

# EDI

Last updated (this doc): 22/08/2024

Last updated (web): 31/7/2024

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## Introduction

This section provides resources for relating career guidance work to outcomes beyond individuals. This page covers discussions that relate career guidance to Equality/Equity, Diversity and Inclusion, showing examples for different challenges and protected groups.

Studies and discussions are included that support in "making the case" for careers for this agenda, and then some specific case study examples of studies that have shown examples of interventions where the outcomes support goals of EDI. There are different mechanisms by which these are achieved.

This page provides references for the landscape and contextual issues, case studies into practice, relevant research-active institutions, relevant publications, and data sources.

## Headlines

Numerous studies have showed the nature and extent of different forms of inequality between groups, in the UK and wider afield, as well as between more and less prosperous members of society:

In their review in 2022, the IFS found that earnings inequality is considerably higher in the UK than it was 40 years ago. Moreover, as the economy has shown longer term trends towards stagnation, worker power has fallen in the light of rapid union decline and increased employer power in pay determination. ([Giupponi, G., Machin, S., 2022](#))

Racial differences remain strong between some groups in terms of economic outcomes e.g. 46% of ethnic minority children are living in poverty in Britain ([Runnymede Trust](#))

Career experiences and perceptions of opportunities are lower for racial/ethnic minorities than majority groups - between 20% and 30% reporting negatively on some major aspects of work ([CIPD, 2023](#))

Access-to and engagement with career guidance has often been lower for economically and socially disadvantaged groups that would appear to most need it ([OECD, 2024](#))

For several decades, cultural differences between groups has created recognition for the need for culturally-sensitive counselling approaches - in careers and also other counselling-related professions (e.g. [Sultana, 2017](#)).

EDI is welcomed across the national employee base, with 2 in 3 British workers saying that workplace EDI is important when job hunting. ([YouGov, 2023](#))

There are a range of literature reviews and studies that demonstrate the positive impact of careers education, for example:

Career guidance has helped increased educational attainment levels and engagement amongst the lowest performing students, contributing to social mobility ([Hanson and Neary, 2020](#))

Career guidance can help to reduce absence from school and is associated with increased grades ([Hooley et al, 2014](#))

Career adaptations have been developed to target tailored situations and groups in education and employment (e.g. [Chen et al, 2016](#))

Careers related interventions can provide minority group members with support that their employer/institution is unable to provide ([Carr, 2019](#))

Longitudinal datasets that relate educational attainment and labour market outcomes, coupled with statistical analysis, mean that is possible to identify students during

education who are at greater risk of becoming NEET to provide more intense forms of careers support (e.g. Davies, 2018)

## Context and landscapes

Selected publications, listed below, cover literature reviews and specific studies that help make the case for the role of career guidance in supporting this agenda: The cases describe both the opportunities and challenges for CEIAG, and/or evidence for positive contributions.

Publications tend to provide one or more of the following types of insight for practitioners, decision-makers or policy makers, denoted in the "Purpose" column below: U = Understanding users, needs and experiences, P = Practices and their evaluation, C = Supporting or informing the investment case for careers, E = Understanding enablers of success in systems, processes and workplaces, T= Developing and criticising theories and frameworks.

NB: We have generally tried to include resources that are free to access, but have included a few important studies that require payment. These are denoted by "(Paid)" next to the URL link in the title column.

Case studies are described in the section below, also denoting studies where theory has been applied to the design or evaluation of a service, to generate particular outcomes.

Title	Group(s)	Role	Brief description
Hall, G. C. N. (2001). Psychotherapy research with ethnic minorities: empirical, ethical, and conceptual issues. <i>Journal of consulting and clinical psychology</i> , 69(3), 502. ( <a href="#">Link</a> )	Racial/ethnic minorities	Understanding principles of culturally-competent practice	Although not in career guidance, the study considers issues with providing counselling support to ethnic minorities from examining case research. The paper describes a gap in empirically-supported therapies and culturally-sensitive therapies, which raises considerations for the field of career counselling. (The paper is now decades old so it can provide a milestone to compare with present practices).
Flores, L. Y., & Heppner, M. J. (2002). Multicultural career counseling: Ten essentials for training. <i>Journal of career development</i> , 28, 181-202. ( <a href="#">Link</a> )	Racial/ethnic minorities	Understanding principles of culturally-competent practice	This discussion article, written in the context of the US, discusses changes in society and the need for what the authors refer to as 'culturally competent practice'. Based on literature, the authors propose ten principles to embed in practice. As it was written in 2002, the paper also offers the chance to review changes in approach in the subsequent years.
Fouad, N. A., & Byars-Winston, A. M. (2005). Cultural context of career choice: meta-analysis of	Racial/ethnic minorities	Considering the role of cultural context on career choices	The authors examine how culture relates to career counselling, using the proxy construct of race/ethnicity. Traditional career counselling is critiqued considering the many ways that cultural contexts shape clients'

<p>race/ethnicity differences. The career development quarterly, 53(3), 223-233. (<a href="#">Link</a>)</p>			<p>career development. A research review investigated the relationship between culture and vocational choice variables and concluded (a) that race/ethnicity differences do not greatly affect career aspirations but (b) differences occur in perceptions of career-related opportunities and barriers</p>
<p>Flores, L. Y., Berkel, L. A., Nilsson, J. E., Ojeda, L., Jordan, S. E., Lynn, G. L., &amp; Leal, V. M. (2006). Racial/ethnic minority vocational research: A content and trend analysis across 36 years. The Career Development Quarterly, 55(1), 2-21. (<a href="#">Link</a>)(Paid)</p>	<p>Racial/ethnic minorities</p>	<p>Contextual review of long term trends</p>	<p>The authors reviewed n=281 racial/ethnic minority career-related studies published in the Journal of Vocational Behavior, The Career Development Quarterly (CDQ), the Journal of Care between 1969 and 2004. Trends were extracted from the review.</p>
<p>Sultana, R. G. (2010). Career guidance and social inclusion: A challenge for Europe. Australian Journal of Career Development, 19(1), 18-23. (<a href="#">Link</a>)</p>	<p>Socio-economic disadvantage  Unemployed  NEET</p>	<p>Understand the role of career guidance as an aid to social welfare</p>	<p>This paper discusses the way career guidance is conceived across Europe as a policy instrument that can facilitate social inclusion. It locates current articulations of career guidance within the broader social-market aspirations of the European Union. ... The paper examines how the prevailing model of lifelong career guidance in Europe ties into strongly embedded notions of social welfare that, while increasingly challenged by neo liberal imperatives, nevertheless continue to strive to ensure solidarity towards all citizens, especially those most at risk of social exclusion.</p>
<p>Vespa, K. M., Fitzpatrick, M. E., Fouad, N. A., Kantamneni, N., &amp; Chen, Y. L. (2010). Multicultural career counseling: A national survey of competencies and practices. The Career Development Quarterly, 59(1), 54-71. (<a href="#">Link</a>)</p>	<p>Racial/ ethnic minorities  Career guidance practitioners</p>	<p>Audit competences for multicultural career counselling</p>	<p>In this US study, a national sample of n=230 career counsellors completed an online survey that measured career counselling self-efficacy and multicultural counselling competence. Open-ended questions sought specific examples of multicultural counselling practices. Results indicated that counsellors rated themselves as multiculturally competent, but those ratings were more closely linked to general career counselling self-efficacy than to multicultural counselling practices.</p>

			Findings reinforced the importance of training and experience.
Bourne, D., Inal, G. and Karataş-Ozkan, M. (2011), "Understanding the dynamics of careers and identities through multiple strands of equality and diversity", Equality, Diversity and Inclusion, Vol. 30 No. 6. (Link)(Paid)	Adults in work All forms of inequality	Understanding varied career experiences of diverse groups in their careers	This article is a guest editorial for the journal (link), 'Equality, Diversity and Inclusion', discussing different factors and perspectives on how these affect careers. The paper covers key themes while introducing other papers in the edition, which address a wide range of different groups and contexts. Some of the papers include qualitative studies that lend insights into the experiences faced.
Hutchinson, J., Rolfe, H., Moore, N., Bysshe, S., & Bentley, K. (2011). All things being equal?: equality and diversity in Careers education, information, advice and guidance. 92q8x. (Link)	Primary school Secondary school All forms of inequality	Identifying symptoms of inequality and bench-marking progress	The paper reviews to the situation in education at the start of the 2010s for 7-16 year olds in England, Scotland and Wales. Progress in educational attainment rates was tempered by the observation that attainment still strongly correlates identity group and background. "Stereotypical information and guidance can limit young people's options and aspirations at an early age.". This review shows a landscape where subject choices were often shaped by characteristics, and looked at practices across career guidance where the impact was not deemed sufficiently strong in response to overcome stereotypes.
Ofsted (2011). Career aspirations of girls (Link)	Gender	Understanding attitudes and choices that contribute to employment outcomes	This Ofsted report noted that, while girls achieved better than boys at school, this did not translate into employment outcomes. This is a small scale, qualitative study that investigated attitude formation and influences. Friends and family play a strong role on choices. Girls are aware of gendered careers, and open to choose options that challenged stereotypes, but often did not. Weak career guidance was attributed to being a cause.
Basit, T. N. (2012). 'My parents have stressed that since I was a kid': Young minority ethnic British citizens and the phenomenon of	Racial/ethnic minorities	Recognising and adapting to parental and family influences on career chances	This article investigates retrospectively and prospectively the educational and career aspirations and experiences of young minority ethnic British citizens between ages 14 and 24. It argues that social and

<p>aspirational capital. Education, Citizenship and Social Justice, 7(2), 129-143. (<a href="#">Link</a>)</p>			<p>cultural capitals play a significant role in enabling young minority ethnic citizens to succeed in education and careers and become valuable members of society. It introduces a concept of 'aspirational capital' as a crucial extension of, or substitute for, cultural and social capitals, which helps explain the role of a young person's background.</p>
<p>Betz, Nancy E., and Louise F. Fitzgerald. "Career assessment and intervention with racial and ethnic minorities." Career development and vocational behavior of racial and ethnic minorities. Routledge, 2013. 263-279. (<a href="#">Link</a>)(Paid)</p>	<p>Racial/ethnic minorities</p>	<p>Including racial and cultural factors into career guidance</p>	<p>This paper is US-based but offers a relevant study into the differences faced by different racial and ethnic groups, and how these lead to different types of career interventions being proposed for each group. The paper implicitly advocates for adapting strategies beyond one-size fits all, based on social backgrounds.</p>
<p>Fouad, N. A., and Kantamneni, N., (2013). "The role of race and ethnicity in career choice, development, and adjustment." Career development and counseling: Putting theory and research to work 2, 215-243. (<a href="#">Link</a>)(Paid)</p>	<p>Racial/ethnic minorities</p>	<p>Including racial and cultural factors into career guidance</p>	<p>Grounded in the US population and socio-economic data, the paper reviews common career theories and the interpretation of career choices of different groups in the US, spanning Holland's theory, the theory of career construction, social-cognitive career theory and others, as well as including ethnic identity theories. The paper culminates in a series of practical implications for guidance. It also advocates for including cultural factors into career guidance.</p>
<p>Guichard, J.. (2013), Career guidance, education, and dialogues for a fair and sustainable human development. Inaugural conference of the UNESCO chair of Lifelong guidance and counselling, Nov 2013, Wroclaw, Poland. (<a href="#">Link</a>)</p>	<p>All forms of inequality</p>	<p>Understand the role of career guidance as an aid to social welfare</p>	<p>This paper was written for a UNESCO conference and discusses the role of career guidance as a vehicle for sustainable human development. The paper discusses the tension between career guidance as a means to provide resources for the labour market vs addressing wider goals towards. In this respect, there is a call for developing interventions that "prepare people for coping with the major challenges that humanity confronts today (such as decent work deficit, economic and social precarity affecting billions of young people, serious environmental and technological hazards, etc.)"</p>



<p>Hernandez, P. R., Schultz, P., Estrada, M., Woodcock, A., &amp; Chance, R. C. (2013). Sustaining optimal motivation: A longitudinal analysis of interventions to broaden participation of underrepresented students in STEM. <i>Journal of educational psychology</i>, 105(1), 89. (<a href="#">Link</a>)</p>	<p>Racial/ ethnic minorities  Higher education  STEM students</p>	<p>Understanding the influences on student motivation and engagement over the course of a degree.</p>	<p>This study followed a cohort of high achieving African Americans through the education system, as they progressed towards STEM-based careers. The study showed the evolution of goal motivation factors and those, in turn, affected engagement with the subject. Statistical analysis of the longitudinal goals showed a range of different dynamics at play, such as that engagement in undergraduate research activities “buffered students against performance avoidance goals”, while “task goals positively influenced students' cumulative grade point average”</p>
<p>Chen, C.P., &amp; Chan, J. (2014). Career guidance for learning-disabled youth. <i>International Journal for Educational and Vocational Guidance</i>, 14, 275-291. (<a href="#">Link</a>)(Paid)</p>	<p>Learning disabilities</p>	<p>Considering the guidance practices to support those with learning disabilities</p>	<p>This paper provides an overview of a number of learning disabilities (LDs) that “affect the way information is acquired, retained, organised, and understood.” This article discusses the implications for the career wellbeing of youth with such challenges. Career guidance strategies are proposed to help.</p>
<p>Collins, S., Arthur, N., McMahon, M., &amp; Bisson, S. (2015). Assessing the multicultural and social justice competencies of career development practitioners. <i>Canadian Journal of Career Development</i>, 14(1), 4-16. (<a href="#">Link</a>)</p>	<p>Racial/ ethnic minorities  Socio-economic disadvantage</p>	<p>Reflective practice in supporting diverse clients</p>	<p>The paper uses a framework called the . “The Multicultural Cultural and Social Justice Competencies (MCSJC) scale” to evaluate the skills of career guidance counsellors who support diverse client groups. The paper reviews programmes and finds that, “educational programs are doing a better job of facilitating awareness, which focuses on attitudes and knowledge, than the skill development required to translate this awareness into culture-infused and social justice focused working alliances with clients.”</p>
<p>Leong, Frederick TL, and Lisa Y. Flores. "Career interventions with racial and ethnic minority clients." (2015). (<a href="#">Link</a>)</p>	<p>Racial/ ethnic minorities</p>	<p>Reflective practice in supporting diverse clients</p>	<p>This chapter provides a critical review of the research and developing models for career intervention with racial and ethnic minority clients. The research asks, “do relevant constructs have the same meaning across cultures?” And, “Are the predicted consequences of certain behaviours or cognitions the same for Asian</p>

			Americans as for European Americans?" The authors review implications for practice from finding differences between Asian and Western cultures.
Levin, N., & Gati, I. (2015). Imagined and unconscious career barriers: A challenge for career decision making in the 21st century. In Exploring new horizons in career counselling (pp. 167-188). Brill. ( <a href="#">Link</a> )	All forms of inequality	Navigating the situation where individuals' choices perpetuate inequalities.	The authors review the goals of social justice, as being to afford equal opportunities to all groups, and they lament the lack of progress. The article notes the situation whereby individuals themselves make career choices that appear to perpetuate existing disadvantages e.g. gendered career choices. Barriers are differentiated that are imagined and unconscious and can be held by the decision maker or others in society. There are also unconscious factors. Differences are also noted between explicit and implicit career choices.
Pope, M. (2015). Career Counselling with Underserved Populations: The Role of Cultural Diversity, Social Justice, and Advocacy. In Exploring new horizons in career counselling (pp. 297-312). Brill. ( <a href="#">Link</a> )(Paid)	All forms of inequality	Anticipating the differences of providing career counselling with minority clients compared to majority clients	The author describes the tendency to assume that career counselling with minority/under-represented clients is the same as with those from majority groups. Differences between career support for under-served groups is described, and a model proposed for practitioners to use called the "Career Counselling with Underserved Populations Model" developed from the authors work with marginalised communities in the US.
Wyatt, Madeleine, and Jo Silvester. "Reflections on the labyrinth: Investigating black and minority ethnic leaders' career experiences." Human Relations 68.8 (2015): 1243-1269. ( <a href="#">Link</a> )	Racial/ ethnic minorities	Addressing racial/ ethnic inequalities in organisations	The paper notes that black and minority ethnic (BME) employees appear to experience more difficulty reaching senior leadership positions. This paper provided insight via interviews with black managers to discuss their experiences, by seeing how 20 black and white managers made sense of career experiences. Different narratives emerged on how each approaches career management.
Barnes, A. and McGowan, B. (2016), Targeted career exploration and development programmes. In Career Exploration	Low social mobility  Disability	Making the case for programmes that start early in education as a means to tackle inequalities	The paper reviews and criticises a "piecemeal" approach to offering interventions to support students in education, with a particular focus on those requiring additional support due to socio-economic disadvantage, disability or learning

and Development in Childhood. (Link)(Paid)			difficulties. The paper reviews the gaps and further steps that could be taken, To close ongoing gaps, the paper discusses the need to start such programmes earlier in childhood.
Berrington, A., Roberts, S., & Tammes, P. (2016). Educational aspirations among UK Young Teenagers: Exploring the role of gender, class and ethnicity. British Educational Research Journal, 42(5), 729-755. (Link)	Low social mobility  Racial/ethnic minorities	Demonstrating the case for support for groups based on background	This paper extended recent work by examining the intersection of gender, class and ethnicity in their association with aspirations for higher levels of education among teenagers born in the late 1990 and early 2000s. "Class and ethnic differences in parental attitudes towards education, levels of parental engagement with their children's schoolwork, and in the quality of the parent-child relationship act as important mediating factors."
Chen, C. P., & Keats, A. (2016). Career development and counselling needs of LGBTQ high school students. British journal of guidance & counselling, 44(5), 576-588. (Link)	LGBTQ+	Considering the guidance practices to support LGBTQ+ career clients	Given a "dearth" of evidence into the best practices for supporting LGBTQ+ students at the time this paper was published, the authors embark on a literature review and discussion of the various implications for practice and suggest a series of suitable adaptations to guidance practice.
Dispenza, F., Brown, C., & Chastain, T. E. (2016). Minority stress across the career-lifespan trajectory. Journal of Career Development, 43(2), 103-115. (Link)	LGBTQ+	Understand factors facing LGBTQ+ people across the career span	This paper reviews the implications for careers faced by sexual minority persons (e.g., lesbian, gay, bisexual, and queer). These include forms of stress, such as discrimination, concealment, expectation of rejection, and internalised heterosexism. These stresses happen through the lifespan and are explained as creating considerable implications for career choices.
Plant, P., & Kjærgård, R. (2016). From mutualism to individual competitiveness: Implications and challenges for social justice within career guidance in neoliberal times. Journal of the National Institute for Career Education and Counselling, 36(1), 12-19. (Link)	All forms of inequality	Reflect on the core and founding motivations of career guidance as a means to help disadvantaged people	The article provides context of the original goals of career guidance, rooted in forms of care for disadvantaged people and society and with a motivation to bring about social change. As society has become more individualised and orientated around economies and markets, challenges are posed for career guidance, which the authors discuss.

<p>Andrewartha, L., and Andrew H.. "Employability and student equity in higher education: The role of university careers services." Australian Journal of Career Development 26.2 (2017): 71-80. (<a href="#">Link</a>)</p>	<p>Higher education All forms of inequality</p>	<p>Considering ways to close engagement gaps with CEIAG services that perpetuate disadvantages</p>	<p>Set in an Australian context, this paper nonetheless covers the generic challenge that "students from low socio-economic status, regional, and Indigenous backgrounds have lower completion rates than their peers", but also engage less with the CEIAG services that might help. The paper captures and relays professional perspectives on the challenges, reasons they exist and ways to address them.</p>
<p>Demirkiran, Canan Yıldırım, and Mehmet Gençer. "Impact of social capital on career development." International Journal of Social Sciences 3.3 (2017): 580-600. (<a href="#">Link</a>)</p>	<p>Low social capital or mobility</p>	<p>Understand factors related to socio-economic disadvantages and their relationship to career development</p>	<p>This paper is a literature review and covers the issue of social capital and the various ways that it influences career trajectories and opportunities. Theories are explained that relate an individual's capital with employers and the types of responsibilities anticipated at different career stages, where social capital helps the employer to achieve or progress. The paper also identifies gaps in the literature, including a lack of a model that relates social capital with career development.</p>
<p>Lee, B. H., Zhu, J., Diaz, D., Fischer, J., Flores, L. Y., Lin, C. L., ... &amp; Atilano, R. (2017). Racial/ethnic minority vocational research trends: An 11-year update. The Career Development Quarterly, 65(4), 288-301. (<a href="#">Link</a>)</p>	<p>Racial/ethnic minorities</p>	<p>Review the evolution of research and career practice approaches in practices to support racial/ethnic minority clients</p>	<p>"This study extends Flores et al.'s earlier (2006) 36-year analysis of racial/ethnic minority (REM) career research to identify recent trends. This study identified 166 further articles from 2005 to 2015 in the Journal of Vocational Behavior, The Career Development Quarterly, the Journal of Career Assessment, and the Journal of Career Development. Of these studies, 92% were empirical, and &gt;75% used quantitative approaches. Most studies were into high school (30.7%) or undergraduate (34.6%) students. The authors discussed implications and proposed future research themes.</p>
<p>Sultana, R.G. (2017). Career guidance in multicultural societies: identity, alterity, epiphanies and pitfalls. British Journal of Guidance</p>	<p>Racial/ethnic minorities</p>	<p>Considering career counselling for different cultural groups</p>	<p>The author discusses the challenges of career guidance in multicultural societies, describing culture as "deeply held ways of meaning making that permeate all levels of one's life and one's relationship with others." The challenges raised for career guidance professionals are</p>

& Counselling, 45, 451 - 462. ( <a href="#">Link</a> )			identified when both reaching inwards and outwards.
Chadderton, C. (2018). "Career education and guidance and race (in) equality in England." Career Guidance for Emancipation. Routledge. 81-97. ( <a href="#">Link</a> )	Secondary school  Racial/ethnic minorities	Considering inequality through the lens of critical theory.	This paper reviews career guidance through the lens of critical race theory, and focuses on career guidance policy in secondary education in England. The paper presents an argument that policy perpetuates existing race-based inequalities, while also continuing to fuel stereotyping.
Christie, F. & Frigerio, G. (2018) 'What does Social Mobility have to do with Careers Work?' Phoenix, 153, February 2018. AGCAS: Sheffield ( <a href="#">Link</a> )	Higher education  Low social capital or mobility	Considering the role of CDP as an influencer or advocate for their client group.	This article provides an explanation of social mobility and introduces its relevance to careers work for a higher education career adviser audience in the Agcas journal. Phoenix. It raises consideration of the "wider canvas" of career guidance, where it plays a political role at the interface of individuals and society, and highlights some of the contributions it can make as influencers and advocates for students.
Dunn, M. (2018), An inclusive approach to careers advice and guidance for disabled students. AdvanceHE ( <a href="#">Link</a> )	Higher education  Disability	Considering the guidance practices to support disabled career clients	This briefing looks at what it means to provide inclusive careers advice and guidance, as well as some practical challenges of delivering this in higher education institutions (HEIs). As well as providing a practice guide, it serves to reference past studies, including a 2014 study into the disabled student's higher education experience.
Lessard-Phillips, L., Boliver, V., Pampaka, M., & Swain, D. (2018). Exploring ethnic differences in the post-university destinations of Russell Group graduates. Ethnicities, 18(4), 496-517. ( <a href="#">Link</a> )	Higher education  Early career Racial/ethnic minorities	Analysing data sources to draw rounded conclusions about career trajectories of different diverse groups.	This data analysis has now been surpassed by more recent data, but nonetheless shows a detailed and granular examination of outcome data to deduce rounded conclusions about education and employment outcomes of different groups. Looking into the heterogeneity of different groups, and comparing both education and employment data, allowed the researchers to find nuanced insights that show different career choices beyond a degree.
Bimrose, J. (2019). Guidance for girls and women. International handbook of career	Women	Considering the guidance practices to support girls and women	An international perspective is provided to examine the different manifestations of gender inequalities, with further reference to intersectionalities. Different approaches for supporting girls and

guidance, 385-412. ( <a href="#">Link</a> )(Paid)			women, that factor in these factors, are proposed and discussed.
Blustein, D. L., Kenny, M. E., di Fabio, A., & Guichard, J. (2019). Expanding the Impact of the Psychology of Working: Engaging Psychology in the Struggle for Decent Work and Human Rights. <i>Journal of Career Assessment</i> , 27(1), 3–28. ( <a href="#">Link</a> )	Low social capital or mobility	Identifying the role of CEIAG in addressing challenges with human rights, equalities and decent work.	This paper’s motivation is that “recent and ongoing changes in the world are contributing to a significant loss of decent work, including a rise of unemployment, underemployment, and precarious work across the globe.” Changes in work environments are mapped on to harms to individuals. In response, it “proposes a rationale and research agenda for applied psychologists and career development professionals to contribute to the many challenges related to human rights and decent work.”
Chan, Christian D. "Broadening the scope of affirmative practices for LGBTQ+ communities in career services applications from a systems theory framework" <i>Career Planning &amp; Adult Development Journal</i> 35.1 (2019). ( <a href="#">Link</a> )	LGBTQ+	Conducting system level evaluations  Considering the guidance practices to support LGBTQ+ career clients	This paper involves a review of the experiences of LGBTQ+ employees related to their marginalisation, as they develop their careers. It reviews the extended range of provision provided by career services, which contrast with a “pervasive plight of societal, institutional, and systemic barriers.” Though set in a US context, this literature review and discussion provide a range of factors and considerations that shape CEIAG requirements.
Dispenza, F. (2019). Empowering the Career Development of Persons With Disabilities (PWD). <i>Journal of Career Development</i> , 48, 670 - 685. ( <a href="#">Link</a> )	Disability	Considering the guidance practices to support disabled career clients	The paper provides a literature review to provide practitioners with “foundational knowledge regarding the career development trajectory of persons with disabilities (PWD).” It provides a holistic understanding through reference to research in rehabilitation, psychology, and special education
Pedulla, D. S., & Pager, D. (2019). Race and Networks in the Job Search Process. <i>American Sociological Review</i> , 84(6), 983-1012. ( <a href="#">Link</a> )	Adults in work  Unemployed  Racial/ ethnic minorities	Considering the role of social capital in designing career interventions	This is a US study but shows a case in how social capital (via networks) create additional friction and barriers for ethnic minority job-seekers in the labour market. The paper prompts considerations for CEIAG interventions that could address social capital differences.
Startin, C., (2019), What works? Supporting women's careers. <i>Advance HE</i> ( <a href="#">Link</a> )	Women	Addressing gender inequalities in organisations	This paper was an evidence review into effective interventions in two areas: 1) what works in supporting women’s careers and 2) what works in promoting positive cultural and behavioural change. A series of

			interventions were described such as women-only career development programmes, and the use of executive headhunters to fill posts, and coaching/mentoring.
Byrne, B. Alexander, C., Khan, O., Nazroo, J. and Shankley, W. (2020), Ethnicity, race, and inequality in the UK: State of the nation. Policy Press ( <a href="#">Link</a> )	Racial/ ethnic minorities	Gaining the wider picture of the situation across different aspects of life	This is a series of essays on the wider UK situation regarding racial and ethnic minorities (in 2020), examining such factors as policing, criminal justice, health, the labour market, politics and representation and the arts etc.
Davies, R. (2020), Addressing inequality in Welsh schools. ADR Wales ( <a href="#">Link</a> )	Secondary school  Socio-economic disadvantage	Allocating resources between competing investment cases	This study provided a data analysis into the different levels of intervention students received in Wales, as a function of their socio-economic background. It found service provision was more focussed more on the students with greatest need. The paper also provides a methodology for evaluation and benchmarking.
Hanson, J., & Neary, S. (2020, March). The Gatsby benchmarks and social mobility: Impacts to date. In Career Guidance for Inclusive Society: IAEVG Conference Proceedings. 93wwv. ( <a href="#">Link</a> )	Secondary school  Socio-economic disadvantage	Applying Gatsby in schools in an area with socio-economic challenges, and to reduce gaps of students at most risk.	This paper discusses recent developments in policy and career strategy in England for young people. It examines a recent pilot which has operationalised some of the recent career strategy for young people (in line with Gatsby) and an evaluation which explores how career guidance, as an all-inclusive measure, is being used to impact positively on learners in the short, medium and long term. The paper focuses on social mobility. Some “tentative” evidence was provided that students at the lower end of the attainment scale had improved their grades.
Schulstok, T., & Wikstrand, F. (2020). Gender equality and career guidance in a Nordic context. In Career and career guidance in the Nordic countries (pp. 51-64). Brill. ( <a href="#">Link</a> )	Adults in work  Women	Addressing tensions between client needs and equality drivers when creating career guidance policy and metrics.	Scandinavian regions are considered to have higher levels of gender equality. This paper discusses the dilemmas faced by career guidance practitioners in a situation where the state places a high regard on gender equality, thought clients may present with needs and demands that may lead to perpetuating differences. Implications are proposed for policy and measurement.
Bolger, E. (2021),	Women	Learning from career decisions	This thesis starts with the observation of “gendered

Gendered Career Decision-Making: Occupational Segregation in Modern Apprenticeships. Thesis submitted for the degree of Doctor of Philosophy at Herriot-Watt University, Scotland ( <a href="#">Link</a> )	Apprentices	that go against the stereotype	segregation” in apprenticeships, due to some stark differences between male and female adoption of different options. A quantitative survey (N = 459) and five qualitative interviews are undertaken with Modern Apprentices in Scotland to understand decisions that contravene the norm.
Cadaret, M. C., & Hartung, P. J. (2021). Efficacy of a group career construction intervention with urban youth of colour. <i>British Journal of Guidance &amp; Counselling</i> , 49(2), 187-199. ( <a href="#">Link</a> )	Racial/ethnic minorities in secondary education	Using a group counselling exercise based on career construction theory to develop identity and capabilities.	This US study examined the application of a career construction tool called MyCareerStory workbook with secondary students in the US. The intervention was run over two terms. Using a pre- and post-test evaluation, measures of vocational identity and the control and confidence dimensions of career adaptability were all improved.
CIPD (2021), Race inclusion report ( <a href="#">Link</a> )	Racial/ethnic minorities in work	Understanding factors affecting racial and ethnic employees in workplaces	This research by the CIPD provides a review of the factors within workplaces that could be affecting minorities as they go about their careers. Gaps were found between career experiences, satisfaction levels and perceptions of opportunities of minority and majority groups.
Tackey, N.D., Tamkin, P. and Sheppard, E. (2021), The problem with minority performance in organisations. The Institute for Employment Studies ( <a href="#">Link</a> )	Racial/ethnic minorities in work	Understanding racial/ethnic minority experiences during recruitment, selection and progression into employers	This literature review examines the practices in organisations that affect differences in racial outcomes, particularly covering those related to recruitment, selection and progression. It uses a literature review to consider how attributions are made in evaluation processes that lead to disparities. Recommendations are made to organisations, while the literature review provides career guidance practitioners with insight into some of the potential support needs of these groups.
Fejes, A., Chamberland, M., & Sultana, R. G. (2022). Migration, educational and career guidance and social inclusion.	Migrants	Considering the needs of migrants from career services	Migration challenges have spurred a number of papers into the needs of migrants from career services. This paper introduces a special education of the International Journal for Educational and Vocational Guidance on the topic of migrants,



International Journal for Educational and Vocational Guidance, 1-15. ( <a href="#">Link</a> )			introducing the various lines of enquiry for research. This article and (mainly) the subsequent ones in the journal cover questions such as “What role does educational and career guidance play in supporting migrants and refugees on their path towards social inclusion?”
Mirza, H.S. and Warwick, R. (2022), Race and ethnicity (The IFS Deaton Report). IFS, Nuffield Foundation and CPP ( <a href="#">Link</a> )	Racial/ ethnic	Overarching view of the landscape in the UK	This report provides a landscape analysis of the situation faced by ethnic and racial minorities across the UK: "...there is no single story of advantage or disadvantage. Ethnic inequalities are complex and characterised simultaneously by continuity rooted in historical origins and conditions, and rapid change fuelled by new and changing populations and opportunities." Significant differences in contexts and outcomes are found both between groups and intra-group. The study draws from a very wide range of both qualitative and quantitative sources to make its conclusions.
Souto, A. M., & Sotkasiira, T. (2022). Towards intersectional and anti-racist career guidance. British Journal of Guidance & Counselling, 50(4), 577-589. ( <a href="#">Link</a> )	Racial/ ethnic minorities	Understanding perceptions of other guidance practitioners	The article increases “the understanding of anti-racist and intersectional career guidance by presenting the results of a study which analysed n=22 interviews with counsellors in Finland, who work among ethnic and/or racialised minorities. The study gives examples of practices and explains the importance of “mainstreaming intersectionality and the advocacy on behalf of oppressed minorities in the guidance practices and ethical guidelines of the profession.”
Francesca Gottschalk & Hannah Borhan, (2023). "Child participation in decision making: Implications for education and beyond," OECD Education Working Papers 301, OECD Publishing. ( <a href="#">Link</a> )	Primary school  Secondary school  All forms of inequality	Engagement of younger people in decisions	The paper reviews international literature that shows, “child participation in making decisions on matters that affect them is not only essential from a child rights perspective, but ... associated with several positive outcomes from the individual to societal level.” The paper provides a review of ways children can participate in decision-making.

<p>Kantamneni, N., &amp; Fouad, N. A. (2023). Multicultural vocational research: Critique and call to action. <i>Journal of Career Assessment</i>, 31(1), 3-26. (<a href="#">Link</a>)</p>	<p>Racial/ethnic minorities</p>	<p>Understanding the state of knowledge in career development research</p>	<p>The authors ask “despite decades of research, are we closer to understanding the role of race and ethnicity in career development?” The article comprises a systematic literature review and critique research on racial/ethnic minorities in vocational psychology, addressing whether research is theory-based, incorporates an intersectional framework, and aspects of identity, environmental and societal considerations.</p>
<p>Hughes, D., Warhurst, C., Bengler, E., &amp; Ifans, M. (2024). Building better futures: Decent work, inclusion and careers support services in the UK. In <i>Decent Work, Inclusion and Sustainability</i> (pp. 73-87). Routledge. (<a href="#">Link</a>)</p>	<p>Socio-economic disadvantage Youth Young adults Unemployed</p>	<p>Measuring and improving decent work and good work</p>	<p>This paper starts by describing the concept of ‘decent work’ as defined by the International Labour Organisation. It provides a critical review of the English policy landscape and concludes that it’s fragmented nature means that it will not effectively support decent work, which will be to the detriment of people already disadvantaged. Four key flaws are described in the current system, which mean that professional career advisers are not funded and leveraged to best effect.</p>
<p>Jeon, S., Mann, A., Denis, V. and Hooley, T. 2024. Challenging Social Inequality Through Career Guidance: Insights from International Data and Practice. Paris Organisation for Economic Cooperation and Development (OECD). (<a href="#">Link</a>)</p>	<p>Secondary school All forms of inequality</p>	<p>Evaluating school systems and the opportunities to reduce inequalities</p>	<p>“This report explores how school-level career guidance systems can more effectively respond to social inequalities. It draws on new analysis of PISA and PIAAC data and builds on the OECD Career Readiness Indicators to review the impact of inequalities related primarily to socio-economic background, gender and migrant status/ethnicity on the character of education-to-work transitions. The data analysis identifies additional barriers facing certain demographic groups in converting human capital into successful employment. It also finds that teenage access to career development is strongly patterned by the demographic characteristics of students.” Implications are drawn for CEIAG within schools.</p>
<p>Martin, L., Gao, J., Köhler, T., &amp; Zhao, Y. (2024). The interplay of multicultural and career identity development. The</p>	<p>Racial/ethnic minorities</p>	<p>Understanding cultural factors that lead to career identity</p>	<p>This paper was based in Australia and investigates the role of cultural factors on the formation of a career identity, which the authors believe is an under-researched areas. Qualitative interviews are carried out</p>

<p>International Journal of Human Resource Management, 35(8), 1577-1601. (<a href="#">Link</a>)</p>			<p>with Chinese-ethnic individuals and from the results they develop a framework called the “Multicultural-Career Identity Interplay” (MCII’) to explain how multicultural identity and career identity development are interrelated. The paper offers generic ideas and principles for considering cultural influences on career paths.</p>
<p>Mirza, H. S., &amp; Warwick, R. (2024). Race and ethnic inequalities. Oxford Open Economics, 3(Supplement_1), i365-i452. (<a href="#">Link</a>)</p>	<p>Racial/ethnic minorities  Socio-economic disadvantage</p>	<p>Understanding the overall landscape  Identifying groups with multiple disadvantages.</p>	<p>“This article considers inequalities across racial and ethnic groups in the UK and finds that there is no single story of advantage or disadvantage.” There are high degrees of disparities within different inequality groups and the outcomes are being formed by complex factors that include both history and present economic trends. The paper points to a complex picture, with some enduring disadvantages that have complex origins.</p>

## Case studies

Selected publications that describe practices and outcomes for different challenges are listed below, with links in the title column. We have mostly included open access sources, but where the source requires payment, it is noted next to the link by “(Paid)”.

<b>Title</b>	<b>Group(s)</b>	<b>Role</b>	<b>Brief description</b>
Career Compass (n.d.) ( <a href="#">Link</a> )	Racial/ ethnic minority	Increasing and supporting aspiration in disadvantaged young people	Career Compass is an example of a social innovation, which provides a range of programmes for aspirational minority groups based in/around London. Services cover (e.g.) mentoring, education and business partnership programmes.
ERT (n.d.) Making your organisation more inclusive: Inclusion and diversity case studies ( <a href="#">Link</a> )	All forms of inequality	Implementing careers support within a wider organisation framework	This set of organisational case studies reviews different aspects of EDI in the workplace, with large employers. Some of the case studies demonstrate a role for CEIAG related support, but show how this fits into a wider organisation system. Case studies provide a range of practices that CDPs might also consider adapting and applying in other settings..
Quek, A. H. (2013). A Collaborative Approach to Career Counselling for Clients with Disabilities Using Counselling-based Career Assistance. <i>Journal of Special Needs Education</i> , 3, 65-80. ( <a href="#">Link</a> )	Disability	A collaborative approach to career guidance	This research paper describes a collaborative approach in using counselling-based career assistance for people with disabilities in Malaysia, following changes to government policy. Results indicate that the approach is applicable to persons with mild to moderate developmental or learning disabilities. Recommendations are made to career counsellors.
Maree, J. G. (2014). Career construction with a gay client: A case study. <i>British Journal of Guidance &amp; Counselling</i> , 42(4), 436-449. ( <a href="#">Link</a> )	LGBTQ+	Using career construction theory in guidance to provide agency	This case study showed how adopting career construction theory into guidance, through an eight step process, helped a counsellor to achieve positive outcomes with a mid-life career woman. After the intervention, the client demonstrated “an enhanced sense of self as well as an increased sense of personal authorship.”
Kassan, A., Rose-Green, A., & Nathoo, J. (2017). Multicultural counselling competencies with	Racial/ ethnic minorities	Measuring counsellor cultural competence	This study investigated the guidance experiences of youth who attended counselling during their adolescence after migrating to Canada. 20 individuals between 19-23 were then asked about their

<p>newcomer youth: A phenomenological study of client experiences. <i>Studia Poradownicze</i>, 221. (<a href="#">Link</a>)</p>			<p>counsellor's cultural competences. yielded The subsequent data analysis showed four significant categories highlighting the critical role of counsellor awareness, knowledge, skills and the counsellor-client relationship.</p>
<p>Sultana, R. G. (2017). Career guidance in multicultural societies: Identity, alterity, epiphanies and pitfalls. <i>British Journal of Guidance &amp; Counselling</i>, 45(5), 451-462. (<a href="#">Link</a>)</p>	<p>Racial/ ethnic minorities</p>	<p>Considering overarching principles of career guidance in multicultural societies</p>	<p>This is one of a number of contributions by this author on career guidance and its role within social justice. The paper offers that culture equates to “deeply held ways of meaning making that permeate all levels of one’s life and one’s relationship with others.” From this perspective, implications for career guidance are drawn, with a broad call to widen the scope of practices and approaches that support equality across cultural groups.</p>
<p>Williams, S. N., Thakore, B. K., &amp; McGee, R. (2017). Providing social support for underrepresented racial and ethnic minority PhD students in the biomedical sciences: a career coaching model. <i>CBE—Life Sciences Education</i>, 16(4), ar64. (<a href="#">Link</a>)</p>	<p>Racial/ ethnic minorities</p>	<p>Individual and group coaching support for under-represented groups</p>	<p>An intervention was tested with a cross-section of students from different higher education institutions in the UK who are taking biomedical PhDs. Coaches, who had received diversity training, were used to support biomedical PhD students by providing “social support in the form of emotional, informational, and appraisal support”, while groups provided a supportive community for the students. The evaluation found that the model was able to provide valued forms of support that students had not been able to find in their own institutions.</p>
<p>Hutchinson, J. (2011). Partnership, capital formation and equality and diversity: learning from five case studies. <i>International Institute for Economic Development</i> (<a href="#">Link</a>)</p>	<p>Global inequalities</p>	<p>Learning from five diverse case studies</p>	<p>This book chapter covers different case study scenarios for partnership formation between less and more advantage groups within a global context. The study examines research and development partnerships and discusses how imbalances in power might disrupt resources. The case studies, while not directly impacting career guidance, highlight wider contexts in relationship formation between groups where there are power imbalances.</p>

<p>Filsinger, C. (2019), How can Maternity Coaching influence Women's Re-engagement with their Career Development: a Case Study of a Maternity Coaching Programme in UK-Based Private Law Firms. International Coaching Federation (<a href="#">Link</a>)</p>	<p>Women</p>	<p>Showing how a coaching approach can help women return effectively to the workplace following maternity leave.</p>	<p>While using a coaching, rather than career guidance approach, this case study offers transferable lessons for a form of support to women who are returning to the workplace (a private law firm) after a maternity absence. Maternity coaching was found to influence these factors by supporting women during the return to work phase at an emotional level, a practical level and through long-term career development reflections.</p>
<p>Wada, K., McGroarty, E. J., Tomaro, J., &amp; Amundsen-Dainow, E. (2019). Affirmative career counselling with transgender and gender nonconforming clients: A social justice perspective. <i>Canadian Journal of Counselling and Psychotherapy</i>, 53(3), 255-275. (<a href="#">Link</a>)</p>	<p>Trans-gender non conforming</p>	<p>Using an adapted theory of guidance for clients who are transgender and gender non-conforming (TGNC).</p>	<p>This article considers the marginalisation of transgender and non-conforming and lack of attention from researchers. This report evaluates strengths and limitations of Super's developmental theory, Gottfredson's theory of circumscription and compromise, and social cognitive career theory. The researchers present an alternative affirmative career counselling model, to account for the shortcomings. The article concludes with suggestions for future research,</p>
<p>Carr, T. (2019). Career Collaborative Project: Career Services Supporting Racially Minoritized Students' College-to-Career Transition (Doctoral dissertation, University of Pittsburgh). (<a href="#">Link</a>)</p>	<p>Racial/ ethnic minorities</p>	<p>Equipping staff to provide coaching and mentoring support, that provides social capital to under-represented students</p>	<p>This study describes research for a PhD thesis, set in a small, predominantly white, Liberal Arts college in Pennsylvania, US. An intervention is described to support Black and Latinx students' college-to-career transition to help racial minority students to access and build social networks to support their postgraduate transition. A career coaching project is described that helped the students access and build their social networks. Each alumnus hosted a virtual career coaching session with the students to discuss active goal setting, networking, and life after college. Positive reflections were found via a focus group at the end of the project.</p>

Ribeiro, M. A. (2020). Integrating discursive validation in career counselling: an emancipatory strategy to foster decent working trajectories and social justice. <i>British Journal of Guidance &amp; Counselling</i> , 49(2), 153–165. ( <a href="#">Link</a> )	Racial/ ethnic minorities  Minorities	Creating a narrative change in disadvantaged adult clients	Through case studies, this paper aims to propose discursive validation as a strategy for career counselling to foster narrative changes and amongst clients. Based on the an approach called the Innovative Moments Coding System (IMCS), the effectiveness of the intervention was demonstrated by changes in the clients' personal narrative before and after. Benefits and limitations of the approach are discussed.
Hunt, J., Atherton, K., Collerton, E. and Wilkinson, N. (2021), <i>Effective Careers Interventions for Disadvantaged Young People. Careers and Enterprise Company</i> ( <a href="#">Link</a> )	Secondary school  Socio-economic disadvantage	Applying effective guidance techniques to cases of disadvantaged students	This report provides an evidence review on the practices that work with disadvantaged young people. It systematically addresses barriers at different stages, from accessing the services to acting to achieve positive outcomes The range of papers cover from pre 14 to 24 year old people.
Desormeaux, L. (2023). Case study: Coaching in a career-advancement and leadership-development program for women. <i>Psychology of Leaders and Leadership</i> , 26(2), 127–147. ( <a href="#">Link</a> )(Paid)	Women	Designing tailored coaching programmes to support specific groups within organisational settings, and reviewing the outcomes.	This case study describes the author's experience consulting with an international company on a leadership-development and career-advancement program for women. It aims to highlight the decision-making process that was applied while designing and conducting the program and to embed best practices. The program produced positive outcomes but learnings for the author.
New Brunswick Department of Education (2023), <i>Career Development Framework in New Brunswick</i> (Rationale document), New Brunswick Department of Education and Early Childhood Education, ( <a href="#">Link</a> )	Secondary schools  All forms of inequality	Applying a framework - grounded in data - to work towards delivering equality by targeting groups with lower employment outcomes during education.	This case study in Canada describes the implementation of a framework for delivering equality in career guidance. It draws heavily on the OECD's 2021 review of longitudinal datasets in 10 countries and explored statistical relationships between teenage participation in career development, typically at age 15, and employment outcomes, typically at age 25. This leads to more intense and targeted support for the groups in most need. Further discussion of this case study is found in the study by <a href="#">Jeon</a>

			<u>et al (2024)</u> published by the OECD.
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## Future research questions

The CDI discusses research questions and gaps with expert academics. Amongst the common topics that have been proposed for future research studies, to close gaps in our knowledge, include:

- Understanding the varied influences on different minorities through different career points
- Appropriate responses for career practitioners faced with different scenarios presented by disadvantaged or minority students e.g. excessive parental influence.
- Understanding intersectionality and its impact on career choice and support needs.
- Understanding the influence of the practitioner and client identities - to understand the value of similarities in identity, experience, age, gender etc.

Bluestein et al (2018) also proposed a research agenda for psychologists and career researchers to define the role of CEIAG in addressing trends that have reduced decent work and given rise to hardship and inequality. Areas where it is proposed to advance the knowledge base include the topics below, which include but transcend CEIAG:

- Implementing economic and social protections in the context of unemployment and precarious work.
- Balancing care work and market work in the context of unemployment and precarious work,
- Making workplaces more just.
- Enhancing individual capacities for coping and adapting to changes in the world of work.

## Relevant institutions

Equality, diversity and inclusion is considered by all government departments and the various education, careers and public service institutions, which we have cited in our reviews across the different career stages in the relevant, other parts of this website.. Below, we have identified several further organisations who are active in research and produce reports, articles or data that contribute more specifically to this topic.

Title	Brief description
Centre on the Dynamics of Ethnicity ( <a href="#">Link</a> )	Founded in 2013, the Centre on the Dynamics of Ethnicity (CoDE) is the UK's leading centre of research into ethnic, racial and religious inequalities. Research covers five themes: 1) mapping inequality, 2) economic inequalities, 3) education, 4) culture, politics and activism and 5) health, mental health and ageing.
Equality and Human Rights Commission (ECHR) ( <a href="#">Link</a> ) in Scotland ( <a href="#">Link</a> ) and Wales ( <a href="#">Link</a> )	The ECHR are an independent statutory body with the responsibility to encourage equality and diversity, eliminate unlawful discrimination, and protect and promote the human rights of everyone in Britain. They particularly enforce legislation for those with protected characteristics. Amongst their publications, they produce various evaluation studies into education and labour markets, reports into trends and focussed ad-hoc studies into particular topics.
Equality Commission for Northern Ireland ( <a href="#">Link</a> )	The Equality Commission is an independent public body which oversees equality and discrimination law in Northern Ireland. The Equality Commission publishes frequently on a range of matters relating to education and employment.
Joseph Rowntree Foundation ( <a href="#">Link</a> )	The JRF is concerned with poverty, and "supports and undertakes many different types of work in all four nations of the UK. This includes policy development and insight gathering, advocacy and campaigns, impact investment, funding pioneers and visionaries, field building, and supporting those building grassroots movements." Their expansive list of research publications particularly address income and wealth inequalities and their effects.
National Disability Authority ( <a href="#">Link</a> )	The National Disability Authority (NDA) is the independent statutory body, providing evidence-based advice and research to Government on disability policy and practice and promoting Universal Design. The NDA publish frequently on broad topics related to disability, effects, interventions, and policies.
Social Market Foundation ( <a href="#">Link</a> )	Founded in 1989, The Social Market Foundation is Britain's leading cross-party think-tank. They work across parties to carry out research and analysis towards the ends of evidence-based policies that support a fair society and a strong economy.
The Runnymede Trust ( <a href="#">Link</a> )	The Runnymede Trust are considered one of the UK's leading independent think tanks on racial equality. The Trust publish a broad range of publications and frequently write articles on contemporary news stories, in which they cite various evidence.

## Publications

Equality, diversity and inclusion is a frequent theme of publications in the main career development journals, as well management, sociology and economic journals amongst others. The following publications are offer further and more-specific research into this specific agenda, with papers that offer different perspectives on career development and/or guidance and career education related factors:

Title	Brief description
Intercultural Education ( <a href="#">Link</a> )	A global forum for the analysis of issues dealing with education in diverse societies. It provides educational professionals with the knowledge and information that can assist them in contributing to effective intercultural education.
Equality, diversity and inclusion ( <a href="#">Link</a> )	An academic publication that focuses on research related to creating fair treatment and opportunities for everyone. It publishes articles on a variety of topics such as racial and sexual discrimination, equal opportunities in the workplace, and affirmative action. The journal's aim is to promote the inclusion of people from all backgrounds in society and organisations.
Gender in Management: an International Journal ( <a href="#">Link</a> )	Gender in Management focuses on empirical research, theoretical developments, practice and current issues, addressing broad-ranging social issues, political and legislative decisions, social and educational policy and economic factors within the context of gender, management and leadership.
Interdisciplinary perspectives on diversity and equality: an international journal ( <a href="#">Link</a> )	This has been an open access journal since 2016, covering global issues and inequalities. Topics are diverse - ranging from ageism to sanitation - as they span a wide range of the world's geography. There are few directly-applicable articles to CEIAG, but the articles provide context for studies that consider global themes.
International Journal of Multicultural Education ( <a href="#">Link</a> )	The International Journal of Multicultural Education (IJME) is a free, peer-reviewed open-access journal for scholars, practitioners, and students of multicultural education. "Committed to promoting educational equity for diverse students, cross-cultural understanding and global justice for marginalised people in all levels of education"
Journal of Business Ethics ( <a href="#">Link</a> )	Recognized as one of the 50 journals used by the Financial Times in the prestigious Business School research rank, this journal covers various agendas in the furtherment of ethical business, including equality/equity related themes.
Journal for Multicultural Education ( <a href="#">Link</a> )	Originally branded as the Multicultural Education & Technology Journal, this journal addresses topics at the intersection of education, technology and ethnic/cultural diversity and inclusion. The articles themselves address a breadth of topics such as policy, technology applications, pedagogy and educational culture.
Journal of Cross-Cultural Psychology ( <a href="#">Link</a> )	This is a 50 year old leading interdisciplinary forum for psychologists, sociologists, and other researchers who study the relations between culture and behaviour.
Journal of Diversity in Higher Education ( <a href="#">Link</a> )	This journal has been created in the US from a union between APA and the National Association of Diversity Officers in Higher Education (NADOHE). "This bimonthly journal offers insights into theory and research."

Journal of Ethnic and Migration Studies ( <a href="#">Link</a> )	The Journal of Ethnic and Migration Studies (JEMS) publishes the research about all forms of migration and its consequences, together with articles on ethnic conflict, discrimination, racism, nationalism, citizenship and policies of integration
Journal of LGBT Issues in Counselling ( <a href="#">Link</a> )	US based, the Journal of LGBTQ Issues in Counseling is the national, peer-refereed journal affiliated with the Society for Sexual, Affectional, Intersex, and Gender Expansive Identities. It is a division of the American Counseling Association. The journal publishes manuscripts that report empirical research, best practices, and emerging trends and issues focused on counselling the all sexual minority communities at all developmental stages of life
Learning and Individual Differences ( <a href="#">Link</a> )	Learning and Individual Differences is a research journal devoted to publishing articles of individual differences as they relate to learning within an educational context. The papers cover various psychological differences that lead to different learning styles, behaviours, choices and responses in education, work and wider life. Papers also often focus on particular groups.
Research in Social Stratification and Mobility ( <a href="#">Link</a> )	Research in Social Stratification and Mobility is dedicated to publishing the highest, most innovative research on issues of social inequality from a broad diversity of theoretical and methodological perspectives.
Scandinavian Journal of Disability Research ( <a href="#">Link</a> )	An international peer-reviewed journal aiming to disseminate innovative, high quality, social research on disability, which enables critical reflection on the position of people with disabilities in different societal contexts.
Understanding Inequalities ( <a href="#">Link</a> )	This is a web portal for a series of detailed research studies within a programme called "Understanding Inequalities" The project was funded between 2017 and 2021 to explore the causes and consequences of inequalities in Scottish society and beyond. Some of the strands of this work is still ongoing several years later. Many types of social and economic inequality are covered, and the sources provided a more detailed look at dynamics in play.
Widening Participation and Lifelong Learning Journal ( <a href="#">Link</a> )(Paid)	The Open University now produces the Widening Participation and Lifelong Learning journal having taken over from Staffordshire University in 2019. It addresses questions of how to widen participation and combat social exclusion in education

## Data sources

Reputable data sources that provide context into this area are noted below. These may be useful for measuring effect sizes, studying trends over time or comparing different groups or geographies.

Title	Brief description
The Centre on the Dynamics of Ethnicity (2023), EVENS survey ( <a href="#">Link</a> )	The EVENS dataset is for the UK and provides unique insights into the experiences and attitudes of ethnic minorities in GB. “Developed by the Centre on the Dynamics of Ethnicity (CoDE) in response to the disproportionate impacts of COVID-19, it offers the largest and most comprehensive survey of the lives of ethnic and religious minorities in Britain for more than 25 years, EVENS explores how and why experiences of the COVID-19 pandemic varied according to ethnicity.”
International Labour Organisation ( <a href="#">Link</a> )	The International Labour Organisation (ILO) <u>provide definitions for concepts in this area</u> and produce a wide range of employment data.
OECD (n.d.) Gender inequality ( <a href="#">Link</a> )	This source provides a range of international datasets that measure different aspects of gender inequality. The UK nations can be benchmarked against comparable countries, and trends identified in outcomes in areas related to careers such as <u>education, employment and representation in society</u>
Office for National Statistics (n.d.), Centre for Equalities and Inclusion ( <a href="#">Link</a> )	The Centre for Equalities and Inclusion “aims to improve the evidence base for understanding equity and fairness in the UK”. They oversee disparate datasets covering EDI related themes, and website visitors can subscribe to a newsletter to be alerted about new releases. In 2024, the ONS produced an <u>equalities data audit</u> showing their latest portfolio of data-sets.
Office for Students (n.d.), Associations between characteristics of students ( <a href="#">Link</a> )	The Office for Students produce a specific section on data and statistics, and within this, on the characteristics of students who access higher education courses, and their attainment levels.
UK Government (n.d.) Equality Hub ( <a href="#">link</a> )	The equality hub provides articles, releases, reports and new research from the Government in areas related to equality.
UK Government (n.d.) Comparing ethnicity data for different countries ( <a href="#">Link</a> )	The UK government have pulled together different sources that allow international comparisons of life outcomes based on ethnicity across a range of countries.
UK Government (n.d.), Employment ( <a href="#">Link</a> )	This source provides current and historic employment data split by ethnic group, along with analysis by ethnicity and time, age, gender and areas. Contributing data sources are referenced for more granular analysis.
UN (n.d.) Sustainable Development Goal 10 ( <a href="#">Link</a> )	Global progress is measured annually by the UN, in relation to its Sustainable Development Goals. Goal 10 refers to “reduced inequalities”. Discrimination is measured per country on six-dimensions: sex, ethnicity, age, religion, political views, and marital status.
ONS (2021), Equality across different areas of life	This one-off review used data from the 2021 census to examine inequalities of protected groups across the UK, and examine trends since the last census a decade before.

in the UK: 2011 to 2020 ( <a href="#">Link</a> )	
Bolton, P. and Lewis, J. (2023), Equality of access and outcomes in higher education in England ( <a href="#">Link</a> )	This report provides a compendium of statistics on participation and attainment levels re: higher education in England, with commentary. As well as examining student characteristics, evidence is reviewed for contributing factors that include prior attainment, insufficient advice, financial concerns and harassment.
Francis-Devine, G, and Hutton, G. (2024), Women and the UK economy, House of Commons Library ( <a href="#">Link</a> )	This report provides a compendium of statistics and accompanying narrative on the role of women in the UK economy. Topics include economic activity rates, types of work, earnings, women who lead businesses and adopt leadership positions. The data provides a range of trends to show changes over time.
Mann, A. & Diaz, J. & Zapata Posada, S. (2024) "Teenage career development in England: A Review of PISA 2022 Data," OECD Education Working Papers 315, OECD Publishing. ( <a href="#">Link</a> )	This paper explores the state of teenage career development in England using 2022 data from the OECD Programme for International Student Assessment (PISA). The report finds that "in many ways student career development in England compares well with many other OECD countries, particularly countries identified as providing most relevant comparisons." However, "students in England and across the OECD fail to engage sufficiently in career development by the age of 15. In England, students from lower socio-economic backgrounds engage less consistently in career development than their more socially advantaged peers."