

Career Guidance in Rural Schools (“Kəndimə gəl”)

Organisation(s):	The State Employment Agency under the Ministry of Labour and Social Protection of the Population of the Republic of Azerbaijan	
Country:	The Republic of Azerbaijan	
Contact:	policy@esn-eu.org	
Theme: Choose at least one option	☐ Ageing & Care ☐ Asylum & Migration ☒ Young People ☐ Support for Children & Families ☐ Community Care ☐ Integrated Care & Support ☐ Co-Production ☐ Disability ☐ Housing & Homelessness ☐ Artificial Intelligence ☐ Digitalisation ☐ Quality Care	☒ Labour Market Inclusion ☐ Social Inclusion ☐ Technology ☐ Workforce and Leadership ☐ Social Benefits ☐ EU Funding ☐ Social Service's Resilience ☐ Mental Health ☐ Person-Centred Care ☐ Research & Use of Evidence ☐ Management & Planning ☒ Other, please specify: Secondary school students
Principles of the European Pillar of Social Rights: Check the 20 principles here .	☒ 1. Education, training, life-long learning ☐ 2. Gender equality ☒ 3. Equal opportunities ☐ 4. Active support to employment ☐ 5. Secure and adaptable employment ☐ 6. Fair Wages ☐ 7. Transparent employment conditions ☐ 8. Social dialogue ☐ 9. Work-life balance ☐ 10. Healthy, safe work environment	☐ 11. Childcare and child support ☐ 12. Social protection ☐ 13. Unemployment benefits ☐ 14. Minimum income ☐ 15. Old age income and pensions ☐ 16. Health care ☐ 17. Inclusion of people with disabilities ☐ 18. Long-term care ☐ 19. Housing and assistance to homeless ☐ 20. Access to essential services
Current status of the practice:	☐ Concept and Design Phase ☐ Testing or pilot phase ☐ Temporary practice that has terminated ☐ Temporary practice that is ongoing and has a termination date ☒ Established and ongoing practice ☐ Scaling Up and Transformation Phase ☐ Other (please specify)	
Summary: Please summarise the practice in maximum 3 sentences. This will be the disclaimer of your	To empower school students in remote regions to make informed decisions about their future careers and educational pathways by strengthening their career planning knowledge, skills and motivation.	

project on our website.	
<u>Context/ Social issues addressed</u> <i>Please explain the problem you attempt to solve with your practice.</i>	Students living in remote regions often have limited access to career guidance services, information about educational opportunities, and knowledge of the changing demands of the labour market. As a result, many students experience difficulties in identifying their interests, strengths, and suitable career pathways, which may lead to uninformed decisions about their future education and careers. The practice aims to address these inequalities by bringing career guidance activities directly to rural schools, providing students with the necessary knowledge, tools, and motivation to explore their career options and make informed decisions about their future.
<u>Objectives:</u> <i>Please provide a maximum of three objectives in bullet points.</i>	1. Increasing school students' awareness of different career opportunities, professions, and educational pathways. 2. Equipping students with career planning knowledge and self-assessment skills to help them identify their interests, strengths and potential career paths. 3. Reducing inequalities in access to career guidance services by bringing career development activities to students in remote regions.
<u>Activities:</u> <i>Please describe the activities put in place to achieve the objectives (maximum 300 words).</i>	Within the framework of the practice, the project delivered career guidance activities to school students in remote regions through interactive training sessions and awareness-raising workshops. The project team visited rural schools and conducted structured career guidance sessions to help students explore their interests, strengths, skills, and potential career pathways. The sessions covered topics such as career planning, understanding different professions, educational opportunities, and the importance of making informed decisions about future careers. The sessions used interactive methods, including discussions, practical exercises, group activities, and reflection tasks, to actively engage students and encourage them to think about their future goals. Students received information and guidance on available career options and the skills required in the changing labour market. Through direct engagement with students in their local communities, the practice aimed to improve access to career guidance services and support young people in remote areas in developing a clearer vision for their educational and professional future.
<u>Outcomes:</u> <i>Please explain what the results were/are so far and how you evaluated this.</i>	The practice is ongoing and has been implemented in 11 regions so far, engaging 215 school students through career guidance activities. The initiative aims to reach a total of 13 regions by the end of 2026. The outcomes are evaluated based on students' participation and engagement during the sessions, feedback received from students and schools, and trainers' observations. Students' involvement in discussions, completion of practical exercises, and reflections on their future goals are used as indicators to assess the effectiveness of the activities. The initiative's effectiveness is assessed through students' participation in career guidance activities, trainers' observations, and students' feedback.

Funding Source	EU Funds: ESF+ ☐ INTERREG ☐ ERDF ☐ ERASMUS ☐ RRF ☐ other ☐ ☒ National Government Funds ☐ Regional Government Funds ☐ Local Government Funds ☐ Private Sponsorship / Public-Private Partnership ☐ Financial contribution of People using Services ☐ Other, please define:
Links to supporting documents: <i>e.g. website or report of the practice</i>	https://dma.gov.az/media/xeberler/sagirdlerin-sexsi-inkisafina-tekan-vermek-meqsedile-kendime-gel-layihesine-start-verilib https://dma.gov.az/media/xeberler/sagirdler-ucun-kendime-gel-duserge-layihesi-kecirilib https://www.instagram.com/stories/highlights/18108029431547427/
Comments and tips <i>i.e. for people willing to use your Practice</i>	For organisations or institutions interested in implementing a similar practice, it is important to adapt career guidance activities to the local context and the specific needs of students. Understanding the educational backgrounds, interests, and challenges faced by students in rural areas helps ensure that the sessions are more relevant and impactful. Building strong cooperation with local schools, teachers, and community representatives is essential for effective outreach and student engagement. Interactive and student-centered approaches, including discussions, practical exercises, and real-life examples, can increase students' interest and encourage active participation.