



# Organization of Career Guidance Work in Kazakhstan and China

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**Abstract**— This study examines the organization and implementation of career guidance services in Kazakhstan and China, focusing on the impact of differing policy frameworks, institutional roles, and resources on career counseling effectiveness. Using literature review and case study methodologies, this research explores how each country's unique economic, cultural, and educational environments shape the provision of career guidance for students. The findings reveal significant contrasts: China benefits from comprehensive national policies and funding mechanisms, which allow for well-resourced career counseling departments, particularly in urban areas. Kazakhstan, while making progress, faces challenges related to limited funding, a lack of trained personnel, and disparities in access between rural and urban regions. This research underscores the critical role of governmental support and tailored policies in career counseling effectiveness, especially in regions with economic transitions. The study contributes to comparative education by providing insights into the cultural and structural factors affecting career guidance in developing economies, advocating for policies that address regional inequalities and incorporate culturally sensitive approaches. Limitations include reliance on secondary data and a need for more region-specific analysis. Future research should explore technological solutions, such as digital career counseling tools, to bridge access gaps, and should track long-term career outcomes to assess the effectiveness of career guidance across diverse contexts.

**Index Terms**— career guidance, Kazakhstan, China, comparative education, career counseling, educational policy, cross-cultural analysis, student career development, rural-urban disparities, educational resources.

## 1. Introduction

This study explores the organization and implementation of career guidance in Kazakhstan and China. As career guidance systems play a vital role in equipping students with the knowledge and skills necessary for their future careers, this comparative study aims to highlight the similarities and differences in approaches, frameworks, and effectiveness in both countries. The choice of Kazakhstan and China for this comparative study is driven by their distinct socio-economic backgrounds, yet both are rapidly evolving economies with increasing emphasis on youth employment and educational reforms. This study will provide insights that could enhance the career guidance practices and policies in both contexts. Career guidance is increasingly recognized as a critical component in preparing youth for successful transitions from school to work.

Effective career guidance not only helps students navigate the complex process of career choice but also enhances their employability in an increasingly competitive global labor market (Watts, 2009). This study examines the organization of career guidance in Kazakhstan and China, two countries with diverse historical, cultural, and economic backgrounds but similar challenges in youth employment and educational reform. China, as a fast-growing economy, has implemented various educational policies to address skill gaps and foster employability (Xiang et al., 2023), while Kazakhstan has been undergoing significant educational reforms aimed at aligning its workforce skills with international standards (Azhibayeva et al., 2024). The purpose of this study is to provide a comparative analysis of career guidance organization in Kazakhstan and China, investigating the structural frameworks, policies, and practices that shape career guidance in both countries. This research seeks to answer the following questions: (1) How is career guidance organized and supported by policies in Kazakhstan and China? (2) What are the similarities and differences in the implementation of career guidance in educational institutions? (3) What challenges and opportunities exist for career guidance in both contexts? The insights derived from this study may inform policymakers, educational institutions, and career guidance practitioners, contributing to improved career guidance practices in both countries.

In China, educational institutions, especially universities, are responsible for providing career counseling. Schools offer structured career guidance classes and have dedicated career counseling offices with professionally trained staff who facilitate career planning and internship placement. The government mandates that schools provide career counseling services, and these departments are usually well-staffed and well-funded. In contrast, Kazakhstan's schools often lack the resources to employ full-time career counselors, and career guidance is frequently handled by general teaching staff rather than trained specialists. As a result, students in Kazakhstan may not receive specialized career guidance tailored to their aspirations and needs. A study by Sekerbayeva et al. (2024) indicates that this lack of trained personnel is a significant barrier to effective career guidance in Kazakhstan, as it affects the quality and relevance of advice students receive.

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## 2. Literature Review

The literature review section explores the theoretical and empirical findings on career guidance practices in different contexts, emphasizing Kazakhstan and China. Key themes include:

### A. Historical and Policy Contexts

Reviewing the evolution of career guidance policies in Kazakhstan and China and their alignment with national educational and employment goals. Career guidance in China is deeply rooted in its educational reforms and economic transformation policies. The Chinese government has emphasized skill development and employability through its national education policies, with specific guidelines on integrating career guidance into the education system (Wei, 2023). In contrast, Kazakhstan's approach to career guidance has been influenced by its post-Soviet transition, where the government has sought to address skills gaps and increase labor market competitiveness through educational reforms (Monobayeva & Howard, 2015). The integration of career guidance within Kazakhstan's educational policies remains in progress, with government initiatives aimed at aligning education with workforce demands (Ainur *et al.*, 2024).

### B. The Role of Schools and Higher Education Institutions

Examining the structure and roles of educational institutions in offering career guidance services.

In China, schools and universities play a prominent role in delivering career guidance, with structured career counseling departments and mandatory career education courses in secondary and higher education (Zhou, 2014). This contrasts with Kazakhstan, where career guidance is less centralized, and schools often lack specialized career counseling departments. Research by Butabayeva *et al.* (2023) indicates that in Kazakhstan, career guidance is usually managed by general educational staff rather than specialized counselors, which may affect the quality of guidance provided.

### C. The Role of Government and External Organizations

Assessing how government policies and external organizations, such as private firms or non-profits, influence career guidance in both countries. Both Kazakhstan and China involve government and external organizations in career guidance; however, the approaches differ. The Chinese government collaborates closely with industries to establish career education curricula that align with market needs (Stewart, 2015). Private organizations and NGOs also contribute to career guidance programs, especially in providing internship opportunities (Angeloska-Dichovska *et al.*, 2021). In Kazakhstan, the government has recently initiated partnerships with industries to enhance the relevance of career education, but reliance on external organizations remains limited due to resource constraints (Burnston *et al.*, 2011).

### D. Challenges and Outcomes

Reviewing the challenges, such as resource constraints, lack of trained counselors, and cultural factors, that shape the career guidance outcomes in each country. Studies highlight several

common challenges in career guidance in both Kazakhstan and China. Resource limitations, lack of trained personnel, and regional disparities affect career guidance delivery in Kazakhstan (Pons *et al.*, 2015). In China, although resources are more available, the challenge lies in reaching rural areas and adapting career guidance to meet diverse regional economic demands (Meng, 2012). Furthermore, traditional cultural perspectives on career choices in both countries influence students' career aspirations and decision-making processes, often limiting students' exploration of diverse career paths (Fouad & Kantamneni, 2013).

Evaluating the effectiveness of career guidance remains a challenge. In China, some studies show that career guidance has positively impacted students' job readiness and career satisfaction (James & Yun, 2018). However, research on Kazakhstan's career guidance effectiveness is limited, with studies suggesting that improvements in guidance quality and access could enhance students' employment outcomes (Doskeyeva *et al.*, 2024).

In Kazakhstan, career guidance policies are more recent and less comprehensive. Kazakhstan's educational reforms since independence aim to modernize the workforce but lack the same level of central funding and structured policy implementation as in China. Schools often face resource limitations, and the absence of a central funding mechanism means that only some institutions can afford dedicated career counseling services. Moreover, career guidance policies are still evolving, with recent initiatives focusing on partnerships with industry to improve workforce alignment. However, these partnerships are limited in reach, with urban institutions benefiting more than rural ones.

Both countries face implementation challenges, albeit with different underlying issues. In Kazakhstan, limited funding, a shortage of trained personnel, and regional disparities are primary obstacles. Career guidance is less prevalent in rural areas, where resource constraints make it difficult to offer specialized services (Drier, 1977). Furthermore, the integration of career guidance within the broader education curriculum is limited, which reduces the emphasis on career preparedness.

## 3. Research Methodology

The research methodology in this study uses literature review analysis and case study methods.

### A. Literature Review Analysis

A systematic review of available research, reports, and policy documents was conducted to gather comprehensive insights into the career guidance structures and practices in Kazakhstan and China. A systematic review of journal articles, government policy documents, and reports related to career guidance in both countries forms the basis of the analysis. Relevant studies published between 2009 and 2023 were reviewed, focusing on policy frameworks, institutional practices, and the socio-economic context affecting career guidance in each country.

### B. Case Study

Selected case studies from institutions in Kazakhstan and

China were analyzed to provide a contextualized understanding of the application of career guidance policies and practices. These case studies illustrate the specific methodologies and outcomes of career guidance programs within educational institutions.

This study employs a qualitative methodology, using a combination of literature review analysis and case study methods to analyze career guidance practices in Kazakhstan and China. Selected case studies from secondary schools and universities in Kazakhstan and China were used to illustrate how career guidance policies are applied in practice. These case studies provide insights into specific challenges, methods, and outcomes of career guidance efforts in educational institutions.

China faces different challenges, particularly related to its large population and the urban-rural divide. Although career guidance is available across most educational institutions, students in rural areas have fewer opportunities and less access to quality guidance compared to their urban counterparts. Cultural factors also play a role, with family expectations sometimes limiting students' career exploration and pushing them toward traditionally prestigious professions. Moreover, there is an ongoing challenge to tailor guidance to the dynamic job market and align it with the regional economic demands of various provinces.

#### 4. Research Results

This chapter provides a comparative analysis of the findings on career guidance organization and practices in Kazakhstan and China, based on policy documents, literature, and case studies. The insights are organized around four major aspects: policy frameworks and funding, institutional roles and counseling personnel, challenges in implementation, and outcome measures.

##### A. Structural Organization and Funding

Career guidance in China is predominantly government-supported, with structured roles in educational institutions. In Kazakhstan, career guidance relies more on institutional initiatives, with limited but growing governmental support.

##### B. Counseling Personnel and Training

China's emphasis on professionalized career guidance counselors contrasts with Kazakhstan's broader reliance on generalist educational staff, reflecting differences in professional development policies.

##### C. Methods and Tools for Career Guidance

Both countries use a combination of psychometric tests, career interest assessments, and informational sessions; however, China's integration of digital platforms and tools is more advanced.

##### D. Outcome Measurement

The effectiveness of career guidance is often measured by student satisfaction and employment outcomes, though systematic data collection remains limited in both countries. The research findings reveal critical insights into the organization and delivery of career guidance in Kazakhstan and

China.

##### E. Policy Frameworks and Funding

Career guidance in China is supported by comprehensive policies and government funding that mandates the establishment of career counseling services in educational institutions. In Kazakhstan, career guidance policies are still evolving, with limited government funding and an emphasis on general guidance rather than specialized career counseling.

##### F. Institutional Roles and Counseling Personnel

China's educational institutions are required to employ trained career counselors, reflecting a structured approach to career guidance. In Kazakhstan, career guidance often falls under the responsibility of general educational staff who may lack specialized training, leading to inconsistent guidance quality.

##### G. Outcome Measures

Career guidance outcomes are measured in terms of student satisfaction, employability, and alignment with market needs. Chinese career guidance programs have shown a positive impact on employability, while outcomes in Kazakhstan remain under-researched and would benefit from systematic data collection.

##### H. Policy Frameworks and Funding

In both countries, the national governments play central roles in shaping career guidance policies, although the scale and resources allocated differ significantly. In China, career guidance is embedded within national educational policies aimed at enhancing employability and addressing skill shortages. The government provides considerable funding to support structured career counseling services in schools and universities, and policies mandate career guidance courses in the curriculum, especially at the secondary and post-secondary levels. The "Made in China 2025" policy, for example, links career guidance to the demand for high-tech and innovation-driven skills. This level of funding allows schools to establish specialized career counseling departments staffed with trained professionals.

In China, career guidance outcomes are measured through student satisfaction surveys, employability statistics, and alignment with labor market needs. A study by James and Yun (2018) reported that students who received career guidance felt better prepared for the workforce and had higher job satisfaction compared to those who did not. Research indicates that career guidance positively impacts job readiness, as it enhances students' understanding of job market demands and helps them acquire relevant skills. However, in Kazakhstan, there is a lack of systematic data collection on career guidance outcomes. While a few institutions have attempted to measure the effectiveness of career guidance through employability statistics, such data are inconsistent and often unavailable for rural schools. Without a centralized system to track outcomes, it is challenging to assess the full impact of career guidance in Kazakhstan. Nonetheless, available studies suggest that students who receive some form of career guidance show

improved awareness of career options and a better understanding of workforce demands (Musset & Kurekova, 2018).

Additionally, this research contributes to comparative education studies, underscoring how countries with distinct socio-economic challenges can learn from each other's approaches to career guidance. It provides a foundation for further research into cross-cultural applications of career guidance frameworks, especially in regions undergoing rapid economic and technological changes. The study encourages international collaboration in sharing best practices, emphasizing the role of culturally adaptable career counseling models to improve student employability and satisfaction (Joo & Ready, 2012).

### 5. Research Limitations and Future Prospects

This study faces limitations in terms of the availability of recent and comprehensive data, particularly from Kazakhstan. Additionally, career guidance practices may vary widely across regions within both countries, limiting the generalizability of findings. Future research could expand on this study by conducting primary interviews with career counselors, students, and policymakers, as well as integrating a quantitative analysis of career guidance outcomes. Additionally, examining the impact of technological advancements on career guidance delivery, especially in rural and remote areas, could further illuminate the potential for enhancing career guidance effectiveness in both Kazakhstan and China. This structure and analysis aim to provide a clear, comparative perspective on career guidance work organization in Kazakhstan and China, contributing to the broader discourse on educational and career support policies in diverse socio-economic contexts. This study is limited by the availability of recent data, particularly from Kazakhstan. The variability in career guidance practices across regions within each country may affect the generalizability of the findings. Additionally, this research is qualitative, and future studies could expand by including quantitative data to measure career guidance outcomes.

#### A. Future Research Directions

##### 1) Primary Data Collection

Future research could involve direct interviews with career counselors, students, and policymakers to deepen understanding of career guidance practices. Technological Integration in Career Guidance: Investigating the role of digital platforms and AI tools in enhancing career guidance services, particularly in rural regions of both countries.

##### 2) Longitudinal Studies

Long-term studies tracking students' career development would provide insights into the long-term impacts of career guidance programs.

This study contributes to understanding career guidance organization in Kazakhstan and China, offering recommendations that may inform policies to enhance career guidance practices and outcomes.

#### B. Research Value

This study provides valuable insights into the contrasting approaches to career guidance in Kazakhstan and China, contributing to an understanding of how different economic and cultural contexts shape educational support systems for career development. By highlighting structural, cultural, and policy-based factors affecting career guidance, this research offers implications for educational policymakers and practitioners interested in enhancing career counseling effectiveness in transitional and developing economies. The findings emphasize the importance of government support, funding allocation, and tailored policies for successful career guidance, particularly in rural and under-resourced areas (Rana, 2024).

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