

DEVICES

Developing Education in Vietnam and Cambodia enhancing
Employability of Students

Work Package 4: Design of e-learning solutions on Career Management Skills

D4.1 Benchmarking report on best practices in CMS teaching and learning



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Project number: 101177347

Document information	
Document title	Benchmarking report on best practices in CMS teaching and learning
WP and Deliverable	WP4 Design of e-learning solutions on Career Management Skills D4.1 Benchmarking report on best practices in CMS teaching and learning
Due date of deliverable	M21: July 2026
Actual submission date	July 2026
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Confidentiality status	Public

ACKNOWLEDGMENTS

The DEVICES consortium would like to extend its heartfelt gratitude to each and every one of the students and staff who participated in this research. Your involvement, insights, and willingness to contribute played a crucial role in making this study meaningful and impactful.

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1. EXECUTIVE SUMMARY

This benchmarking report explores contemporary approaches to Career Management Skills (CMS). It is structured around two main components: a literature review on CMS concepts and a benchmarking analysis of innovative practices in CMS teaching and learning.

The first part of the report provides a contextual foundation for understanding CMS. It includes a review of key academic and policy literature on the conceptualisation of Career Management Skills, as well as an examination of regional perspectives, with a particular focus on South-East Asia.

The second part of the study presents a benchmarking analysis of innovative practices supporting CMS development across partner countries and selected international contexts.

The deliverable D4.1. aimed to identify, map and analyse effective approaches to CMS teaching and learning, drawing on a purposive sample of practices that demonstrate relevant, innovative, and potentially transferable approaches to CMS development. The analysis includes a diverse set of practices ranging from strategic policy frameworks (such as national CMS frameworks in Scotland and England), European competence models, university-based employability programmes, digital learning platforms, experiential learning initiatives, and labour market intelligence systems. The selected practices were analysed and compared using common benchmarking criteria, including governance level, pedagogical approach, degree of curriculum integration, use of digital tools, and orientation towards labour market needs. This comparative perspective allows for the identification of common trends, emerging pedagogical approaches, and key design principles underpinning effective CMS development.

The study provides transferable insights and good practices that can inform the further development of the CMS Framework for Vietnam and Cambodian higher education, as well as the development of the online learning environment and the design of CMS materials and tools, supporting the creation of coherent, evidence-based and learner-centred approaches to Career Management Skills development across partner institutions. The selected examples illustrate different ways in which CMS are conceptualised, taught, and supported across educational and labour market systems, ranging from strategic policy frameworks that define core competences to operational tools and learning environments that enable their practical development.

Overall, the benchmarking exercise highlights that effective CMS development relies on the interaction of multiple components, including strategic frameworks, institutional learning environments, digital infrastructure. The analysis also demonstrates the importance of cross-sectoral collaboration between education providers, policymakers, and labour market actors in building coherent and future-oriented CMS ecosystems.

2. INTRODUCTION AND CONTEXT

2.1. BACKGROUND OF THE DEVICES PROJECT AND RELEVANCE OF CMS IN EDUCATION

DEVICES “Developing Education in Vietnam and Cambodia enhancing Employability for Students” is an Erasmus+ Capacity Building in Higher Education project (No. 101177347) co-funded by the European Union. It aims to advocate a shift from traditional professional development to lifelong learning & strengthen organizational and human capacity of Higher Education Institutions in Vietnam and Cambodia.

The project is focused on a new way of conceptualizing professional development. According to the new paradigm of lifelong career building, **careers are constructed rather than chosen** and this process of building is, at least in part, a process of learning and personal development. This approach better reflects the dynamic world we live in, in which new jobs are being continually created and individuals must be proactive and responsive to new opportunities. The project is going to **support students to navigate themselves through unfamiliar contexts**: help to self-identify development needs in key competences for lifelong learning (8 Key competences for lifelong learning, EU, 2019¹) and take responsibility for assuring acquisition of them; empower students to take responsibility for their personal development needs and to make the relevant choices for obtaining them.

The project intends to apply a **cross-curricular digital workspace** (a continuous learning space where formal, non-formal and informal learning opportunities are identified and their outcomes recognized), to encourage students’ **reflexivity** by accompanying them continuously in the different phases of lifelong learning. The student-owned dynamic digital workspaces, wherein students can capture their learning and their ideas, access their collections of work, reflect on their learning, share it, set goals, seek feedback and showcase their key competences, will be enriched by open badges.

This digital workspace will be closely **linked to the identification of Career Management Skills (CMS)**, providing structured ways for individuals to gather, analyse, synthesise, and organise self-awareness, educational, and occupational information, as well as to develop the skills needed **to make and implement informed decisions and transitions**. In doing so, the project reinforces and indirectly re-models the role of career guidance within lifelong learning, embedding it into students’ curricula Career Management Skills - recognized as essential for successful career pathways.

The workspace and MOOC will be available in English, Vietnamese and Cambodian, and will have a technological basis allowing it to host thousands of students.

To learn more about DEVICES, please visit the project website: <https://www.devices-erasmus.eu/>

¹ European Commission: Directorate-General for Education, Youth, Sport and Culture, *Key competences for lifelong learning*, Publications Office, 2019, <https://data.europa.eu/doi/10.2766/569540>

2.1. PURPOSE OF DELIVERABLE D4.1: SETTING THE BASIS FOR THE DESIGN OF E-LEARNING SOLUTIONS ON CAREER MANAGEMENT SKILLS

The **rapid transformation** of societies, economies, and labour markets is reshaping the ways individuals learn, work, and develop their careers. Technological advancements, digitalisation, demographic changes, globalisation, and evolving employment patterns require individuals to become active lifelong learners who are able to continuously acquire new knowledge, update their skills, and adapt to changing personal and professional circumstances. In this context, career development is no longer understood as a linear process involving a single transition from education to employment, but rather as an **ongoing process involving multiple transitions, choices, and periods of learning throughout life**.

These changes have increased the importance of Career Management Skills (CMS) as essential skills that enable individuals to understand themselves, explore learning and employment opportunities, make informed decisions, manage transitions, and proactively shape their career pathways, in order to navigate uncertainty and make effective career decisions.

Higher education institutions have an important role to play in supporting students and graduates in making students aware about CMS, ensuring that career development is integrated into learning processes rather than addressed only through separate career services. This requires innovative, accessible, and scalable approaches that can reach diverse learner groups and respond to the needs of contemporary education and employment environments. Digital learning solutions and e-learning approaches offer significant potential in this regard by enabling flexible, personalised, and interactive forms of CMS development.

The objective of **Deliverable 4.1 (D4.1)** is to establish the conceptual foundation for the development of **DEVICES CMS Framework and DEVICES e-learning solutions in Career Management Skills (CMS)** through the identification, analysis, and benchmarking of relevant international practices. The deliverable examines selected CMS teaching and learning practices, frameworks, pedagogical approaches, digital learning solutions, and innovative initiatives from different educational and policy contexts in order to identify transferable principles.

3. METHODOLOGY OF THE BENCHMARKING REPORT ON BEST PRACTICES IN CMS TEACHING AND LEARNING

The methodology adopted for the development of the **Benchmarking Report** combined conceptual analysis, desk research conducted by the EU partners, and consultations with Higher Education Institution (HEI) project partners from Vietnam and Cambodia. This approach aimed to identify, examine, and analyse selected relevant practices in Career Management Skills (CMS) teaching and learning. The work coordinated by Activity leader: STEPS (Italy).

The methodological approach was **designed to capture both the theoretical foundations and practical implementation of CMS teaching and learning**. It involved the review and analysis of international policy frameworks, academic literature, institutional practices, digital learning initiatives, and innovative approaches to career education and guidance. This **enabled the identification of key CMS dimensions, pedagogical approaches, implementation models, and transferable principles** relevant to the development of CMS learning solutions.

From the beginning of the DEVICES project, Career Management Skills (CMS) have been recognised as a key area of focus for all partners, reflecting the growing importance of supporting learners in navigating complex educational and labour market transitions. In response to this shared priority, and in preparation for the formal implementation of WP4, preparatory activities were initiated within WP2 (D.2.2) to establish a common understanding among project partners regarding CMS concepts and terminology, addressing especially the following core areas:

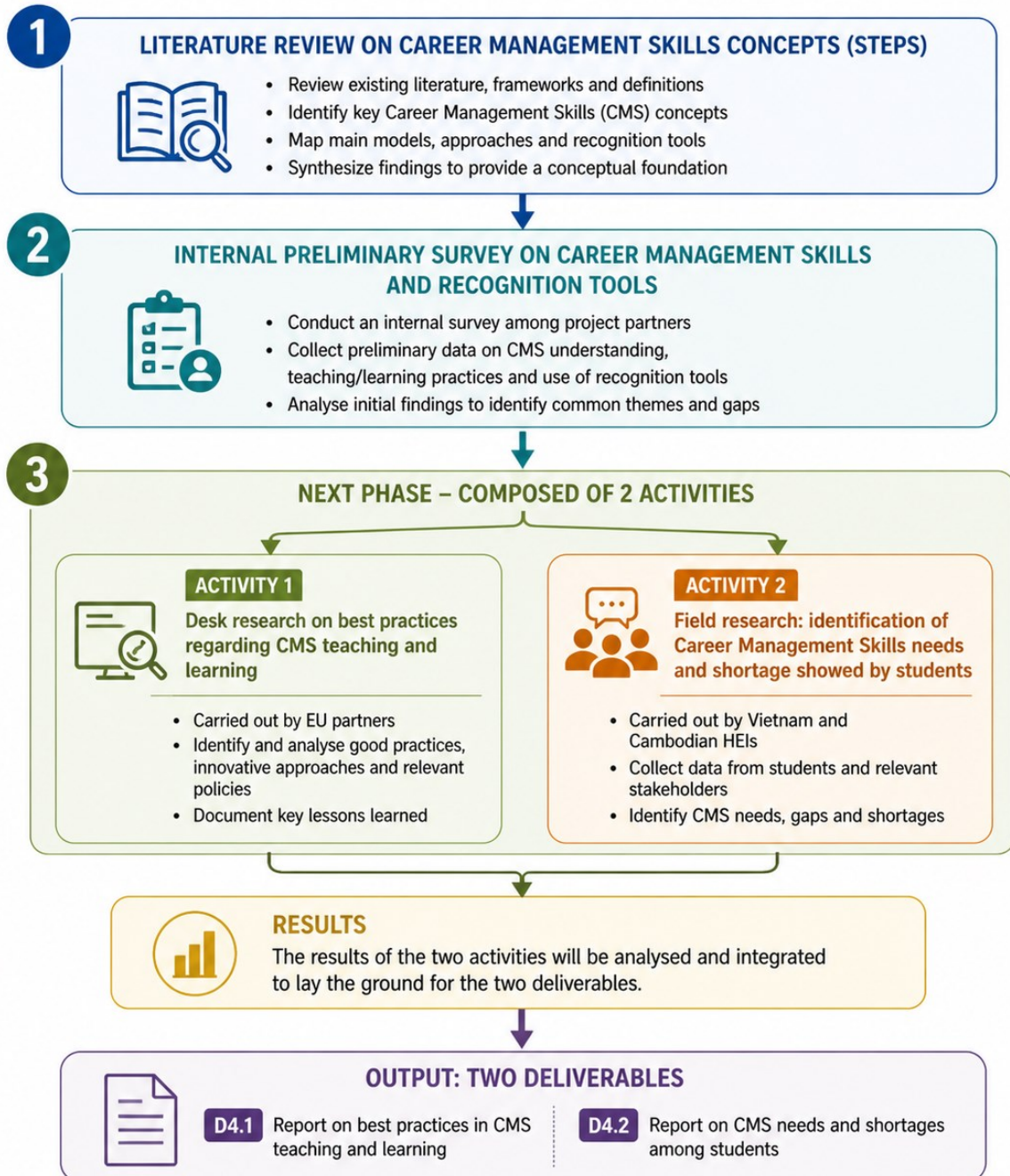
- developing a shared understanding of Career Management Skills (CMS);
- promoting a competence-based learning approach;
- integrating reflective learning methodologies;
- exploring synergies with ePortfolio tools and open badges.

These elements constitute the conceptual backbone for the activities implemented within WP4 and guided the development of the Benchmarking Report.

The development of the Benchmarking Report followed a collaborative process involving the following key activities:

- literature review and policy analysis (STEPS, leader of the activity),
- collection and analysis of institutional practices related to CMS teaching and learning (EU Partners: STEPS, UNIMC, UA, WSG),
- consultation and collaborative reflection among project partners, with a special focus on south-east Asian perspective (STEPS with HEI from Vietnam and Cambodia),
- identification of transferable practices and innovative approaches suitable for the DEVICES context (STEPS, leader of the activity).

WP4 – RESEARCH PROCESS & WORKFLOW



(Image: WP4 Research process, describes A1, A2, DEVICES partnership)

The identification and analysis of best practices in CMS teaching and learning followed a qualitative comparative research approach combining desk research, document analysis, and policy review. Each participating partner (EU DEVICES partners: UNIMC, UA, WSG) was responsible for identifying and analysing at least **3 relevant practices**.

The selection and analysis of practices focused on approaches that demonstrate effective implementation of CMS teaching and learning, with particular attention to:

- **Teaching methodologies and pedagogical approaches**, including innovative, learner-centred, experiential, blended, and digital approaches supporting CMS development;
- **Learning outcomes and competence development**, including the CMS knowledge, skills, and attitudes developed through the identified practices;
- **Tools and approaches for recognition of learning achievements**, including assessment methods, validation mechanisms, and recognition of acquired competences;
- **Links to micro-credentials and digital badges**, exploring how emerging recognition mechanisms can support flexible, lifelong, and digitally enabled career learning.

The analysis was supported by a diverse **range of sources**, including:

- Academic literature and research publications;
- National, European, and international policy documents;
- Institutional reports and project outputs;
- Online platforms and repositories, including Erasmus+ project databases, OECD, and Cedefop resources;
- University and VET provider websites;
- Digital credential and micro-credential platforms.

The identified practices were assessed against predefined inclusion criteria to **ensure their relevance** and usefulness for the DEVICES context. The criteria included:

- Relevance to CMS teaching and learning;
- Evidence of implementation in formal and/or non-formal education settings;
- Availability of information on methodology, target groups, and learning outcomes;
- Potential for innovation, adaptation, and transferability across different educational contexts.

The results of this process **will contribute to** the development of:

- A comparative report (D4.1) mapping relevant CMS practices, identifying common trends, innovative approaches, and transferable principles;
- CMS Framework (D4.2);
- Recommendations for CMS course design (D4.3);
- Recommend actions on the CMS incorporation into the VN and KH HE curricula (D4.4).

Research Limitations

The report does not aim to provide a complete overview of all existing international CMS practices; instead, it focuses on a selected set of examples identified by project partners as particularly relevant in terms of innovation, transferability, and alignment with the objectives of the DEVICES project.

4. LITERATURE REVIEW ON CAREER MANAGEMENT SKILLS CONCEPTS

Careers are no longer chosen but **continuously constructed** through learning and personal development. This dynamic approach reflects our evolving world where new opportunities emerge constantly. This chapter outlines the theoretical foundations of Career Management Skills, **highlighting their multidimensional nature** and their **central role in supporting lifelong learning and employability**.

Contemporary career trajectories are often described as ‘portfolio’ careers, where individuals navigate multiple roles, employers, and learning pathways over time, **reflecting a shift away from linear, stable employment towards more dynamic and self-directed pathways**. The concept of the portfolio career, originally introduced by Douglas T. Hall, emphasises that individuals, rather than organisations, take primary responsibility for managing their careers, **guided by personal values, continuous learning, and adaptability**. Similarly, portfolio careers refer to the accumulation of diverse work experiences, roles, and projects - often across different sectors.

In such contexts, **individuals are required to navigate multiple transitions**, balance parallel professional identities, and continuously update their skills in response to changing labour market demands. Career progression is therefore no longer defined by upward mobility within a single organisation, but by the ability to build and sustain a coherent narrative across varied experiences. This shift places greater emphasis on flexibility, self-reflection, and proactive career planning, **reinforcing the importance of Career Management Skills as a means to manage uncertainty, identify opportunities, and maintain long-term employability in increasingly complex and non-linear career landscapes**.

4.1. CONCEPTUALISING CAREER MANAGEMENT SKILLS

The concept of CMS recognises that career development is based on individuals moving around in increasingly fluid labour markets. It is rooted in lifelong guidance and employability discourse. An important justification for incorporating CMS in the design and delivery of career guidance services is an **awareness of the range of competencies required to manage these non-linear career pathways, including self-efficacy, resilience, adaptability and responsiveness to change**.

A particularly important set of CMS frameworks are the “Blueprint frameworks”, which are a series of inter-related national approaches to career management skills. This family of CMS frameworks originated in the **United States** more than thirty years ago and was subsequently taken up by **Canada** and then **Australia** (Hooley, 2013). More recently, the notion of developing country-specific iterations of the Blueprint framework has also extended to **England** (LSIS, 2012) and **Scotland** (SDS, 2012). A brief overview of the chronology of these developments is provided below.



The **European framework of key competencies for lifelong learning**² brought forward the idea that each citizen needs a wide range of key competencies for adapting flexibly to a rapidly changing world. Since 2009, the EU Member States have been working on the theme of career management skills **through the European Lifelong Guidance Policy Network (ELGPN)**. The ELGPN defines career management skills as a **set of competences** enabling individuals to gather, analyse, and organise information about themselves and the world of work, as well as to make and implement decisions and transitions (European Commission, 2015)³. This definition highlights both cognitive and behavioural dimensions of career management.

The concept of CMS has proved difficult to translate into other languages. The English term and definition of CMS cannot be literally translated into another language as the core of the concepts of lifelong guidance and CMS can be lost for semantic reasons, as several member countries have experienced. Literal equivalent words, such as ‘career’ or ‘management’, may make no sense, may be understood differently or have a slightly negative connotation (ELGPN, 2015a).

The European Lifelong Guidance Policy Network (ELGPN) has also explored the possibility of developing a European Blueprint. However, the decision has been taken not to develop a common CMS framework across European countries at present, given the divergent epistemology, curricular traditions and guidance approaches amongst member states. Instead, the ELGPN encourages member states to develop their own CMS frameworks⁴.

The **LEADER**⁵ project conceptualises a specific set of competences as Career Management Skills (CMS). Drawing on the definition of the European Lifelong Guidance Policy Network (ELGPN), CMS are defined as: **competencies which help individuals to identify their existing skills, develop career learning goals and take action to enhance their careers.**” This adapted definition places particular **emphasis on self-assessment, goal setting, and proactive career development**, highlighting the role of **individuals as active agents** in managing and progressing their career pathways.

Similarly, the **OECD** frames CMS within the broader notion of career readiness, emphasising the knowledge, skills, and attitudes required to make informed decisions and manage careers across the life course (OECD, 2019)⁶.

From an academic standpoint, **Ronald G. Sultana**⁷ (2012; 2014) conceptualises CMS as a set of competences that **enable individuals to understand themselves, explore opportunities, and make informed career decisions**. Importantly, Sultana situates CMS within broader socio-economic contexts, arguing that career management is not solely an individual responsibility but is shaped by structural factors such as labour market conditions and access to opportunities.

Drawing on key policy frameworks and academic literature, the DEVICES partnership has developed a **shared understanding of CMS**, that integrates individual competences, career navigation skills, and contextual factors.

² [Recommendation 2006/962/EC on key competences for lifelong learning](#)

³ European Commission (2015). *ELGPN Toolkit on Career Management Skills*. European Commission, <https://www.elgpn.eu/publications/elgpn-tools-no-4-cms>

⁴ S. Mackay, M. Morris, T. Hooley, S. Neary (2015). Maximising the Impact of Careers Services on Career Management Skills: A Review of the Literature.

⁵ LEADER (2017). Improving Career Management Skills, https://www.leaderproject.eu/wp-content/uploads/2024/08/Handbook_LEADER_EN2017.pdf

⁶ OECD (2019). *Career Readiness Reports*. OECD, <https://www.oecd.org/en/about/projects/career-readiness.html>

⁷ Ronald G. Sultana, Learning career management skills in Europe: A critical review (2011). *Journal of Education and Work*, https://www.researchgate.net/publication/239794504_Learning_career_management_skills_in_Europe_A_critical_review

DEVICES understanding of CMS

CMS are defined as a range of competences which provide structured ways for individuals to gather, analyse, synthesise, and organise (and visualize, thanks to DEVICES cross-curricular digital workspace) self, educational and occupational information, as well as the skills to make and implement well-informed decisions and transitions aimed at increasing long-term employability. **Career management skills are the abilities that help individuals effectively navigate, grow, and advance in their careers.** These skills go beyond technical expertise and are essential for long-term career success. Career management is an ongoing process that requires intentional effort, self-reflection, and ongoing skill development.

4.2. FRAMEWORKS RELATED TO CAREER MANAGEMENT SKILLS

The **European Key Competences for Lifelong Learning framework** (2018) introduced the “**personal, social and learning to learn competence**”, which contains aspects related to career management skills, and is defined as “the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one’s own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one’s physical and emotional wellbeing, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathise and manage conflict in an inclusive and supportive context” (Council of the European Union, 2018).

Following the recommendation on key competences for lifelong learning, the JRC, in collaboration with the [Commission department for Education, Youth, Sport and Culture \(EAC\)](#), has developed LifeComp. **LifeComp** further specifies in detail the competence area “**personal, social and learning to learn**”. The personal competence includes self-regulation, flexibility, wellbeing; the social competence includes empathy, communication, collaboration; and the learning to learn competence includes growth mindset, critical thinking, and managing learning (JRC (2020)).

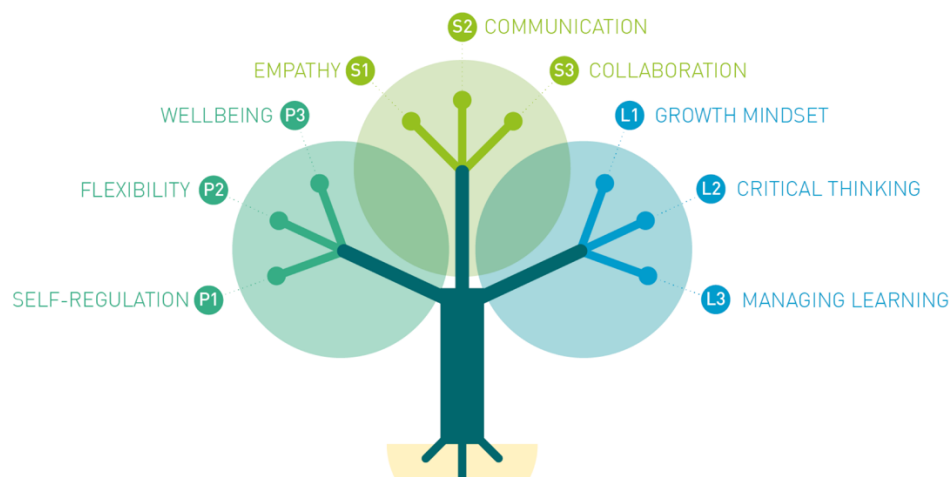


Image: LifeComp, https://joint-research-centre.ec.europa.eu/lifecomp_en

The increasing digitalisation of work has further expanded the scope of CMS, integrating digital competences as a key component of career development. **The European Commission Digital Competence Framework for Citizens (DigComp)** provides a comprehensive model for understanding digital competences, defined as the confident, critical, and responsible use of digital technologies for learning, work, and participation in society.

DigComp is structured around five competence areas - information and data literacy, communication and collaboration, digital content creation, safety, and problem solving - all of which directly support CMS. For example, information literacy enables individuals to access and evaluate labour market information, while digital communication supports networking and professional engagement. Digital content creation is particularly relevant for developing online portfolios, CVs, and professional identities, which are essential tools for career progression in contemporary labour markets.



Image: DigComp, https://joint-research-centre.ec.europa.eu/digcomp/digital-competence-framework_en

The Entrepreneurship Competence Framework (EntreComp) complements other European frameworks by embedding **entrepreneurial thinking** within the broader set of competences required for lifelong learning and employability. Together, these frameworks highlight that effective career management in the 21st century requires not only decision-making and self-awareness but also creativity, initiative, and the ability to transform ideas into action. EntreComp is particularly relevant to CMS as it encompasses several core dimensions of career management. The framework is structured around three interrelated competence areas - **Ideas and Opportunities**, **Resources**, and **Into Action** - each comprising five competences, resulting in a total of 15 competences that describe the knowledge, skills, and attitudes associated with entrepreneurial thinking and behavior. For instance, competences within the “Ideas and Opportunities” domain - such as creativity, vision, and opportunity recognition - align with CMS components related to opportunity awareness and career exploration. The “Resources” domain, which includes self-awareness, motivation, and the mobilisation of resources, directly supports self-

management and personal development aspects of CMS. Finally, the “Into Action” domain, which focuses on initiative, planning, and coping with uncertainty, closely relates to decision-making, transition management, and adaptability in career pathways.



Image: EntreComp, https://joint-research-centre.ec.europa.eu/entrecomp-entrepreneurship-competence-framework_en

The growing emphasis on sustainability and the transition to a green economy has further expanded the scope of Career Management Skills (CMS), integrating sustainability competences as an important component of career development. The European Commission Joint Research Centre **European Sustainability Competence Framework (GreenComp)** provides a comprehensive model for understanding the competences needed to support environmentally sustainable thinking and action in personal, social, and professional contexts. For example, competences related to sustainability values and critical thinking enable individuals to align their career choices with ethical and environmental considerations, while understanding complexity supports informed decision-making in evolving labour markets. The ability to envision sustainable futures is particularly relevant for identifying emerging green jobs and career pathways, while acting for sustainability supports proactive engagement, adaptability, and responsible participation in the workplace.

This integrated perspective reinforces the understanding of **CMS as a cross-cutting competence area**. It also highlights the **importance of adopting holistic approaches** in education and training, **where career management is not treated as an isolated skill set but as part of a wider competence framework supporting individuals in navigating complex life and career pathways**.

4.3. SOUTH-EAST ASIAN PERSPECTIVE ON CMS

The concept of Career Management Skills (CMS) has increasingly gained relevance within educational and employment policy discussions in Southeast Asia. Although **the terminology used across the region may differ from European policy frameworks**, a growing body of literature and institutional strategies demonstrates a converging understanding of CMS as a broad and interconnected set of competences supporting lifelong learning, employability, adaptability, and career development across the lifespan.

In Southeast Asian contexts, career development is typically approached from a holistic perspective that integrates educational, social, economic, and cultural dimensions. Rather than viewing career-related competences as isolated abilities, regional frameworks increasingly conceptualise them as interdependent capacities that enable individuals to navigate transitions in education, employment, and society.

OECD Skills Strategy Southeast Asia⁸ (2023)

The OECD frames skills systems in Southeast Asia as integrated and lifelong, emphasising that skills development is not isolated but involves the interaction of multiple competences developed “over the life course” and across different contexts.

A particularly relevant aspect of the OECD approach is the recognition that skills development is:

- lifelong,
- life-wide,
- interconnected across education, work, and society.

This perspective strongly aligns with the conceptual foundations of Career Management Skills. It supports the **understanding that competences such as self-management, adaptability, decision-making, resilience, and labour market awareness are not developed independently, but rather function collectively** in response to changing personal, educational, and professional circumstances.

The OECD framework also highlights the importance of responsive education systems capable of supporting transitions between learning and work, particularly in contexts characterised by rapid technological, economic, and social transformation. Within this context, CMS can be understood as essential enabling competences that support individuals in navigating uncertainty and maintaining employability throughout their careers.

This aligns strongly with CMS theory because it **supports the idea that self-management, adaptability, decision-making, and labour market understanding function together rather than separately.**

Asia Pacific Career Development Association (APCDA)⁹

⁸ OECD (2023), *OECD Skills Strategy Southeast Asia: Skills for a Post-COVID Recovery and Growth*, OECD Skills Studies, OECD Publishing, Paris, <https://doi.org/10.1787/923bfd03-en>.

⁹ Asia Pacific Career Development Association (APCDA), <https://asiapacificcda.org/competencies/>

Further support for an integrated understanding of CMS can be found in the competency frameworks developed by the Asia-Pacific Career Development Association (APCDA). The APCDA promotes a holistic approach to career development that combines personal, social, cultural, and professional dimensions of career guidance and employability.

The APCDA competency framework emphasises the importance of:

- integrated professional competencies,
- cross-cultural career development,
- combinations of guidance, information, counselling, and employability support.

This approach reflects the diversity of educational and labour market contexts across the Asia-Pacific region, where career development often requires individuals to navigate complex intersections between local traditions, global labour markets, migration, technological change, and educational mobility.

Importantly, the APCDA framework **recognises that effective career development support requires more than the provision of occupational information alone**. Instead, it involves the integration of **communication skills, self-awareness, planning abilities, labour market understanding, and guidance competences**. Such an approach closely corresponds to contemporary European understandings of CMS as a multidimensional and transferable competence framework.

UNESCO Asia-Pacific Framework on Transversal Competencies¹⁰

Additional conceptual parallels can be identified in the UNESCO Asia-Pacific Framework on Transversal Competencies developed through the Asia-Pacific Education Research Institutes Network (ERI-Net), coordinated by UNESCO Bangkok. Although the framework does not explicitly focus on Career Management Skills, it provides a broad competence structure that substantially overlaps with CMS-related dimensions. This framework is structured in **six vast domains**: critical and innovative thinking, Interpersonal skills, Intrapersonal skills, Global citizenship, Media and information literacy, Other (physical health, religious values). These examples of skills, values and attitudes proposed by the ERI-Net's framework **share many commonalities with the EU Key Competences Framework**. This convergence suggests increasing global alignment in the understanding of competences necessary for navigating complex educational and employment pathways in contemporary societies.

Overall, Southeast Asian perspectives on career development demonstrate substantial conceptual **alignment with international approaches** to Career Management Skills. Although explicit references to CMS terminology may vary across policies and institutions, regional frameworks increasingly recognise the importance of integrated competences that support lifelong learning, employability, adaptability, and informed career decision-making. The OECD Skills Strategy, APCDA competency framework, and UNESCO

¹⁰ UNESCO Asia-Pacific Framework on Transversal Competencies,
https://unesdoc.unesco.org/in/documentViewer.xhtml?v=2.1.196&id=p::usmarcdef_0000246590&file=/in/rest/annotationSVC/DownloadWatermarkedAttachment/attach_import_0db9fb71-71ea-487c-b8b9-bf2c516503e7%3F_%3D246590eng.pdf&locale=en&multi=true&ark=/ark:/48223/pf0000246590/PDF/246590eng.pdf#22_Nov_ATC_Report.indd%3A.72404%3A3172

Asia-Pacific transversal competencies framework collectively illustrate a regional movement toward holistic and interconnected understandings of skills development.

4.4. CAREER MANAGEMENT SKILLS (CMS)-RELATED FRAMEWORKS IN VIETNAM AND CAMBODIA

There is growing evidence of Career Management Skills (CMS)-related frameworks and lifelong guidance policies in both Cambodia and Vietnam, although these initiatives are **not always explicitly labelled** using the European terminology of “Career Management Skills.” Instead, policy documents and educational reforms in the region commonly employ concepts such as career guidance, career counselling, lifelong learning, employability skills, career adaptability, and life skills education.

Despite terminological differences, many of these frameworks demonstrate substantial **conceptual alignment with international CMS approaches**, particularly in their emphasis on self-development, lifelong learning, employability, adaptability, and informed career decision-making.

→ Cambodia: Strongest explicit CMS-Type Frameworks

Among Southeast Asian countries, Cambodia presents one of the clearest emerging policy structures reflecting CMS-related principles. In recent years, the Cambodian education system has increasingly recognised the importance of career guidance and employability-oriented competences in supporting young people’s transitions from education to employment.

A particularly significant development is the Cambodian **Policy on Career Guidance and Counseling (2021)**¹¹, developed by the Cambodian Ministry of Education, Youth and Sport. The policy reflects many core principles associated with Career Management Skills frameworks and positions career development as a lifelong and multidimensional process.

The policy emphasises several interconnected dimensions of career development, including:

- self-understanding,
- career planning,
- soft skills development,
- labour market responsiveness,
- lifelong career development,
- decision-making and transition management.

Importantly, these dimensions are not treated as isolated competences but rather as mutually reinforcing capacities that support individuals in navigating educational and professional pathways throughout life. The policy vision states that young people should become: “competent, confident individuals who can respond effectively to labor market demands.” This perspective closely aligns with international CMS

¹¹ Policy on Career Guidance and Counseling (2021), <https://nepcambodia.org/documents/policy-on-career-guidance-and-counseling-2021/>

literature emphasising career adaptability, resilience, employability, and lifelong career self-management in increasingly dynamic labour markets.

Cambodian Upper Secondary Career Guidance Framework

Additional evidence of CMS-oriented thinking can be found in Cambodia's Guideline on Career Guidance and Counseling for Upper Secondary Education (2018). This framework is particularly relevant because it explicitly structures career learning around interconnected developmental domains rather than narrow occupational guidance alone.

The framework organises career development into several linked dimensions:

- academic skills,
- career planning,
- life skills,
- self-understanding,
- decision-making.

Such an approach closely resembles international CMS models that integrate self-awareness, educational planning, transition management, and employability competences into a coherent developmental framework.

Within the Cambodian context, career guidance is therefore increasingly conceptualised as a comprehensive developmental process that combines educational progression, personal growth, life skills acquisition, and career decision-making. This integrated understanding demonstrates strong **conceptual parallels with European and international CMS frameworks**, despite differences in terminology and policy traditions.

Note: The Role of Life Skills in Cambodian Career Development

An important characteristic of the Cambodian approach is the **close relationship between career development and life skills education**. Cambodian educational reforms increasingly promote life skills as essential competences supporting both employability and broader social participation.

In this context, life skills commonly include:

- communication,
- teamwork,
- problem-solving,
- adaptability,
- self-management,
- critical thinking,
- responsibility and social participation.

These competences substantially overlap with CMS-related dimensions and reinforce the understanding that career development **extends beyond occupational choice** alone. Rather, **career capability** is viewed as part of a broader process of preparing individuals to participate effectively in society, education, and work throughout their lives.

Moreover, Cambodia's emphasis on linking life skills with labour market responsiveness reflects growing policy attention to youth employment, economic transformation, and the alignment between education and workforce needs.

→ **Vietnam: CMS emerging through Career Guidance and Lifelong Learning**

Although the explicit term "Career Management Skills" (CMS) is not yet widely used within Vietnamese educational policy documents, many contemporary reforms and policy initiatives demonstrate strong alignment with international CMS principles. In Vietnam, CMS-related competences are increasingly embedded within broader agendas connected to career guidance reform, lifelong learning, competency-based education, employability, and labour market responsiveness.

Recent educational developments indicate a gradual transition from traditional models of vocational orientation toward more integrated approaches that support learners in developing self-awareness, adaptability, decision-making abilities, and lifelong career development competences. As a result, career guidance in Vietnam is increasingly **understood not only as occupational placement support, but also as a developmental process** that assists individuals in navigating educational and professional transitions throughout life.

Vietnam's Career Guidance Regulations: Recent Vietnamese education reforms include strong CMS-related components. New guidance regulations require schools to support:

- self-awareness,
- career values identification,
- career selection skills,
- labour market understanding,
- digital career guidance competences.

These elements closely align with core dimensions commonly associated with Career Management Skills frameworks internationally. In particular, the focus on self-assessment, informed decision-making, and labour market awareness reflects the growing recognition that individuals require integrated competences to successfully manage increasingly complex educational and employment pathways.

The Vietnamese framework explicitly includes:

- assessing interests and abilities,
- developing career selection skills,
- connecting education pathways to employment opportunities.

These dimensions correspond directly to several internationally recognised CMS components, including:

- self-awareness,
- opportunity awareness,
- decision-making,
- transition management.

Such developments suggest an emerging policy orientation that recognises career development as a continuous and **adaptive process rather than a one-time occupational choice**.

Vietnam's broader educational reforms also contribute significantly to the development of CMS-related approaches. The country has increasingly **promoted competency-based education models** designed to strengthen transversal skills, learner autonomy, and employability. This shift is closely connected to Vietnam's economic modernisation strategies and increasing integration into global and regional economies. As labour markets become more dynamic and technology-driven, educational institutions are increasingly expected to prepare students for non-linear career pathways characterised by continuous learning and professional adaptation.

Vietnam also actively participates in regional lifelong learning and career development initiatives coordinated through the **Southeast Asian Ministers of Education Organization (SEAMEO)**. These initiatives further reinforce the integration of CMS-related principles within educational and guidance policies across the region.

Recent programmes implemented in Vietnam through SEAMEO have focused on several interconnected areas, including:

- competency assessment,
- career counselling,
- lifelong learning development,
- student adaptability.

These initiatives demonstrate an increasing regional emphasis on integrated career competences and learner resilience rather than narrow vocational placement models. In particular, the focus on adaptability and lifelong learning reflects broader international trends recognising the importance of continuous career self-management in rapidly evolving labour markets.

An important feature of Vietnam's emerging CMS-related framework is the growing recognition of digital transformation and future-oriented employability skills. Educational reforms increasingly acknowledge the need to prepare learners for technology-driven labour markets shaped by automation, digitalisation, and changing forms of work.

Within this context, career guidance is progressively incorporating:

- digital career information systems,
- online guidance services,
- digital literacy,
- technology-supported career exploration,

- future skills awareness.

This reflects a broader understanding that career management in contemporary societies requires individuals to continuously adapt to changing economic and technological conditions. As a result, **adaptability, resilience, and lifelong learning** are becoming central dimensions of educational and employability policies in Vietnam.

4.5. INNOVATIVE EXAMPLES OF DEVELOPING CAREER-MANAGEMENT SKILLS: BENCHMARKING ANALYSIS/ CROSS-CASE ANALYSIS

For the purpose of this report, the following innovative examples have been selected by European project partners as part of a structured benchmarking exercise. The benchmarking analysis aimed to **identify, map and analyse** innovative practices supporting the development of Career Management Skills (CMS) in partner countries and beyond. The reviewed initiatives represent different levels of intervention, ranging from national policy frameworks and European competence models to university programmes, digital learning environments, and experiential learning initiatives. To facilitate comparison, the identified practices were classified according to their primary function in CMS development and analysed against common benchmarking criteria.

Rather than providing an exhaustive inventory of existing practices, the analysis focuses on a purposive sample of cases considered particularly relevant in terms of innovation, transferability and alignment with contemporary approaches to lifelong learning. The selected examples illustrate different ways in which CMS are conceptualised, taught and supported across educational and labour market systems, ranging **from strategic policy frameworks that define core competences to operational tools and learning environments that enable their practical development.**

This comparative perspective **allows for the identification of common trends**, emerging pedagogical approaches and key design principles underpinning effective CMS development. In particular, it highlights how career management is increasingly embedded within integrated ecosystems that connect education, guidance services, digital learning infrastructures and labour market intelligence.

The selected examples should be understood as illustrative cases rather than a comprehensive overview of international CMS practices. The selection reflects the perspectives of project partners and focuses on examples considered relevant, innovative, and potentially transferable approaches to CMS development.

STRATEGIC AND INSTITUTIONAL FRAMEWORKS

Finding:

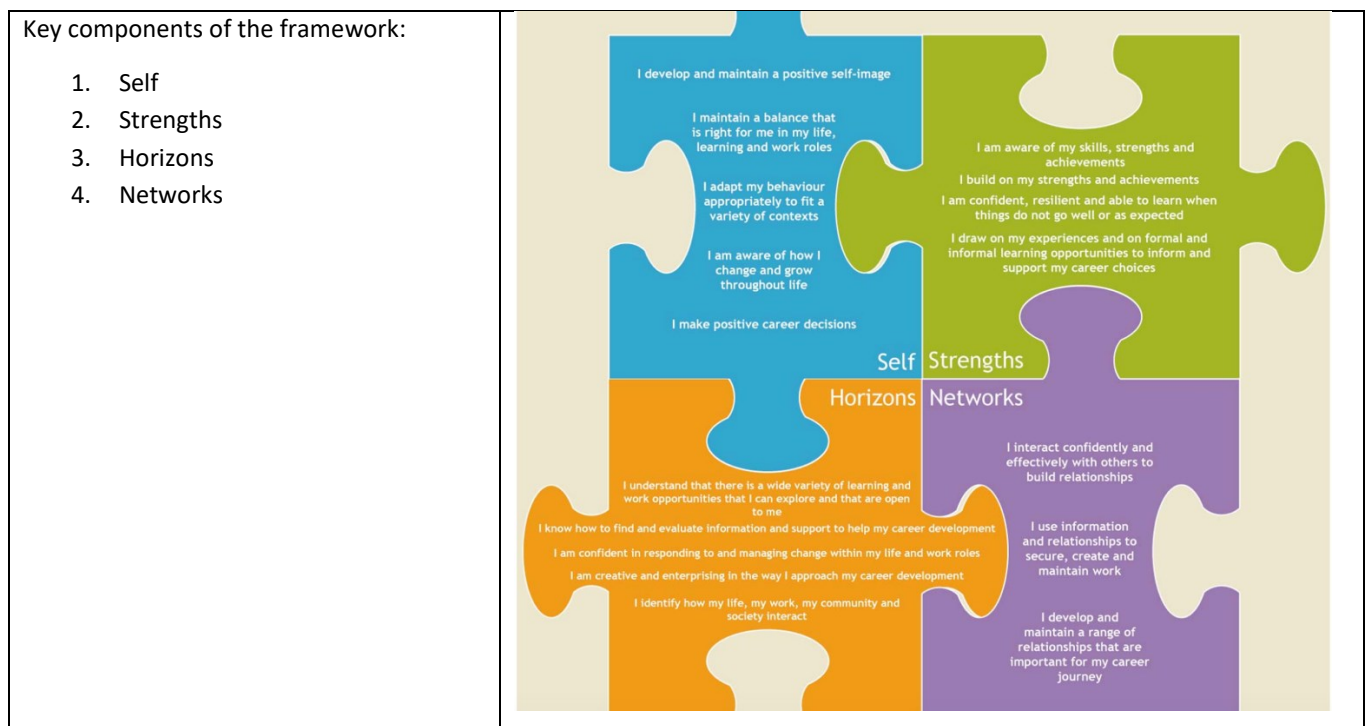
These initiatives establish coherent competence frameworks that define the knowledge, skills and attitudes required for effective career management across the lifespan. They share a competence-based approach and promote lifelong career development through structured learning outcomes.

Practice title and provider: CMS Framework, Scotland

The **Career Management Skills (CMS) framework for Scotland** is a national model developed by Skills Development Scotland to help individuals manage their careers throughout life. It is widely used across education, training, and career guidance services as a common structure for career development. The framework is structured around **four key themes**, which together represent the full set of career management competences:

- **Self:** achieving a clear understanding of who you are, what is important to you and how you fit into the world around you
- **Strengths:** developing an understanding of what you're good at and how you can use your strengths
- **Horizons:** learning to visualise, plan and achieve career aspirations throughout your entire working life
- **Networks:** understanding the importance of work and social relationships in building your career.

Source: <https://www.cedefop.europa.eu/en/country-reports/inventory-lifelong-guidance-systems-and-practices-uk-scotland>



(Image: National model developed by Skills Development Scotland, <https://www.cedefop.europa.eu/en/country-reports/inventory-lifelong-guidance-systems-and-practices-uk-scotland>)

Key Insights:

- Organises **career management skills into four interconnected competency domains** - Self, Strengths, Horizons, and Networks - offering a holistic approach to career learning.
- **Promotes lifelong career development**, recognising that career management skills should be continuously developed throughout an individual's education and working life.
- **Supports curriculum integration and consistency**, enabling educators, career practitioners, and institutions to align learning outcomes, teaching activities, and guidance practices around a shared framework.

- **Encourages learner-centred reflection and self-awareness**, helping individuals understand their values, strengths, aspirations, and relationships as foundations for informed career decision-making.

Practice title and provider: CMS Framework, England

The Career Management Skills (CMS) framework in England, commonly referred to as the *Blueprint for Careers*, provides a comprehensive structure for understanding and developing the competences individuals need to manage their careers throughout life. Originally developed by the National Steering Group for Career Education and Guidance and further supported through implementation guidance by the Learning and Skills Improvement Service (LSIS, 2012), the Blueprint translates CMS into clearly defined learning outcomes that can be embedded across education, training, and career development contexts. The Blueprint is organised into 3 main areas, containing 11 competencies:

A. Understanding and Developing Myself

Focus: **Self-awareness and personal development**

1. I know who I am and what I am good at
2. I interact confidently and effectively with others
3. I change, develop and adapt throughout my life

B. Exploring Life, Learning and Work

Focus: **Opportunities and context**

4. I learn throughout my life
5. I find and use information and support
6. I understand how society, economy, and work relate
7. I understand how roles change over time

C. Developing and Managing Life, Learning and Work

Focus: **Action and career management**

8. I make effective decisions
9. I find, create, and keep work
10. I maintain work–life balance
11. I plan and manage my career

Key components of the framework: 1. Understanding and Developing Myself 2. Exploring Life, Learning and Work 3. Developing and Managing Life, Learning and Work.	Understanding & Developing Myself 1. I know who I am and what I am good at 2. I interact confidently and effectively with others 3. I change, develop and adapt throughout my life Exploring Life, Learning & Work 4. I learn throughout my life 5. I find and utilise information & the support of others 6. I understand how changes in society, politics & the economy relate to my life, learning and work 7. I understand how life, learning & work roles change over time Developing & Managing Life, Learning & Work 8. I make effective decisions relating to my life, learning & work 9. I find, create and keep work 10. I maintain a balance in my life, learning & work that is right for me 11. I plan, develop and manage my life, learning & work
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(Image: Blueprint for Careers,

https://www.researchgate.net/publication/261990712_The_'Blueprint'_framework_for_career_management_skills_A_critical_exploration).

Key Insights:

- Provides a comprehensive competency framework for Career Management Skills (CMS), organising career learning into three learning areas and eleven competencies that support lifelong career development.
- **Adopts a developmental approach**, recognising that career management skills are acquired progressively through learning and experience across different life stages.
- **Promotes curriculum integration**, enabling educators and career practitioners to embed structured CMS learning outcomes into education, training, and career development programmes.
- **Supports learner-centred career development**, fostering self-awareness, career exploration, informed decision-making, and proactive career planning.
- **Emphasises lifelong learning and adaptability**, preparing individuals to navigate changing labour markets, multiple career transitions, and evolving work roles.

Practice title and provider: LE.A.DE.R.

LEarning And DEcision making Resources is a European Erasmus+ KA2 project aimed at strengthening Career Management Skills (CMS), understood as the set of personal, reflective, social and digital competences that enable individuals to make informed decisions, manage educational and professional transitions, and build meaningful career paths throughout life. The project brings together universities, research centres and organisations specialised in career guidance from several European countries, with the shared goal of improving the quality, accessibility and effectiveness of guidance services (Italy, Greece, United Kingdom, Spain, Romania, Turkey). **LE.A.DE.R. developed a common framework for Career Management Skills**, together with practical tools, digital resources, learning materials, video tutorials and a methodological handbook. The project promotes a shift from career guidance as a one-off decision-making process to a lifelong educational approach. It supports learners and adults in developing self-awareness, decision-making capacity, adaptability and autonomy, helping them navigate increasingly complex, uncertain and changing learning and work environments.

Source: "Improving career management skills" - Handbook for practitioners and videos: <https://www.leaderproject.eu/projectresults/>

Key Insights

- **A comprehensive Career Management Skills (CMS) framework.** LE.A.DE.R. demonstrates the value of establishing a structured CMS framework that integrates personal, reflective, social, and digital competences. The framework supports the systematic embedding of Career Management Skills across different educational contexts rather than treating career guidance as a standalone activity.
- **Career guidance as a lifelong learning process.** A key contribution of the project is its shift from viewing career guidance as a one-time career choice towards a lifelong educational approach. It promotes continuous development of self-awareness, adaptability, autonomy, and informed decision-making throughout individuals' educational and professional lives.
- **Alignment with European policy frameworks.** The CMS framework is grounded in established European guidance policies and competence frameworks, particularly the European Lifelong Guidance Policy Network (ELGPN) recommendations. This strengthens its credibility and transferability across different educational systems.
- LE.A.DE.R. demonstrates how CMS can be integrated into both curricular and extracurricular learning, making career development a transversal element of education.
- The project organises Career Management Skills into five broad competence areas: **Personal Effectiveness, Managing Relationships, Finding and Accessing Work, Managing Life and Career, and Understanding the World.** This provides a coherent structure for curriculum design and learning activities.
- **Integration of digital learning environments.** The project effectively combines online and blended learning through digital platforms such as Moodle.
- **Broad target audience.** The project addresses the needs of young people, students, graduates, unemployed individuals, and adult learners, illustrating that Career Management Skills are relevant across different life stages and transition points.
- **Recognition of CMS through digital badges.** Although the project documentation provides limited information on formal assessment and certification, LE.A.DE.R. includes an example of recognition through the **LE.A.DE.R./Career Management Skills Badge**, awarded via the Bestr platform. This demonstrates the potential of digital badges as a means of recognising CMS acquisition and validating learners' achievements, offering a valuable reference for the DEVICES project's planned use of microcredentials, "**LE.A.DE.R./Career Management Skills**" **BADGE**: <https://bestr.it/badge/show/1956?ln=en>.
- **! Implications for the DEVICES project.** LE.A.DE.R. offers a strong conceptual foundation for integrating Career Management Skills into education. DEVICES can build upon this approach by combining a structured CMS framework with robust assessment methods, digital learning environments, and formal recognition of learning achievements through microcredentials, thereby strengthening both learner engagement and the transferability of acquired competences.

Practice title and provider: CMS-CAREERS Model

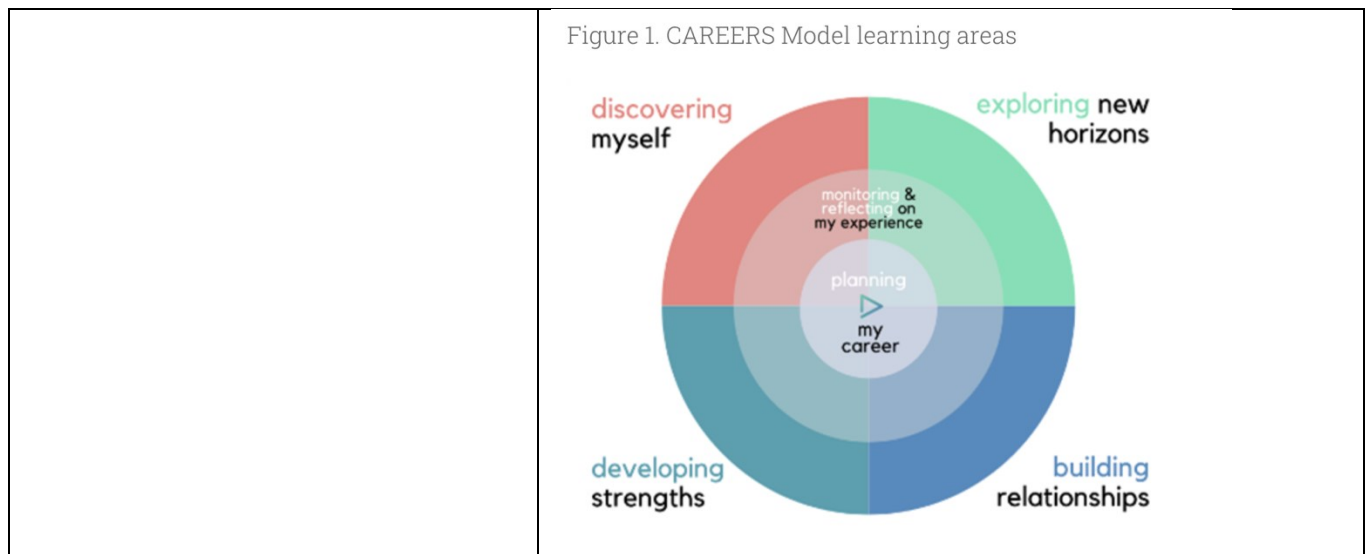
The **CMS-CAREERS Model** is a career management skills framework grounded in the concept of **lifelong professional development** and informed by the **learning paradigm proposed by Jarvis (2003)**. The model recognises that, in increasingly flexible and dynamic labour markets, individuals need to actively manage their careers by continuously developing the knowledge, skills, and attitudes required to navigate career transitions and lifelong learning.

Unlike age-or group-specific frameworks, the CMS-CAREERS Model defines a **set of transferable learning outcomes** that can be emphasised at different stages of an individual's life and career. This lifelong

perspective makes the framework adaptable across diverse educational, training, and employment contexts.

The model was developed through **comparative desk research** that reviewed and synthesised leading international career management competence frameworks. Among the key influences was the **LEADER Model**, which encompasses competencies related to **personal effectiveness, relationship management, job search and career access, and life and career management**. Building on these existing frameworks, the CMS-CAREERS Model provides an integrated structure for designing, delivering, and assessing career management skills learning.

Source: <https://www.careersproject.eu/partners.php>



(Image: CMS-CAREERS Model, <https://www.careersproject.eu>)

Key Insights:

- **Adopts a lifelong learning perspective**, recognising career management as a continuous learning process that extends across different life and career stages rather than being limited to a specific age group.
- Defines **transferable CMS learning outcomes** that can be adapted and emphasised according to learners' evolving needs and career contexts.
- **Supports self-directed career management**, equipping individuals with the competencies needed to navigate dynamic and uncertain labour markets.
- **Promotes holistic career competence development**, encompassing personal effectiveness, relationship management, career planning, job search, and lifelong career management.

Practice title and provider: SCAFFOLD Initiative, the European Training Foundation (ETF), EU Agency

The SCAFFOLD Initiative provides a **methodological bridge between competence frameworks and educational practice**. Its teaching and learning approach helps educators transform transversal competence models into concrete learning experiences by combining authentic challenges, integrated competence development, progressive support, reflection, and learner autonomy. The SCAFFOLD Initiative is a competence-oriented teaching and learning approach designed to support educators in integrating transversal competences into learning processes. It provides a practical methodology for embedding key competences across different educational and training contexts, helping learners develop the abilities needed to navigate professional, social, and personal challenges in rapidly changing

environments. The initiative identifies six transversal competences that **cut across major competence frameworks**, including frameworks such as EntreComp (Entrepreneurship Competence Framework), DigComp (Digital Competence Framework for Citizens), LifeComp (Personal, Social and Learning to Learn Competence Framework), and GreenComp (European Sustainability Competence Framework). These competences provide a shared reference for educators designing learning experiences that prepare learners for lifelong learning, employability, and active participation in society. SCAFFOLD is based on the idea that **transversal competences** - such as digital competence, entrepreneurial competence, personal and social competence, learning to learn, and sustainability competence - **should not be taught as isolated subjects**. Instead, they should be developed through integrated learning activities that connect knowledge, skills, attitudes, and real-world applications.

Key Insights

- **Competence integration rather than competence isolation:** SCAFFOLD promotes a holistic approach where multiple transversal competences are developed together through meaningful learning experiences.
- **Alignment across European competence frameworks:** It provides a bridge between different European reference frameworks, helping educators translate broad competence descriptions into practical teaching activities.
- **Learning through authentic practice:** The method connects learning with real-world challenges, making competences observable and applicable.
- **Learner-centred approach:** Learners actively construct knowledge, collaborate, reflect, and progressively develop autonomy.
- **Role transformation of educators:** Teachers move from content transmitters to facilitators who design environments where competences can emerge and be practised.
- **Support for employability and lifelong learning:** By integrating digital, entrepreneurial, social, personal, learning, and sustainability competences, SCAFFOLD contributes to preparing learners for uncertain labour markets and continuous career transitions.
- **Transferability across contexts:** The method can be adapted to schools, vocational education and training (VET), higher education, adult learning, and professional development environments.

CURRICULUM-INTEGRATED CAREER MANAGEMENT SKILLS DEVELOPMENT

Finding:

Universities increasingly embed CMS within academic programmes rather than offering career guidance only as an extracurricular service. These programmes combine guidance, reflection, skills assessment and practical learning activities to support students' transition into employment.

- **Practice title and provider: Employability Lab** - a three-step career guidance programme developed by the Sapienza University of Rome Career Service in collaboration with the Department of Psychology as part of its outplacement and career development activities. The programme is designed to strengthen participants' employability by increasing self-awareness, improving job search skills, and supporting the development of a clear professional plan. Those who complete the full programme receive an

Employability Lab Open Badge that can be added to their CV and LinkedIn profile. Overall, the Employability Lab combines career education, psychological assessment, experiential learning, and individual coaching to help graduates develop self-awareness, career management skills, and confidence in navigating the labour market. Its staged design allows participants to progressively build the knowledge, skills, and strategies needed for a successful entry into professional life.

→ Source: <https://www.uniroma1.it/it/pagina/employability-lab>

Key Insights

- **Three-stage progression:** Participants move through a structured pathway - from gaining knowledge (webinars), to developing self-awareness (group workshops), to creating a personalised career plan (individual guidance).
 - **A holistic approach to employability:** The programme goes beyond traditional career services by combining career education, psychological guidance, self-assessment, and coaching
 - **Strong emphasis on self-awareness:** A central feature is helping participants identify their strengths, interests, values, and transferable skills, enabling more informed career decisions.
 - **Experiential learning:** Interactive workshops encourage reflection, peer discussion, and practical exercises, making career development an active learning process rather than a passive information session.
 - **Career management skills:** The programme aims to develop long-term employability skills - such as career planning, decision-making, adaptability, and job search strategies - that remain valuable throughout a person's career.
 - **Recognition of achievement:** Participants who complete all three stages receive an **Employability Lab Open Badge (Certified by BESTR)**, providing a digital credential that can be displayed on professional platforms such as LinkedIn.
- **Practice title and provider:** **SkillsUp** ("SkillsUp: orientamento e formazione tra università e lavoro") - a structured training programme developed by the University of Florence and comprising six integrated learning activities. The programme aims to strengthen participants' employability, improve professional positioning, and help them make informed career choices through a combination of orientation activities, skills development, practical workshops, and contact with the professional world. The programme allows flexible participation in individual activities or in the full pathway. Successful completion of each activity may lead to the recognition of 1 ECTS credit, an attendance certificate, and an Open Badge, depending on participation requirements. This blended and modular structure enhances accessibility, encourages personalised learning trajectories, and supports the formal recognition of both academic and non-academic learning outcomes.
- Source: <https://www.unifi.it/it/studia-con-noi/dopo-la-laurea/job-placement-e-imprenditorialita/skillsup-orientamento-e-formazione>

Key Insights

- **Competence-based approach:** The programme focuses not only on technical knowledge but also on transferable skills - communication, self-presentation, adaptability, initiative, and career management.
- **Career adaptability as a central goal:** The programme encourages participants to actively manage their career paths, make informed choices, and continuously develop skills in response to changing professional environments.

- **Inclusive and modular design:** Students at different stages (undergraduate, postgraduate, doctoral, and recently graduated) can participate according to their needs and career objectives.
- **Recognition through an Open Badge:** Participants who complete the required activities can obtain a **digital Open Badge** certifying the skills and learning outcomes acquired through the SkillsUp pathway. The badge can be used as a verifiable digital credential to showcase participation and competences on professional platforms, CVs, and online profiles.

DIGITAL AND TECHNOLOGY-ENHANCED CMS TEACHING AND LEARNING

Finding:

Digital platforms represent one of the strongest emerging trends in CMS development. They provide scalable, flexible and inclusive learning opportunities through online courses, self-paced learning resources, virtual guidance and blended learning environments.

- **Practice title and provider: ONTE Platform & CKPiS Platform at WSG University in Bydgoszcz.** ONTE (Centre for New Educational Technologies) platform at WSG University in Bydgoszcz is a comprehensive e-learning environment supporting teaching and learning in on-campus, hybrid, and online formats. Based on the Moodle learning management system, the platform provides students and academic staff with access to educational materials, online courses, consultations, knowledge assessments, surveys, and digital learning resources. The platform fosters the development of digital competencies, self-directed learning, and effective management of individual learning pathways. **CKPiS**, the e-learning platform of the Continuing Education and Training Centre (CKPiS) at WSG University in Bydgoszcz provides a modern online learning environment supporting the development of professional, social, and digital competencies. The platform offers a wide range of training programmes recognized by microcredentials that enable learners to validate specific learning outcomes in accordance with European lifelong learning trends. Available courses include topics such as self-presentation, professional portfolio development, science and culture communication. Compared to ONTE that is an internal e-learning/hybrid learning platform for WSG students and staff exclusively, CKPiS Platform offers its resources to all adult learners who are willing to update their knowledge and skills.
- Source: <https://onte.wsg.byd.pl/moodle2.0/>; <https://ckpis.byd.pl/moodle/?lang=en>

Key Insights

- **Recognition through microcredentials.** A particularly important finding for the DEVICES project is the widespread use of **microcredentials** to recognise learning achievements. This approach supports flexible learning pathways, motivates learners, and provides verifiable evidence of acquired competences.
- **Universal, scalable, and easily transferable system** that can be adopted by different organisations with minimal adaptation. The platform prioritise ease of course creation and delivery, enabling institutions to efficiently integrate, customise, and manage learning content while maintaining high educational quality.
- **Learner-centred pedagogical approaches.** Courses are designed using active learning methodologies such as experiential learning, problem-based learning, and project-based learning, enabling learners to develop practical and transferable skills.

- **Strong alignment with CMS competences.** The platforms address a broad range of Career Management Skills (CMS), including labour market orientation, self-awareness, social skills, teamwork, self-presentation, decision-making, personal branding, and employer branding.
- **Practice title and provider: AKADEMIA PARP**, online learning platform of the Polish Agency for Enterprise Development is one of the largest free e-learning resources supporting professional and business skills development in Poland. Users can develop competencies related to entrepreneurship, interpersonal communication, networking, artificial intelligence in business, and career planning. The courses are available free of charge to all users. PARP Academy promotes the concept of lifelong learning by providing opportunities for continuous professional development to students, employees, job seekers, and entrepreneurs.
- Source: <https://akademia.parp.gov.pl/>

Key Insights

- The PARP Academy platform is often considered a best practice in Career Management Skills (CMS) development because it combines accessibility, labour-market relevance, and scalable lifelong learning in a way that supports both individual career development and institutional education goals.
 - Courses are designed around real business needs (entrepreneurship, digital marketing, project management), which strengthens employability and practical career readiness.
 - CMS Competences Addressed: time management, stress management, networking in business, personal skills, intercultural skills, managerial skills, public speaking, savoir-vivre in business, career planning.
- **Practice title and provider: NAVOICA**, Poland's national e-learning platform for free Massive Open Online Courses (MOOCs). The platform is owned by the Polish Ministry of Science and Higher Education and developed by the National Information Processing Institute - National Research Institute (OPI PIB). NAVOICA provides open access to online courses prepared by Polish universities, academic experts and educational institutions. The platform is non-commercial.
- Source: <https://navoica.pl/>

Key Insights

- **Broad coverage of career and employability competences.** The course portfolio addresses a wide range of competences relevant to career development and the labour market, including project management, team management, entrepreneurship, consumer behaviour, work-life balance, career planning, and key business competences.
- **Development of transferable and transversal skills.** In addition to technical and business-oriented knowledge, the platform promotes essential soft skills such as effective mental work techniques, mindfulness, and professional communication, contributing to learners' overall employability and well-being.

EXPERIENTIAL CMS TEACHING AND LEARNING

Finding:

Authentic projects enable students to develop career competencies through real-world problem solving.

- **Practice title and provider: Social Entrepreneurship Triathlon** initiative organised by the University of Alicante. The initiative aims to promote social entrepreneurship, social innovation and social responsibility among university students by encouraging them to develop projects addressing real societal challenges through innovative and sustainable solutions.
- Source: <https://web.ua.es/tes>

Key Insights

The programme successfully develops CMS-related competences such as opportunity recognition, communication, collaboration and decision-making. Furthermore, it demonstrates measurable outcomes through the creation of social-impact projects and the strengthening of entrepreneurial culture within the university ecosystem.

EVIDENCE-INFORMED CMS LEARNING DESIGN

Finding:

Labour market intelligence strengthens informed career planning and improves alignment between education and employment. It enables more informed educational and career decisions by linking student aspirations with employment trends and regional economic needs.

- **Practice title and provider: Employment and Entrepreneurship Observatory** - a strategic service of the University of Alicante Employment Centre dedicated to the systematic measurement and analysis of students' and graduates' transition from higher education to the labour market. It provides students and graduates with accurate and up-to-date information about employment opportunities, skills requirements and professional development pathways.
- Source: <https://centroempleo.ua.es/es/observatorio-de-empleo-y-emprendimiento/observatorio-de-empleo-y-emprendimiento.html>

Key Insights

The Employment and Entrepreneurship Observatory represents an innovative and sustainable **approach to evidence-based career development support**. By transforming labour market and employability data into accessible information resources, **it empowers students and graduates to make informed career decisions** and supports the development of Career Management Skills throughout the student lifecycle. **Accessible presentation of labour market information increases student engagement with career planning processes**. The Observatory contributes to the development of Career Management Skills by helping students:

- Understand labour market trends and opportunities.
- Explore career pathways related to their field of study.
- Identify competencies valued by employers.
- Reflect on their professional strengths and development needs.
- Make informed educational and career decisions.
- Develop career planning strategies based on labour market evidence.
- Increase awareness of entrepreneurship.

Table: Comparative benchmarking analysis of collected practices

Practice	Level	Main pedagogical approach	CMS contribution	Innovation	Transferability
Scotland Framework	National	Competence framework	Lifelong career management	National integrated model	Very high
England Blueprint for Careers	National	Curriculum framework	Career learning progression	National integrated model	Very high
CMS-CAREERS Model	European	Competence model	European CMS framework	Integrated CMS model	High
LE.A.DE.R. CMS Model	European	Competence model	European CMS framework	Integrated CMS model	High
SCAFFOLD Initiative	European	Transversal competence framework	Six cross-cutting competences	Flexible framework across education sectors	High
Employability Lab	University	Career guidance programme	Employability and career planning	Structured experiential learning	High
SkillsUp	University	Modular training programme	Transition from university to work	Curriculum integration	High
ONTE Platform	University	Digital learning environment	Flexible CMS learning	Moodle-based ecosystem	High
PARP Platform	National	Online professional development	Employability and lifelong learning	Open digital access	High
NAVOICA	National	MOOCs	Self-directed lifelong learning	National open education platform	High
Social Entrepreneurship Triathlon	University	Challenge-based learning	Entrepreneurship, teamwork, career skills	Experiential learning	Medium - High

Employment and Entrepreneurship Observatory	Institutional	Labour market intelligence	Career decision-making	Evidence-informed guidance	Medium - High
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Table: Benchmarking matrix of collected practices

Innovation dimension	Examples
Competence-based career frameworks	Scotland, England, CMS-CAREERS, LE.A.DE.R. SCAFFOLD
Curriculum integration	SkillsUp, Employability Lab
Digital and blended learning & Open lifelong learning	ONTE, PARP, NAVOICA
Experiential learning	Social Entrepreneurship Triathlon
Labour market intelligence	Employment and Entrepreneurship Observatory
European cooperation	CMS-CAREERS, LE.A.DE.R., SCAFFOLD

Benchmarking Conclusions

Rather than highlighting one "best" practice, the analysis suggests that effective CMS development relies on a **combination of complementary elements**. National and European frameworks provide strategic direction and shared competence standards; university programmes translate these into structured learning experiences; digital platforms expand access and support lifelong learning; experiential initiatives foster the practical application of career competencies; and labour market intelligence enhances informed career decision-making. Together, these practices illustrate a **shift from viewing career guidance as a discrete service to embedding Career Management Skills within integrated, learner-centred ecosystems** that connect education, employment, and lifelong learning. This synthesis aligns well with the objectives of a benchmarking study by identifying not only exemplary practices but also the key design principles that are transferable across institutional and national contexts.

5. RESEARCH FINDINGS

5.1. CORE DIMENSIONS OF CMS

Drawing on **international policy frameworks, academic literature, and evidence from good practices** in CMS implementation, the following interrelated dimensions of Career Management Skills (CMS) have been identified. Together, these dimensions capture the key capabilities required for individuals to navigate education, work, and career transitions in dynamic and evolving contexts.

- **Self-awareness**
Self-awareness refers to an individual's ability to understand their skills, interests, values, and motivations. It forms the basis for informed career decision-making and is consistently identified as a core component of CMS across frameworks.
- **Opportunity Awareness**
This dimension involves knowledge of education, training pathways, and labour market opportunities. It includes the ability to access and interpret information about occupations, industries, and emerging skills needs.
- **Decision-making and Career Planning**
Decision-making encompasses the ability to evaluate options, set goals, and plan career pathways. It also includes critical thinking and the capacity to deal with uncertainty and complexity.
- **Transition Management**
Transition skills refer to the ability to navigate changes, such as moving from education to employment or between jobs. This includes practical competences such as job search strategies, application writing, and interview skills.
- **Adaptability and Lifelong Learning**
Given the dynamic nature of modern careers, adaptability and continuous learning are essential. This dimension reflects resilience, flexibility, and the ability to update skills over time.

These core dimensions will serve as the foundation for the next project deliverable WP4_D4.2, the CMS Framework, where they will be further refined, structured, and operationalised into a comprehensive framework to guide the integration of CMS into higher education curricula in Vietnam and Cambodia.

5.2. THE COLLECTIVE NATURE OF CMS AS A KEY CHARACTERISTIC OF CMS FRAMEWORK

A key characteristic of Career Management Skills (CMS) in both policy and academic literature is that they are **understood not as isolated competences, but as a collective, interconnected and mutually reinforcing set of skills**. The value of CMS lies precisely in the way these dimensions interact and support one another across an individual's lifelong career development.

Several major CMS frameworks explicitly emphasise this integrated nature. The European Lifelong Guidance Policy Network (ELGPN)¹² defines CMS as “a range of competences” that enable individuals to gather, analyse, synthesise and organise information about themselves and opportunities, while also making and implementing career decisions and transitions. This definition is important because it presents **CMS as a coordinated system of competences rather than a checklist of discrete skills**.

Similarly, the literature on the *Blueprint* framework describes CMS as an integrated combination of “skills, attributes, attitudes and knowledge” needed to actively manage careers in dynamic labour markets. Hooley et al.¹³ argue that CMS frameworks are designed around “career learning areas” that collectively describe career management capability, highlighting that **no single competence is sufficient on its own**. This interconnectedness is especially important because career development processes are inherently relational and cyclical. For example:

¹² European Centre for the Development of Vocational Training. (2026). *An EU reference framework for lifelong guidance: 18 guidelines for policy and systems development*. Publications Office of the European Union.

¹³ Hooley, T., Watts, A. G., Sultana, R. G., & Neary, S. (2013). The 'Blueprint' framework for career management skills: A critical exploration. *British Journal of Guidance & Counselling*, 41(2), 117–131.

- **Self-awareness** supports effective **decision-making**, because individuals need to understand their interests, strengths, and values before evaluating career options.
- **Opportunity awareness** becomes meaningful only when individuals can connect labour market information to their own identities and aspirations.
- **Decision-making and career planning** depend on both self-knowledge and awareness of opportunities.
- **Transition management** requires practical application of planning, adaptability, and opportunity awareness during periods of change.
- **Adaptability and lifelong learning** underpin all other CMS dimensions, enabling individuals to continually reassess themselves, respond to labour market shifts, and revise career plans over time.

Rather than functioning independently, **these dimensions operate as an integrated competence framework** in which development in one area strengthens capability in others. **This is why CMS are frequently conceptualised as a lifelong learning process rather than a one-time acquisition of employability skills.**

The collective nature of CMS is also reflected in policy discourse. The Council of the European Union links career management to broader personal, social and learning competences, including self-reflection, information management, resilience, collaboration, planning, and decision-making. This framing reinforces the idea that career management emerges from the interaction of cognitive, emotional, social, and practical competences.

CMS frameworks are fundamentally holistic in nature. They conceptualise career development as a dynamic learning process requiring the integration of knowledge, skills, attitudes, and reflective capacities. Consequently, CMS dimensions should not be interpreted as discrete categories, but as interconnected and mutually reinforcing competences that collectively enable individuals to navigate increasingly complex and non-linear career trajectories.

5.3. MOST EFFECTIVE PEDAGOGICAL APPROACHES

The benchmarking analysis highlights that the most effective pedagogical approaches for Career Management Skills (CMS) development are those that **place learners at the centre of the learning process** and promote **active, reflective, competence-oriented, and experiential learning**.

The following pedagogical approaches emerged as particularly effective for CMS teaching and learning:

Competence-Oriented Learning

Competence-oriented learning focuses on learning outcomes and on the development of knowledge, skills, attitudes, and behaviours relevant to educational, professional, and personal contexts. This approach **shifts the focus from the transmission of content to the creation of meaningful learning experiences** that allow students to apply competences in authentic situations. Within CMS education, competence-oriented learning supports problem-solving, adaptability, autonomy, and decision-making capacities.

Project-Based Learning

Project-based learning enables students to work on complex tasks, challenges, or real-world problems over an extended period of time. Through collaborative projects, learners develop planning,

communication, teamwork, creativity, and problem-solving skills while applying disciplinary knowledge in authentic contexts. Project-based approaches also foster autonomy and encourage students to take ownership of their learning process, which is essential for effective career management and lifelong learning.

Experiential Learning

Experiential learning approaches are particularly effective in supporting CMS development because they connect learning with authentic experiences and real-life situations. These methodologies allow students to actively engage in tasks, reflect on their experiences, and apply knowledge and competences in practical contexts. Experiential learning promotes initiative, responsibility, adaptability, collaboration, and the development of transferable skills relevant to professional environments.

Work-Based Learning

Work-based learning approaches, including internships, placements, apprenticeships, and collaborations with external organisations, provide students with direct exposure to professional environments and practices. These experiences help learners connect academic learning with labour market realities, develop professional competences, strengthen employability skills, and gain a deeper understanding of workplace expectations and career opportunities. Work-based learning also supports professional identity development and career decision-making processes.

Collaborative and Peer Learning

Collaborative learning approaches create opportunities for dialogue, peer feedback, teamwork, and shared problem-solving. Through interaction with peers and educators, students develop communication, interpersonal, and networking competences that are highly relevant for career development and employability. Peer learning environments also foster reflection, mutual support, and community building

Inquiry-Based and Problem-Based Learning

Inquiry-based and problem-based approaches encourage learners to investigate authentic challenges, identify solutions, and develop critical thinking skills. These methodologies are particularly relevant in contemporary labour market contexts characterised by uncertainty and rapid change, as they help students develop creativity, resilience, adaptability, and innovation-oriented mindsets.

6. IMPLICATIONS FOR CMS TEACHING AND LEARNING (RELEVANCE TO FUTURE WORK)

The theoretical foundations of Career Management Skills (CMS) have several implications for educational practice and curriculum development within Higher Education Institutions. The findings of the benchmarking process highlight the importance of adopting **learner-centred, competence-oriented, and reflective approaches capable of supporting students in navigating increasingly complex educational and professional pathways.**

Based on this shared conceptual framework, several implications for CMS teaching and learning emerge:

- **Integration into curricula:** CMS should be embedded across disciplines and learning pathways rather than taught as standalone modules. This approach enables students to progressively

develop transversal competences connected to employability, lifelong learning, and professional identity formation throughout their educational experience.

- **Competence-oriented learning:** CMS teaching should focus on learning outcomes and competence development. This implies shifting the emphasis from what is taught to what is learned, promoting learning experiences that foster the development of knowledge, skills, and attitudes. Competence-oriented learning encourages learners to identify new ways of framing challenges and to develop innovative responses to complex and rapidly changing social and professional contexts.
- **Experiential learning:** Project-based, challenge-based, and work-based learning approaches are particularly effective in supporting the development of CMS. Authentic learning experiences allow students to apply knowledge in real-world contexts, strengthen problem-solving abilities, and develop autonomy, adaptability, collaboration, and decision-making skills.
- **Reflective learning:** Reflective methodologies play a central role in CMS development by promoting metacognition and self-awareness. Reflective learning encourages students to critically analyse what they have learned, how they have learned it, and how these experiences relate to their broader educational and professional goals. This process supports continuous improvement and helps learners identify their strengths, areas for development, and future learning needs.
- **Digital integration:** CMS teaching and learning should incorporate digital tools and online platforms relevant to contemporary educational and professional environments. The integration of digital technologies can support self-assessment, reflection, collaboration, career planning, and the documentation of learning achievements within flexible and learner-centred environments.
- **ePortfolio connection:** Competences can be acquired and demonstrated in a wide range of formal, non-formal, and informal learning contexts. In this perspective, **ePortfolio tools can play a strategic role** in making competences visible and supporting learners in documenting, reflecting on, and communicating their experiences and achievements. The DIVICES cross-curricular workspace can play an essential role to support reflection, identify opportunities, and to encourage active engagement in personal and professional development pathways.
- **Assessment innovation:** Traditional assessment methods may not fully capture the complexity of CMS development. Portfolio-based, reflective, and competency-based assessment approaches are more suitable for evaluating transversal competences, self-awareness, learning progression, and students' ability to apply knowledge and skills in authentic contexts. In the context of the DEVICES framework, a combination of mentioned tools with **digital badges** appears particularly relevant.

These implications are particularly relevant for education, where technical skills must be complemented by career management competences.

The topic will be further developed in **D4.4: Recommendations for the Incorporation of CMS into Vietnamese and Cambodian Higher Education Curricula**.

7. RECOMMENDATIONS FOR THE DESIGN OF E-LEARNING SOLUTIONS ON CAREER MANAGEMENT SKILLS

Suggested teaching method for an online CMS Course in Moodle

The teaching methodology proposed for the online CMS course is based on a **learner-centred, competence-oriented, and reflective pedagogical model supported by digital learning environments, ePortfolio practice, and micro-credentialing systems**.

The course should combine asynchronous and synchronous learning activities in order to provide flexibility while maintaining interaction, collaboration, and continuous support.

The course structure should be organised around CMS competences and learning outcomes (competency-based learning pathways) rather than exclusively around theoretical content. Each module should clearly indicate:

- targeted competencies,
- expected outcomes,
- learning activities,
- evidence requirements,
- and reflection components.

The following teaching methods are particularly suitable for an online CMS course delivered through Moodle:

A. Reflective Learning Activities

Reflective learning should constitute a core component of the course. Students should be encouraged to critically analyse their experiences, competences, aspirations, and learning progress through:

- reflective journals,
- guided self-assessment,
- learning diaries,
- competency reflection tasks,
- and ePortfolio reflections.

Moodle tools such as journals, forums, quizzes, and assignment activities can support continuous reflection and metacognitive development.

B. Project-Based Learning

Students should engage in **authentic projects connected to career development and employability**. Examples may include:

- career action plans,

- professional identity projects,
- competency mapping,
- CV and digital profile development,
- labour market analysis,
- or personal development pathways.

Project-based learning supports autonomy, problem-solving, creativity, and the application of CMS in meaningful contexts.

C. ePortfolio-based learning

The integration of the DEVICES ePortfolio should **support students in documenting, organising, visualising, and reflecting on their learning experiences** and competences. Learners should progressively build their ePortfolio throughout the course by:

- uploading evidence,
- connecting artefacts to competencies,
- writing reflective narratives,
- and showcasing achievements.

The ePortfolio becomes **both a learning tool and an assessment instrument** supporting competence recognition and personal development.

D. Collaborative and Peer Learning

Online CMS learning should include opportunities for peer interaction and collaborative learning through:

- discussion forums,
- peer-review activities,
- group projects,
- collaborative problem-solving tasks,
- and online workshops.

These activities help students develop communication, teamwork, networking, and feedback competences.

E. Work-based and authentic learning tasks

Activities should simulate or **connect with real professional contexts**. Students may work on:

- **real-life case studies,**
- **workplace scenarios,**
- **internship reflections,**
- **or employability challenges.**

Authentic tasks strengthen the relevance of learning and facilitate the transfer of competences to future career situations.

Recognition through digital badges

Competence development within the CMS course should be formally recognised through the assignment of digital badges. Learners receive badges upon the successful completion of specific learning activities, competency demonstrations, reflective tasks, or project outcomes.

Digital badges make competences visible and transferable by providing evidence of acquired knowledge, skills, and attitudes. They also increase learner motivation, support self-recognition of achievements, and contribute to the construction of students' digital professional identity. **Badges can be integrated within**

the **DEVICES ePortfolio**, allowing learners to document and showcase their progress and achievements across formal, non-formal, and informal learning experiences.

The following Moodle tools are particularly suitable for CMS teaching and learning:

- Forums → reflection and peer discussion
- Assignments → competency tasks and reflections
- Quizzes → self-assessment and career awareness
- Badges → recognition of CMS achievements
- Groups → collaborative learning
- Learning analytics → self-monitoring and progression tracking
- ePortfolio integration → competence documentation and showcase.

9. REFERENCES

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10. ANNEXES

- [Report on best practices in CMS teaching and learning provided by UNIMC, Italy](#)
- [Report on best practices in CMS teaching and learning provided by UA, Spain](#)
- [Report on best practices in CMS teaching and learning provided by WSG, Poland](#)