

This is a self-archived version of an original article. This version may differ from the original in pagination and typographic details.

Author(s): Haug, Erik Hagaseth; Plant, Peter; Valdimarsdóttir, Soffía; Bergmo-Prvulovic, Ingela; Vuorinen, Raimo; Lovén, Anders; Vilhjálmsdóttir, Guðbjörg

Title: Nordic research on educational and vocational guidance: a systematic literature review of thematic features between 2003 and 2016

Year: 2019

Version: Accepted version (Final draft)

Copyright: © 2018 Springer Nature B.V.

Rights: In Copyright

Rights url: <http://rightsstatements.org/page/InC/1.0/?language=en>

Please cite the original version:

Haug, E. H., 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 features between 2003 and 2016. *International Journal for Educational and Vocational Guidance*, 19 (2), 185-202. doi:10.1007/s10775-018-9375-4

Nordic research on educational and vocational guidance – an exploratory review of thematic features between 2003 and 2016

Introduction

Educational and vocational guidance is sometimes characterised as a ‘globally travelling idea’. It exists in some form in most developed countries and many developing countries. However, little attention has been given to how context shapes the concept of educational and vocational guidance as it travels across the globe (McMahon, Watson, & Patton, 2014). The intention of this article is to explore the patterns of prominent themes in the research on educational and vocational guidance in the Nordic countries from 2003 to 2016. By this, our aim is to provide insight to research-based knowledge grounded in the Nordic context – relevant for both practitioners and policy makers on a national, Nordic, and international level.

The Nordic Region (Denmark, Finland, Iceland, Norway and Sweden, as well as the Faroe Islands, Greenland and Åland) displays strong cultural, political, and geographical similarities that make it appropriate for analysis as a unified area. (The Nordic Council of Ministers, 2017). Despite the cultural and political similarities of the Nordic countries, they are less homogenous than outsiders often assume. Superficial similarities mask substantial differences, which manifest in various aspects of culture, education and employment, as well as different routes in the political and practical development of guidance. In this context, Plant, Christiansen, Lovén, Vilhjálmsdóttir & Vuorinen (2003) conducted a review on current trends in educational and vocational guidance research in the Nordic Region. In the 2003 review, they concluded that the amount of existing research was relatively small, and that the Nordic countries had followed slightly different – if complementary – paths in terms of research in educational and vocational guidance (Plant, et al., 2003). The reasons for conducting a new review fifteen years later include – among others – the many new developments, which have affected the Nordic guidance field during this period.

Since 2003, Denmark has experienced a profound re-organising of career guidance, through a professionalisation strategy and the forming of independent youth career guidance centres. However, now the centres are facing severe cutbacks and are merging with other youth guidance initiatives to form one-stop shops and focus the service on the 20% of young people most in need of guidance. Norway on the other hand, has had an uplift in terms of policy interest and funding. The country has established regional career centres for adults and has created a compulsory career-learning program in secondary school. All of this supported by the development of a new Masters in career guidance and a growth of research and evaluation. A governmental green paper from 2016 pointed to the need for a holistic all-age guidance offer and a national quality framework that is now taking

shape. Iceland has introduced a universal right to career guidance, in the midst of its severe economic crises, and has introduced innovative approaches to regionalised workplace guidance.

Sweden has carried out several important developments including the development of new career guidance approaches for immigrants coming to Sweden. In Finland, they have created a national strategy for lifelong guidance to develop cross-sectoral provision at national, regional and local levels. The Finnish strategy covers equal access to services, career management skills, guidance practitioner competences, quality assurance, and cross-sectoral cooperation and coordination. Currently, the country faces a major reform in the organisation of the public employment sector in 2020. If proposed legislation goes through, public employment services will merge into new regionally organised Growth services, delivered by private companies. This reform will include major challenges such as the overall coordination and management of the services.

Overall, this depicts a volatile situation, and an intensified policy interest, aligned with a growing number of scholarly studies. The involved Nordic scholars, though few in numbers, have been highly active in research, and thus, in providing robust inputs to the policymaking processes and development of research-based practice, both on a national level and on an international level.

Method

A team of national experts on educational and vocational guidance research from the five Nordic countries assembled to collaborate in the review process. In accordance with recommendations for completion of systematic literature reviews (Creswell, 2013) exemplified by Hughes, Mann, Barnes, Baldauf, & McKeown, (2016), the study adhered to the following:

- Setting review parameters—refining the review question, defining keywords, and developing the search strategy;
- Searching—the systematic identification of potentially relevant research using a keyword strategy;
- Screening—the application of pre-determined criteria to report titles, abstracts, and full texts derived from the review question and related sub-questions;
- Synthesis and reporting—the analysis and identification of key findings.

Setting review parameters

Our aim was to look for thematic features in the research on educational and vocational guidance in the five Nordic countries from 2003 to 2016. By this, our intention was to explore key features in educational and vocational guidance research in a given period and context.

The research included both empirical and theoretical contributions from peer reviewed articles/book chapters, PhD theses, anthologies and evaluative reports (grey literature). As evident in several articles (e.g. Lovén, 2003; McMahon, 2014), educational, vocational and career guidance is used, to some extent, synonymously to cover the same phenomenon. In the different Nordic languages, the same variety in the use of concepts is evident. Although we use educational and vocational guidance as an overall concept in this article, we included the following keywords in the search phase of the review: educational, (or/and) vocational (or/and) guidance in the respective languages of the countries (Iceland: náms- og starfsráðgjöf; Norway: yrkesveiledning, utdannings- og

yrkesrådgivning, yrkes- og utdanningsrådgivning, karriereveiledning and karriererådgivning; Sweden: studie- och yrkesvägledning; Finland: uraohjaus, urasuunnittelun ohjaus, opinto-ohjaus, oppilaanohjaus; Denmark: vejledning). Further, we included research from a Nordic context written in English. Here, we used the keywords educational, (or/and) vocational (or/and) career (or/and) guidance. In our view, the different areas covered in the research literature coincide with the definition of educational and vocational guidance developed in the ELGPN Glossary (2014). There, Educational guidance is defined as “Helping an individual to reflect on personal educational issues and experiences and to make appropriate educational choices”, while vocational guidance is defined as “Help for individuals to make choices about education, training and employment” (ELGPN, 2014).

Searching and screening

The guidelines developed in the first phase framed the searching and screening phase of the review process. Each of the national experts searched national databases (SWEPUB, DIVA, ORIA, SKEMMAN, FINNA). Further, as a quality assurance, we compared and supplemented the findings with already existing relevant national research reviews (e.g. Buland & Mathiesen, 2008; National Audit Office, 2015; Skovhus & Thomsen, 2017; Vilhjálmsdóttir, 2016). In this process, we agreed to encompass research that contained explicit paragraphs with implications for educational and vocational guidance – although not primarily focusing on guidance. Country representatives gathered their findings in a country note. Table 1 visualises the distribution of findings in the initial screening process.

	<i>Sweden</i>	<i>Finland</i>	<i>Norway</i>	<i>Denmark</i>	<i>Iceland</i>	<i>Total</i>
<i>Peer reviewed articles</i>	16 (-)	22 (1)	5 (-)	3 (5)	37 (4)	83 (10)
<i>PhD theses</i>	18 (3)	51 (5)	4 (-)	3 (1)	2 (2)	52 (11)
<i>Evaluative reports</i>	3 (7)	4(2)	20 (17)	69 (22)	-1)	92 (49)
<i>Other (e.g. Anthologies)</i>	21 (11)	1(-)	7 (-)	1 (9)	3 (-)	32 (20)
<i>Total</i>	58 (21)	73 (8)	36 (17)	76 (37)	42 (7)	286 (90)

Table 1: Distribution of research reports by theme and country. The numbers in brackets indicate numbers in the 2003 review (Plant, et al., 2003). Note of importance: the 2003 review contained selected examples.

Synthesis

The content of the national reports was analysed based on recommendations in systematic exploratory review methodology (Creswell, 2013). This involved systematization of the documented research based on thematic areas, stated intentions in the studies, and specific target groups. Further, we compared and further synthesised preliminary conclusions from all country notes into themes of current features. Given the amount of research reports, the following presentation of thematic features will emphasize representations of prominent research areas, more than act as an exhaustive list of all documented research revealed through the review process.

Features in Nordic research on educational and vocational guidance between 2003 and 2016

Regarding the distribution among the countries, the total amount of documented research varies from 36 (Norway) to 76 (Denmark). Sweden and Finland have a larger amount of PhD theses (18/51) than the other countries (4/3/2), while Iceland stands out as the most prominent provider of peer-reviewed articles (37). Regarding evaluative reports, Denmark has over three times more reported projects in this category than the next (Norway).

The analysis of the research reports revealed the following thematic areas: focus on the outcome of educational and vocational guidance; with the subcategories outcome of educational and vocational guidance in a school context, focus on outcome of educational and vocational guidance for adults, outcome of educational and vocational guidance related to different target groups. Further, we revealed a theme called the guidance process, with the subcategories educational and vocational guidance in groups and communities, ICT-oriented/Multi channelled approaches, contextualisation of international inventories and professionalization of the guidance practitioners. The third thematic area is critical approaches. Table 2 show the distribution among the different themes included in this review.

Theme 1: Focus on the outcome of educational and vocational guidance (63)	Theme 2: The guidance process (24)	Theme 3: Critical approaches (9)
Sub categories	Sub categories	
outcome of educational and vocational guidance in a school context (24)	educational and vocational guidance in groups and communities (7)	
outcome of educational and vocational guidance for adults (19)	ICT-oriented/Multi channelled approaches (6)	
outcome of educational and vocational guidance related to different target groups (20)	contextualisation of international inventories (7)	
	professionalization of the guidance practitioners (4)	

Table 2: Distribution of different themes. The numbers in brackets indicate the number of texts associated with the theme

Theme 1: Focus on the outcome of educational and vocational guidance

The main area of research we find in this review is concerned with the potential outcome of educational and vocational guidance. This correlates with the findings reported in the prior review (Plant et al., 2003). We begin with examples from a school context, which contains the largest amount of research in this category.

Outcome of educational and vocational guidance in a school context

A common feature in all Nordic research related to the outcomes of guidance in a school context is an emphasis on young peoples' transitional phases, and how guidance could or should be delivered to contribute in these processes (e.g. Buland, Mathiesen, & Mordal, 2014; Day, Kaiser & Nielsen, 2009; Hultgren, 2009; Katznelson & Pless, 2005; Lund, 2006; Pless & Katznelson, 2007). In more detail, the focus has been on measurement of outcomes in career learning programmes (e.g. Lødding & Holen, 2012), and school-based guidance provision

(e.g. Buland, & Havn, 2003; Buland & Mathiesen, 2008; Buland, Mathiesen, Aaslid, Haugbakken & Bungum, 2010; Buland et al., 2011). A common feature in these studies is to present an overall picture of the development and quality of guidance in Nordic schools. Mainly, studies are financed through national or regional governments, and aimed at evaluating already initiated national or regional projects (e.g. Atjonen, Manninen, Mäkinen & Vanhalakka-Ruoho, 2011; Christensen & Larsen, 2011; Danish Evaluation Institute, 2007; Epinion, Pluss Leadership & the Danish Centre for Youth Research, 2012; Rambøll, 2005a; 2005b; 2006a; 2006b; 2007). The methodological design is often triangulation, with a combination of observation, surveys and interviews.

Recent research in a Danish school context also includes an emphasis of the usefulness of introducing Career Management Skills concepts (e.g. Juul, Pless & Katznelson, 2016; Katznelson, Lundby & Møller Hansen, 2016; Poulsen, Thomsen, Buhl & Hagmayer, 2016). In Iceland, Vilhjálmsdóttir (2007) compared in an evaluative study two different approaches in career education – an experiential approach and a cognitive approach. In Finland, Tapio (2010) focused on the effects of a group counselling and classroom guidance model with an aim of helping students improve their achievement strategies.

Focus on outcome of educational and vocational guidance for adults

The research in this category is mainly focusing on (1) evaluating different methodological approaches in guidance (e.g. Vanhalakka-Ruoho & Ruponen, 2013), (2) guidance services in regards to career related issues occurring in organisational changes (e.g. Bergmo-Prvulovic, 2015; Hallqvist, 2012), and (3) organisational developments in service provision (e.g. Vilhjálmsdóttir et al., 2011). The research in this last area covered in particular evaluations of the establishment of regional partnerships for career guidance (e.g. Becken, Klingenberg, Berg & Jordell, 2014; Bergem, Grimsrud & Halvorsen, 2015; Borgen, Røste & Vibe, 2008; Buland & Haugbakken, 2009; Feiring & Helgesen, 2007, Mathisen & Stokke, 2011; Nyhus, Solbu & Stokke, 2011; Stokke & Nyhus, 2010).

Beside the three main areas mentioned in the beginning of this chapter, there is research undertaken to study the career development and implications for practice in a university context (Lairio, Puukari & Kouvo, 2011; Svennungsen, 2011). Another segment relates to the outcome of guidance in different rehabilitation and public employment settings (Pasanen, 2007; Reme, et al., 2016; Sveinsdottir, et al., 2014). The research methodology in this thematic category varies from qualitative studies – typically with the intention of investigating the experience of users (e.g. Svennungsen, 2011) – to quantitative approaches, e.g. multicentre Randomized Controlled Trials (Reme, et al., 2016).

Outcome of educational and vocational guidance related to different target groups

In all Nordic countries, there is a focus of interest in research on target-specific approaches of educational and vocational guidance (e.g. Hertzberg, 2003; Larsen, Day, Boysen & Hansen, 2008; Lindblad, 2016; Lundqvist, 2010; Sheikhi, 2013; Sundelin, 2015). Although present in all countries, (e.g. Juutilainen, 2003; Mathiesen, Buland & Bungum, 2010; Sørensen, Sørensen, Plant & Wolthers, 2007; Sørensen, Madsen & Sørensen, 2006; Zuleta & Krohn, 2013), Sweden stands out with a special focus on migrants (e.g. Lindblad, 2016; Lundqvist,

2010; Sheikhi, 2013; Sundelin, 2015), gender (e.g. Sandell, 2007) and social class (Lidström, 2009; Lidström et al., 2014; Lund, 2006; Puaca, 2013; Ulfsson, 2006).

Another targeted group of interest is dropouts from upper secondary education (e.g. Blöndal, Jónasson & Tannhäuser, 2011). Longitudinal research on dropout in relation to parenting (Blöndal & Aðalbjarnardóttir, 2009; 2014), student engagement and expected educational pathways based on level of student engagement (Blöndal & Aðalbjarnardóttir, 2012) have aimed at providing insights for policymakers and guidance practitioners who work as supportive agents for adolescents. Finally, we find an interest in the career development among students with special needs (e.g. Honkanen, 2006).

Theme 2: The guidance process

We name the second theme the guidance process. In the following paragraph, we will highlight research aimed at investigating educational and vocational guidance in groups and communities, ICT-oriented/Multi channelled approaches, contextualisation of international inventories and professionalization of the guidance practitioners.

Educational and vocational guidance in groups and communities

Evident in the other Nordic countries (e.g. Tapio, 2010; Vanhalakka-Ruoho & Ruponen, 2013) but specifically emphasized in Denmark, we see an interest in research on collective forms of guidance (e.g. Thomsen, 2009; Valgren, 2013). This change has been characterised as a collective turn in the view of how guidance ought to be delivered (Plant & Thomsen, 2012). As an example, Valgren (2013) tested and further developed a method called Collective Narrative Practice via case studies in three Danish folk high schools¹ (*folkehøjskole*). Thomsen (e.g. 2009; 2011; 2012) put a specific emphasis on studying what effect the process of moving guidance out of offices and into workplaces and actual working groups has. In Finland, Koivuluhta and Puhakka (2013) did a case study on a dialogical approach applied in group counselling. Vuori and Silvonen (2005) examined whether a preventive, group-based job search program has long-term beneficial effects on the re-employment and mental health of participants who have been unemployed for a prolonged period of time. Kettunen, Sampson and Vuorinen (2015) focused on guidance that has expanded into online communities.

ICT-oriented/Multi channelled approaches

The use of technology in career development systems and services has increased dramatically in recent years. In light of the increase, research studies of the concept of ICT as an integrative part of educational and vocational guidance, as well as the attitudes among practitioners to this potential change of structure of guidance provision, have been completed in the Nordic countries. In the review, it is evident that Finland, and especially a research team at the University of Jyväskylä, has taken a lead in focusing on these matters.

Bimrose, Kettunen & Goddard (2015) use an international lens to examine some key elements that contribute to the successful integration of ICT into career practice, while Vuorinen & Kettunen (2012) and Vuorinen,

¹ Folkehøjskoler are living examples of the enlightenment movement: they provide open adult education in residential settings

Sampson & Kettunen (2011) present issues for critical implementation of ICT in the training programmes for career professionals. Vuorinen (2006) examined the perceptions of career practitioners on their use of internet in guidance. Furthermore, Kettunen, Sampson and Vuorinen (2015) have examined the career practitioners' conceptions of competency for social media in career services. The results of this study have been successfully applied to curriculum development in the international summer course for ICT in guidance and counselling in Finland. In a recent study, Kettunen, Vuorinen and Ruusuvirta, (2016), examined the European Lifelong Guidance Policy Network representatives' conceptions of the role of information and communication technologies related to national guidance policies.

Contextualisation of international inventories

In Iceland, there seems to be a persistent focus on research seeking to test the applicability of internationally developed inventories for the measurement of vocational interest and career adaptability. Although evident in some research in the other countries (e.g. Dybwad, 2008), this seems to be an Icelandic phenomenon among the Nordic countries. In 2009, Icelandic researchers joined an international team in producing a psychometric scale to measure career adaptability. Vilhjálmssdóttir, Kjartansdóttir, Smáradóttir and Einarsdóttir (2012) examined the psychometric characteristics and construct validity of the Icelandic version (CAAS-Iceland). Other findings have suggested that a gender-type dimension may be influencing the responses of men and women to the items in the Strong Interest Inventory (Einarsdóttir, 2005; Einarsdóttir & Rounds, 2009). Further, an emic approach was used to develop a set of Icelandic indigenous basic interest scales (Einarsdóttir, Eyjólfsson & Rounds, 2013). In 2010 (Einarsdóttir, Rounds, & Su), the use of Holland's RIASEC model in Iceland was revisited. Testing for applicability, an Icelandic translation of the Career Thoughts Inventory (CTI) was administered to university students and career counselling clients (Björnsdóttir, Einarsdóttir & Kárdal 2008; Björnsdóttir, Kárdal & Einarsdóttir, 2010).

Professionalization of the guidance practitioners

In the guidance process category, we also find research on different areas concerned with the professionalization of guidance practitioners. Koskela (2013) aimed at developing the counselling and guidance skills and interdisciplinary teamwork inside an organization. With the emerging expansions in the view of the guidance process as a backdrop, Onnismaa (2003) examined the changes in guidance and counselling professionalism. Nielsen, Skovhus and Buhl (2011) examined the personal and organizational effect of participating in a guidance diploma education in Denmark, while Nummenmaa, Sinisalo, & Vanhalakka-Ruoho (2008) examined two decades of Master Degree programmes in guidance and counselling in Finland. In addition, Kupiainen (2009) focuses on the changes in guidance thinking of career counsellors by analysing their experiences and their account of their work, and Nykänen, Saukkonen, & Vuorinen (2012) examined the transformation of guidance provision.

Theme 3: Critical approaches

In the third theme, we include studies who investigate, problematize and question the direction of the ongoing development of educational and vocational guidance in the Nordic countries.

Bengtsson (2011; 2015a; 2015b; 2016) has contributed with insight on this complex and dynamic inter-relationship concerning the governance of guidance. The overall aim of these studies is to enquire into and problematize the governance of career guidance, and how individuals' career management is constructed within EU policy. The Foucauldian governmentality perspective and the analytic method of problematization is utilized.

Another example is Kjærgård (2012), who in his work intends to show how career guidance is expressed as a regulating mechanism between the needs of society and the freedom of the individual to choose education and employment in a Norwegian context. As Bengtsson, he also draws inspiration from Foucault's discourse analytics and power analytics.

Bergmo-Prvulovic (2012; 2013; 2014; 2015) focuses on a conceptual and critical approach in her study of social representations of career and career guidance in the changing world of working life. Her focus is on exploration of the meaning of career as a phenomenon and its implication for career guidance.

Discussion

Our analysis revealed three main themes. Among them, the potential outcome of educational and vocational guidance in different sectors and for different user groups stands out as the most prominent research area. Our interpretation is that this relates to an increased focus at a European level for a solid evidence base regarding the outcomes of educational and vocational guidance in the period this review has investigated (Haug & Plant, 2016). In our opinion, the review show that the research undertaken in this concerns, is mainly done by evaluative research studies with an intention to describe and analyse either (a) the effect of new legislations, or (b) the applicability of different organisational, procedural and methodological approaches. Haug & Plant (2016) reflects in their article on researchers' potential contribution to evidence-based practice and policy making in educational and vocational guidance. They argue for a broad and pluralistic research strategy to meet the complexity of possible questions in need of answers to provide evidence in educational and vocational guidance. In our opinion, the review of Nordic research on educational and vocational guidance provide an insight into different levels and dimensions of educational and vocational guidance in a Nordic context. Seen through a systemic lens (Patton & McMahon, 2014), the research findings range from seeing guidance from an intrapersonal (e.g. Björnsdóttir, Einarsdóttir & Kárdal 2008) to a global perspective (Saukkonen & Parkkinen, 2011). Further, it covers both intra-organizational issues, e.g. management (Jensen, 2012), and topics related to inter-organizational issues, e.g. different cooperative efforts (e.g. Thomsen & Jensen, 2011; Lunden, Hansen, Johansen & Frederiksen, 2011). Thirdly, the research is undertaken from both rural and urban areas of the Nordic countries (e.g. Lidström, 2009). Methodologically, we find examples from a multitude of approaches, ranging from Randomized Controlled Trials (Sveinsdottir et al., 2014) to biographical narrative approaches (Lidström, 2009). Further, we find an emerging interest in a phenomenographic approach (e.g. Kettunen, Vuorinen, & Ruusuvirta, 2016), which is quite new in guidance research.

Conclusion

The aim of this article was to provide insight to research-based knowledge grounded in the Nordic context in a given time period. The review indicate that there is a rich source of research undertaken on many different areas and topics in the community of educational and vocational guidance researchers in the Nordic countries.

Although optimistic on behalf of the potential utilization of the research revealed in this review, we urge an awareness of how an overweight on governmentally financed research can affect the designs and findings of research. In this scenario, there is a possibility of research being the role as confirmative support of the appropriateness of proposed legislation rather than taking a more active role as a driver in the development of new policies and practices. As Hooley (2014) propose concerning the role of evidence in the quality development of educational and vocational guidance, there is a need for a continuously focus on both addressing the question whether we are doing things right, but also whether we are doing the right things.

In this concluding section, we also want to highlight some potential limitations in this review. In our opinion, the most prominent limitation is concerned with the ability to compare research done in different context and documented in different languages. In the introduction, we argued that there is both similarities and differences among the Nordic countries in regards to cultural, political, and geographical features. We are aware that the concepts used to describe what we in this article call educational and vocational guidance differ among the countries. Whether we have understood the nuances and underlying meaning in the research reviewed is therefore a potential limitation. This limitation brings us to a final recommendation for further research. In doing this review, there has been interesting discussions on the meaning of different concepts used to conceptualize educational and vocational guidance among the members of the research group. We have also revealed that there is very little cross-Nordic comparative research undertaken. Given this situation, our recommendation is that there should be taken initiatives for more cross-Nordic research in the future. The review has revealed several similar research interests in the different countries, and in future research we think a comparative dimension could strengthen the impact of the research.

References

- Atjonen, P., Manninen, J., Mäkinen, S. & Vanhalakka-Ruoho, M. (2011). *Mihin ohjaus on yltänyt? Oppilaanohjauksen 2008–2010 kehittämistyön vaikuttavuusarviointi*. [How far guidance has reached? Impact evaluation of the national development project in guidance 2008-2010]. Opetus- ja kulttuuriministeriön julkaisuja 29.
- Becken, L. E., Klingenberg, S., Berg, S. & Jordel, H. (2014). *Evaluering av de fylkesvise karrieresentrene – med søkelys på samhandlingen med Nav*. [Evaluating regional career centers- with focus on collaboration with Public Employment Service]. Proba samfunnsanalyse – rapport 2014–09.
- Bengtsson, A. (2011). European policy of Career Guidance: The interrelationship between career self-management and production of human capital in the knowledge economy. *Policy Futures in Education*, 9, 616–627.
- Bengtsson, A. (2015a). European career guidance policy: A focus on subtle regulatory mechanisms. *Zeitschrift für Weiterbildungsforschung*, 38, 241–250.
- Bengtsson, A. (2015b). Vägledning i ett EU-perspektiv [Guidance in an E.U. perspective]. In: Lovén, A. (Ed.), *Karriärvägledning – en forskningsöversikt*. [Career Guidance – a research overview]. Studentlitteratur.
- Bengtsson, A. (2016). Governance of Career Guidance an enquiry into European policy. Dissertation. Stockholm University.
- Bergem, R., Grimsrud, G. M. & Halvorsen, L. J. (2015): *Evaluering av Karriere Sogn og Fjordane*. [Evaluation of Career Sogn & Fjordane]. Møreforskning, rapport nr. 63.
- Bergmo-Prvulovic, I. (2012). Subordinating careers to market forces? A critical analysis of European career guidance policy. *European Journal for Research on the Education and Learning of Adults*, Vol. 3(2), 155 -170.
- Bergmo-Prvulovic, I. (2013). Social representations of career: anchored in the past, conflicting with the future. *Papers on Social Representations*, 22(1), pp. 14-27.
- Bergmo-Prvulovic, I. (2014). Is career guidance for the individual or for the market? Implications of EU policy for career guidance. *International Journal of Lifelong Education*, 33(3), 376-392. doi: 10.1080/02601370.2014.891886.
- Bergmo-Prvulovic, I. (2015). *Social representations of career and career guidance in the changing world of working life*. Dissertation. School of Education and communication. Jönköping.
- Bimrose, J., Kettunen, J. & Goddard, T. (2015). ICT – the new frontier? Pushing the boundaries of careers practice. *British Journal of Guidance & Counselling*, 43, 8–23. doi:10.1080/03069885.2014.
- Björnsdóttir, M. D., Einarsdóttir, S., & Kárdal, J. (2008). Íslensk þýðing og þáttabygging CTI: Mat á hamlandi hugsunum í ákvarðanatöku um nám og störf [The applicability of the Icelandic translation of CTI: Assessing dysfunctional thoughts in career counseling clients]. *Tímarit um menntarannsóknir*, 5. Árg.

- Björnsdóttir, M. D., Kárdal, J., & Einarsdóttir, S. (2010). An Icelandic Translation and Application of the Career Thoughts Inventory: Cross-Cultural Considerations. *The Career Planning and Adult Development Journal*, 25(4), 165–167.
- Blöndal, K. S., & Aðalbjarnardóttir, S. (2009). Parenting Practices and School Dropout: A Longitudinal Study. *Adolescence*, 44, 729–749.
- Blöndal, K. S., & Aðalbjarnardóttir, S. (2012). Student disengagement in relation to expected and unexpected educational pathways. *Scandinavian Journal of Educational Research*, 56, 85–100.
doi:10.1080/00313831.2011.568607
- Blöndal, K. S. & Aðalbjarnardóttir, S. A. (2014). Parenting in Relation to School Dropout through Student Engagement: A Longitudinal Study. *Journal of Marriage and Family*, 76, 778–795. doi:10.1111/jomf.12125
- Blöndal, K. S., Jónasson, J. T., & Tannhäuser, A.C. (2011). Dropout in a small society: Is the Icelandic case somehow different? In S. Lamb, E. Markussen, R. Teese, N. Sandberg & J. Polesel (Eds.), *School Dropout and Completion. International Comparative Studies in Theory and Policy* (233–251). London: Springer.
- Borgen, J. S., Røste, R., & Vibe, N. (2008). *Karriere Akershus. Evaluering av Partnerskap for karriereveiledning i Akershus*. [Career Akershus – Evaluation of partnership for career guidance]. NIFU STEP. Rapport 11/2008.
- Buland, T. & Havn, V. (2003). *De første skritt er tatt; Veien videre venter? Sluttrapport fra evalueringen av prosjektet "Delt rådgivningstjenesten"*. [First step taken – evaluation of the project “divided school guidance service”]. Sintef-rapport 38 A03510. Trondheim: SINTEF.
- Buland, T. & Haugsbakken, H. (2009). *Papirbredden karrieresenter – materialisert partnerskap? Rapport fra evalueringen av Papirbredden karrieresenter*. [Evaluation of Papirbredden career center]. SINTEF Teknologi og samfunn.
- Buland, T., & Mathisen I. H. (2008). *Gode råd? En kunnskapsoversikt over feltet yrkes- og utdanningsrådgivning, sosialpedagogisk rådgivning og oppfølgingstjeneste i norsk skole*. [A knowledge overview of educational and vocational guidance, parental guidance and the follow up service in upper secondary school in Norway]. Sintef-rapport A8018. Trondheim: SINTEF.
- Buland, T., Mathiesen, I. H., Aaslid, B. E., Haugsbakken, H., & Bungum, B. (2010). *Skolens rådgivning – på veg mot framtiden? Delrapport 1 fra evalueringen av rådgivningen i skolen i Norge*. [Evaluation of school based guidance provision in Norway]. SINTEF-rapport A13861. Trondheim: SINTEF.
- Buland, T., Mathiesen, I. H., Aaslid, B. E., Haugsbakken, H., Bungum, B., & Mordal, S. (2011). *På vei mot framtida – men i ulik fart? Sluttrapport fra evaluering av skolens rådgivning*. [Final report: Evaluation of school based guidance provision in Norway]. Sintef-rapport A18112. Trondheim: SINTEF.
- Buland, T., Mathiesen, I. H., & Mordal, S. (2014). *Æ skjønne itj, æ våkne opp kvar dag å vil bli nå nytt æ. Skolens rådgivning i Møre og Romsdal, Sør-Trøndelag og Nord-Trøndelag*. [Evaluation of school-based

guidance provision in Møre og Romsdal, Sør-Trøndelag og Nord-Trøndelag County]. Trondheim: NTNU. Program for livslang læring.

Christensen, G., & Larsen, M. S. (2011). *Evidence on guidance and counseling*. Copenhagen, Denmark: Danish Clearinghouse for Educational Research.

Creswell, J. W. (2013). *Research Design. Qualitative, Quantitative, and Mixed Method Approaches*. (4th ed.). Thousand Oaks, California: SAGE Publications.

Danish Evaluation Institute (EVA). (2007). Vejledning om valg af uddannelse og erhverv [Guidance on choosing an education or a job]. Copenhagen: The Danish Evaluation Institute, EVA.

Day, B., Kaiser, B., & Nielsen, L. N. (2009). Ind under huden – en diskursanalyse om mentorskaber i overgangen fra folkeskole til ungdomsuddannelse [Reaching out and making a difference — a discourse analysis of mentorships at the transition from secondary to upper secondary education]. The National Knowledge Centre for Educational and Vocational Guidance (VUE).

Dybwad, T. E. (2008). Career maturity. Contributions to its construct validity. Dissertation. Tromsø: University of Tromsø.

Einarsdóttir, S. (2005). Kynjamunur í starfsáhuga-raunverulegur eða skekkja í áhugakönnunum? Áhrif kynbundinna staðalmynda á starfsáhuga karla og kvenna [Are gender-differences in interest inventories real or measurement bias? The influence of gender stereotypes on the interests of men and women]. In A. Jónsdóttir, S. H. Lárusdóttir and Þ. Þórðardóttir (Eds.). *Kynjamindir í skólastarfi*. Reykjavík: Rannsóknastofnun Kennaraháskóla Íslands.

Einarsdóttir, S. Rounds, J., & Su, R. (2010). Holland in Iceland Revisited: An Emic approach to testing US interest models. *Journal of Counseling Psychology*, 57, 361–367. doi:10.1037/a0019685

Einarsdóttir, S., Eyjólfsdóttir, K. Ó., & Rounds, J. (2013). Development of Indigenous Basic Interest Scales: Restructuring the Icelandic Interest Space. *Journal of Vocational Behavior*, 82, 105–115. doi: 0.1016/j.jvb.2013.01.001

Epinion, Pluss Leadership' & the Danish Centre for Youth Research. (2012). Evaluering af ungepakke II. De unges vej til ungdomsuddannelserne – uddannelsessystemets vej til de 95 pct [Evaluation of Youth Package 2. Young people's paths to upper secondary education courses — the path of the education system to reach the 95 per cent objective].

ELGPN [European Lifelong Guidance Policy Network]. (2014). *Lifelong Guidance Policy Development: Glossary*. ELGPN Tools No. 2. Jyväskylä: ELGPN.

Feiring, M., & Helgesen, M. (2007). *Karriereveiledning i Nordland*. [Career Guidance in the North of Norway]. Oslo. NIBR-rapport 2007/17.

Hallqvist, A. (2012). Occupational transitions as a relational project. *Studies in Continuing Education*. Vol. 34(2), 83-98.

- Haug, E. H., & Plant, P. (2016). Research-based knowledge: researchers' contribution to evidencebased practice and policy making in career guidance. *International Journal for Educational and Vocational Guidance*, 16, 137–152. doi:10.1007/s10775-015-9294-6.
- Hertzberg, F. (2003). *Gräsrotsbyråkrati och normative svenskhet. Hur arbetsförmedlare förstår en etniskt segregerad arbetsmarknad*. [How public employment service officers understand an ethnic segregated labor market]. Dissertation. Stockholms Universitet.
- Honkanen, E. (2006). Opinto-ohjaus ja erityisopetus. Asiakirja- ja haastattelututkimus *opetussuunnitelman perusteiden mukaisesta opinto-ohjauksesta ammatillisessa erityisopetuksessa*. [Guidance and Special Education. Document and Interview research on Curriculum-based Guidance Counselling in Vocational basic Education's Special Needs Education]. Helsingin yliopisto. Akateeminen väitöskirja. HAMK Helsinki: Ammatillisen opettajakorkeakoulun julkaisuja 1/2006.
- Hooley, T. (2014). *The evidence base on lifelong guidance: A guide to key finding for effective policy and practice*. Jyväskylä, Finland: ELGPN.
- Hughes, D., Mann, A., Barnes, S. A., Baldauf, B., & McKeown, R. (2016). Careers education: International literature review. *Education Endowment Fund*. Retrieved from: https://educationendowmentfoundation.org.uk/public/files/Publications/Careers_review.pdf.
- Hultgren, F. (2009). *Approaching the future: a study of Swedish school leavers' information related activities*. Dissertation. University College of Borås/Göteborg University.
- Jensen, M. B. (2012). *Vejledning som holdsport - survey blandt landets UU-ledere* [Guidance as a team sport — a survey among the leaders of the Youth Guidance Centres]. The Think Tank DEA.
- Juul, T. M., Pless, M. & Katznelson, N. (2016). *Uddannelsesvalg, vejledning og karrierelæring i et ungeperspektiv. Centrale konklusioner fra følgeforskningsprojektet 'Fremtidens Valg og Vejledning'*. [Educational choice, guidance and career learning from a youngster's perspective]. Center for Ungdomsforskning.
- Juutilainen, P. K. (2003). *Elämään vai sukupuoleen ohjausta. Tutkimus opinto-ohjauskeskustelun rakentumisesta prosessina*. [Counselling towards life or towards Gender? Process research of career counselling conversations]. Publications in Education. Joensuun yliopiston kasvatustieteellisiä julkaisuja No 92. Joensuu: University of Joensuu
- Katznelson, N., & Pless, M. (2005). *Niende klasse og hvad så? En midtvejsrapport om unges uddannelsesvalg og overgang fra grundskole til ungdomsuddannelse og arbejde* [Form 9 and then what? A midway report on young people's choice of education and the transition from secondary to upper secondary education or the labour market]. Copenhagen: The Danish Centre for Youth Research, Learning Lab Denmark, the Danish School of Education (DPU).
- Katznelson, N., Lundby, A. A., & Møller Hansen, N. H. (2016). *Karrierelæring i gymnasiet - "De vidste ikke, hvad de ville"*. [Career learning in upper secondary school]. København: Center for ungdomsforskning.

Kettunen, J., Sampson, J.P., & Vuorinen, R. (2015). Career practitioners' conceptions of competency for social media in career services. *British Journal of Guidance & Counselling*, 43, 43–56.

[doi:10.1080/03069885.2014.939945](https://doi.org/10.1080/03069885.2014.939945)

Kettunen, J., Vuorinen, R., & Sampson, J. P., Jr. (2015). Practitioners' Experiences of Social Media in Career Services. *The Career Development Quarterly*, 63, 268–282. doi:10.1002/cdq.12018

Kettunen, J., Vuorinen, R., & Ruusuvirta, O. (2016). European Lifelong Guidance Policy Network representatives' conceptions of the role of information and communication technologies related to national guidance policies. *International Journal for Educational and Vocational Guidance*, 16, 327–342.

[doi:10.1007/s10775-015-9313-7](https://doi.org/10.1007/s10775-015-9313-7)

Kjærgård, R. (2012). Karriereveiledningens genealogi. Den suverene stats regulering av det frie utdannings- og yrkesvalg [Genealogy of career guidance. The regulation of the free educational and vocational choice].

Dissertation, Aarhus University, Aarhus, Denmark.

Koivuluhta, M. & Puhakka, H. (2013). Dialogical approach applied in group counselling: case study.

International Journal for Educational and Vocational Guidance. 13(3).

Koskela, S. (2013). ”Mie teen vaan oman työni.” Toimintatutkimus moniammatillisen yhteistyön ja ohjausosaamisen kehittämisestä osana opintojen keskeyttämisen ehkäisyä. [“I only do my own work” An action research about developing interdisciplinary teamwork and counselling skills]. Jyväskylä Studies in Education, Psychology and Social Research 477. University of Jyväskylä.

Kupiainen, K. (2009). *Käyttötieto opinto-ohjaajan ohjausajattelun muutoksen kuvaajana*. [Practical knowledge as a describer of changes in career counsellor's guidance thinking]. Acta Universitatis Tamperensis 1438.

University of Tampere.

Lairio, M., Puukari, S., & Kouvo, A. (2011). Studying at university as part of student life and identity construction. *Scandinavian Journal of Educational Research*, 57(2), 115-131.

Larsen, J., Day, B., Boysen, L., & Hansen, M. A. (2008). *Udvikling af vejledning af unge med særlige behov for vejledning*. [Development of guidance for young people with particular guidance needs]. The National Knowledge Centre for Educational and Vocational Guidance (VUE).

Lidström, L. (2009). En resa med osäkra mål. Unga vuxnas övergångar från skola till arbete i ett biografiskt perspektiv. [Youngster's transition from school to work in a biographic perspective]. Dissertation. Umeå universitet.

Lidström, L. Holm, A-S., & Lundström, U. (2014). Maximising opportunity and minimizing risk? Young people's upper secondary school choices in Swedish quasi-markets. *Nordic Journal of Youth Research*, 22(1), 1–20.

Lindblad, M. (2016). ”De förstod aldrig min historia”: Unga vuxna med migrationsakgrund. Om skolmisslyckande och övergångar mellan skola och arbete. [School to work transitions for migrants].

Dissertation. Umeå universitet.

- Lovén, A. (2003). The paradigm shift – rhetoric or reality? *International journal for educational and vocational guidance*, 3, 123-135. doi:10.1023/A:1024708123698.
- Lund, Stefan (2006). Marknad och medborgare: elevers valhandlingar i gymnasieutbildningens integrations- och differentieringsprocesser. [Students choices in upper secondary schools]. Dissertation. Växjö University.
- Lunden, C., Hansen, A., Johansen, A. F., & Frederiksen, P. R. (2011). *Samarbejde om unge- Tværregional undersøgelse og analyse af samarbejdet mellem jobcentre og UU-centre om ungeindsatsen* [Collaborating to assist young people — cross regional survey and analysis of the collaboration between job centres and Youth Guidance Centres]. Centre for Active Employment Measures (CABI).
- Lundqvist, C. (2010). Möjligheternas horisont - Etnicitet, utbildning och arbete i ungas berättelser om karriärer. [Ethnicity, education and work from the voice of youngster's] Dissertation. Linköpings universitet.
- Lødding, H. & Holen, S. (2012). Utdanningsvalg som fag og utfordring på ungdomstrinnet. [Evaluation of the career learning program Educational choice]. (NIFU-rapport 28/12). Oslo: NIFU.
- Mathiesen, I. H., Buland, T., & Bungum, B. (2010). *Kjønn i skolens rådgiving – et glemt tema?* [Gender in school based guidance – a forgotten topic?]. Trondheim: SINTEF Teknologi og samfunn.
- Mathisen, T., & Stokke, M. (2011). *Karriere Sogn og Fjordane. En evaluering av partnerskap for karriereveiledning*. [Evaluation of partnership for career guidance]. ØF-rapport nr. 07/2011.
- McMahon, M. (2014). New Trends in Theory Development in Career Psychology. In Arulmani, G., Bakshi, A.J., Leong, F.T.L., Watts, T. (Ed.). *International handbook of career development*. Springer.
- McMahon, M., Watson, M. & Patton, W. (2014). Context-Resonant Systems Perspectives in Career Theory. In Arulmani, G., Bakshi, A.J., Leong, F.T.L., Watts, T. (Red.). *International handbook of career development*. Springer.
- National Audit Office. (2015). Cooperation for study and career guidance. Audit report 5/2015.
- Nielsen, L. N., Skovhus, R., & Buhl, R. (2011). Diplomuddannelsen i uddannelses- og erhvervsvejledning - effekter, problemstillinger og muligheder på individ- og organisationsniveau [The Diploma Programme in educational and vocational guidance —effects, issues and opportunities for the individual and the organisation]. The National Knowledge Centre for Educational and Vocational Guidance (VUE).
- Nummenmaa, A.R., Sinisalo, P. & Vanhalakka-Ruoho, M. (2008). Ohjausalan väitöskirjojen kertomaa. In Vanhalakka-Ruoho, M. (Ed.) *Parveke maailmaan päin: ohjauksen maisterikoulutuksen kaksi vuosikymmentä*. [A Balcony facing towards the world: two decades of Master Degree programmes in guidance and counselling] (pp. 13-42). Joensuu: Joensuun yliopisto, kasvatustieteiden tiedekunta.
- Nyhus L., Solbu, G. K. & Stokke, M. (2011). *Partnerskap – eller løse forbindelser? Vurdering av fylkesvise partnerskap for karriereveiledning. Del 2*. [Partnership or loose connections? Evaluation of partnership for career guidance]. Østlandsforskning – ØF-rapport nr. 08/2011

Nykänen, S., Saukkonen, S., & Vuorinen, R. (2012). Transformations in Lifelong Guidance Provision. In P. Tynjälä, M.-L. Stenström, & M. Saarnivaara (Eds.), *Transitions and transformations in learning and education* (pp. 187–202). Dordrecht: Springer.

Onnismaa, J. (2003) *Epävarmuuden paluu. Ohjauksen ja ohjausasiantuntijuuden muutos*. [The Return of Uncertainty: Changes in Guidance and Counselling Professionalism]. Joensuun yliopiston kasvatustieteellisiä julkaisuja no. 91. University of Joensuu.

Pasanen, H. (2007). Ohjaava koulutus merkitysten kenttänä - identiteetin muutos ja moniulotteisuus ammatillisessa rehabilitaatiossa. [Career counselling training courses as the field of semiosis - the change and multi-dimensionality of identity in vocational rehabilitation]. Dissertation, University of Joensuu, Joensuu, Finland.

Patton, W., & McMahon M. (2014). *Career Development and systems theory. Connecting theory and practice*. (3. Ed.). Rotterdam: Sense Publishers.

Plant, P., Christiansen, L., Lovén, A., Vilhjálmisdóttir, G., & Vuorinen, R. (2003). Research in Educational and Vocational Guidance in the Nordic Countries: Current Trends. *International Journal for Educational and Vocational Guidance*, 3, 101–122. doi:10.1023/A:1024756006860.

Plant, P. & Thomsen, R. (2012). Career guidance in Denmark: social control in a velvet glove. *Orientacion y Sociedad*, (11).

Pless, M., & Katznelson, N. (2007). *Unges veje mod ungdomsuddannelserne* [Youngsters paths to upper secondary education]. The Danish Centre for Youth Research, Learning Lab Denmark, the Danish School of Education (DPU).

Poulsen, B. K., Thomsen, R., Buhl, R., & Hagmayer, I. A. (2016). *Udsyn i udskolingen*. [Insights and outlooks. Career learning in the final years of compulsory school] KL & Danmarks Lærforening.

Puaca, G. (2013). *Educational choices of the future. A sociological inquiry into micropolitics in education*. Dissertation. University of Gothenburg.

Rambøll (2005a). Evaluering af vejledning, tilmelding og optagelse til de gymnasiale uddannelser efter Gymnasireformen [Evaluation of guidance, registration and enrolment in upper secondary education after the reform. Copenhagen: The Ministry of Education.

Rambøll (2005b). Undersøgelse af etablering af Ungdommens Uddannelsesvejledning [Study of the establishment of the Danish youth career guidance system]. Copenhagen: The Ministry of Education.

Rambøll. (2006a). Evaluering af målgruppevurderinger til produktionsskoler [Evaluation of the target group assessments for schools of production]. The Danish Ministry of Education.

Rambøll (2006b). Opgaver og samarbejde i vejledningen. En evaluering af gennemførelsesvejledningen på de gymnasiale uddannelser [Tasks and cooperation in guidance. An evaluation of guidance in upper secondary education]. Copenhagen: The Ministry of Education.

- Rambøll. (2007). Evaluering af mentorprogrammet [Evaluation of the mentorship programme]. The Ministry of Education.
- Reme, S.E., Monstad, K., Fyhn, T., Øverland, S., Ludvigsen, K., Sveinsdottir, V., Løvvik, C. & Lie, S.A. (2016). *Effektevaluering av Individuell jobbstøtte (IPS): Sluttrapport*. [Effect evaluation of individual placement and support]. Uni Research Helse & Uni Research Rokkansenteret. Norge: Bergen.
- Sandell, A. (2007). *Utbildningssegregation och självorientering. Om gymnasieval, genus och lokala praktiker*. [Educational segregation and self-orientation]. Dissertation. Malmö Högskola.
- Saukkonen, S., & Parkkinen, J. (2011). Should climate change impact the ethics of lifelong guidance? *Canadian Journal of Career Development*. 10(1), 13–16.
- Sheikhi, K. (2013). *Vägar till förståelse: andraspråkstalare i samtal med en studie- och yrkesvägledare*. [Ways to understanding. The dialogue between second language speakers and guidance practitioners]. Dissertation. Mälardalen University/Göteborg University.
- Skovhus, R. B., & Thomsen, R. (2017). Popular problems. *British Journal of Guidance and Counselling*, 45(1), 112-131. DOI: 10.1080/03069885.2015.1121536.
- Stokke, M., & Nyhus, L. (2010): *Partnerskap for karriereveiledning – en kartlegging og evaluering. Del 1 Kartlegging*. [Partnership for career guidance – evaluation part one]. Østlandsforskning – ØF- notat nr. 12/2010
- Sundelin, Å. (2015). *Att skapa framtid: en analys av interaktionen i studie- och yrkesvägledande samtal med unga i migration*. [Creating a future. An analysis of the interaction between guidance practitioners and migrants]. Dissertation. Stockholm University.
- Sveinsdottir, V., Lovvik, C., Fyhn, T., Monstad, K., Ludvigsen, K., Overland, S., & Reme, S. E. (2014). Protocol for the effect evaluation of Individual Placement and Support (IPS): a randomized controlled multicenter trial of IPS versus treatment as usual for patients with moderate to severe mental illness in Norway. *BMC Psychiatry*, 14, 307. doi:10.1186/s12888-014-0307-7.
- Svennungsen, H. O. (2011). *Making Meaningful Career Choices. A Theoretical and Q-methodological Inquiry*. Dissertation. Trondheim: NTNU.
- Sørensen, B. W., Madsen, D. H. & Sørensen, A. R. (2006). *Unge med en twist - etnicitet, køn og uddannelsesvalg*. [Youngsters with a twist — ethnicity, gender and educational choice]. Roskilde: Roskilde University (RUC).
- Sørensen, A. R., Sørensen, B. W., Plant, P., & Wolthers, A. (2007). *Køn, etnicitet og vejledning - erfaringer fra et projekt*. [Gender, ethnicity and career guidance - experiences from a project]. Roskilde: Roskilde University (RUC).
- Tapio, J. (2010). Ryhmäohjauksen nuorten suoritusstrategioiden muutoksen mahdollistajana. Motivaatioattribuutioteorian näkökulma koulun luokkaohjaukseen. [Group counselling as a possibility to change adolescents' achievement strategies. Perspective of the attribution theory of motivation in school counselling]. Acta Universitatis Tamperensis 1575. University of Tampere.

The Nordic Council of Ministers. (2017, 28.06). Facts about the Nordic Region. Retrieved from <http://www.norden.org/en/fakta-om-norden-1>.

Thomsen, R. (2009). *Vejledning i fællesskaber - karrierevejledning fra et deltagerperspektiv*. [Guidance in communities - career guidance as seen from a participant perspective]. Dissertation. Fredensborg: Studie & Erhverv.

Thomsen, R. (2011). En undersøgelse af vejledning i fællesskaber. [examining guidance in communities]. *Nordiske Udkast*, 37(1/2), 56–65.

Thomsen, R. (2012). Guidance in Communities - A way forward? *National Institute for Career Education and Counselling*, 28, 39–45.

Thomsen, R., & Jensen, U. H. (2011). *Vejledning i samspil. Evaluering og dokumentation af efterskolens vejledning* [Career guidance as a collaborative effort. Evaluation and documentation of the guidance provided by Danish Continuation Schools]. Schultz.

Ulfsdotter, Y. E. (2006). *Yrke, status & genus: en sociologisk studie om yrken på en segregerad arbetsmarknad*. [Vocation, status and gender]. Dissertation. Göteborg University.

Valgreen, H. (2013). *Refleksion og fællesskab: Kollektivt narrativ praksis i karrierevejledning*. [Reflection and community: collective narrative practice in career guidance]. Dissertation. København: DPU

Vanhalakka-Ruoho, M. & Ruponen, R. (2013). What Do the Participants Gain? Group Counselling to Enhance Agency at Work. *International Journal for Educational and Vocational Guidance*, 13, 217–231. doi:10.1007/s10775-013-9248-9

Vilhjálmssdóttir, G. (2007). Outcomes of two different methods in careers education. *International Journal for Educational and Vocational Guidance*, 7, 97–110. doi:10.1007/s10775-007-9118-4.

Vilhjálmssdóttir, G. (2016). „Ég kom að gjörsamlega auðu borði“: Saga náms- og starfsráðgjafar á Íslandi frá árdögum til aldamóta [„There was absolutely nothing: The history of career counselling in Iceland from the early days until the turn of the century.“]. *Tímarit um uppeldi og menntun* 25(1), 2016, 109–127.

Vilhjálmssdóttir, G. et al (2011). *Voice of Users. Promoting quality of guidance for adults in the Nordic countries*. Reykjavik: NVL. Retrieved from <http://nvl.org/Content/Voice-of-users-promoting-quality-of-guidance-for-adults-in-the-Nordic-countries>.

Vilhjálmssdóttir, G., Kjartansdóttir, G. B., Smáradóttir, S. B., & Einarsdóttir, S. (2012). Career Adapt-Abilities Scale-Icelandic Form: Psychometric Properties and Construct Validity. *Journal of Vocational Behavior*, 80, 698–704. doi:10.1016/j.jvb.2012.01.013

Vuori, J., & Silvonen, J. (2005). The benefits of a preventive job search program on re-employment and mental health at 2-year follow-up. *Journal of Organizational and Occupational Psychology*, 78(1), 43–52.

Vuorinen, R. (2006). *Internet ohjauksessa vai ohjaus internetissä? Ohjaajien käsityksiä internetin merkityksestä työvälineenä*. [The Internet in guidance or guidance in the Internet? Perceptions of guidance practitioners on the

use of the Internet as a tool in guidance]. Dissertation. University of Jyväskylä. Institute for Educational Research, Research Reports 19.

Vuorinen, R., Sampson, J. P., & Kettunen, J. (2011). The perceived role of technology in career guidance among practitioners who are experienced Internet users, *Australian Journal of Career Development* 20(3), 39–47.

Vuorinen, R., & Kettunen, J. (2012). Expanding CGC Professionals' Understanding of ICT. In C. Schiersmann, B. Ertelt, J. Katsarov, R. Mulvey, H. Reid, & P. Weber (Eds.), *NICE Handbook for the Academic Training of Career Guidance and Counselling Professionals* (pp. 184–188). Heidelberg: Heidelberg University.

Zuleta, L. & Krohn, Z. (2013). *Vejledere viser vejen - Kønsmainstreaming af uddannelses og erhvervsvejledningen. Hovedrapport 2013* [Career guidance counsellors show the way -gender mainstreaming of educational and vocational guidance. Main report 2013]. Copenhagen: the Danish Institute for Human Rights.