the world of work.
- Participants begin to understand the importance of adaptability.

Points of attention for youth with fewer opportunities

- Use visual job cards instead of text-only materials.
- Allow non-verbal participation through card raising only.
- Avoid abstract explanations and keep examples concrete.
- Select job examples that are locally relevant and familiar.

Reflection questions for participants

- Which job surprised me the most during the activity?
- Which choices felt easy or difficult to make, and why?
- What does this activity show about how the world of work is changing?

Reflection questions for facilitators

- Which jobs generated the most confusion or discussion?
- Did participants understand the difference between jobs disappearing and jobs changing?
- How could the activity be adapted for different ages, group sizes, or awareness levels?

Uncertainty Map: What Changes Around Me?

Target group: ☒ Under 16 ☒ 16+

Duration: 30–40 minutes

Learning objectives

- To help participants recognise that change is a constant feature of everyday life.
- To increase awareness that external changes influence work, careers, and opportunities.
- To develop understanding that adaptability is an essential competence in modern career development.
- To reduce fear of uncertainty by connecting change to familiar everyday experiences.

Competences developed

- Learning-to-learn competence
- Basic critical thinking
- Initiative and resilience
- Personal and social competence related to understanding one's environment

Materials needed

- Paper and pens
- Simple worksheet divided into four sections:
School / Home / Family / City / Community / Technology

Step-by-step instructions

01

Introducing the concept of change

The facilitator explains that the world is constantly changing and that these changes influence how people live, learn, and work. Participants are invited to observe changes in their everyday environment.

03

Identifying visible changes

Participants individually list two or three changes they have noticed in each category. These can include changes in technology, communication, learning methods, services, or daily routines.

05

Connecting change to careers

The facilitator explains that careers and professions also change for similar reasons: technology evolves, societies change, and new needs emerge.

02

Distributing the uncertainty map

Participants receive a worksheet divided into four categories: school, home/family, city/community, and technology. The facilitator briefly explains each category.

04

Sharing observations

Participants share one change they identified with a partner or with the group. The facilitator highlights similarities and differences between participants' observations.

06

Reflection and closing

Participants briefly reflect on how noticing everyday change can help them better understand uncertainty in the future world of work.

Facilitator notes

- Use concrete and familiar examples to explain change.
- Avoid abstract explanations or complex terminology.
- Provide visual examples when working with participants with lower literacy levels.
- Allow participants to draw instead of writing if needed.
- Emphasise that noticing change is more important than explaining it perfectly.

Expected outcomes

- Participants recognise that change occurs in everyday environments.
- Participants understand that uncertainty is a normal part of social and technological development.
- Participants begin to link environmental change with changes in careers and work.
- Participants develop greater readiness to adapt to evolving conditions.

Points of attention for youth with fewer opportunities

- Provide clear examples before asking participants to respond.
- Use pictures or visual prompts when possible.
- Allow verbal responses instead of written ones if needed.
- Avoid complex terminology and abstract explanations.
- Ensure the four categories are familiar and easily understood.

Reflection questions for participants

- Which change did I notice the most?
- Which category was easiest or hardest to fill in, and why?
- How does noticing these changes help me think about the future of careers?

Reflection questions for facilitators

- Did participants understand the idea of change in everyday life?
- Which categories caused the most difficulty or confusion?
- What misconceptions or barriers appeared during the activity?
- How could this activity be simplified or expanded for different ages or awareness levels?



ACTIVITY NO. 5

Skills That Travel

Target group: ☒ Under 16 ☒ 16+

Duration: 30–40 minutes

Learning objectives

- To help participants understand the concept of transferable skills.
- To increase awareness that skills often remain relevant even when professions or technologies change.
- To encourage participants to focus on abilities that support mobility across different jobs, sectors, and life situations.
- To strengthen understanding of adaptability and lifelong learning as key elements of modern career development.

Competences developed

- Learning-to-learn competence
- Critical thinking
- Personal competence and self-awareness
- Adaptability and initiative

Materials needed

- Paper and pens
- Printed skill cards or a simple list of common transferable skills (e.g., communication, teamwork, problem-solving, adaptability, organisation, digital literacy)

Step-by-step instructions

01

Warm-up discussion

The facilitator asks a simple question: "Jobs change over time. What usually stays with a person even when their job changes?" A few brief answers are collected to introduce the idea of skills.

03

Exploring the skill menu

Participants receive a set of skill cards or a printed list of approximately 15–20 common skills. The facilitator reads the skills aloud to ensure everyone understands them.

05

Connecting skills to everyday life

Participants describe one everyday example for each selected skill (from school, hobbies, family responsibilities, volunteering, sports, or online activities). The aim is to show that skills develop in many contexts.

07

Sharing examples

Participants briefly present one skill and explain where it could be used in different types of work.

09

Reflection

Participants discuss the reflection questions to reinforce understanding.

02

Introducing transferable skills

The facilitator explains the concept in simple terms: Transferable skills are abilities that can be used in many different jobs and life situations.

04

Selecting personal "skills that travel"

Each participant chooses five skills they believe could be useful in many different jobs. The facilitator emphasises that these skills should work in several professions, not only one.

06

Mapping skills across work contexts

The facilitator introduces several general work contexts (for example: shop, hospital, construction site, creative studio, public service). Participants match their chosen skills to at least two of these contexts.

08

Key takeaway

The facilitator summarises the core message: when jobs change, people can move between roles by strengthening transferable skills.

Facilitator notes

- Keep the activity general and avoid turning it into personal career planning.
- Use concrete examples when explaining skills (for example: communication can mean explaining ideas, asking questions, or listening carefully).
- If participants struggle, offer a smaller "starter set" of skills to choose from.
- Encourage simple language rather than technical terminology.
- Avoid ranking skills as better or worse; emphasise their usefulness across many situations.
- If participants are passive, use a quick interactive prompt such as selecting one skill card and asking where it appears in everyday life.

Expected outcomes

- Participants understand that careers are shaped not only by job titles but also by transferable skills.
- Participants can name several transferable skills and provide everyday examples of how they are used.
- Participants develop greater confidence about career change because skills remain valuable across different contexts.
- Participants begin to recognise adaptability and learning-to-learn as key competencies in modern labour markets.

Points of attention for youth with fewer opportunities

- Reduce reading and writing by allowing participants to select cards and respond verbally.
- Use icons or visual symbols on skill cards where possible.
- Provide ready-made examples to support understanding.
- Avoid examples that require financial resources or travel.
- Pair participants with different confidence levels to encourage peer support.
- Keep the pace calm and predictable.

Reflection questions for participants

- Which skill seemed the most universal or useful across different jobs?
- Which skill was hardest to understand or explain?
- Where do I already see these skills in everyday life around me (school, family, community, online)?
- If jobs change, how can transferable skills help people adapt?
- Which skill seems most important for the future world of work and why?

Reflection questions for facilitators

- Which skills did participants choose most frequently?
- Which skills caused confusion or required additional explanation?
- Did participants give concrete examples or remain at an abstract level?
- Which facilitation techniques helped participants engage most (cards, examples, pair work)?
- How could the activity be simplified or expanded for different levels of experience or awareness?



ACTIVITY NO. 6

Career Headlines from the Future

Target group: ☒ Under 16 ☒ 16+

Duration: 35–50 minutes (Short version: 25–30 minutes)

Learning objectives

- To help participants understand that careers evolve in response to global trends and technological change.
- To encourage future-oriented thinking in a safe and creative environment.
- To develop vocabulary and confidence when discussing uncertainty in the future world of work.
- To strengthen curiosity and openness toward change rather than fear of it.

Competences developed

- Creativity
- Critical thinking (connecting trends with possible work changes)
- Learning-to-learn competence
- Communication skills

Materials needed

- Paper and markers
- Headline templates (recommended)
- Optional: examples of real news headlines about technology, work, or social change

Step-by-step instructions

01

Warm-up with real headlines

The facilitator presents two or three real headlines related to technology, work, or social change. Participants briefly explain what they think each headline means.

03

Choosing a trend

The facilitator presents a simple list of trends such as artificial intelligence, automation, green transition, remote work, demographic change, or globalisation. Participants select or randomly draw one trend.

05

Adding short explanations

Under each headline, participants add one or two short sentences explaining: "What happened?" and "What changed in the world of work?"

07

Connecting ideas to real trends

The facilitator links the headlines to real developments already occurring in the world of work, such as new digital professions, automation in services, or environmental jobs.

02

Introducing the activity

Participants are told they will create "future headlines" describing how work and careers might change in the coming years.

04

Creating future headlines

Participants create two short headlines: one describing a positive opportunity, and one describing a possible challenge or risk. Participants may write, draw, or use headline templates.

06

Sharing ideas with the group

Participants read one headline to the group. Other participants briefly react by discussing whether the scenario feels realistic and why.

08

Reflection

Participants reflect on what the activity reveals about how careers may evolve in the future.

Facilitator notes

- Keep the activity playful and non-judgemental; there is no "correct" future prediction.
- If participants struggle, provide simple headline examples that they can modify.
- Encourage simple language and familiar contexts such as schools, transport, shops, or everyday services.
- Avoid personal questions about participants' own future careers; focus on broader changes in society and work.

Expected outcomes

- Participants identify several global trends influencing future careers.
- Participants become more comfortable discussing uncertainty and change.
- Participants practice connecting global developments with concrete changes in work.
- Creative engagement increases participation and curiosity, especially in low-awareness groups.

Points of attention for youth with fewer opportunities

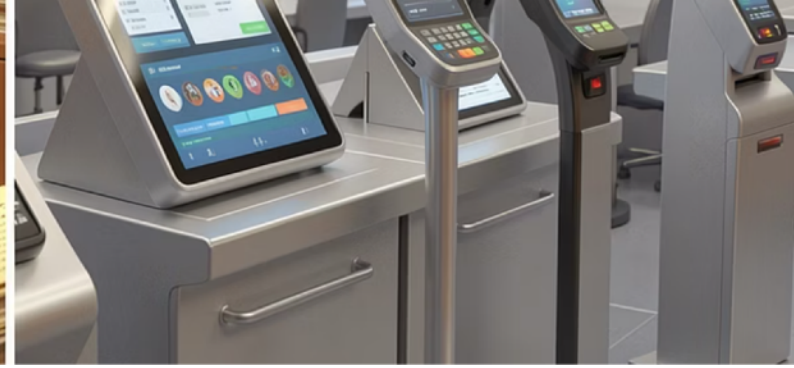
- Reduce writing requirements by allowing drawings or icons.
- Provide headline templates or sentence starters.
- Focus on simple, familiar trends such as technology or environmental change.
- Ensure participants feel safe to share ideas without criticism or comparison.

Reflection questions for participants

- Which headline felt the most realistic and why?
- Which headline was easiest to create?
- What does this activity show about how careers change over time?
- Which trend already seems visible in everyday life?
- If work continues to change, which skills will become more important?

Reflection questions for facilitators

- Did the creative format increase participation compared to a normal discussion?
- Which trends were understood clearly and which created confusion?
- Did participants connect their ideas with real-world developments?
- How could the activity be adapted for participants with lower literacy levels or expanded for older youth with more detailed discussion of labour market trends?



ACTIVITY NO. 7

Tasks Then, Tasks Now

Target group: ☒ Under 16 ☒ 16+

Duration: 35–50 minutes

Learning objectives

- To help participants understand that changes in the labour market often occur through transformation of tasks rather than the disappearance of entire professions.
- To increase awareness of how technology and digital tools influence everyday work activities.
- To develop realistic understanding of how careers evolve over time.
- To encourage flexible thinking about how jobs adapt to social and technological change.

Competences developed

- Analytical thinking
- Learning-to-learn competence
- Basic critical thinking
- Awareness of digital competence

Materials needed

- Task cards or printed lists of tasks
- Paper and pens
- Optional: pictures of work tools (e.g., scanner, tablet, self-checkout machine)

Step-by-step instructions

01

Selecting a familiar profession

The facilitator introduces one familiar job such as cashier, taxi driver, receptionist, or warehouse worker. The aim is to choose a profession that participants recognise from everyday life.

03

Exploring current tasks

Participants are then shown a list of tasks typical for the same profession today (for example: scanning items, using digital systems, supporting self-checkout machines, entering data into apps).

05

Discussing reasons for change

The facilitator asks participants what might have caused these changes. Possible explanations may include technological development, increased efficiency, customer habits, or global economic trends.

07

Key takeaway

The facilitator summarises the main idea: work evolves gradually through changes in tasks, tools, and processes.

02

Exploring past tasks

Participants are shown a short list of tasks that were common about ten years ago (for example: writing information on paper forms, handling cash payments, making phone reservations). The facilitator reads the tasks aloud.

04

Sorting the tasks

Participants sort the tasks into three categories: tasks that stayed mostly the same; tasks that changed significantly; tasks that are new today. Participants briefly explain why they placed a task in a particular category.

06

Connecting tasks with skills

Together, the group identifies several skills that become more important as tasks change, such as digital skills, problem-solving, communication, or adaptability.

08

Reflection

Participants reflect on how understanding task changes can help them think about the future of work.

Facilitator notes

- Keep tasks short and concrete when presenting them (e.g., "scan items," "use an app," "assist with self-checkout").
- Avoid language suggesting that technology simply replaces people.
- Emphasise that new tools often create new tasks and skills rather than eliminating work entirely.
- Use visual materials to reduce reading requirements.

Expected outcomes

- Participants understand that jobs often change through transformation of tasks.
- Participants can describe several examples of how work tasks evolve.
- Participants develop a more balanced and realistic understanding of technological change.
- Participants strengthen their ability to connect technology with everyday work situations.

Points of attention for youth with fewer opportunities

- Use picture-based task cards where possible.
- Allow participants to sort tasks verbally rather than writing.
- Keep group size small and discussion simple.
- Choose jobs that participants encounter in their everyday environment.
- Check frequently whether participants understand each task being discussed.

Reflection questions for participants

- Which tasks changed the most and why?
- Which tasks stayed the same and why might they still require human involvement?
- What new tools appeared in the current tasks?
- What does this activity show about how careers evolve in real life?
- How does thinking about tasks rather than job titles help reduce fear about the future of work?

Reflection questions for facilitators

- Did task comparison help participants understand labour market change more clearly?
- Which tasks required additional explanation?
- Did participants connect the changes to technology or broader social trends?
- Which facilitation strategies supported participation most effectively?
- How could the activity be adapted for another familiar job in the local context?



ACTIVITY NO. 8

Career as a System, Not a Ladder

Target group: ☒ Under 16 ☒ 16+

Duration: 40–60 minutes (Short version: 30–35 minutes)

Learning objectives

- To help participants understand that modern careers often follow non-linear paths rather than a single upward progression.
- To reduce anxiety related to uncertainty and change in career development.
- To strengthen openness toward lifelong learning and adaptation.
- To recognise how technological, social, and global developments influence career directions.

Competences developed

- Personal competence
- Learning-to-learn competence
- Adaptability
- Basic critical thinking
- Resilience mindset

Materials needed

- Paper and pens or markers
- Two simple visuals illustrating a career ladder and a career system
- Optional: sticky notes

Step-by-step instructions

01

Introducing the ladder model

The facilitator presents the traditional idea of a career ladder: education → first job → promotion → long-term progression within the same path. Participants briefly discuss whether this pattern always reflects real-life experiences.

03

Providing general examples

The facilitator presents several neutral examples illustrating career change, such as someone moving to a different sector, learning new technologies, taking a pause for personal reasons, or adapting to new tools introduced at work.

05

Adding change triggers

Participants add several external factors that may influence career change, such as technological innovation, economic developments, environmental transition, globalisation, or personal life events.

07

Key takeaway

The facilitator summarises the central message: careers are influenced by changing environments, and flexibility and learning help people navigate these changes.

02

Introducing the system model

The facilitator presents an alternative metaphor: a career system consisting of multiple paths, transitions, pauses, and learning loops. Participants observe how careers may move in different directions over time.

04

Creating a career system map

Participants draw a simple diagram representing a career system. They may use arrows, symbols, or icons to show different elements such as learning, work, change, new tools, or transitions between roles.

06

Sharing ideas

Participants briefly present one element of their diagram that illustrates how careers may adapt or change over time.

08

Reflection

Participants reflect on how the career system model changes their understanding of work and professional development.

Facilitator notes

- Avoid turning the activity into personal career planning.
- Use examples referring to people in general rather than individual participants.
- If drawing becomes difficult, provide sticky notes with words such as "learning," "work," "new role," "new tools," or "transition" that participants can connect with arrows.
- Maintain a calm and supportive tone, emphasising that uncertainty and change are normal aspects of career development.

Expected outcomes

- Participants understand that careers rarely follow a single linear path.
- Participants recognise that change is a normal and expected part of professional life.
- Participants can identify several factors influencing career transitions.
- Participants develop greater tolerance for uncertainty and recognise lifelong learning as a natural part of career development.

Points of attention for youth with fewer opportunities

- Use visual materials and simple icons to reduce reading or writing requirements.
- Avoid asking participants to share personal career plans.
- Allow optional participation during sharing.
- Provide simple diagram templates to support participants who struggle with drawing.
- Reinforce that there is no "perfect" diagram or career path.

Reflection questions for participants

- Which model feels more realistic: a ladder or a system? Why?
- Which external factors seem most influential in shaping careers today?
- What does this model suggest about uncertainty in career development?
- How does the system model reduce pressure to make a single "perfect" decision?
- Which skills help people navigate changing career systems?

Reflection questions for facilitators

- Did the ladder–system metaphor help participants discuss careers without personal pressure?
- What misunderstandings appeared during the activity?
- Which external factors were easiest or most difficult for participants to understand?
- Did visual elements support engagement among participants with lower awareness levels?
- How could this activity be adapted for younger participants or expanded for older youth with more complex labour market discussions?

3. Digital tip

This section presents several digital activities that use artificial intelligence as a visual and narrative tool for exploring how careers and professions evolve over time. Instead of focusing on career choices or personal planning, the activities help young people observe how work changes through technology, tools, daily routines, and broader social developments. By comparing past, present, and possible future work situations, AI-generated visuals and descriptions make labour-market transformation concrete, understandable, and easier to discuss.

Using AI as a structured exploration tool allows young people to engage with complex ideas such as technological change, automation, and emerging professions in a simple and accessible way. The activities encourage observation, comparison, and reflection rather than prediction or decision-making. Through images, stories, and creative metaphors, participants develop a clearer understanding that careers evolve continuously and that adaptability, curiosity, and learning are essential skills for navigating the modern world of work.



DIGITAL ACTIVITY NO. 1

Profession Evolution Visual

This digital activity uses artificial intelligence to generate visual comparisons showing how a profession looked in the past and how it appears today. By observing two AI-generated images, participants explore how tools, technologies, workplaces, and everyday tasks have evolved over time. The method transforms abstract discussions about labour-market change into concrete visual examples that are easier to understand, particularly for younger participants or groups with limited awareness of career dynamics.

Through guided observation and discussion, participants identify visible differences between the two work situations and consider what may have caused these changes. AI functions as a visual exploration tool that helps illustrate technological transformation, digitalisation, and changing work environments. The activity encourages curiosity about how professions evolve while reducing fear or uncertainty about the future of work.

Target group: ☒ Under 16 ☒ 16+

Duration: 30–45 minutes

Learning objectives

- To understand that professions evolve over time.
- To recognise concrete examples of technological transformation in everyday work.
- To connect broader global changes with visible workplace differences.
- To develop awareness of adaptability as an important competence in the modern world of work.

Competences developed

- Learning-to-learn competence
- Digital competence
- Basic critical thinking
- Initiative and adaptability

Materials needed

- Digital device with AI image generation or AI text description tool
- Screen or printed AI-generated visuals
- Paper and pens

Step-by-step instructions

01

Introduce the activity

The facilitator explains that many professions change gradually as technologies, tools, and work environments evolve.

02

Generate the visuals using AI

Using the prompt below, the facilitator generates two images: one representing the profession about ten years ago, and one representing the same profession today.

03

Observe the images

Participants carefully examine both visuals and identify visible elements such as tools, technologies, workspaces, and interactions.

04

Identify differences

Participants list or verbally describe the differences they notice between the two situations.

05

Discuss reasons for change

The facilitator leads a short discussion about what might have caused the changes (for example: digitalisation, automation, new tools, globalisation, customer expectations).

06

Reflection

Participants reflect on what the visual comparison reveals about how professions evolve over time.



AI prompt example: Create two clear visuals showing how one common job has changed over the past ten years. Choose a profession such as driver, cashier, shop assistant, designer, delivery worker, teacher, or warehouse worker.

Image 1: 'About ten years ago' – show older tools, paper processes, minimal automation, and fewer digital screens or devices.

Image 2: 'Today' – show modern tools such as scanners, tablets, digital screens, automation systems, electric vehicles, or self-service technologies.

Make the visuals simple, realistic, and easy for teenagers to understand. Highlight several visible differences between the two images. Avoid stereotypes and keep a neutral, educational tone

Facilitator notes

- Choose professions that participants recognise from everyday life.
- If AI image generation is not available, use an AI text description and invite participants to draw the two situations themselves.
- Emphasise that jobs usually evolve gradually rather than disappearing suddenly.
- Keep discussion simple and focused on visible changes.

Expected outcomes

- Participants recognise concrete examples of how professions evolve over time.
- Participants understand the influence of technology and digital tools on work.
- Participants develop a more realistic understanding of labour-market change.
- Participants become more comfortable discussing the future of work.

Points of attention for youth with fewer opportunities

- Use clear and simple visuals instead of text-heavy explanations.
- Choose familiar professions from participants' daily environment.
- Allow verbal responses instead of written ones if needed.
- Provide examples to support participants who find abstract thinking difficult.

Reflection questions for participants

- What changes did I notice between the two images?
- Which differences were easiest or hardest to identify?
- What tools or technologies appeared in the modern version of the job?
- How does seeing these changes help me understand how work evolves?

Reflection questions for facilitators

- How easily did participants identify differences between the visuals?
- Which elements required additional explanation?
- Did visual comparison increase engagement and understanding?
- How could this activity be adapted for participants of different ages or awareness levels?



DIGITAL ACTIVITY NO. 2

A Day at Work: Then, Now, and After

This AI-supported activity invites participants to explore how everyday working life in a profession changes over time by comparing three short "workday stories": the past, the present, and a possible future. Instead of focusing on job titles or personal career planning, participants examine daily routines, tools, environments, interactions, and expectations connected to a profession. Through AI-generated narratives, abstract ideas about labour-market change become concrete and easier to imagine.

By analysing how workdays evolve, participants observe how technology, social developments, and global trends influence everyday professional practices. AI functions as a storytelling tool that helps participants visualise change and compare different time periods. The activity encourages curiosity and reflective thinking about how careers evolve as lived experiences rather than fixed professional paths.

Target group: ☒ Under 16 ☒ 16+

Duration: 35–45 minutes

Learning objectives

- To develop awareness that careers evolve through everyday work practices.
- To understand how technological, social, and global changes influence work routines.
- To strengthen the ability to compare past, present, and possible future realities of work.
- To foster curiosity and openness toward career change without personal pressure.

Competences developed

- Learning-to-learn competence
- Critical thinking (comparison and analysis)
- Creativity
- Adaptability
- Narrative and communication skills

Materials needed

- Digital device with an AI text tool
- Paper and pens or markers
- Optional: simple timeline template ("Past – Present – Possible Future")

Step-by-step instructions

01

Set the frame

The facilitator explains that careers change through everyday work routines, tools, and environments, not only through job titles. Emphasise that the activity focuses on understanding change rather than choosing a career.

02

Choose a profession or career field

Participants or the facilitator select one profession or career field (for example: delivery work, teaching, design, healthcare support). The selected example should be familiar to participants.

03

Introduce the AI activity

Explain that AI will generate descriptions of workdays in different time periods to help visualise how work evolves.

04

Generate the workday stories

Using the AI prompt below, the facilitator generates three short "day at work" stories and reads or displays them for the group.

05

Individual observation

Participants identify concrete elements in each story, such as tools used, workspaces, interactions with people or technology, pace of work, and emotional atmosphere.

06

Small-group comparison

In pairs or small groups, participants compare the three workdays and identify what clearly changed and what stayed similar.

07

Group discussion

The facilitator leads a short discussion about the main drivers of change, such as technological developments, digital tools, changing expectations, or environmental factors.

08

Meaning-making

Participants discuss how these changes influence how people experience work.

09

Reflection

Participants reflect on what the comparison reveals about how careers evolve over time.



AI prompt example: Create three short but vivid 'day at work' stories for the profession or career field: [INSERT PROFESSION OR FIELD HERE].

Story 1: 'A typical workday about ten years ago.'

Story 2: 'A typical workday today.'

Story 3: 'A possible workday in the future.'

For each story, describe the tools used, work environment, daily tasks, interactions with people or technology, and the general pace of work. Use simple language suitable for teenagers. Be creative but realistic. Do not focus on job loss or negative scenarios. Emphasise how work practices evolve over time.

Facilitator notes

- Encourage imagination and curiosity rather than correctness.
- If the AI text is long, summarise key points when reading it aloud.
- Emphasise that the future scenario represents one possible development rather than a prediction.
- Keep discussion general and avoid asking participants to imagine themselves personally in the profession.

Expected outcomes

- Participants gain a clearer understanding of how careers evolve in everyday practice.
- Participants identify multiple factors influencing changes in work.
- Participants develop empathy for people working through technological and social transformation.
- Participants better understand the concept of career change as an ongoing process.

Points of attention for youth with fewer opportunities

- Read AI-generated texts aloud to reduce reading load.
- Allow drawing or verbal responses instead of written notes.
- Choose familiar professions connected to participants' daily environment.
- Break discussion into smaller steps and repeat key ideas slowly.

Reflection questions for participants

- What felt most different between the earlier and current workday?
- Which changes seemed small but important?
- Which future elements felt realistic or surprising?
- What does this activity show about how work changes over time?
- How does observing daily routines help understand career change better than thinking only about job titles?

Reflection questions for facilitators

- Did the narrative format increase engagement and understanding?
- Which time period generated the most discussion?
- Did participants focus on concrete elements or remain abstract?
- How could this activity be adapted for younger participants or groups with lower awareness of labour-market dynamics?



DIGITAL ACTIVITY NO. 3

The Career Museum: Lost, Changed, Emerging

This creative digital activity invites participants to imagine a "Career Museum" that presents professions from the past, present, and emerging future. Using AI-generated descriptions, participants explore three metaphorical exhibition rooms representing different patterns of career change: professions that disappeared or became rare, professions that transformed significantly, and professions that recently emerged. The museum metaphor helps participants understand that career change is a historical and social process shaped by technological, economic, and cultural developments.

Through exploration and discussion, participants interpret why professions evolve and what factors influence these changes. AI functions as a storytelling and exploration tool that generates accessible examples of career transformation. The activity encourages reflective thinking and curiosity about the world of work while avoiding pressure related to personal career choices.

Target group: ☒ Under 16 ☒ 16+

Duration: 50–70 minutes

Learning objectives

- To understand that careers evolve over time as part of broader historical and social processes.
- To recognise patterns of disappearance, transformation, and emergence in professions.
- To connect global trends with changes in work and employment.
- To develop curiosity and reflective thinking about the world of work.

Competences developed

- Learning-to-learn competence
- Critical thinking
- Creativity
- Cultural and historical awareness
- Communication skills

Materials needed

- Digital device with AI text tool
- Paper and pens or markers
- Optional: printed "museum label" templates

Step-by-step instructions

01

Introduce the metaphor

The facilitator explains the concept of a "Career Museum" that displays how professions change over time, similar to how museums present historical objects and stories.

03

Explain the exhibition rooms

The facilitator introduces the three museum rooms: **Lost or Rare Careers**, **Changed Careers**, and **Emerging Careers**.

05

Explore the exhibits

Participants individually or in pairs choose one example that interests them and briefly note what they find interesting or surprising.

07

Create museum labels

Each group prepares a short "museum label" explaining their chosen example in simple language. Labels may be written, drawn, or represented with symbols.

09

Reflection

Participants reflect on what the museum metaphor reveals about how careers evolve.

02

Choose a sector or field

Participants select one professional field or sector to explore (for example: transport, communication, retail, healthcare, or media).

04

Generate the AI content

Using the prompt below, the facilitator generates descriptions of several professions for each room and reads or displays them.

06

Interpret the changes

In small groups, participants discuss possible reasons why these professions disappeared, transformed, or emerged.

08

Gallery walk

Groups present their labels and explanations to the rest of the participants.



AI Prompt Example: Create a 'Career Museum' for the career field: [INSERT CAREER FIELD OR SECTOR HERE]. The museum has three rooms:

1. 'Lost or Rare Careers' – professions that were common in the past but are now disappearing or very rare.
2. 'Changed Careers' – professions that still exist but look very different today.
3. 'Emerging Careers' – professions that have recently appeared or are becoming more common.

For each room, describe 2–3 example careers with short and simple explanations. Explain what people did, what tools they used, and why the profession changed or appeared. Use clear language suitable for teenagers. Be creative but realistic and avoid fear-based narratives.

Facilitator notes

- Encourage curiosity and interpretation rather than memorisation.
- Emphasise that professions disappearing does not mean failure but reflects broader changes in society and technology.
- Maintain a neutral and reflective tone during discussion.
- Allow participants to draw or use visual symbols if writing becomes difficult.

Expected outcomes

- Participants understand that career change is a long-term and systemic process.
- Participants distinguish between disappearance, transformation, and emergence of professions.
- Participants gain a broader historical perspective on labour-market evolution.
- Participants become more comfortable discussing uncertainty and change in careers.

Points of attention for youth with fewer opportunities

- Choose broad and familiar sectors.
- Read AI-generated content aloud to reduce reading load.
- Allow drawing or symbols instead of written responses.
- Reduce the number of examples if necessary to avoid cognitive overload.
- Support interpretation with guiding questions.

Reflection questions for participants

- Which museum room interested me most and why?
- What patterns of change did I notice across different professions?
- What causes professions to disappear, transform, or emerge?
- How does the museum idea change how I think about careers?

Reflection questions for facilitators

- Did the museum metaphor help participants understand career change more clearly?
- Which exhibition room generated the most engagement or confusion?
- Did participants connect the examples with real-world developments?
- How could the activity be simplified or expanded for different groups?

Disclaimer:

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About the project „Open Yourself for Career Skills“

The project „Open Yourself for Career Skills“ aims to strengthen non-formal career counselling for young people by integrating digital tools and innovative non-formal education methods. It focuses on making career guidance more accessible, relevant, and tailored to the needs of youth. The project also seeks to improve digital literacy, equip youth workers with modern tools, and increase the recognition of non-formal and informal learning, thereby supporting young people's employability and active participation in society.

Objectives:

1. **Strengthen non-formal career counselling for youth.** Improve the quality and innovation of career services by applying non-formal methods adapted to the digital era and accessible to young people.
2. **Enhance digital inclusion.** Expand access to career counselling through a multilingual mobile application and online platform, increasing digital literacy and supporting inclusion and diversity.
3. **Promote innovation in youth work.** Introduce new career guidance approaches, including a methodological tool and training for youth workers, while strengthening the recognition of non-formal learning outcomes.
4. **Build youth worker capacity.** Deliver targeted training to improve competences in non-formal education and digital tools, enhancing the quality and recognition of youth work.
5. **Promote inclusion in career guidance.** Apply universal design principles to ensure accessibility of all project resources, supporting inclusion and diversity across learning contexts.
6. **Strengthen youth employability.** Improve understanding of skills and labour market dynamics, and develop soft skills through tailored career guidance, facilitating transition into employment.

Duration: 24 months (October 2024 – September 2026)

Partners and countries involved:

- Society and Enterprise Development Institute (Lithuania)
- Youth association “Time for Youth” (Latvia)
- Secondary school Haaleitisskoli, Reykjanesbaer (Iceland)
- Regional youth association “Amigos de Europa” (Spain)