Inkluderede studier i forskningsoversigten: Karrierevejledning og karrierelæring for social retfærdighed

	Reference	Abstract
1	Alexitch, L. R., Kobussen Glen, P. & Stookey, S. (2004): High School Students' Decisions to Pursue University: What Do (Should) Guidance Counsellors and Teachers Tell Them?, *Guidance & Counselling, 19 (4), 142-152*	Information provided to high school students by their guidance counsellors and teachers can affect how students view university or college, as well as their expectations and level of preparation for the academic demands of higher education. This article describes two studies conducted with high school students that examined the type of information provided to students by high school teachers and counsellors, the perceived importance and usefulness of the advice, and students' reasons for attending university or college. Results showed that the majority of students expressed an intention to pursue higher education primarily to fulfill career-oriented goals. Parents and friends were rated as more important influences on student decisions than either high school teachers or guidance counsellors. High school personnel encouraged students to further their education and provided them with information on application procedures. The role of high school guidance counsellors and teachers is discussed in light of the findings. (Contains 2 tables.)
2	Ali, S. R., Yang, L.-Y., Button, C. J. & McCoy, T. T. H. (2012): Career Education Programming in Three Diverse High Schools: A Critical Psychology--Case Study Research Approach, *Journal of Career Development, 39 (4), 357-385*	From a critical psychology perspective, Prilleltensky and Nelson advocate for research that has explicit focus on social change and can allow for full participation and empowerment of those under study. The current article describes the collaborative development, implementation, and evaluation of a career education program within three ethnically and economically diverse rural high schools. Using case study methodology, the authors examined the effects of the "A Future in Iowa Career Education" (FICE) program using three different sources of data (pre-post test results, student evaluations, and focus groups). Context-specific results indicated the program was associated with increases in self-efficacy and career aspirations

		and had practical strengths and weaknesses. Results are discussed in terms of current literature and practical implications are provided. (Contains 7 tables.)
3	Andreassen, I. H., Gaarder, I., Hagen, I., Haug, E., Isachsen, K., Kjærgård, R., Mathisen, M. C., Plant, P. & Syvertsen, G. (2016): NOU 2016:7 Norge i omstilling - karriereveiledning for individ og samfunn,	Utvalget er bedt om å utrede et helhetlig system for livslang karriereveiledning. Utvalget kommer med vurderinger og anbefalinger knyttet til kvalitet og profesjonalisering, styring og samordning og finansiering av karriereveiledningstilbudet i Norge. Utvalget har utredet et nettbasert tilbud om karriereveiledning for alle og gitt klare anbefalinger om etablering av dette. Utvalget gir videre vurderinger og anbefalinger for økt tilgang og kvalitet når det gjelder rådgivning i skolen, karriereveiledning ved karrieresentre i fylkene, ved universiteter og høyskoler, fagskoler og kriminalomsorgen, samt i Nav og i introduksjonsordningene for nyankomne innvandrere. Utvalget mener at karriereveiledning er et effektivt virkemiddel for å nå mål knyttet til omstilling, integrering og gjennomføring på alle utdanningsnivåer. Det er et behov for en satsing på dette området for å sørge for et tilstrekkelig og profesjonelt tilbud til hele befolkningen.
4	Archer, L., DeWitt, J. & Dillon, J. (2014): "It Didn't Really Change My Opinion": Exploring What Works, What Doesn't and Why in a School Science, Technology, Engineering and Mathematics Careers Intervention, *Research in Science & Technological Education, 32 (1), 35-55*	Background: It is widely agreed that more needs to be done to improve participation in science, technology, engineering and mathematics (STEM). Despite considerable investment in interventions, it has been difficult to discern their effectiveness and/or impact on participation. Purpose: This paper discusses findings from a six-week pilot STEM careers intervention that was designed and overseen by a teacher from one London girls' school. We reflect on the challenges for those attempting such interventions and the problems associated with evaluating them. Sample: Data were collected from Year 9 students (girls aged 13-14 years) at the school. Design and methods: Pre- and post-intervention surveys of 68 students, classroom observations of intervention activities, three post-intervention discussion groups (five or six girls per group) and a post-intervention interview with

		the lead teacher were conducted. Results: Although the intervention did not significantly change students' aspirations or views of science, it did appear to have a positive effect on broadening students' understanding of the range of jobs that science can lead to or be useful for. Conclusions: Student aspirations may be extremely resistant to change and intervention, but students' understanding of "where science can lead" may be more amenable to intervention. Implications are discussed, including the need to promote the message that science is useful for careers in and beyond science, at degree and technical levels.
5	Arthur, N. (2005): Building from diversity to social justice competencies in international standards for career development practitioners, *International Journal for Educational and Vocational Guidance, 5 (2), 137-148*	Shifting demographics within nations and the growing international labour market underscore the importance of preparing career practitioners with multicultural career counselling competencies. However, career practitioners need to move beyond an appreciation of cultural diversity to incorporating perspectives on social justice into their roles and methods of intervention. The discussion examines ways of strengthening social action and advocacy roles in multicultural career counselling. Recommendations are given for expanding social justice competencies in international standards for career development practitioners. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
6	Bakke, I. B., Hagaseth Haug, E. & Hooley, T. (2018): Moving from information provision to co-careering: Integrated guidance as a new approach to e-guidance in Norway, *Journal of the National Institute for Career Education and Counselling, 41 (1), 48-55*	Norway has invested heavily in its career guidance system. This has allowed it to move rapidly from a relatively weak guidance system to an innovative and emergent one. One of the advantages of the historic lack of development of career guidance in the country has been the opportunity to learn from the mistakes of others and to try out new and innovative approaches. A key opportunity that the country is keen to make the most of is the potential to use digital technologies to support guidance. Following a process of exploration of this issue the government has resolved to establish an e-guidance service located in Tromsø. However, at present the

		nature of this service is unclear. In this article we argue that that the concepts of (1) integrated guidance, (2) instructional design and (3) co-careering should be at the heart of the new service and indeed at the heart of the delivery of guidance across Norway.
7	Banks, J., Byrne, D., McCoy, S. & Smyth, E. (2014): Bottom of the class? The leaving certificate applied programme and track placement in the Republic of Ireland, *Irish Educational Studies, 33 (4), 367-381*	Across many countries, young people are differentiated into academic and vocational tracks, a pattern that is closely related to their social class background. The Irish secondary system has been largely undifferentiated, but the introduction of a pre-vocational programme, the Leaving Certificate Applied (LCA), has brought an element of tracking into upper secondary education. This article explores whether allocation into the LCA track reflects processes similar to those highlighted in international research. It goes further than these studies by explicitly recognising the role of school organisation in influencing student's learning careers and educational decisions. The purpose of this paper is to estimate the determinants of track placement in the Republic of Ireland. Using in-depth qualitative case study interviews with students from Irish post-primary schools, this paper examines the factors influencing students' decisions to enter the LCA programme. This paper explores the extent to which individual agency and school-level factors influence track choice by focusing on the learning careers of individual students within specific school contexts. [ABSTRACT FROM AUTHOR] Copyright of Irish Educational Studies is the property of Routledge and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be

8	Barone, C., Schizzerotto, A., Abbiati, G. & Argentin, G. (2017): Information Barriers, Social Inequality, and Plans for Higher Education: Evidence from a Field Experiment, *European Sociological Review, 33 (1), 84-96*	Our article assesses the role of information barriers for patterns of educational participation and related social inequalities in plans for Higher Education (HE). Using longitudinal data, we investigate student expectations about the profitability of HE, their evolution over time and their correlation with study plans among Italian high school seniors. We find that student believes are highly inaccurate, systematically biased and poorly updated. Then, we present estimates of the causal effect of information barriers on educational plans based on a large-scale clustered randomized experiment. We designed a counseling intervention to correct student misperceptions of the profitability of HE and assessed whether treated students' plans changed differentially relative to a control group. The intervention was quite effective in correcting student misperceptions, but this did not translate into increased intentions to enroll in university education. However, the treatment affected preferences between fields of study, between short and long university paths, and between university and vocationally oriented programs. Hence, information barriers affect substantially the internal differentiation of HE and the related horizontal inequalities by gender and family background.

| 9 | Berger, N., Hanham, J., Stevens, C. J. & Holmes, K. (2019): Immediate feedback improves career decision self-efficacy and aspirational alignment, *Frontiers in Psychology, 10, 1-5* | Misalignment between career and education aspirations has been associated with poorer achievement during adolescence and unstable employment in adulthood. In this study, we evaluated whether a brief in-school intervention improved career decision self-efficacy and aspirational alignment. We sampled 211 teenagers living in disadvantaged areas of Western Sydney, Australia using a quasi-experimental non-equivalent groups design. Students completed pre- and post-questionnaires which measured aspirational alignment and career decision self-efficacy. Students in the intervention condition (n = 102) received automated feedback on the alignment of their career and education aspirations, as well as a career information pamphlet detailing the educational pathways to a range of popular careers. Students in the control condition completed both questionnaires but only received feedback and the pamphlet at the end of the study. The intervention improved alignment of career and education aspirations, as well as increased some dimensions of career decision self-efficacy. Students in the intervention group more frequently identified the correct qualification for their career aspiration in the post-questionnaire (57.9%) compared with the pre-questionnaire (48.1%). Students with misaligned aspirations in the intervention group reported higher self-efficacy for gathering occupational information and selecting goals following the intervention. There were no pre-post differences for students in the control condition. The practical significance of this study is that an easy, low-cost intervention can improve aspirational alignment between career and education aspirations, as well as aspects of career decision self-efficacy. (PsycINFO Database Record (c) 2019 APA, all rights reserved) (Source: journal abstract) |

| 10 | Birkelund, J. F., Kristian, K., & Reimer, D. (2019): The Structure, Causes, and Consequences of Tracking in the Danish Education System. *Dynamics of Inequality Across the Life-course (DIAL). DIAL Working Paper Series* 10 | This report provides an overview over the institutional configuration of the Danish educational system and its development over time with a focus on inequalities in educational attainment. We draw on population data from Danish administrative registers and we describe the development of educational attainment including track choices and field of study specializations for individuals born from 1960-1986. This cohort range was chosen in light of relevant institutional reforms of the Danish school system that led to changes in between- or within-school tracking. However, the bulk of our analyses that provide a detailed picture of tracking and tracking consequences, are based on the 1975 cohort. The first chapter provides a description of the basic structure of the Danish educational system and highlights some of the major educational reforms. In chapter two, we follow the historical development of educational attainment. Chapter three describes the flow of individuals (born in 1975) through the educational system. Chapter four analyses the long-term consequences associated with track choices. Finally, in chapter five some basic decomposition analyses are presented that help us to explain to what extent the association between social origin and the attainment tertiary degrees or labor market outcomes is mediated by prior track choices |

| 11 | Boyd, S. & McDowall, S. (2003): Innovative pathways from secondary school : gaining a sense of direction, Presented to the 2003 NZARE/AARE Conference Auckland | The transitions from school young people are experiencing today are increasingly becoming less predictable and more complex than the school-to-work transitions of the past. Young people need to be flexible and versatile as they manage their careers. They need to be prepared to have more than one career, and have the skills needed to participate in the knowledge economy. How can school teachers and careers educators support students in making informed decisions about their future study and career options as they enter this environment? To provide some answers to this question, the authors are conducting a longitudinal study, Innovative Pathways from School, which examines the influence, on student career decision-making, of the transition support (that is, information, advice, guidance, and career development activities) provided to students at seven low decile schools through their non-conventional programmes of study. This study also examines how the partnerships made between schools and tertiary providers and employers influence students' transition decision-making, and assist them in their transition from school. To provide information on the programmes schools are developing to assist these students, the study targeted low decile schools for this study and focused on the programs which the schools considered best supported 'at risk' students in their transition decision-making. The Innovative Pathways study aims to provide information on the following questions: 1. What are the features of effective programs? 2. Does the program assist the retention of students at school? 3. Does participation in the program assist students' transition to further study or work? How does this occur? [Author abstract] |

| 12 | Cairns, K. (2013): The subject of neoliberal affects: Rural youth envision their futures, *Canadian Geographer-Geographe Canadien, 57 (3), 337-344* | This article contributes to debates about subjectivity formation in neoliberal times by analyzing the emotional geographies of students' imagined futures. Drawing upon ethnographic research in a white, working-class rural Ontario school, I examine students' participation in The Real Game, a career education program that attempts to prepare grade 7/8 students for their adult futures. A curricular tool that espouses neoliberal tenets of flexibility, mobility, and self-improvement, The Real Game offers a site through which to explore the interplay between governing discourses and student subjectivities. Bringing Ahmed's critique of happiness narratives to an analysis of student interviews, I demonstrate how neoliberal governance operates affectively. As educational discourses idealize the self-reliant, future-oriented subject, students are trained to internalize neoliberal uncertainty as a set of insecurities to be managed on an affective level. The distinctly spatial operation of neoliberalism is apparent in Fieldsville students' future narratives, where dominant ideals of mobility conflict with local identifications and an allegiance to place. Students manage these pressures affectively, as they narrate their own movement and improvement through stories of hope, fear, and wonder. Thus, I argue that studies of the emotional geographies of education are integral to understanding how neoliberalism is lived in place. |
| 13 | Cairns, K. & Kate, C. (2009) A future to voice? Continuing debates in feminist research with youth, *Gender and Education, 21 (3), 321-335* | Abstract This paper explores the concept of voice in relation to a research project, now in its developing stages, in which I examine how rural youth imagine their futures in the context of a career-based learning programme called The Real Game. The paper enters into conversation with feminist post-structural scholars of education in order to situate the problematic of voice within broader epistemological and ethical questions regarding representation and responsibility in research. Exploring the limits and possibilities of the proposed study, and of critical feminist |

		ethnographies more broadly, the paper is divided into three sections: speech, representation, and ethics. Questions of voice serve as an entry point into a larger interrogation of the interrelations of theory, epistemology, and ethics in research practice. The study's specific focus on imagined futures provokes questions about how relations of time shape the production of youth subjectivities and feminist scholarship.
14	Corbett, M. (2007): *Learning to leave: The irony of schooling in a coastal community*. Halifax: Fernwood publishing.	
15	Corbett, M. (2013): I'm going to make sure I'm ready before I leave: The complexity of educational and mobility decision-making in a Canadian coastal community. *Journal of Rural Studies* 32, 275-282.	This paper draws on an analysis of migration from a coastal community in Atlantic Canada through the fisheries crisis of the last decade. Despite a persistent rhetoric of crisis and decline, the community remains difficult to leave for many young people. This paper examines the dimensions of this difficulty and the way that formal education sets up expectations for outmigration but few supports to families who have multi-generational linkages to local communities. Ironically the very discourse of crisis that is meant to propel youth out of the community may end up playing into a parallel discourse that has long predicted the collapse of urban economic and social structures. This in turn generates and propels a survivalism that inflects educational decision-making in ways that create deeply ambivalent and problematic conceptions of place and mobility for rural youth. This discourse in turn complicates simplistic neoliberal notions of educational choice.

16	Ehlert, M., Finger, C., Rusconi, A. & Solga, H. (2017): Applying to college: Do information deficits lower the likelihood of college-eligible students from less-privileged families to pursue their college intentions? Evidence from a field experiment, *Social Science Research, 67, 193-212*	Information deficits are considered an important source of why students from less-privileged families do not enroll in college, even when they are college-eligible and intend to go to college. In this paper, we examine whether correct and detailed information on the costs of and returns to higher education increases the likelihood of college applications of less privileged high school graduates who expressed college intentions in their junior high school year. We employ an experimental design with a randomly assigned 25-minute information treatment about funding opportunities for, and returns to, higher education given at Berlin schools awarding university entrance qualifications. Our analyses show that our information treatment indeed substantially increases the likelihood of treated less-privileged students to apply to college. Our study indicates that our low-cost provision of financial information not only increased their college knowledge but also substantially changed their college application behavior, despite other existing barriers, like economic constraints. (C) 2017 Elsevier Inc. All rights reserved.
17	Eliophotou-Menon, M. (2010): The effect of career counsellors on the decision to pursue higher education: a mixed-methods investigation, *Journal of Further and Higher Education, 34 (4), 519-536*	The article examines the role of career counsellors in secondary education in Cyprus, with emphasis on their effect on students' career decisions. Survey research was used to collect information from 611 students and 36 career counsellors in Cyprus. Students were asked to rate the importance of several factors as influences on their career decisions. This allowed for the assessment of the importance of career counsellors relative to other influencing factors. In a separate survey, career counsellors provided information on their job satisfaction and their effectiveness in providing guidance and information to students. Both quantitative and qualitative data were collected. According to the findings, students consider counsellors to be of little or no importance as sources of guidance and information in the decision-making process which precedes the choice between higher education and

		employment. Moreover, counsellors point to serious problems at the workplace which limit their effectiveness. The article discusses ways of addressing the problems faced by career counsellors and enhancing their role as significant reference individuals in further education and career decisions.
18	Fadigan, K. A. & Hammrich, P. L. (2004): A longitudinal study of the educational and career trajectories of female participants of an urban informal science education program, *Journal of Research in Science Teaching, 41 (8), 835-860*	The purpose of this longitudinal case study is to describe the educational trajectories of a sample of 152 young women from urban, low-income, single-parent families who participated in the Women in Natural Sciences (WINS) program during high school. Utilizing data drawn from program records, surveys, and interviews, this study also attempts to determine how the program affected the participants' educational and career choices to provide insight into the role informal science education programs play in increasing the participation of women and minorities in science, math, engineering, and technology (SMET)-related fields. Findings revealed 109 participants (93.16%) enrolled in a college program following high school completion. Careers in medical or health-related fields followed by careers in SMET emerged as the highest ranking career paths with 24 students (23.76%) and 21 students (20.79%), respectively, employed in or pursuing careers in these areas. The majority of participants perceived having staff to talk to, the job skills learned, and having the museum as a safe place to go as having influenced their educational and career decisions. These findings reflect the need for continued support of informal science education programs for urban girls and at-risk youth. (C) 2004 Wiley Periodicals, Inc.
19	Falco, L. D. & Summers, J. J. (2019): Improving Career Decision Self-Efficacy and STEM Self-Efficacy in High School Girls: Evaluation of an Intervention, *Journal of Career Development, 46 (1), 62-76*	This study evaluated whether a career group intervention that incorporates the four sources of self-efficacy and addresses perceived career barriers is effective at improving the career decision self-efficacy and science, technology, engineering, and mathematics (STEM) self-efficacy for adolescent girls. Of the 88 girls in our study, 42 students were Latina and 46 were White, 40 were

		freshman, and 48 were sophomores attending the same high school. From this sample, 44 of these girls participated in a 9-week treatment group. Using repeated measures analysis of covariance with ethnicity and grade as covariates, results indicated that, compared with the control group (n = 44), participants in the treatment group improved significantly on variables of career decision self-efficacy and STEM self-efficacy and increased those gains at 3-month follow-up. The discussion focuses on implications for career counseling, limitations of the study, and future research.
20	Faulkner, P. E., Baggett, C. D., Bowen, C. F. & Bowen, B. E. (2009): Attitudes, Educational, and Career Choices of Food and Agricultural Sciences Institute Participants, *Journal of Agricultural Education, 50 (1), 45-56*	Ethnic minority students traditionally pursue degrees and careers in the food and agricultural sciences at rates lower than their non-minority counterparts. To help improve upon this situation, the Food and Agricultural Sciences Institute (FASI) was created to expose academically talented high school students to opportunities within the food and agricultural sciences. FASI provided a week of laboratory experiments, classroom discussions, hands-on activities and demonstrations, and tours of departments in a college of agricultural sciences. Building upon prior research that had assessed the immediate and short term benefits of FASI, this study examined long-term contributions to the attitudes, educational, and career choices of the 1994-2001 FASI participants. Participants from these years were studied because they would have now graduated from high school given that they were high school sophomores and juniors when they participated in FASI. Fifty-seven individuals responded to a survey instrument. The major finding was that the respondents had positive attitudes toward the food and agricultural sciences, but few had pursued degrees or careers in the food and agricultural sciences. Personal factors, parents, and family members most influenced their educational and career choices. (Contains 4 tables.)

21	Foote, A., Schulkind, L. & Shapiro, T. M. (2015): Missed signals: The effect of ACT college-readiness measures on post-secondary decisions, *Economics of Education Review, 46, 39-51*	In the face of shrinking government budgets and a growing need to train a high-skilled labor force, policymakers have become increasingly interested in cost-effective measures that induce more students to apply to and enroll in college. In this paper, we use a regression discontinuity design to identify the causal effect of students receiving information about their own college-readiness after taking the ACT on their subsequent college enrollment decisions. Using data from Colorado, where all high school students are required to take the ACT, we find that students who receive information that they are college-ready are no more likely to attend college than those that do not receive this information. We discuss possible reasons for these findings. © 2015 Elsevier Ltd.
22	Gibbons, M. M. & Shoffner, M. F. (2004): Prospective First-Generation College Students: Meeting Their Needs through Social Cognitive Career Theory, *Professional School Counseling, 8 (1), 91-97*	First-generation students, or students whose parents did not attend college, represent 27% of all graduating high school students. They have unique needs that separate them from other students and that must be addressed in counseling. This article examines how school and career counselors can help these students through the use of Social Cognitive Career Theory. This theory and its focus on self-efficacy, outcome expectations, barriers, and goals can help with career and academic decision-making. A case example working with a high school junior is provided as an example of how this theory can assist this population. Implications for future research and counseling strategies are suggested as well.
23	Gibbons, M. M., Rhinehart, A. & Hardin, E. (2019): How First-Generation College Students Adjust to College, *Journal of College Student Retention: Research, Theory & Practice, 20 (4), 488-510*	This study explored the perceived barriers and supports related to college adjustment for first-generation college students at a large public university in the southeastern United States. Using social cognitive career theory as a framework, 15 college students participated in focus groups to discuss their adjustment to college and what they believed would have helped them better prepare for college. A qualitative analysis of themes resulted in identification of various barriers and supports, provided a multifaceted understanding of college adjustment, and highlighted the

		importance of preparing for college. Implications for career and school counselors are provided.
24	Gottfredson, L. (2002): Gottfredson's Theory of Circumscription, Compromise, and Self-Creation. I: Brown, D. (red.): *Career choice and development*. San Francisco: Jossey-Bass, 85-148.	Career choice is both an option and a responsibility in modern democratic societies such as the United States. People have far more freedom in fashioning their work lives than has been typical in other times and places. This developmental task is not a clear or easy one, nor does it always end well. However, it most assuredly affects the broader welfare of individuals, families, and communities. Hence the continuing concern, both inside and outside of vocational psychology, over the degree to which individuals and groups have sufficient freedom and support in fashioning their careers.
25	Gulløv, J. & Gulløv, E. (2020): Mobility and belonging – A case from provincial Denmark. *Journal of Pedagogy* 11(1), 107-126. https://doi.org/10.2478/jped-2020-0006	Young people in rural areas are gradually convinced that they have to leave their homes for education. They move, and hereby amplify the problem of local economic and demographic decline. The article explores the role of education as well as the social dynamics behind this process in a minor community in Denmark. Drawing on children and young people's perspectives, the article examines how children gradually come to doubt on the local opportunities and become alienated to local lifeforms. Based on an anthropological fieldwork, the authors show how day-care institutions, schools and youth education play an important role in this process.
26	Hagaseth Haug, E., Plant, P., Valdimarsdóttir, S., Bergmo-Prvulovic, I., Vuorinen, R., Lovén, A. & Vilhjálmsdóttir, G. (2019): Nordic Research on Educational and Vocational Guidance: A Systematic Literature Review of Thematic	<p>Educational and vocational guidance has received increased attention with regard to policymaking in the Nordic countries over the last 15 years. This has led to a growing interest in research-based knowledge. Updating an earlier article, we...

	Features between 2003 and 2016, *International Journal for Educational and Vocational Guidance, 19 (2), 185-202*	
27	Harless, A. M. & Stoltz, K. B. (2018): Integrating narrative approaches with early recollections to provide career counseling with low-SES secondary students, *The Journal of Individual Psychology, 74 (1), 117-133*	Because of the school focus on academics, school counselors have little time for career counseling activities for students that prepare and highlight the work–life task. Students from low-socioeconomic-status backgrounds do not have the resources or opportunities to explore their career identity using traditional methods. Therefore, it is important that school counselors provide individualized career counseling using a narrative approach to help such students address the work–life task and develop a clear career identity. Adding a narrative approach that includes the use of early recollections enhances traditional career counseling practices by emphasizing students' strengths, adaptability, flexibility, and lifelong learning to adapt to the world of work in the 21st century. (PsycINFO Database Record (c) 2018 APA, all rights reserved) (Source: journal abstract)
28	Haynes, G., McCrone, T., Wade, P., Gill, H., Tami, M. & Pauline, W. (2013: Young people's decision-making: the importance of high quality school-based careers education, information, advice and guidance, *Research Papers in Education, 28 (4), 459-482*	; This paper explores the decision-making processes of young people aged 13–14 years in 30 consortia across England as they chose their options for Key Stage 4 at a time when a new qualification, the 14–19 Diploma, was being introduced. It draws on data collected as part of a longitudinal national study (January 2008–August 2011) of the introduction and implementation of the 14–19 Diplomas. Few studies of young people's decision-making have considered in detail the role played by the careers education, information, advice and guidance (CEIAG) provided in schools. High quality, impartial school CEIAG provision has historically proved elusive, yet this is often the main source of information for young people and their parents. The introduction of the 14–19 Diploma provided a critical test of the quality of CEIAG in schools delivering that qualification for the first time from September 2008. Through a

		series of questionnaire surveys of Year 9 learners in 30 Diploma consortia and in-depth case studies in 15 consortia, we investigated young people's decision-making in relation to this new qualification and examined how this was influenced by their school's CEIAG. We found variations in the quality of school CEIAG about the Diploma qualification and, amongst some groups of students, a lack of knowledge and understanding of the Diploma programme of study, and the potential progression pathways. There was also evidence that inaccurate or incomplete CEIAG affected students' levels of satisfaction with their Diploma course. Only 46% of 477 Diploma students surveyed towards the end of their course believed they had made the right choice in Year 9. Although the 14–19 Diploma has now largely been withdrawn, the findings of this study highlight the issues and challenges facing schools as they take over responsibility for the provision of CEIAG from local authorities in September 2012
29	Hertzberg, F. (2015): Double gestures of inclusion and exclusion. Notions of learning outcomes, autonomy, and informed choices in Swedish educational and vocational guidance, *International Journal of Qualitative Studies in Education (QSE), 28 (10), 1203-1228*	Taking as its vantage point a citation from the critical educationalist Thomas Popkewitz, "double gestures of inclusion and exclusion," the aim of this article is to describe and contextualize the project of inclusion in Swedish educational and vocational guidance, and to identify and to analyze the potentially excluding discourses that may be inherent in that project. Empirically, the article starts with an account of how career counselors describe the desired learning outcomes of their professional activities. The accounts are given in interviews where they comment on the conditions for migrant youth in the transition from school to work, and the professional considerations that follow from these conditions. Among these desired learning outcomes, learning to be an autonomous individual capable of informed choosing is the most central. The emphasis of autonomy and informed choosing is in several ways related to the goal of work life and societal inclusion; on the other hand, a perceived lack of autonomy during the process of choosing

		secondary education is allegedly ascribed to the category of immigrants, and the immigrant condition. Thus, in the project of inclusion, a potentially excluding way of describing the migrant other is articulated, and "the double gestures of inclusion and exclusion" are hence performed. Still, it is also held that the pursuit of autonomy – as an end goal for the counseling and guiding process – is not unconditional, and it is recognized that certain conditions call for the development of other counseling strategies and learning outcomes. [ABSTRACT FROM AUTHOR] Copyright of International Journal of Qualitative Studies in Education (QSE) is the property of Routledge and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.)
30	Hertzberg, F. & Sundelin, Å. (2014): Counseling between recognition, justice and difference: the significance of power asymmetries, communicative projects and unintended consequences in career counseling of immigrants in Sweden, *International Journal for Educational and Vocational Guidance, 14 (1), 89-102*	This article consists of two parts. First we present an ongoing Swedish research project, Counseling between recognition, justice and difference. The aims of the project are presented, along with an outline of the political and professional questions that motivate it and the theories which inform it. In the second part, an account of one of the studies in the project is presented, which focuses on counseling conversations with recently arrived refugees in secondary education. The analysis of the conversations focuses on the communicative projects of the participants, the unintended consequences of their actions, and the impact of power asymmetries.

| 31 | Hoest, A., Jensen, V. M. & Nielsen, L. P. (2013): Increasing the admission rate to upper secondary school: The case of lower secondary school student career guidance, *Education Economics, 21 (3), 213-229* | Although several studies investigate the effects of school resources on student performance, these studies tend to focus more on intervention effect sizes than on their cost-effectiveness. Exploiting policy-induced variation in Denmark and using high-quality administrative data, we investigate the effects of a school intervention that introduces structured student career guidance in lower secondary school on upper secondary school admission. Disregarding the sunk-cost of implementation, the reform was cost-neutral. In a difference-in-difference framework, we find that the reform increases admission to upper secondary school between 4.0 and 6.3 percentage points for immigrants, but shows at best small improvements for the native students. © 2013 Copyright Taylor and Francis Group, LLC. |
| 32 | Holcomb-McCoy, C. (2010): Involving low-income parents and parents of color in college readiness activities: An exploratory study, *Professional School Counseling, 14 (1), 115-124* | This article describes an exploratory and descriptive study that examined the parental involvement beliefs, attitudes, and activities of 22 high school counselors who work in high-poverty and high-minority schools. More specifically, this study examined school counselors' beliefs and activities about involving parents in the college admission process. The results indicated that the participants believe that working with parents about college opportunities is a major part of their job. A majority of the participants also reported that they spend "some time" conferencing with parents about college admissions and a majority reported that they "never" organize parent volunteer activities. Implications for school counselor practice and future research are discussed. (PsycINFO Database Record (c) 2018 APA, all rights reserved) (Source: journal abstract) |

33	Hooker, S. & Brand, B. (2010): College Knowledge: A Critical Component of College and Career Readiness, *New Directions for Youth Development, Fall 2010 (127), 75-85*	Policy has traditionally emphasized the completion of academic requirements as the gateway to postsecondary education. There is, however, growing understanding that youth need to develop a wide range of knowledge, skills, abilities, and personal resources for career success, civic engagement, and lifelong learning. It also is necessary to address the social, informational, and financial barriers to college that many first-generation and low-income youth come up against. Allowing youth to participate in programs that provide access to college campuses and classes, through dual or concurrent enrollment, early college models, or expanded learning opportunities, is an effective way to help students gain college knowledge and see themselves as college students. This article offers an expanded definition of college and career readiness and profiles three programs drawn from a larger review of twenty-three programs designed to support college and career success for students from underrepresented groups. (Contains 11 notes.)
34	Hooley, Tristram, Sultana, R.G. & Thomsen, R. (2018): *Career guidance for social justice: Contesting neoliberalism*. New York: Routledge/Taylor & Francis Group.	This edited collection examines the intersections between career guidance, social justice and neo-liberalism. Contributors offer an original and global discussion of the role of career guidance in the struggle for social justice and evaluate the field from a diverse range of theoretical positions. Through a series of chapters that positions career guidance within a neoliberal context and presents theories to inform an emancipatory direction for the field, this book raises questions, offers resources and provides some glimpses of an alternative future for work. Drawing on education, sociology, and political science, this book addresses the theoretical basis of career guidance's involvement in social justice as well as the methodological consequences in relation to career guidance research.

35	Hooley, Tristam, Sultana, R.G. & Thomsen, R. (2019): *Career guidance for emancipation: Reclaiming justice for the multitude*. https://doi.org/10.4324/9781315110486	This edited collection explores ways in which social justice can be integrated into career guidance practice. Chapter authors propose models and practices which can contribute to struggles for social justice and consider how career guidance can play a role in these struggles. They explore policy and practice in the light of critical social theory both critiquing career guidance and opening up new possibilities for the field. The volume moves the discipline away from its overwhelming reliance on psychology in favor of theoretically pluralistic approaches informed by critical thinking in a range of disciplines. It seeks to expand the possibilities that are available to career guidance practitioners and researchers to support the growth of human flourishing and solidarity.
36	Howieson, C. & Semple, S.(2013): The impact of career websites: what's the evidence?, *British Journal of Guidance & Counselling, 41(3), 287-301*	; ABSTRACT Careers provision for young people in the UK is being re-formulated on the basis of a central role for career websites but this policy is based on unproven assumptions about their value. In this article we consider the use and impact of the two main career websites in Scotland on pupils' career management skills. We found that pupils at risk of not achieving positive post-school destinations were less likely to use the websites, as were minority ethnic pupils. Although similar in functions, the two websites differed in their effect: one had no impact while the other impacted on only one aspect of pupils' career management skills. Careers policy needs to be informed by more extensive research on career websites

| 37 | Hummel, H. G. K., Boyle, E. A., Einarsdóttir, S., Pétursdóttir, A. & Graur, A. (2018): Game-based career learning support for youth: effects of playing the Youth@Work game on career adaptability, *Interactive Learning Environments, 26 (6), 745-759* | Choosing a career is one of the most important decisions that youth has to take but many young people find this a hard issue to engage with. Current career counselling practice does not appear very compelling or motivating to young people. Professional games could provide a more engaging and motivating way of acquiring professional awareness and competence for career decision making and learning. We present the design and effects of playing a game that aims to increase career awareness and adaptabilies in youth (13-19 years). In a Randomized Controlled Trial, 93 high school students from Iceland and Romania were asked to carry out career-oriented activities, with half playing an interactive game and the other half performing a paper-and-pencil version of the same activities. The students were compared on career adaptability, career learning and career awareness scores before and after these interventions. Main results show that engaging players in these career-oriented activities has short term effects on outcome scores for career adaptabilies and for perceptions of career learning competences. Students who played the game report significantly faster growth on career adaptabilies that deal with "concern", "control" and "confidence". It can therefore be concluded that introducing game-based learning in career decision support for youth is a promising endeavour. [ABSTRACT FROM AUTHOR] Copyright of Interactive Learning Environments is the property of Routledge and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.) |

38	Irving, B. A. (2009): Locating social justice in career education : what can a small-scale study from New Zealand tell us?, *Australian Journal of Career Development, 18 (2), 13-23*	Career education occupies a pivotal position, relating school to the wider social, political and economic world. Yet it remains an under-researched curriculum area, with little attention given to issues of social justice. In this article the author discusses the findings from a small-scale qualitative study, which consisted of an hour-long semi-structured interview with a secondary school careers teacher in a New Zealand provincial city. Three key finding emerged: sense-of-self; social class and equality of opportunity; and parents, Pacific culture and opportunity. While acknowledging the limitations of this research, the findings do provide a degree of illumination when considered alongside the literature, thus contributing to the debate about the concept of career education, the role of career educators, and where social justice fits. Bridging the gap between theory and practice, the findings explore how social justice is understood and located within this particular setting, providing the reader with an opportunity to critically reflect on the conclusions reached, and consider these within the context of their own localised programs and practice(s). [Author abstract, ed]
39	Irving, B. A. (2010): Making a Difference? Developing Career Education as a Socially Just Practice, *Australian Journal of Career Development, 19 (3), 15-23*	Career education plays a crucial role during compulsory secondary schooling by providing students with opportunities to gain diverse insights into the multiple ways in which social, political and economic discourses shape and position concepts of self, career, opportunity and justice. It hence has the potential to make a difference to how young people construct their career(s), make sense of their lives and critically engage with the world but the current career development focus on skills acquisition, competencies and self-management may be limiting opportunities for wider critical educational learning, leading to a restricted conceptualisation of career(s). In this article I draw on the work of Young (1990) to explore the concepts of social injustice and injustice, to consider how these intersect with career education and to outline ways in which career education might engage in anti-

		oppressive practice. While the examples presented and the issues are from New Zealand, they are applicable elsewhere.
40	Jackson, M. A., Kacanski, J. M., Rust, J. P. & Beck, S. E. (2006): Constructively Challenging Diverse Inner-City Youth's Beliefs About Educational and Career Barriers and Supports, *Journal of Career Development (Sage Publications Inc.), 32 (3), 203-218*	This study examines school and work barrier beliefs about the limitations of education for future career rewards and perceived supports for attaining the educational and career aspirations of low-income, inner-city, African American, Hispanic/Latino(a), and Caribbean immigrant youth. The authors find that higher levels of school and work barrier beliefs are associated with lower aspirations, particularly for minority youth who are less recent immigrants. The authors described workshops designed to constructively challenge counterproductive school and work barrier beliefs by expanding participants' learning about accessible sources of support for attaining their school, work, and life goals. Results indicate that participants endorse two types of support sources: contextual supports (relational and community resources accessible in their environments) and personal resources (psychological assets within the individual). The authors propose that personal resources be conceptualized from social learning theory as facilitative task approach skills (e.g., productive work habits, learning-oriented performance expectations, helpful cognitive processes, beneficial problem orientations, self-regulated emotional responses, and other personal assets). [ABSTRACT FROM AUTHOR] Copyright of Journal of Career Development (Sage Publications Inc.) is the property of Sage Publications Inc. and its content may not be copied

41	Jokisaari, M. & Vuori, J. (2011): Effects of a Group Intervention on the Career Network Ties of Finnish Adolescents, *Journal of Career Development, 38 (5), 351-368*	The authors evaluated how a group-based career intervention affected career network ties among Finnish adolescents as they made educational choices and prepared for their transition to secondary education. They examined the career-related network ties of 868 students during their last year in comprehensive school (junior high school) in a randomized field experimental study. The results indicated that immediately after the intervention, the group method lowered the density of participants' career networks, that is, the participants' network ties were less interconnected. The results further showed that about 6 months after the intervention, the program had increased the number of school counselors named as network ties. (Contains 2 tables.)
42	Katznelson, N. & Lundby, A. (2015): *"Det gav mig en idé om, at min fremtid ikke står skrevet i sten"*	Langt over halvdelen af alle unge vælger i dag at tilbringe tre år - to år på HF - på en gymnasial uddannelse, alt imens de befinder sig i en fase af deres liv, hvor de gennemgår en rivende

	midtvejsevaluering af forsøg med karrierelæring i gymnasiet (1. udgave). Aalborg: Aalborg Universitetsforlag.	udvikling både i forhold til deres faglige og personlige identitet. Denne udvikling handler om en mangfoldighed af dimensioner omkring de unges hele liv, men del handler også om, hvorfor de unge egentlig går på en gymnasial uddannelse og om, hvordan de gennem deres forløb klædes på til at kunne reflektere over og handle på deres ønsker, og de muligheder, de har for at forfølge disse. Afsættet for denne rapportudgivelse er, at der er behov for at styrke de unges karrierelæring gennem gymnasietiden. Det handler om de unges formåen i relation til at kunne reflektere og/eller handle på deres valg, forløb og overgange i uddannelsessystemet ved hjælp af viden om dem selv, fag, uddannelser, arbejdsmarked og samfundet.
43	Katznelson, N., Lundby, A. A. & Hansen, N.-H. M. (2016): Karrierelæring i gymnasiet: "De vidste ikke, hvad de ville". *(1 udg.) Aalborg Universitetsforlag.*	Karrierelæring har i de senere år meldt sin ankomst i gymnasiesektoren såvel 'oppefra' som 'nedefra'. 'Oppefra' fordi karrierelæring med gymnasiereformen fra 2016 er rykket ind som ét af de fire brede faglige kompetenceområder. Og 'nedefra', da en række forsøgsgymnasier gennem de seneste år har arbejdet med karrierelæringsaktiviteter og tænkningen omkring karrierelæring. Denne rapport stiller skarpt på resultaterne af forsøgsgymnasiernes arbejde. Samtidigt handler den også om elevernes valg af en gymnasial uddannelse og deres tanker om det at gå i gymnasiet og deres videre forløb. I rapporten her kan du med andre ord: - nærme dig en forståelse af, hvad karrierelæring er

		- blive klogere på unges valg af ungdomsuddannelse - særligt en gymnasial uddannelse
		- få indsigt i de unges tanker om tiden i og efter gymnasiet
		- blive præsenteret for en række cases, der beskriver hvordan arbejdet med karrierelæring kan tage sig ud i hverdagen på de gymnasiale uddannelser
		- blive introduceret for en konkret model og et redskab, der gør det muligt at arbejde systematisk med karrierelæring
		- og så kan du blive præsenteret for en række resultater, der giver en indikation på elevernes udbytte af arbejde med karrierelæring
		Rapporten henvender sig til alle med interesse i overgangen til ungdomsuddannelserne og de videregående uddannelser, unges uddannelsesvalg, unge i de gymnasiale uddannelser og hele feltet omkring vejledning i udskoling såvel som på ungdomsuddannelser og videregående uddannelser. God læselyst.
44	Kjærgård, R. (2016): Norge i omstilling - karriereveiledning for individ og samfunn : utredning fra et utvalg oppnevnt ved kongelig resolusjon 27. mars 2015	Utvalget er bedt om å utrede et helhetlig system for livslang karriereveiledning. Utvalget kommer med vurderinger og anbefalinger knyttet til kvalitet og profesjonalisering, styring og samordning og finansiering av karriereveiledningstilbudet i Norge. Utvalget har utredet et nettbasert tilbud om karriereveiledning for alle og gitt klare anbefalinger om etablering av dette. Utvalget gir videre vurderinger og anbefalinger for økt tilgang og kvalitet når det gjelder rådgivning i skolen, karriereveiledning ved karrieresentre i fylkene, ved universiteter og høyskoler, fagskoler og kriminalomsorgen, samt i Nav og i introduksjonsordningene for

		nyankomne innvandrere. Utvalget mener at karriereveiledning er et effektivt virkemiddel for å nå mål knyttet til omstilling, integrering og gjennomføring på alle utdanningsnivåer. Det er et behov for en satsing på dette området for å sørge for et tilstrekkelig og profesjonelt tilbud til hele befolkningen
45	Law, B. (1999): Career-learning space: new-DOTS thinking for careers education, *British Journal of Guidance & Counselling, 27 (1), 35-54*	For more than 20 years, both careers education and guidance have drawn much of their rationale from the DOTS analysis which analyses practice for coverage of decision learning (D), opportunity awareness (O), transition learning (T), and self awareness (S). Its assumptions are rooted in theory, unifying the aims of careers education and careers guidance as enabling choice. More recent theory and practice engage a wider range of thinking: they acknowledge the complexity of contemporary career planning, and accommodate interactions which occur in the social and community life of the 'choosing person'. The practical implications are for more progressive career learning, in conditions which enable 'due process' to establish viable bases for both choice and change of mind. This thinking more sharply differentiates careers education from guidance, setting out a strong rationale for the former. It does not replace DOTS, but extends it into a new-DOTS re-conceptualisation termed 'career-learning space'. The effectiveness of career learning is determined by its transferable outcomes. New-DOTS thinking resonates with the conditions for transferable learning. There are possibilities here for building a strong consensus between practice, theory and policy.
46	Law, B. (2001): New DOTS: Career Learning for the Contemporary World. *NICEC Briefing – Symposium*. http://www.hihohiho.com/ memory/cafnewdots.pdf	The DOTS analysis is a tool for reviewing and sharpening learning aims for careers education and guidance: decision learning (D); opportunity awareness (O); transition learning (T); self awareness (S). It remains viable and influential. But it now needs to be extended to take account of on-going change and parallel developments in career theory. This Briefing summarises new NICEC evidence-based theory, characterised as New DOTS. I

| 47 | Letourneau, N.L., Duffett-Leger, L., Levac, L., Watson, B. & Young-Morris, C. (2013): Socioeconomic Status and Child Development:
A Meta-Analysis. *Journal of Emotional and Behavioral Disorders*
21(3), 211-224.
https://doi.org/10.1177/1063426611421007 | Lower socioeconomic status (SES) is widely accepted to have deleterious effects on the well-being and development of children and adolescents. However, rigorous meta-analytic methods have not been applied to determine the degree to which SES supports or limits children's and adolescents behavioural, cognitive and language development. While SES is largely determined by combinations of variables such as parental education level, marital status, and income, SES may also interact with other variables mediating or moderating the influence of SES on children's behavior and cognitive development. Thus, the objective of this study was to conduct a meta-analysis of research on the relationship between composite measures of SES and developmental outcomes for children and adolescents between the ages of birth to 19 years of age. The results revealed very small to small, but significant effects of SES on aspects of the three outcome variables of literacy and language, aggression, and internalizing behaviours including depression. Many other factors come in to play that may better explain the small, but significant relationship between SES and development. Given the small observed associations, policy makers and programmers may focus interventions on family and community factors that contribute to child and adolescent developmental outcomes across the socioeconomic spectrum. (PsycINFO Database Record (c) 2016 APA, all rights reserved) |

| 48 | Leung, S.A. (2008): The Big Five Career Theories. I: Athanasou, J.A. & Van Esbroeck, R. (red.): *International Handbook of Career Guidance*. Springer Netherlands, 115-132. https://doi.org/10.1007/978-1-4020-6230-8_6 | Kapitel i en bog. Første pasus gengivet her: Career guidance and counselling in the western world, most notably in the United States (USA), has developed a comprehensive system of theories and intervention strategies in its more than 100 years of history. It began in the years of Frank Parson as a trait-factor approach in the early twentieth century (Betz, Fitzgerald, & Hill, 1989; Zunker, 2002), and slowly evolved to become a rather mature discipline today in the twenty-first century with a strong theoretical and empirical base, with the potential to further develop into a more "global" discipline in the years ahead. Indeed, vocational and career related issues are salient across different cultures and nationalities (Hesketh & Rounds, 1995; Leung, 2004). In an age of economic globalisation, all individuals are affected by an array of work related concerns, some of these concerns are unique to certain cultures, but others are common to many cultural groups. The search for life purposes and meanings, the journey to actualise oneself through various life and workrelated roles, and the efforts by nations to deal with problems of employment and unemployment, are examples of universal issues that seem to affect many individuals from diverse cultures. Under the theme of career development, there are experiences, concerns, and issues that we could share, explore, and discussed at a global stage (Richardson, 1993; Lips-Wiersma & McMorland, 2006). |

49	Lidström, L., Holm, A. S. & Lundström, U. (2014): Maximising Opportunity and Minimising Risk?: Young People's Upper Secondary School Choices in Swedish Quasi-markets, *Young, 22 (1), 1-20*	This article explores young people's upper secondary school choices after recent reforms of school choice and competition in Sweden, drawing on interviews with students and school staff. The respondents identify important motives and strategies in students' school choices, for example, the character of school and schooling, the influence of marketing and education policy, as well as young people's identities and positions. Young people's 'horizons of action' and decision-making seem to vary, according inter alia to the degree of urbanity of their geographical locality and exposure to competition. Gender-, ethnicity- and social class-related factors also appear to be influential. We conclude that the school choice and competition reforms draw schools' attention to students' preferences, but the motive for the interest seems to have little to do with a concern to help young people to make educational school choices and future school-to-work transitions. Finally, we advocate modifications in the provision of career information and guidance. © 2014 SAGE Publications and Young Editorial Group.
50	Lødding, B. & Holen, S. (2012): Utdanningsvalg som fag og utfordring på ungdomstrinnet: Sluttrapport fra prosjektet Karriereveiledning i overgangen mellom ungdomsskole og videregående opplæring. Evaluering av Kunnskapsløftet.	En sentral målsetning med det nye faget utdanningsvalg på ungdomstrinnet er å redusere feilvalg og frafall i videregående opplæring. I denne rapporten bygger vi i hovedsak på resultater av en omfattende survey til elever, lærere, skoleledere og skoleeiere fra våren 2011, og vi supplerer med resultater av en tidligere casestudie som involverte fem skoler med ungdomstrinn i fem kommuner i fem fylker våren 2007 og våren 2009. Analyser av relevante dokumenter, gjennomgang av forskningslitteratur samt redegjørelse for hvordan karriereveiledning er satt på dagsorden internasjonalt, inngår også i studien. Utdanningsdirektoratet

51	Madill, H. M., Montgomerie, T. C., Stewin, L. L., Fitzsimmons, G. W., Tovell, D. R., Armour, M. A. & Ciccocioppo, A. L. (2000): Young women's work values and role salience in grade 11: Are there changes three years later?, *Career Development Quarterly, 49 (1), 16-28*	Eleventh graders participated in a longitudinal study of career decision making in which they completed a series of career-related inventories and followup interviews. There was little change in work-related values between the 2 administrations of the Values Scale (G.W. Fitzsimmons, D. Macnab, & C. Casserly, 1985); however, greater variation occurred on the Salience Inventory (G. W. Fitzsimmons et al., 1985), particularly Role Value Implementation. Role salience seems less stable than values, perhaps reflecting the transition from high school to postsecondary education or the world of work. Implications for D. E. Super's (1981, 1990, 1994, 1995) theory of career development and applications to career counseling are outlined.
52	McClain, M.-C. & Sampson, J. P. (2013): Using Pair Counseling to Improve the Cost-Effectiveness of College Career Counseling, *Professional Counselor, 3 (2), 82-92*	As the demand for career counseling services grows, the need for accountability rises, and the availability of funding decreases, it becomes more critical that practitioners utilize cost-effective interventions and alternative forms of treatment. One option for improving access to all clients while concurrently reducing costs involves using approaches based on collaboration between clients. Pair counseling, a brief intervention based on pairing two individuals of opposing orientations, can be implemented to improve access, promote social justice, and enhance the overall delivery of career services. This article further examines how career theory can be translated into actual practice. Implications for program development and future research are addressed.
53	McIlveen, P., Morgan, T. & Bimrose, J. (2012): A Longitudinal Study of the Experience of a Career Development Program for Rural School Students, *Australian Journal of Career Development, 21 (1), 22-30*	This study investigated students' experiences of a career development program that was established to foster interest in and aspirations for higher education within high school students residing in rural and isolated areas of Australia. Nine students who participated in the program were interviewed 18 months later to explore their recollections of the experience. Results of the study revealed three themes pertaining to the value of career planning: information, elaboration and confirmation of career thoughts and

		the social connectedness and positive experience the program provided. It was concluded that the program had a long-term positive impact and that there should be consideration given to exploring the cost-benefit of such programs in terms of university attrition rates.
54	McMahon, H. G., Mason, E. C. M., Daluga-Guenther, N. & Ruiz, A. (2014): An ecological model of professional school counseling, *Journal of Counseling & Development, 92 (4), 459-471*	The 21st century has witnessed a drastic transformation in professional school counseling, fueled by calls for social justice and educational equity and characterized by a movement toward collaboration, advocacy, leadership, and systemic change to promote academic success for all students. The authors describe how this transformation is aligned with an ecological perspective, provide an overview of the basic tenets of ecological thinking, and take a first step toward developing an intentional model of ecological school counseling. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)
55	McMahon, M. & Watson, M. (2012): Story Crafting: Strategies for Facilitating Narrative Career Counselling, *International Journal for Educational and Vocational Guidance, 12 (3), 211-224*	Narrative career counselling is a growing force in career guidance and counselling that offers a direction for the field to respond to the needs of increasingly diverse client groups. In this article, we review established and emerging approaches to narrative career counselling, then focus on the emerging story telling approach. We offer examples of how career counsellors may facilitate narrative career counselling through three levels of story crafting questions, as well as mapping and scaffolding, which are illustrated by a case example.
56	McMahon, M., Arthur, N. & Collins, S. (2008): Social justice and career development : views and experiences of Australian career development practitioners, *Australian Journal of Career Development, 17 (3), 15-25*	Career development practice had its origins in social justice reform over 100 years ago. A social justice perspective requires practitioners to examine the environmental context of their work, including the social, economic and political systems that influence people's career development. Achieving socially just outcomes for clients may necessitate intervention in these systems. While social justice is receiving a resurgence of interest in the literature, little is known about career development practitioners' attitudes towards

		and knowledge of socially just practice. The present paper examines the views and experiences of Australian career development practitioners on social justice. Data was collected by means of an online survey. Participants offered descriptions of their understanding of social justice and also examples of critical incidents in which they had attempted social justice interventions. Findings related to how Australian career development practitioners describe and operationalise social justice in their work are presented, as well as recommendations for future research. [Author abstract]
57	Meijers, F., Kuijpers, M. & Gundy, C. (2013): The relationship between career competencies, career identity, motivation and quality of choice, *International Journal for Educational and Vocational Guidance, 13 (1), 47-66*	In this article we focus on the effects of career education and guidance among students (ages 12-19) enrolled in prevocational and secondary vocational education in The Netherlands. Our study included 3,499 students and 166 teachers in 226 classes in 34 schools. The results showed that career competencies positively contributed to learning motivation, experienced quality of study choice, experienced fit of choice with learning tasks, and experienced fit of internship. Career identity positively contributed to career outcomes, and career dialogue contributed more than traditional interventions have with respect to career outcomes. © 2013 Springer Science+Business Media Dordrecht.
58	Meijers, F., Lengelle, R., Winters, A. & Kuijpers, M. (2017): A Dialogue Worth Having: Vocational Competence, Career Identity and a Learning Environment for Twenty-First Century Success at Work, *Professional and Practice-based Learning, 18 139-155*	The cultivation of intrinsic motivation is key in the twenty first century, but most students in Dutch vocational education lack this quality. To foster intrinsic motivation, a strong career-learning environment is needed that enables students to develop career competencies and a career identity. However such an environment is absent in much of vocational education in The Netherlands. Research shows that desired learning must be practice based (real life experiences are key), enable a dialogue (in order to attach personal meaning to real life experiences) and give students more autonomy in making choices in their school careers. Although there has been an increase in the use of portfolios and personal-

		development plans, these instruments are used mainly for improving success at school but are not in career and work. In addition, research on the conversations between student and teachers/work-place mentors shows that the latter talk primarily to (65%), and about (21%), but rarely with (9%) them. The culture in schools is still predominately monological. Most teachers feel uncertain about their abilities to help students in developing career competencies and a career identity, though a growing number of teachers want to be trained in initiating meaningful career dialogues. In order to make such training successful in terms of promoting new guidance behaviours, it is essential that school managers create a strong career-learning environment for teachers. The Standards Era policies (Gatto JT, Weapons of mass instruction. New Society Publishers, Gabriola, 2009) that dominate Dutch vocational education at the moment, however, leaves managers little space to do so. © Springer International Publishing AG 2017.
59	Moote, J. & Archer, L. (2018): Failing to deliver? Exploring the current status of career education provision in England, *Research Papers in Education, 33 (2), 187-215*	Currently, in England, there is widespread concern that careers education (information, advice and guidance) is relatively poorly resourced in schools and there is much debate about its current effectiveness. In this paper, we investigate students' views on careers education provision and their satisfaction with this provision. The work draws on data collected via a national survey of over 13,000 Year 11 students aged 15/16 years and in-depth longitudinal interviews conducted with 70 students from this cohort (aged from 10 to 16 years). Our findings show that there is clear student demand for 'more and better' careers education and we conclude that some schools may not be meeting the statutory requirement to provide impartial careers support for all students. Moreover, our quantitative analyses indicate that provision of careers education in England is currently patterned in ways that may be working to promote inequalities relating to gender, ethnicity and social class. Findings from our interview data offer

		insight into possible influencing factors and suggest that the majority of careers support is provided via a 'self-referral' system, which disadvantages those who, arguably, might benefit most. We conclude by discussing the implications of these patterns and suggest some potential, more equitable, ways forward for schools and teachers. Specifically, we recommend that targeted resourcing is needed for schools and teachers to engage and support disadvantaged students, and suggest greater monitoring of participation (not just provision). © 2017 The Author(s). Published by Informa UK Limited, trading as Taylor & Francis Group.
60	Müller, W. (2014): Educational inequality and social justice: Challenges for career guidance, International *Journal for Educational and Vocational Guidance, 14 (1), 21-33*	The article provides a multiperspective approach to educational careers. It first discusses social justice issues in the distribution of the crucial individual and social good of education. It then summarizes core findings of recent international research on processes and factors generating social disparities in the acquisition of education. Based on both it finally provides suggestions how especially professional guidance can contribute to reducing inequalities and increasing social justice. (PsycINFO Database Record (c) 2016 APA, all rights reserved) (Source: journal abstract)

61	Perry, J. C., Wallace, E. W. & McCormick, M. P. (2018): Making My Future Work: Evaluation of a New College and Career Readiness Curriculum, *Youth & Society, 50 (6), 841-866*	The college and career readiness movement figures prominently in the nation's educational reform and policies, including strategies to increase graduation rates among disadvantaged students in urban schools. As part of a multi-pronged approach to help youth transition to post-secondary education and the workforce, the present study evaluated a new career intervention, Making My Future Work, designed to serve as a comprehensive, flexible career curriculum. Based on a quasi-experimental design among a sample of urban youth (N = 429), multilevel modeling revealed promising evidence for its impact across a range of outcomes, including grade point average, school engagement, career preparation, self-determination, and self-awareness. The implications of the findings, limitations, and future directions for research are discussed.
62	Peter, F. H. & Zambre, V. (2017): Intended college enrollment and educational inequality: Do students lack information?, *Economics of Education Review, 60 125-141*	Despite increasing access to university education, students from disadvantaged or non-academic family backgrounds are still underrepresented in universities. In this regard, the economics literature has focused on the role of financial constraints as a cause of these observed differences in educational choices. Our knowledge of potential effects of other constraints regarding university education is more limited. We investigate the causal relationship between information and educational expectations using data from a German randomized controlled trial in which students in high schools were given information on the benefits of as well as on different funding possibilities for university education. We find that the provision of information increases intended college enrollment for students from a non-academic family background, both two to three months and one year after the intervention. In contrast, it leads students from academic backgrounds to lower their enrollment intentions in the short run. However, this effect does not persist. Our results suggest that educational inequality can be reduced by providing students from

63	Poulsen, B. K., Thomsen, R., Buhl, R. & Hagmayer, I. A. (2016): *Udsyn i udskolingen*, KL & DLF.	Udsyn i udskolingen handler om at skabe aktiviteter, hvor eleverne i folkeskolens 6.-10. klasse får udsyn mod livet. Det handler om at udvide deres perspektiver på uddannelse, udforske arbejdslivet og vigtigst af alt sig selv i de forskellige situationer. Disse temaer aktualiseres af folkeskolereformen og erhvervsuddannelsesreformen, hvor lærerne tiltænkes en stærkere rolle i forbindelse med elevernes overgang til ungdomsuddannelse. Emnet uddannelse og job (UJ) skal styrkes, og lærerne foretager uddannelsesparathedsvurdering i samarbejde med Ungdommens Uddannelsesvejledning. Udsyn i udskolingen handler om at betragte elevernes valg af ungdomsuddannelse som et læringsanliggende. Ved at deltage i forskellige læringsaktiviteter, som beskrives i denne bog, får eleverne mulighed for at opdage, sanse, høre, opleve, mærke sig selv i forskellige situationer i og omkring ungdomsuddannelserne og arbejdslivet. Lærere i udskolingen giver os i denne bog deres bud på aktiviteter, som kan støtte de unge i at ordne indtrykkene og tænke over forskelle og ligheder. De viser, hvordan de sammen med eleverne kan være nysgerrige på, hvad og hvem eleverne er opmærksomme på, hvad der er vigtigt for dem,

		og hvad der er vigtigt for andre, eksempelvis forældre, kammerater og samfund, såvel lokalt som nationalt. Bogen Udsyn i udskolingen indeholder en lang række eksempler på meningsfulde læringsaktiviteter i udskolingen, men pointen er faktisk ikke, at alt skal laves om. Pointen er, at med et nyt blik på de eksisterende aktiviteter kan aktiviteterne forbedres, så de giver bedre mening for eleverne, motivationen til at deltage bliver større, og udbyttet bedre og mere langvarigt. Det kalder vi i bogen for karrierelæring.
64	Reese, K. L. (2008): Bridging the Education Gap through College Access Programs, *Georgia School Counselors Association Journal, 1 (1), 54-58*	College access and subsequently college attendance rates of students of color, students from lower socioeconomic backgrounds, and those who would be first-generation college students are still significantly below second generation students and European-Americans. The gap exists because the dissemination of college information is inconsistent and informal. Short of students taking the initiative to walk into a professional school counselor's office there is no formalized and continuous way to get students the college materials they need. In response, one high school counseling department partnered with a privately-funded college access organization called Collegiate Candidates, Inc. to create such a formalized program. Results indicated that students who participated in the program produced higher college application rates than their non-participant peers.

65	Rivera, L. M. & Schaefer, M. B. (2009): The Career Institute: A collaborative career development program for traditionally underserved secondary (6-12) school students, *Journal of Career Development, 35 (4), 406-426*	Career development is integral to students' academic and social-personal development, and addressing students' needs in this area is recognized as an important responsibility of the professional school counselor. However, efforts to address students' career development tend to be lacking or services are provided in a disconnected manner. This article provides a brief overview of the literature on career development in schools and presents a schoolwide career development program that is integrated into the school curriculum, collaboratively implemented with teachers, and begins in the sixth grade. The value of this programmatic effort is discussed, and recommendations for program development are offered. © 2009 Curators of the University of Missouri.
66	Rosvall, P.-Å. (2017): Understanding career development amongst immigrant youth in a rural place. *Intercultural Education* 28(6), 523-542.	There is little research into the career trajectories and occupational aspirations of rural youth with immigrant backgrounds in Europe. This article presents new research based on field observations and interviews with five young immigrants of Persian descent in one rural town in Sweden. The findings highlighted gender differences in how the research participants felt their immigrant background would shape their future career plans and aspirations. The boys anticipated that by staying in the local town they might experience less of the stigma that they knew immigrants in urban areas often face. In contrast, the girls did not think of their rural home town as the best place to establish a career. One of the girls also spoke of an ambition to divide her working life between her new homeland and her family's country of origin. The analysis stresses the importance of an intercultural understanding of both the local and the global when counselling immigrant youth in rural areas regarding their career choices.

| 67 | Rosvall, P.-Å., Rönnlund, M. & Johansson, M. (2018): Young people's career choices in Swedish rural contexts: Schools' social codes, migration and resources. *Journal of Rural Studies* 60, 43-51. | Abstract : Successful social and economic integration into Swedish society increasingly demands a post-compulsory education, but such education is increasingly centralised, posing problems for rural young people. To help efforts to address such problems, this article considers social codes and resources that may influence rural young peoples' trajectories to post-secondary and higher education. This is done by analysing how codes and resources (social, cultural and material) influenced thoughts of students preparing to leave compulsory education regarding their educational/career choices. The empirical data were gathered using ethnographic approaches (classroom observations, and interviews with students, teachers, heads and study/work counsellors) in six classes in six rural Swedish towns, differing in terms of size, access to post-compulsory education, unemployment and young peoples' trajectories. The theoretical framework is based on Massey's understandings of place and power geometry, i.e. the distinct ways different social groups and individuals are placed in relation to the flows and interconnections of socio-economic and cultural interactions. The results indicate that social resources such as siblings and cousins 'paving the way', or relatives in towns offering possible options, may influence choices of upper secondary school. Cultural resources such as institutional recognition, in the form of academic credentials or qualifications, were also important. So too were financial resources, partly because economically privileged students tended to pick the programme of their choice, without reflecting much about where they would live, while less privileged students had to consider potential accommodation problems. In conclusion, differences in resources seem even more important to rural young people than they reportedly are for their urban peers. |

68	Rosvall, P.-Å. (2020): Counselling to stay or to leave? – Comparing career counselling of young people in rural and urban areas. *Compare: A Journal of Comparative and International Education*, 1-19.	Sweden may be wealthy, but uneven distributions of resources still affect students' access to higher education and career choices. Some variation is linked to rural/urban divides, but myriads of other factors may also influence young people's options in transitions. Here I explore these issues, using data collected from interviews with study and career counsellors in both rural and urban areas of Sweden, using a framework including Masseyian concepts of place, and horizons of action. The results confirm the general poverty of access in rural areas linked to limitations of locally available educational programmes, an associated tendency for counsellors to promote 'learning to leave', and hence ongoing 'metrocentric' flows to city centres. However, they also highlight (inter alia) the importance of students' resources, which enable or constrain their ability to leave and breadth of opportunities (in rural and urban areas), and gendered socialisation factors that may promote or counter the flows.
69	Schultheiss, D. E. P. (2005): Elementary career intervention programs: Social action initiatives, *Journal of Career Development, 31 (3), 185-194*	This paper examines several conceptual frameworks that can inform elementary career intervention programming. Equity, social justice, and the development of intrinsic motivation are key concepts in the promotion of social action initiatives aimed at improving academic achievement and expanding future career options for all students. Early career interventions provide the ideal venue for prevention efforts in elementary schools. Relevant career theory forms the basis for the design and delivery of elementary career intervention programming. (PsycINFO Database Record (c) 2017 APA, all rights reserved) (Source: journal abstract)
70	Skoleinspektionen (2013): Studie- och yrkesvägledning i grundskolan	Skolinspektionen har granskat studie- och yrkesvägledningen i totalt 34 grundskolor i hela landet. Huvudresultaten visar att det finns omfattande brister i skolors och huvudmäns arbete med att planera och följa upp studie- och yrkesvägledningen. Vidare får eleverna inte studie- och yrkesvägledning kontinuerligt under sin utbildning och studie- och yrkesvägledningen betraktas inte som hela skolans

		ansvar. Skolorna arbetar heller inte aktivt för att motverka begränsningar i elevernas studie- och yrkesval utifrån kön, social eller kulturell bakgrund.
71	Skoleinspektionen (2017): Studie- och yrkesvägledning i undervisningen	Stödmaterialet ingår i Skolverkets arbete för att stärka studie- och yrkesvägledningen i skolan. Det vänder sig i första hand till dig som är lärare på gymnasieskolans och gymnasiesärskolans utbildningar men även till huvudmän, rektorer, studie- och yrkesvägledare och annan personal i skolan.
72	Skoleinspektionen (2017): Studie- och yrkesvägledning som hela skolans ansvar	Exempel från grundskolor, grundsärskolor, gymnasieskolor och vuxenutbildning
73	Skovhus Randi, B. (2018): Vejledning - valg og læring : unges deltagelse i vejledning : ph.d.-afhandling. (1. udgave. 1. oplag.). Trykværket, Aarhus.	Hvordan vejleder vi unge bedst muligt på vej ind i voksentilværelsen? Hvordan skaber vi betingelser for at de får indsigt i forskellige muligheder? Hvordan understøtter vi, at unge udvikler grundlag for at handle? Og hvordan kan vejledere, lærere og andre voksne blive relevante sparringspartnere? Denne bog, som er skrevet på baggrund af et ph.d. projekt ved Aarhus Universitet og VIA University College, giver indsigt i disse og andre spørgsmål. Forfatteren har igennem sin forskning undersøgt, hvordan unge i folkeskolen deltager i uddannelses- og erhvervsvejledning – og hvordan vejledning giver mening for dem. Denne bog bidrager med analyser af, hvordan vejledningen af unge spiller sammen med skolens undervisning. Den viser, hvordan de unge oplever mening og deltager i vejledningen om uddannelse og job. Og den debatterer hvorvidt karrierevejledning i dag bidrager til social retfærdighed. Bogen giver også indsigt i læreres og vejledere samarbejde. Bogen introducerer centrale begreber om karrierevejledning, udvidede handlemuligheder, karrierelæring og social retfærdighed. Forfatteren lægger op til en diskussion af, hvordan vejledningen af unge kan udvikles og foreslår et

		perspektivskifte fra valg til læring. Forslaget er at man flytter fokus fra de unges valg af uddannelse til, hvad de lærer om uddannelsessystemet, arbejdslivet og sig selv.
74	Skovhus, R. B. (2016): A focus on educational choice has social justice consequences, *Journal of the National Institute for Career Education and Counselling, 36 (1), 54-60*	This presentation demonstrates that in Denmark there is considerable focus on educational and career choices during the last year of lower-secondary school, and investigates the possibility of using Amartya Sen?s capability approach as a lens to analyse this focus. It is argued that attention to the processes occurring before choices are made is of central importance, as these help to give students a genuine opportunity to choose from a broader range of options. This consideration is important from a social-justice perspective even if students end up choosing what they would have chosen without broader knowledge and reflection.
75	Skovhus, R. B. (2017): From career choice to career learning, *Diverse World of Career Guidance, 62-66*	From a focus on career choice making to a focus including career learning
76	Skovhus, R. B., Poulsen, B. K., Svarva, R. K. & Buland, T. (2016): *Toward Career Competences*: how to support career learning. Paper presented at IAEVG konference 2016, Madrid, Spain.	Career learning
77	Sultana, R.G. (2014): Career Guidance for Social Justice in Neoliberal Times. I: Arulmani, G., Bakshi, A.J., Leong, F.T.L. & Watts, A.G. (red.): *Handbook of Career Development*. Springer New York, 317-333. https://doi.org/10.1007/978-1-4614-9460-7_18	This chapter sets out to interrogate the complex relationships between career guidance and social justice. Tensions between different ideological and political orientations towards the field of career guidance are noted. The different but linked levels at which practitioners, scholars, and researchers can engage with social justice agendas are considered. While due importance is given to the micro- and meso-levels, the chapter focuses in particular on the macro-dimension, noting that an honest consideration of what career guidance can achieve needs to take into account the fact that efforts are framed by the structural constraints of the economic and political systems that we live in. The latter, it is

argued, are marked by a global neoliberal turn and a commitment, by many governments, to an unbridled form of capitalism that has deepened the divide between the "haves" and "have nots" and made social justice an even more difficult goal to attain. Indeed, career guidance can be conceptualized as a service that reflects, promotes, and facilitates the "status quo," or one that sets out to "trouble" and challenge it by imagining a world as it could and should be. While it is acknowledged that career guidance is limited in what it can do, it nevertheless is argued that those engaged with the field should adopt a stance in favor of social justice, one that is inspired by a commitment to acting virtuously in relation to others. Next, alternative conceptions of social justice are explored, drawing on the four main Western philosophical traditions that could relate to specific ways of understanding and enacting career guidance. It is then argued that these four different approaches to social justice constitute the template through which we act as moral and ethical beings and how we practice "socially just career guidance." Whichever approach, or combination of approaches, is chosen serves to heighten critical awareness of the current historical conjuncture, which is an essential task if career guidance is to avoid the risk of becoming entrapped within the master discourse of neoliberalism. Practitioners, policymakers, and scholars are encouraged not merely to see themselves as technicians who deploy competences skillfully but rather to acknowledge the fact that we are inexorably enmeshed in the political sphere where our actions, albeit practiced at micro- and meso-levels of human interaction within institutions, nevertheless inescapably resonate with, and feed into, the large social issues that a consideration of social justice entails. The chapter is concluded by referring to the Greek notion of *phronesis*, which reminds us that "understanding" carries with it a responsibility to be and the challenge to act in accordance with what we now see

		to be the best—in terms of the most virtuous—course of action, in accordance with principles that connect with, and promote, the common good. An important research agenda is to document how career guidance practitioners try to implement socially just practices, particularly within the hostile context of neoliberalism.
78	Sundelin, Å. (2015): *Att skapa framtid. En analys av interaktionen i studie- och yrkesvägledande samtal med unga i migration*. Institutionen för pedagogik och didaktik, Stockholms universitet. http://urn.kb.se/resolve?urn=urn:nbn:se:su:diva-122037	Shaping a future : An analysis of interaction in career counselling conversations with young migrants (English) **Abstract [en]** This is an empirical study that aims to contribute to knowledge about the opportunities the career counselling conversation offers young migrants in shaping their future. Conversations play a central role in career counselling activities in Swedish schools; furthermore, the question of how the Swedish society promotes the inclusion of its immigrants has become an increasingly urgent issue. The study draws on a dialogical framework on interaction and meaning making and seeks to gain insight into how meaning about the future is formed in career counselling conversations. The following questions were formulated: - How is the interaction between migrant students and their counsellors formed in counselling conversations? - How can the interaction be understood in relation to the participants and their contexts? - What seems to enable or constrain students' meaning making about the future in these conversations? The study was conducted in an introductory course for newly arrived immigrants at the upper secondary level. Researcher followed a series of two career counselling conversations between five students and five counsellors, respectively. The empirical

material comprises three parts: audio-recordings of conversations, observations of these conversations and audio-recorded interviews with counsellors and students. The students, three men and two women, have a non-European background and had been in Sweden between one and three years. All except one can be considered a refugee. The material was transcribed, and the conversations were analysed with the concepts of communicative projects and strategies. The conversations are the primary empirical material.

The results show that the counsellors' and the students' communicative projects primarily are complementary. Both the counsellor and the conversations appear as crucial for students learning about Swedish opportunity structures and meaning making about the future. The analysis also elucidated interactional patterns and interplay that seem to constrain the students' possibilities to shape a future with their own conditions within the conversations. The conversations focused on Swedish career opportunities and lacked a transnational perspective. Furthermore, the students' migrant background was not made relevant in the conversations; hence, the conversations risk contributing to students' stigmatisation. The counsellors' methods also seem at risk of individualising issues related to institutional preconditions and structural constraints. However, the analysis also displayed how the counsellor can counteract these constraining effects.

The result implicates, in alignment with other studies, that the responsibility for the students' career processes cannot be put on counselling conversations alone; more comprehensive and integrated activities for career learning in the schools are necessary to provide immigrant students with reasonable possibilities for shaping a future. Moreover, the conclusion is drawn that counsellor's conversation skills are important for the students

			meaning making about the future but that counsellors also must have, among other things, the ability to comprehend migrants' feelings and existential issues regarding the future and, not least, knowledge about the conditions of migrants and the ability to both comprehend and actively recognize injustices and different expressions of power. There are seldom others advocating for the rights of migrants.
79	Thomsen, J. P., Dencker, S. & Pedersen, T. M. Pedersen (2013): Hvem læser på velfærdsprofessionsuddannelserne? – ændringer i rekrutteringsmønstre de sidste 25 år. *Dansk Sociologi* 3(24).		Denne artikel beskæftiger sig med den generelle udvikling i den sociale rekruttering til de videregående uddannelser i Danmark de sidste 30 år og sætter særlig fokus på, hvilke sociale grupper velfærdsprofessionerne rekrutterer fra, sammenlignet med øvrige videregående uddannelser. Velfærdsprofessionerne er interessante, fordi de indtager en central rolle i forhold til at opretholde vitale funktioner i velfærdssamfundet. De seneste år har været præget af en debat om, hvorvidt disse semiprofessioner har oplevet et relativt statustab set i forhold til de øvrige videregående uddannelser. Vi undersøger ændringer i adgangen til velfærdsprofessionsuddannelserne og de øvrige videregående uddannelser gennem en række statistiske modeller på baggrund af registerdata fra perioden 1989-2011. Vi finder, at den sociale ulighed, eller sociale selektivitet, i adgangen til videregående uddannelser generelt er mindsket over årene, men primært i de perioder hvor uddannelserne ekspanderer. Vi finder videre, at den sociale selektivitet i udgangspunktet er ganske forskellig afhængig af, om vi betragter de selektive lange videregående uddannelser eller de mindre selektive velfærdsprofessionsuddannelser (hvor pædagoguddannelsen er den mindst selektive af de fire behandlede velfærdsprofessionsuddannelser). ENGELSK ABSTRACT: Jens Peter Thomsen, Siri Dencker and Thomas Mørch Pedersen: Changes in Access to Higher Education and Welfare Professional Educations in

		Denmark 1989-2011 In this paper we examine the social backgrounds of the individuals enrolled in welfare professional educations in Denmark. We ask if there have been significant changes in enrollments in these educations relative to other higher educations during the past 30 years? Can we find evidence of a purported status loss of these professional educations relative to other professions? This paper addresses these questions by applying various regression models using Danish register data from 1989 to 2011. It is shown that: 1. Social inequality in access to higher education has been on the decline during 1989-2011, but only in times of educational expansion. 2. Social selectivity in access to welfare professional educations differs, all of these educations being significantly less selective than university education. Key words: Inequality in access to higher education by social origin, educational expansion, higher education programmes, access to welfare professional programmes.
80	Thomsen, R. (2012): Guidance in Communities - A way foreward?, *National Institute for Career Education and Counselling, 28 (1), 39-45*	Qualitative research in career guidance has largely focused on how participants in guidance change due to their participation in different guidance or counselling interventions or activities. This article, conversely, describes how young people and adults seek to change and modify the guidance, and consequently how this changes the possibilities for participating in guidance for themselves and for others. This article presents data from a qualitative and explorative study of guidance in communities. One case study about career guidance in a factory setting is presented. The interplay between the participants' (non-) participating and the career guidance practitioners response is analysed. The article describes how new opportunities for guidance emerge through changing the practice. The study suggests that participants try to change the delivery of guidance from individual interventions to more collective forms/modes of delivery

81	Thomsen, R. (2014): *A Nordic perspective on career competences and guidance – Career choices and career learning. NVL.*	This concept note reflects an initiative within the Nordic ELPGN group, in partnership with the Nordic network for adult learning (NVL), to investigate the possibilities for collaboration between the Nordic countries in developing a number of joint documents on career competences and/or a competence framework for career learning in the Nordic countries. The objective for this concept note is to contribute to a shared Nordic frame of understanding for career competences which can be used in the ongoing development of guidance in the Nordic countries. The intended audience is guidance professionals, teachers, researchers, managers, policy makers and clients.
82	Thomsen, R. (2014): Denmark: Welfare Society, Social Justice and the Role of Career Guidance, Abstract fra IAEVG, Quebec , Canada.	Denmark: Welfare Society, Social Justice and the Role of Career Guidance Dr. Rie Thomsen, Aarhus University in Copenhagen, Denmark Denmark is a welfare state in Scandinavia and amongst the most equal countries in the world but it has dropped from being the most equal country in the world to number 11 in 10 years. This presentation considers what social justice means for educational and vocational guidance in Denmark. It covers the development in the Danish career guidance system for young people and show how the service has become more targeted towards marginalised youth. Finally different targeting strategies and modes of delivery are discussed in relation to social justice.
83	Thomsen, R. (2014): Non-Participation in Guidance: An Opportunity for Development?, *International Journal for Educational and Vocational Guidance, 14 (1), 61-76*	This article discusses how new opportunities for guidance can emerge from an analysis of the interplay between the participation (or lack of participation) of the individuals in career guidance, and the career guidance practitioner's response. The article suggests critical psychology as a framework for career guidance research and presents the analytical categories of "participation" and "conduct of everyday life" as means to analyse the dialectical relationship between participant and structure, as well as individual and society. Finally, it is argued that flexible career practices that adapt to the

		needs of participants have the potential effect of greater social justice.
84	Thomsen, R. & Plant, P. (2015): Counseling in Denmark In *Counseling Around the World,* 173-181	This chapter describes historical perspectives, the current status, and future directions of the counseling profession in Denmark. It also provides information regarding counselor education, counseling practice, and diversity issues in Denmark. The chapter specifically focuses on career guidance. The Danish term for career guidance, vejledning, covers personal counseling, school counseling, educational and vocational guidance and counseling, career guidance and development, and supervision of students during their college and university studies. Recent Danish legislation on educational and vocational counseling does not explicitly address diversity issues such as gender, ethnicity, or socioeconomic factors. However, many specific guidance projects, including some funded by the European Union, have addressed diversity, minority, or gender issues. The future of guidance lies embedded in the renewed policy focus on guidance in which one scenario is represented in the present center of attention on social control and economic sanctions. © 2013 by the American Counseling Association. All rights reserved.
85	Thomsen, R., Skovhus, R. B. & Buhl, R. (2017): Collection of cases - Career guidance in communities, København: Uddannelses- og Forskningsministeriet.	En samling af cases som eksemplificerer vejledning i fællesskaber