DESIGNING PARTICIPATORY CAREER GUIDANCE FOR STUDENTS: INTERNATIONAL FRAMEWORKS AND THE UKRAINIAN CONTEXT

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Abstract

This article examines the theoretical foundations of the participatory organization of students' career guidance in the context of international frameworks for child and youth participation and Ukraine's education policy. The study addresses the need to distinguish between students' involvement in career guidance activities and their influence on decisions concerning the organization of these activities. It aims to provide a theoretical foundation for and develop potential practices for the participatory organization of students' career guidance. The research employs theoretical analysis and synthesis of scholarly approaches, qualitative content analysis of international documents, and comparative analysis of Ukraine's regulatory provisions. Four areas of potential student participation were identified: identifying needs and setting priorities; planning and designing activities; organizing and implementing activities; and monitoring, evaluating, and improving activities. These areas were related to a four-level model of participation and nine requirements for meaningful and ethical child participation. The analysis demonstrates that Ukraine's regulatory framework establishes legal, organizational, and pedagogical prerequisites for student participation, although specific mechanisms for implementing such participation in career guidance require further elaboration. The main outcome of the study is an original matrix of potential organizational practices that differentiates approaches to student engagement according to areas of participation and levels of influence on decision-making. A sequence for applying the matrix was developed, and contextual factors relevant to designing these practices were systematized. The proposed matrix is theoretical and applied in nature and can be used to plan and analyze student participation in the organization of career guidance, taking into account legally defined powers and responsibilities, organizational conditions, and requirements for meaningful and ethical participation.

Keywords: student agency; meaningful and ethical participation; areas and levels of participation; organization of career guidance; career guidance advisor; education policy.

1. Introduction

The development of a career guidance and counselling system in Ukraine is among the priorities of current education policy. This involves expanding students' access to information about educational and career opportunities, developing relevant services, and strengthening cooperation among educational institutions, employers, and territorial communities. These objectives are consistent with European priorities for lifelong guidance, particularly the development of career management skills, the accessibility and quality of services, inter-institutional coordination, and responsiveness to service users' needs (Council of the European Union, 2008; Cedefop, 2026).

The need to improve career guidance is further supported by findings from international research conducted by the OECD. Drawing on PISA data, the report *The state of global teenage career preparation* (OECD, 2025) identifies widespread uncertainty regarding adolescents' career expectations, unequal access to opportunities to explore the labour market, and discrepancies between students' career plans and employment prospects. These findings highlight the importance of considering students' interests, needs, and experiences when determining the content and forms of career guidance. However, expanding access to relevant services and activities does not necessarily provide students with opportunities to influence

decisions about how they are organized, potentially reducing student participation to a merely formal exercise.

In this context, it is important to distinguish between students' autonomy in choosing their educational and career pathways and their participation in the organization of career guidance. CERIC's guidance materials for professionals working with youth emphasize the importance of considering young people's individual needs and circumstances and supporting informed career decision-making (Schaffer & Wiens, 2020). However, supporting students' career self-determination does not necessarily enable them to influence organizational decisions. Opportunities to exercise such influence represent a distinct dimension of student agency that warrants theoretical examination.

This issue is particularly relevant to the professional responsibilities of career guidance advisers in education. The *Draft professional standard "Career Education Adviser"* (Ministry of Education and Science of Ukraine, 2026) specifies competencies related to assessing learners' needs, designing and implementing career guidance programmes and activities, supporting learner agency, and ensuring access to relevant services. These responsibilities highlight the need to identify and substantiate organizational practices that enable students to participate not only in career guidance activities but also in decisions concerning their planning, implementation, and evaluation.

2. Literature Review

Contemporary Ukrainian research on students' career guidance primarily focuses on career self-determination, the improvement of career guidance content and methods, the development of partnerships, and the enhancement of scientific and methodological support. In particular, Petrychenko (2024) emphasizes the importance of systematic support for career self-determination and the development of personal and professional self-concepts. Berbets and Vasylevska (2024) highlight the need to consider students' individual needs and interests, identifying modular learning and practical work-based experiences as means of supporting independent career choices. Both studies focus on the individual dimension of career guidance and the development of student agency in shaping educational and career pathways.

Another strand of research addresses the content and organizational forms of career guidance. Davydiuk (2026) argues for expanding the informational component of career guidance, introducing interactive methods and mentoring, providing young people with direct exposure to professional environments, and strengthening cooperation among educational institutions, employers, government institutions, and civil society organizations. Dolid et al. (2026) examine career guidance under wartime conditions, emphasizing inclusiveness, a person-centred approach, the need to overcome stereotypes, and dialogic interaction. Okhrimenko et al. (2025) address the scientific and methodological support for career guidance, focusing on developing students' career orientation within the framework of the New Ukrainian School reform and improving educators' professional training.

Taken together, these publications address the individual, content-related, and organizational dimensions of career guidance. However, the studies reviewed do not explicitly examine students' direct influence on decisions concerning the organization of career guidance as a distinct research subject. Opportunities for student participation in organizational processes and the scope of their decision-making authority remain insufficiently specified. This gap highlights the relevance of examining international approaches to child and youth participation in relation to Ukraine's regulatory context to establish a theoretical foundation for the participatory organization of career guidance.

This article aims to provide a theoretical foundation for and develop potential practices for the participatory organization of students' career guidance through an analysis of international

frameworks and Ukraine's regulatory context, together with a systematization of areas of student participation, levels of influence on organizational decisions, and requirements for meaningful and ethical participation.

3. Research Methodology

Research Materials. The study draws on selected Ukrainian scholarly publications from 2024–2026, European and international documents addressing career guidance, career counselling, and child and youth participation, as well as Ukrainian regulatory and policy documents in the field of education. Sources were selected based on their relevance to the research focus, particularly provisions addressing the involvement of students or service users in organizational processes, their influence on decision-making, and the conditions necessary for meaningful participation. Documents establishing the legal, organizational, and professional prerequisites for implementing a participatory approach were also considered.

Research Methods. The study employed theoretical analysis and synthesis of scholarly approaches to career guidance and participation, qualitative content analysis of European and international documents, and comparative analysis of international frameworks and regulatory provisions governing education policy in Ukraine.

The analytical framework was based on the four-level model of participation developed by Hrynova (2024) in the context of e-participatory design and the nine requirements for meaningful and ethical child participation presented by Save the Children (2021). The former was used to distinguish between levels of students' influence on organizational decisions, while the latter provided criteria for identifying the conditions necessary to ensure meaningful and ethical participation.

The documents were analyzed in terms of their subject matter, target groups, forms of participant engagement, opportunities to influence decisions, and conditions for participation. A distinction was made between provisions that explicitly envisage participation in decision-making and those that establish prerequisites for such participation.

Based on the analysis of international documents, four areas of potential student participation were identified by grouping provisions concerning student and service user involvement according to the main organizational processes involved in career guidance. These areas were then related to levels of influence on decision-making and requirements for meaningful and ethical participation, providing the basis for developing an original matrix of potential organizational practices.

Limitations of the Study. The study is based on an analysis of selected scholarly, regulatory, and policy documents and does not include an empirical investigation of student participation in the organization of career guidance. The proposed matrix is theoretical and applied in nature and has not been empirically validated.

Declaration of AI Use. The research idea, conceptualization of the research subject, definition of the study's aim, development of the structure and logic of the scientific argument, and design of the matrix of organizational practices for participatory career guidance are the results of the authors' independent intellectual work. Generative artificial intelligence tools were used as supplementary aids for searching for and preliminarily systematizing sources, structuring selected materials, and linguistic and stylistic editing. The selection and critical examination of sources, scholarly interpretations, formulation of conclusions, and final editorial decisions were undertaken by the authors. The authors assume full responsibility for the scientific content and accuracy of the findings presented.

4. Theoretical Foundations of the Participatory Organization of Students' Career Guidance

A participatory approach to organizing career guidance involves creating conditions for students to engage in the preparation, adoption, and evaluation of organizational decisions related to career guidance activities. Unlike participation in individual activities or the expression of personal educational and career preferences, participation in this context entails opportunities to influence the identification of needs and priorities, as well as the planning, implementation, and improvement of career guidance. Different forms of student engagement may involve varying degrees of influence on decision-making, making it necessary to distinguish between corresponding levels of participation.

To examine opportunities for student participation, this study draws on the four-level model of participation developed by Hrynova (2024) in the context of e-participatory design. The model includes information provision as a prerequisite for participation and three levels representing different degrees of influence on organizational decisions: consultation, joint decision-making, and delegation of authority:

- **Information provision** – providing students with accessible and comprehensible information about the organization of career guidance without granting them direct influence over the relevant decisions.
- **Consultation** – enabling students to express views and proposals that are taken into account in organizational decision-making, while final decision-making authority remains with adults.
- **Joint decision-making** – involving students directly alongside adults in making organizational decisions based on shared responsibility.
- **Delegation of authority** – granting students the authority to make specified organizational decisions independently within agreed areas of responsibility, available resources, and established safety conditions.

These levels do not represent a mandatory progression in the development of participation or a universal hierarchy of organizational practices. The choice of an appropriate level depends on the nature of the decision, students' age and readiness, available resources, and adults' responsibility for safeguarding children's rights and safety. Moreover, the degree of influence on decision-making is not the sole criterion for assessing participation, as meaningful and ethical participation also depends on the conditions under which it takes place.

5. Requirements for Meaningful and Ethical Student Participation

To identify the conditions necessary for meaningful and ethical student participation, this study draws on the nine basic requirements for child participation presented by Save the Children (2021), adapted by the authors to the context of organizing career guidance:

- **Transparency and information** – providing students with accessible information about the purpose of participation, the issues under discussion, decision-making procedures, and the scope and limits of their influence.
- **Voluntary participation** – ensuring that students are free to choose whether to participate, without coercion or negative consequences for declining.
- **Respect** – recognizing the value of students' views, needs, and experiences and giving due consideration to their expressed opinions.
- **Relevance** – involving students in discussions of issues directly related to their interests, needs, and experiences.
- **Child-friendliness** – using accessible, comprehensible, and age-appropriate methods to facilitate interaction and participation in decision-making.

- **Inclusiveness** – ensuring equitable opportunities for participation across different groups of students, taking into account individual needs and potential barriers.
- **Support through training** – developing the competencies of students and adults required for meaningful participation, constructive dialogue, and joint decision-making.
- **Safety and sensitivity to risk** – identifying and minimizing potential risks and preventing discrimination, pressure, and other adverse consequences of participation.
- **Accountability** – providing feedback on how students' proposals have been considered, the decisions made, and the outcomes of their implementation.

These requirements are not specific standards for career guidance. Their adaptation to this area of educational activity provides a set of cross-cutting criteria for designing organizational practices. However, compliance with these requirements does not, in itself, demonstrate that students have influenced decision-making. Assessing the participatory nature of organizational practices therefore requires consideration of both the extent of students' influence on decisions and the conditions under which participation takes place.

6. International Frameworks for the Participatory Organization of Students' Career Guidance

European and international documents addressing career guidance, career counselling, and child and youth participation contain complementary provisions that can inform the participatory organization of students' career guidance. Their analysis requires a distinction between approaches to involving service users in the development of career guidance services and those aimed at ensuring children's and young people's participation in decision-making.

The *Recommendation CM/Rec(2012)2 of the Committee of Ministers to member states on the participation of children and young people under the age of 18* (Council of Europe, Committee of Ministers, 2012) recognizes child participation as the exercise of the right to express views and influence decisions on matters affecting children, including in educational settings. Its provisions envisage opportunities for children to express their views, engage in decision-making processes, and develop relevant competencies. In the context of career guidance, these principles can be applied to identifying needs, setting priorities, discussing organizational matters, and representing students' interests. The Recommendation thus establishes legal and organizational prerequisites for meaningful, inclusive, and safe participation.

Two publications by the European Lifelong Guidance Policy Network (ELGPN), *Lifelong guidance policy development: A European resource kit* (2012) and *Strengthening the quality assurance and evidence-base for lifelong guidance* (2015), address citizen and service user involvement as a component of quality assurance in career guidance and counselling. The 2012 publication identifies opportunities for involving service users in identifying needs and developing and evaluating services, while the 2015 publication further develops this approach by emphasizing their participation in service design, evaluation, and improvement, as well as in building the evidence base for service development. These provisions can be associated with consultation and, where specific decision-making authority is established, with joint decision-making. However, service user involvement in these processes does not, in itself, indicate the extent of their influence on final decisions.

The *Criteria for good guidance* (Finnish National Agency for Education, 2023) establish quality criteria for career guidance and counselling in basic, general upper secondary, and vocational education institutions. Of particular relevance to this study are provisions concerning student involvement in developing career guidance plans and the use of student feedback to evaluate and improve relevant activities. These provisions identify planning and evaluation as areas of student participation. Requirements relating to equal opportunities,

accessibility, and non-discrimination establish important conditions for ensuring such participation.

The *Meaningful youth engagement handbook: Empowering schools to foster active participation and leadership* (Enverga, 2025), commissioned by UNESCO, examines meaningful student participation in school governance, collaborative design of initiatives, decision-making, and the implementation of student projects. The approaches presented encompass identifying needs, setting agendas, planning, organizing activities, and evaluating outcomes. Depending on the distribution of decision-making authority, these approaches may correspond to different levels of student influence, ranging from consultation to the delegation of authority over specified decisions. Particular attention is given to inclusiveness, safety, competency development, and feedback mechanisms. Although the handbook does not specifically address career guidance, its approaches can inform the design of relevant organizational practices.

The *An EU reference framework for lifelong guidance: 18 guidelines for policy and systems development* (Cedefop, 2026) emphasizes policy coherence, cross-sectoral cooperation, service accessibility, quality assurance, and the use of evidence to improve career guidance systems. Of particular relevance to this study is its recognition of the importance of considering feedback from stakeholders, including service users and practitioners. In the context of students' career guidance, these provisions provide a basis for considering students' needs, experiences, and assessments as sources of information for organizational decision-making.

A comparative analysis of these documents allows international frameworks relevant to the participatory organization of career guidance to be examined across three dimensions.

Areas of participation. Based on a comparison of provisions in international documents, four interrelated areas of potential student participation were identified: identifying needs and setting priorities; planning and designing activities; organizing and implementing activities; and monitoring, evaluating, and improving activities. Publications by ELGPN (2012, 2015) and Cedefop (2026) emphasize the importance of considering service users' needs and feedback. The criteria developed by the Finnish National Agency for Education (2023) explicitly envisage student involvement in planning and evaluation, while approaches to youth participation provide a basis for exploring opportunities for collaborative design and organization of activities.

Levels of influence on decision-making. The documents reviewed envisage different forms of student and service user engagement but do not always specify the extent of their authority in organizational decision-making. In particular, publications by ELGPN (2012, 2015) and Cedefop (2026) emphasize user involvement in service development and evaluation, whereas Recommendation CM/Rec(2012)2 (Council of Europe, Committee of Ministers, 2012) and the handbook by Enverga (2025) address children's and young people's participation in decision-making processes. Accordingly, the level of influence should be determined by the scope of students' decision-making authority and who makes the final decision, rather than solely by their involvement in a particular process.

Quality of participation. Documents addressing career guidance primarily emphasize service accessibility, responsiveness to users' needs, inclusiveness, and quality assurance. Documents concerning child and youth participation complement these provisions with requirements relating to voluntariness, respect, safety, competency development, feedback, and accountability. However, ensuring the quality of career guidance is not equivalent to ensuring the quality of student participation, which requires separate consideration of the requirements for meaningful and ethical participation.

Thus, the analysis of international documents makes it possible to relate frameworks for developing career guidance and counselling to approaches aimed at ensuring child and youth

participation. The further design of organizational practices requires consideration of Ukraine's regulatory context.

7. Regulatory and Organizational Prerequisites for the Participatory Organization of Students' Career Guidance in Ukraine

The regulatory prerequisites for the participatory organization of students' career guidance in Ukraine are established through education legislation, national career guidance policy documents, education quality assurance mechanisms, and the principles underpinning general secondary education reform.

The Law of Ukraine *On Education* (Verkhovna Rada of Ukraine, 2017) establishes learners' right to participate in public self-governance and the management of educational institutions. Articles 28 and 70 provide opportunities for collective decision-making on matters concerning the organization of the educational process and participation in educational governance within legally defined areas of authority. Article 28 of the Law of Ukraine *On Complete General Secondary Education* (Verkhovna Rada of Ukraine, 2020) specifies the rights of student self-government bodies to submit proposals; participate in developing and discussing the institution's work plan and the content of educational programmes and curricula; initiate and conduct activities with the approval of the head of the institution; participate in education quality assurance procedures; and attend meetings of the pedagogical council through their representatives when matters concerning the organization of the educational process are discussed. These powers establish legal prerequisites for involving students in the planning, organization, and evaluation of career guidance. Legislative guarantees of equal rights, respect for dignity, non-discrimination, safety, and an inclusive educational environment also define the conditions for their participation.

The *Concept for Career Guidance and Counselling in the Education System of Ukraine for 2025–2030*, approved by the Ministry of Education and Science of Ukraine (2025), identifies priorities for developing the career guidance system, including the development of career management skills, expanded access to information and practical experience, inter-institutional partnerships, and service quality assurance. The Concept envisages cooperation with students and the development of monitoring and feedback mechanisms. The accompanying implementation action plan (Ministry of Education and Science of Ukraine, 2025) specifies measures concerning information provision, educational programmes, professional training, and monitoring of effectiveness. However, these documents do not establish specific procedures for joint organizational decision-making or the delegation of corresponding authority to students.

The procedure for conducting institutional audits of general secondary education institutions, approved by the Ministry of Education and Science of Ukraine (2019), provides for the evaluation of educational and management processes, including consideration of the views of participants in the educational process. Student surveys and other feedback mechanisms can be used to identify needs and evaluate career guidance. However, the criteria for assessing the quality of educational activities do not establish specific requirements for meaningful and ethical student participation in organizational decision-making.

The concept for implementing state policy on general secondary education reform, "New Ukrainian School", until 2029, approved by the Cabinet of Ministers of Ukraine (2016), identifies child-centred education and the pedagogy of partnership as guiding principles of educational reform. The *State Standard for Specialised Upper Secondary Education*, approved by the Cabinet of Ministers of Ukraine (2024), provides for consideration of learners' interests, experiences, and individual choices, as well as equal access, inclusiveness, and barrier-free accessibility. Implementation of the Standard is scheduled to begin on 1 September 2027.

These provisions establish pedagogical and regulatory prerequisites for individualizing educational pathways and supporting students' career self-determination.

Relating these provisions to international frameworks makes it possible to identify the specific characteristics of Ukraine's regulatory framework supporting the participatory organization of students' career guidance.

Areas of participation. Legislation provides opportunities for involving students in discussing and developing plans, organizing activities, ensuring quality, and improving educational practices. Applying these opportunities to career guidance requires further specification of the relevant organizational procedures.

Levels of influence. Regulatory provisions establish prerequisites for information provision, consultation, student involvement in jointly developing decisions, and independent activities of student self-government bodies within their legally defined areas of competence. The extent and nature of students' influence depend on their legally established powers and the organizational mechanisms through which these powers are exercised.

Quality of participation. Legislative guarantees of equality, respect for dignity, safety, and inclusiveness are complemented by provisions concerning individual needs, accessibility of information, and feedback mechanisms. However, these provisions primarily address the general conditions of educational activities rather than specific procedures for ensuring student participation in organizational decision-making.

Thus, Ukraine's regulatory framework establishes legal, organizational, and pedagogical prerequisites for the participatory organization of students' career guidance. Their practical implementation requires further specification of areas of participation, levels of influence, and procedures for ensuring the quality of participation, taking into account legally defined powers and responsibilities.

8. Designing Practices for the Participatory Organization of Students' Career Guidance

Based on a synthesis of international frameworks and an analysis of Ukraine's regulatory context, a theoretical framework for designing practices for the participatory organization of students' career guidance was developed. This framework integrates areas of student participation, levels of influence on organizational decisions, and requirements for meaningful and ethical participation.

Organizational opportunities for student participation. By linking the four areas of career guidance organization to the four levels of participation, the framework systematized potential practices for student participation in a matrix (Table 1).

The matrix organizes potential approaches to student engagement according to the nature of organizational decisions and the scope of decision-making authority granted to students. The practices presented are illustrative and may be adapted to the circumstances of individual educational institutions. Applying the matrix involves identifying decisions open to student influence, selecting an appropriate level of participation, allocating authority and responsibility, and ensuring compliance with the requirements for meaningful and ethical participation. This does not imply a mandatory progression towards higher levels of participation or the application of the same level across all areas of activity. The selection of practices depends on organizational objectives, students' age and readiness, available resources, and adults' legally defined responsibilities.

Contextual factors in designing practices. Opportunities for student participation also depend on the conditions under which career guidance is organized. Based on theoretical modelling of potential organizational situations, the following factors were identified as relevant considerations when selecting appropriate practices:

- **Limited access to professional environments.** This requires identifying alternative ways of exploring occupations and involving students in determining priorities and formats for relevant activities.
- **Organizational decisions made in advance by adults.** This requires identifying decisions that remain open to student influence and ensuring transparency about the associated limitations.
- **Diversity of students' career interests.** This requires representing different student perspectives, reconciling priorities, and ensuring equitable access to participation opportunities.
- **Individual needs and accessibility barriers.** This involves adapting methods of engagement, providing necessary support, and considering students' views when determining accessible formats for activities.
- **Safety and resource constraints.** These define the permissible scope of organizational decisions and require identifying safe and adequately resourced ways to implement students' proposals.
- **Differences between students' interests and the priorities of other stakeholders.** These require establishing procedures for reconciling different perspectives while preserving students' opportunities for independent career self-determination.

Table 1. Potential Student Participation Practices by Areas of Career Guidance Organization and Levels of Influence on Decision-Making

Areas of participation	Information provision	Consultation	Joint decision-making	Delegation of authority
Identifying needs and setting priorities	Informing students about survey findings concerning their career interests and planned areas of activity	Surveying students about occupations, sectors, and ways of exploring them; considering their responses when setting priorities	Students and the career guidance advisor jointly selecting priority sectors and occupations to explore during the academic year	Authorizing a student group to determine the topics for a series of career guidance meetings based on identified needs
Planning and designing activities	Informing students about the schedule of workplace visits, meetings with professionals, and other activities	Collecting students' suggestions regarding enterprises to visit, professionals to invite, and meeting formats	Jointly developing a schedule of workplace visits and meetings, taking into account students' interests and the institution's organizational capacity	Granting a student team the authority to independently design a programme for a themed career week within agreed time and resource constraints

Organizing and implementing activities	Providing information about the purpose, programme, participation conditions, and safety rules for workplace visits	Collecting students' suggestions regarding visit itineraries, questions for professionals, and meeting formats	Jointly determining the programme of a meeting with an employer and distributing organizational tasks between students and educators	A student team independently organizing a meeting with representatives of different occupations under previously agreed conditions and with the necessary adult support
Monitoring, evaluating, and improving activities	Presenting students with summarized evaluation results from completed workplace visits and meetings	Collecting students' feedback on the usefulness of activities and considering their suggestions in subsequent planning	Jointly analyzing the outcomes of career guidance activities and agreeing on changes to their content and formats	Granting a student group the authority to evaluate a series of meetings it has organized and independently determine changes for the next series

Contextual factors do not predetermine the level of student participation but influence which decisions remain open to student influence and how such influence can be exercised. For example, limited access to professional environments can be addressed by involving students in selecting alternative formats for exploring occupations, whereas decisions made in advance by adults restrict opportunities for student influence, regardless of the number of engagement mechanisms available.

Conditions for ensuring meaningful and ethical participation. Implementing the proposed practices requires adherence to the nine requirements for meaningful and ethical participation discussed in Section 5. Inclusiveness, support for students, and accountability are particularly important when putting these practices into effect.

Inclusiveness involves engaging not only representatives of student self-government bodies or the most active students but also students from other groups, taking into account individual needs and accessibility barriers. Support should reflect the nature of organizational decisions and may include developing students' skills in discussion, argumentation, planning, teamwork, and evaluating outcomes. A lack of prior experience should not be used as a justification for restricting participation. Accountability requires clear feedback on how students' proposals have been considered, what decisions have been made, and the outcomes of their implementation, including explanations of why certain proposals were not adopted.

Institutional prerequisites for implementing the participatory approach. At the level of general secondary education institutions, relevant mechanisms may include involving student self-government bodies, establishing temporary working groups and initiative groups, conducting consultations, jointly planning activities, and engaging students in evaluating career guidance outcomes. At the territorial community level, student participation may include identifying needs and priorities within the local career guidance system, planning joint initiatives involving educational institutions and partner organizations, and evaluating the accessibility of available opportunities and their alignment with students' interests.

Implementing these practices requires establishing procedures for representing students' views, allocating authority and responsibility among participants, and ensuring compliance with

requirements for children's safety and the protection of their rights. Granting students the authority to make certain decisions independently does not entail transferring responsibilities that are legally assigned to adults or authorized institutions.

Thus, the proposed matrix outlines potential practices for student participation in organizing career guidance, considering levels of influence on decision-making, contextual factors, and the requirements for meaningful and ethical participation. It can be used to plan and analyze relevant activities, while determining students' actual influence requires examining specific practices and the outcomes of the decisions made.

9. Conclusions

The study provides a theoretical foundation for a participatory approach to organizing students' career guidance, which involves engaging students not only in career guidance activities but also in decisions concerning their organization. Based on an analysis of international documents, four areas of potential student participation were identified and related to a four-level model of participation and nine requirements for meaningful and ethical child participation.

The analysis demonstrates that Ukraine's regulatory framework establishes legal, organizational, and pedagogical prerequisites for student participation, although specific mechanisms for implementing such participation in career guidance require further elaboration.

The main outcome of the study is an original matrix of potential organizational practices that differentiates approaches to student engagement according to areas of participation and levels of influence on decision-making. A sequence for applying the matrix was also developed, and contextual factors relevant to designing these practices were systematized.

The proposed matrix is theoretical and applied in nature and can be used to plan and analyze student participation in the organization of career guidance, taking into account legally defined powers and responsibilities, as well as requirements for meaningful and ethical participation.

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