

Meta reviews

Last update (this doc): 18/9/24

Last update (web): 18/9/24

Introduction	1
Meta/literature reviews of CEIAG effectiveness	2
Country/regional studies	11



Introduction

This section selects some of the overarching literature reviews that have been carried out down the years to chronicle the development of careers research.

There has consistently been a push to both summarise progress by demonstrating the impact of CEIAG, and highlighting the status of knowledge and the gaps.

Therefore, this "potted history" helps to provide milestones, consider trends, progress, and emerging themes that relate to environmental challenges or trends of a given time.

We have noted the focus and scope of each review, and tended to focus here on reviews that span user-groups, modalities and geographies (e.g. all stages of education, rather than reviews into just "secondary education", say).

Sources are split into two sections below: "Meta/literature reviews of CEIAG effectiveness" focusses more on the impacts of interventions and practices, while "Country/regional profiles" captures country level analysis of systems, though we acknowledge some source straddle both.

Meta/literature reviews of CEIAG effectiveness

These reviews invariably attempt to both "make the case for careers guidance" while commenting on the state of knowledge at the time, and often will propose directions of travel by identifying knowledge gaps. These different reviews will tend to have a focus that varies with a) the coverage of user segments (e.g. "schools", "adults"), geographic regions (e.g. "UK", "Europe") or be global, and b) whether the concern is about the efficacy of careers practices, or subsumes consideration about the wider policies and systems.

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.

Title	Scope	Location	Brief description
Hansen, L. S. (1970). Career guidance practices in school and community. ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Michigan (Link)	School and community based career guidance provision	US	The report reviews many sources (state departments of education, professional journals, research reports, colleges and universities, conference reports, vocational guidance specialists, and individual school systems) to determine career guidance provision. The report also covers early examples of application of computer systems, and concludes with challenges of the future.
Herr, E. L. (1972). Review and synthesis of foundations for career education. Ohio State Univ., Columbus. Center for Vocational and Technical Education..(Link)	The role and requirements from US careers education, from "kindergarten to employment" and beyond.	US	The report was written by a department of Ohio University and provides "an analysis of available historical, philosophical, conceptual, and theoretical literature." It discusses the origins and form of careers education and contextualises the need as being driven by a change from agricultural to industrial forms of work and major overhaul in Government education policy. Principles of the time were focussed on preparing students for work (e.g. "specific preparation for occupations."
Baker, S.B., & Taylor, J.G. (1998). Effects of Career Education	Quantitative evaluation of effect sizes from varied	Inter-national	Thirty studies were investigated that had been published from the early 1980s and met the author's criteria for evaluation. The results produced

<p>Interventions: A Meta-Analysis. Career Development Quarterly, 46, 376-385. (Link)(Paid)</p>	<p>interventions across different client groups</p>		<p>a quantification of effect size for interventions.</p>
<p>Brown, S. D., & Ryan Krane, N. E. (2000). Four (or five) sessions and a cloud of dust: Old assumptions and new observations about career counseling. In S. D. Brown & R. W. Lent (Eds.), Handbook of counseling psychology (3rd ed., pp. 740–766). New York: Wiley. (Link)(Paid)</p>	<p>Qualitative evaluation of evidence for interventions</p>	<p>Inter- national</p>	<p>The chapter is a discussion about career counseling practices and involves a meta review of interventions and effects. Arguments are made that different people with different contexts require different sorts of intervention. The authors suggest "The research suggests that brief, 4- or 5-session, career interventions are effective for a large number of clients."</p>
<p>Hughes, D., Bosley, S., Bowes, L., & Bysse, S. (2002). The Economic Benefits of Guidance Guidance. Report by the Centre for Guidance Studies for the Department of Education and Skills (Link)</p>	<p>Evaluation of effects and sizes from varied interventions across different client groups</p>	<p>Inter- national</p>	<p>The paper provided evidence to the UK's Department of Education and Skills and comprised a summary analysis of evidence on the economic benefits of guidance at that time, using international literature. The paper reported different sorts of both evaluation and outcome, and grouped the evidence by different sorts of outcome measure (e.g. attitudinal, or educational). Recommendations were provided for further research.</p>
<p>Mayston, D. (2002). Assessing the Benefits of Careers Guidance (CeGS Occasional Paper). Derby: Centre for Guidance Studies,</p>	<p>Evaluation of effects and sizes for different outcomes across different client groups</p>	<p>Inter- national</p>	<p>This paper provided a summary of evidence that showed career guidance could achieve benefits in terms of different individual or societal and economic outcome. The paper shows the breadth of different outcomes that are achieved.</p>

University of Derby. (Link)			
Maguire, M. and Killeen, J. (2003), Outcomes from careers information and guidance services, A paper prepared for an OECD review of policies for information, guidance and counselling services Commissioned jointly by the European Commission and the OECD (Link)	State of international evidence for the impact of career guidance	International	The study examined the extent of evidence into the impact of career guidance at the time and found little: "A review of literature finds that convincing evidence of positive outcomes of career guidance has been difficult to quantify. Future research must be more longitudinal in order to identify long-term, deep-seated effects and that the three key players in the establishment of criteria for measurement of outcomes policy makers, practitioners, and researchers must engage in dialogue and agree on common approaches." A sample of research studies is provided, which tend to show attitudinal changes rather than more substantial impact on (e.g.) employment and education outcomes.
Whiston, S. C., Brecheisen, B. K., & Stephens, J. (2003). Does treatment modality affect career counseling effectiveness?. Journal of Vocational Behavior, 62(3), 390-410. (Link)	Evaluation of modalities	International	This paper compared the evidence for impacts when different modalities were used in the provision of careers Some results included that, for instance, Interventions that did not involve a counselor were found to be less effective than other modalities. Workshops or structured groups tended to produce better outcomes than non-structured career counseling groups Interventions using a computer system had better results when a counselor supplemented the support.
Brown, S. D., & McPartland, E. B. (2005). Career interventions: Current status and future directions. Handbook of	A review of meta-analyses to date across client groups	International	By this time, "enough research has accumulated to have yielded at least six meta analysis {into the effects of career guidance on client outcomes}: (Baker & Popowicz, 1983; Brown & Ryan Krane, 2000; Oliver & Spokane, 1988; Spokane &

<p>vocational psychology, 207-238. (Link)(Paid)</p>			<p>Oliver, 1983; Whiston, Brecheisen, & Stephens, 2003; Whiston, Sexton, & Lasoff, 1998). This chapter reviews the meta-analytic evidence and highlights the state of knowledge in order to inform practices.</p>
<p>Hasluck, C. and Green, A. (2007). What works for whom? A review of the evidence and meta analysis for the Department for Work and Pensions. Leeds. Department for work and pensions. (Link)</p>	<p>Qualitative evaluation of evidence for combinations of client group and common intervention types</p>	<p>UK</p>	<p>This report was a literature/evidence review carried out by the Warwick Institute for Employment Research on behalf of the Department for Work and Pensions, to ask “what works?” Evidence is reviewed by provision-type (e.g. guidance, placements etc).and across different client groups (e.g. young people, long term unemployed etc). The evidence is centered on provision from various parts of the UK career system.</p>
<p>Careers England (2009), Gathering evidence on the positive impact of effective careers education & guidance/information, advice and guidance. (Link)</p>	<p>Qualitative evaluation of evidence for combinations of client group and common intervention types</p>	<p>England</p>	<p>With the incoming Conservative government in the UK, this briefing paper was written to summarise some historic evidence for policy makers to consider. The context of the system and funding levels at the time are described, with the incoming party suggesting a budget of £285m to fund an all age service. Research evidence is provided for all ages and the different age-groups, along with a narration of the key points made in the evidence.</p>
<p>Sullivan, S. E., & Baruch, Y. (2009). Advances in career theory and research: A critical review and agenda for future exploration. Journal of management, 35(6), 1542-1571. (Link)</p>	<p>Contemporary topics and trends in careers research</p>	<p>Inter-national</p>	<p>The authors critically examine the nature of contemporary careers and the direction in which careers research has developed over the prior decade. Career concepts that emerged in the 1990s, (i.e. protean and boundaryless career frameworks) and other new career concepts (e.g. integrative frameworks, hybrid careers, and the kaleidoscope career model) are discussed. Suggestions were made towards future research at the time</p>

<p>Herr, E. L. (2013). Trends in the history of vocational guidance. The Career Development Quarterly, 61(3), 277-282. (Link)</p>	<p>Trends in service provision related to policy trends</p>	<p>US</p>	<p>In this article, the relationships between vocational guidance and vocational education, employment counseling, career guidance, and career counseling are explored. Wide-ranging federal and state policies are reviewed that have shaped the provision of services and the direction of professional practice.</p>
<p>Hooley, T. (2014). The evidence base for lifelong guidance: A guide to key findings for effective policy and practice. European Lifelong Guidance Policy Network (Link)</p>	<p>Evaluation of evidence for lifelong guidance for all client groups</p>	<p>Inter-national</p>	<p>This evidence guide, aimed primarily at European policy makers, describes the international research base on the impact of lifelong guidance, including educational outcomes, economic and employment outcomes, and social outcomes. The guide has been prepared for the European Lifelong Guidance Policy Network (ELGPN). Evidence is grouped by client group, covering schools, vocational and higher education and adults.</p>
<p>Hooley, T., Neary, S., Morris, M., & Mackay, S. (2015). Effective Policy Frameworks for the Organisation of Career Guidance Services A Review of the Literature. (Link)</p>	<p>Qualitative evaluation of evidence for national system and policy differences, effective practices and effective success-factors</p>	<p>Inter-national</p>	<p>The review was commissioned by the Skills Funding Agency to inform the development of a Best Practice Programme for the National Careers Service in England. It involves an international review to understand how public policy shapes career guidance and the access to services. It notes that countries with substantial career services tend to have a dominant rationale which shapes the form that the service takes. Evidence is organised around economic, social or educational outcomes, as per a typology from the OECD. A continuum of services is also referenced. The paper also notes that in some countries, the fragmented nature of services across different departmental areas of government, have given rise to coordinating bodies or activities. The paper concludes with finding a</p>

			number of ways that services have been organised. Coordinating such services is seen as a challenge in numerous countries. Finally, implications are suggested for policy-makers.
Neary, S., Hooley, T., Morris, M., & Mackay, S. (2015). The impact of career guidance on progression in learning and work: a literature review. Report by SQW and the International Centre for Guidance Studies at the University of Derby for the Skills Funding Agency (Link)	Evaluation of evidence for supporting transitions into and during employment.	Inter-national	This paper for the Skills Funding Agency sets out the findings of a review of the literature on how career guidance can support individuals to progress to positive learning and work destinations. The paper covers several areas during a major literature review: a) policy, systems and processes that underpin the organisation of services, b) customer satisfaction, c) impacts on career management skills, d) impacts on progression, e) how brokerage is organised between education and employers. The paper concludes with having found “good evidence” for CEIAG supporting transitions.
Hughes, D, . "Careers education: International literature review." (2016). Education Endowment Foundation (Link)	Quantitative evaluation of effect sizes for different outcomes across different client groups	Inter-national	This report is structured as a “what works” evidence review that examines the impact of CEIAG on a) educational outcomes, b) economic outcomes and c) social outcomes, as well as separately reviewing d) part time work. For each area, studies are clustered under different intervention types (e.g. “mentoring”, “careers provision”). The paper quantifies the number of studies, meeting qualification criteria, that have evaluated CEIAG outcomes in these different areas and deduced the percentage that generated positive outcomes. Generally around 6 to 7 out of 10 studies were found to generate positive results, with the rest being inconclusive or “mixed”.
Whiston, S.C. et al. (2017). "Effectiveness of	Quantitative evaluation of effect sizes	Inter-national	This meta-analysis of career choice intervention is a replication of a previously study (Brown and Ryan

<p>career choice interventions: A meta-analytic replication and extension." Journal of Vocational Behavior 100: 175-184. (Link)</p>	<p>for different outcomes from different career interventions</p>		<p>Krane, (2000). 57 published and unpublished studies are analyzed and the effect size is quantified...Seven separate meta-analyses were conducted for the outcomes of vocational identity, career maturity, career decidedness, career decision-making self-efficacy, perceived environmental support, perceived career barriers, and outcome expectations. 19 different career interventions were also considered, as well as the study examining a range of different career modalities (e.g. individual vs group). The largest quantified effects were seen in self-efficacy.</p>
<p>Weber, P. C., Katsarov, J., Cohen-Scali, V., Mulvey, R., Nota, L., Rossier, J., & Thomsen, R. (2018). European research agenda for career guidance and counselling. New perspectives on career counseling and guidance in Europe: Building careers in changing and diverse societies, 219-250. (Link)</p>	<p>Literature review and research agenda for European careers research</p>	<p>Europe</p>	<p>This paper came from an EU-funded project and outlines a possible European research agenda (ERA) to further enhance the knowledge foundation of career guidance and counseling. Topics and themes are based on a literature review involving 45 researchers concerned with career guidance and counseling practice, and the final proposed agenda was derived from three sessions attended by 150 researchers. The themes include a) career related environment (and citizen-challenges), b) professionalism and practitioners, c) processes of interventions, d) outcome effects, e) organisation related factors.</p>
<p>European Training Foundation (2020), International trends and innovation in career guidance – Volume I. Thematic chapters (Link)</p>	<p>Trends in service provision and policy related to external trends</p>	<p>Europe</p>	<p>This report explores career guidance policies and practices in the light of global challenges. It examines the mega-trends in career guidance – use of information and communication technologies, career-management skills, cooperation and coordination mechanisms, and the role of parents in young people’s career choices.</p>

<p>Neary, S., Hooley, T., Morris, M., Mackay, S., Blake, H. and Agur, M. (2021). The Impact of Career Guidance on Progression in Learning and Work: A Literature Review . Derby University of Derby. (Link)</p>	<p>Evaluation of evidence for supporting transitions into and during employment.</p>	<p>Inter-national</p>	<p>This paper provides an updated review of the literature on how career guidance can support individuals to progress to positive learning and work destinations. Results build on the 2015 paper, cited above. Two important insights are noted from the review, that the consistent success of services depends a) delivery in a timely fashion, and as quickly after an individual has dropped out of learning or work as possible, b) delivery by a qualified career professional.</p>
<p>Pye Tait (2021), International approaches to careers interventions: literature review, report for Department of Education. (Link)</p>	<p>Qualitative evaluation of evidence for national system and policy differences, effective practices and effective success-factors</p>	<p>Inter-national</p>	<p>This report provides a review of career guidance provision and effectiveness in eight geographic terrains, with four being the home nations of the UK. The evidence presented includes a review of the commonalities and differences of different policies and systems, a review of recent effective practices across age ranges/career stages, and a discussion of the ingredients present in effective and successful systems (e.g. preparation time for counselors).</p>
<p>Robertson, P. J., Hooley, T., & McCash, P. (Eds.). (2021). The Oxford handbook of career development. Oxford University Press. (Link)(Paid)</p>	<p>Topical reviews and contemporary themes in career development</p>	<p>General</p>	<p>This book contains a series of chapters that cover contemporary topics on career guidance, reviewing the state of knowledge and practice and recommended directions for research. Themes include policy, practice, social justice, theories, culture, careers in education and factors in guidance that lead to success..</p>
<p>Yates, J. (2022). The career coaching handbook. Routledge. (Link) (Paid)</p>	<p>Practices and evidence for their effectiveness</p>	<p>General</p>	<p>This handbook for career guidance practitioners or coaches references many sources that evidence the application of different models, theories and research to explain</p>

			client behaviours and associated interventions and practices.
Hughes, D. (2024), An International Evidence Review: Targeted and Effective Careers Support Interventions. DMH Associates report for Department for the Economy in Northern Ireland (Link)	Quantitative evaluation of evidence for effective practices across client groups and key themes.	Inter-national	Evidence was gathered from 16 countries with aims to 1) provide an evidence base for priority-setting within the Careers Service, 2) increase organisational knowledge in the delivery of services, 3) identify good and interesting practice. The research was conducted using mutual policy learning, where researchers and practitioners exchange learning across geographic areas. A country profile was produced for each country to highlight differences in policy and approach. The evidence collected is split into four broad themes: 1) career guidance in schools, 2) technology provision, 3) working with vulnerable adults and young people, 4) professional qualifications and learning and development/
Zelloth, H, Kadletz, F, Andrei, A, Akkok, F, Zakiyeva, A & Voronina, H 2020, International trends and innovation in career guidance, European Training Foundation, Turin (Link)	Review the trends and status of career guidance	Inter-national	The is a two report “that examines the mega-trends in career guidance - use of information and communication technologies, career-management skills, cooperation and coordination mechanisms, and the role of parents in young people's career choices. The report also presents a selection of examples from around the world of how career guidance is changing to meet the 21st century challenges.” Part 1 of the publication is organised into thematic reviews and part 2 into country studies.

Country/regional studies

The following sources provide country profiles and/or ongoing data to provide a global/macro view of career guidance

Title	Scope	Location	Brief description
Cedefop, Inventory of lifelong guidance systems and practices (Link)	Cedefop, Inventory of lifelong guidance systems and practices (Link)	Europe	Cedefop have published a series of country profiles on the lifelong guidance systems in different countries across the EU. For instance: UK / Northern Ireland Norway France
OECD, Directorate for Education and Skills (Link)	Global tracking of career related activity and outcomes	International	The OECD are engaged in number data collection exercises related to the wider world of careers, but there are five different tracking activities that are particularly relevant The International Early Learning and Child Well-Being Study OECD Survey on Social and Emotional Skills PISA Survey of Adult Skills The OECD Teaching and Learning International Survey
Herr, E. L. (1972). Review and synthesis of foundations for career education. Ohio State Univ., Columbus. Center for Vocational and Technical Education..(Link)	The role and requirements from US careers education, from “kindergarten to employment	US	The report was written by a department of Ohio University and provides “an analysis of available historical, philosophical, conceptual, and theoretical literature.” It discusses the origins and form of careers education and contextualises the need as being driven by a change from agricultural to industrial forms of work and

	” and beyond.		major overhaul in Government education policy. Principles of the time were focussed on preparing students for work (e.g. “specific preparation for occupations.”)
Conger, D. S., Hiebert, B. Sc Hong-Farrell, E. (1994). E. (1994). Career and employment counseling in Canada. Ottawa. Canadian Labour Force Development Board (Link)	The services and limitations of public career guidance provision	Canada	This report involves a major review and consultation, and survey to understand the provision of career and employment counseling offered by educational institutions, social agencies, and Canada Employment Centres. The study found a nine issues of concern at the time, such as a lack of leadership, isolation from other services, and the need for restructuring.
McCowan, C., McKenzie, M., Medford, L., & Smith, N. (2001). Career in the South Pacific: An overview of career guidance and counselling policy and practice in Australia and New Zealand. Australian Journal of Career Development, 10(3), 28-34. (Link)	Policy direction and system overview	Australia/ New Zealand	This paper provides an overview for an international audience on the policies and system of career guidance delivered in Australia and New Zealand. The paper reviews the provision of service, components, policy announcements and rationale from the respective governments, the emerging application of technology, the implementation of standards and quality, and the issues that are seen as important to tackle.
Sultana, R. G. (2003). Review of career guidance policies in 11 acceding and candidate countries. Office for Official Publications of the European Communities. (Link)	Policies, systems and high level priorities for careers provision at a national level.	Bulgaria, Cyprus, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Romania, Slovakia, Slovenia	In 2002, at the request of the European Commission, the ETF collected information on guidance and counselling policies in 11 acceding and candidate countries to the EU. (This followed previous research by the OECD to measure practices in 14 countries and allowed comparative analysis). The review had multiple dimensions including policy and national priorities, education, employment,

			human and financial resources and leadership - culminating in challenges.
Watts, A. G., & Sultana, R. G. (2004). Career guidance policies in 37 countries: Contrasts and common themes. <i>International Journal for Educational and Vocational Guidance</i> , 4, 105–122. (Link)	Policies, systems and high level priorities for careers provision at a national level.	International	This paper synthesises the main findings from three co-ordinated reviews of national career guidance policies carried out by OECD, the European Commission and the World Bank. Differences are noted between some developed and developing countries. At the time, lifelong learning was being reframed, meaning that careers provision was being more considered across the career span. Countries are compared on different criteria
Careers England (2011), Looking to the future: The impact of career guidance in England. Evidence and analysis. (Link)	Overview of a the pros and cons of the national career system and its performance	England	Careers England commissioned this report to survey its members on their service provision and outcomes for the public. The paper covers careers services, issues experienced at the time by practitioners, client requirements from services, and the impact of recent policy changes.
Gong, Y., Deng, C. P., Yagi, D. T., Mimura, T., Hwang, M., & Lee, D. (2013). Career counseling in Asian countries: historical development, current status, challenges, and prospects. <i>Journal of Asia Pacific Counseling</i> , 3(1), 9-33. (Link)	Review of cultural and historic factors in shaping career systems	Asia	Career counseling development and practice are closely related to the cultural and economic backgrounds of a given country. In this study, career counseling in Asian countries is investigated in terms of historical development, current status in academic and community settings, challenges, and future prospects. The researchers who participated in this paper are from Korea, Japan, and Taiwan Japan has the oldest of the systems dating to 2019, but it took until 1999 before the term “career education” appeared in policy. While origin stories affected the C20th pathways for these countries, the global economy was creating

			similar motives in all countries at the time of writing.
Hooley, T. (2013). Career development in Canada. Report to the Winston Churchill Memorial Trust (Link)	Review and case study analysis of a country.	Canada	The report is the outcome from a study visit by the author to Canada, which involved synthesising information from a wide variety of experts, representing different services. Reviews and case studies are provided for different areas of services, including schools, post secondary education, adult, technology and the career professionals. The work culminates in suggested frameworks and lessons for the UK. Work experiences of professionals are included, toughing on (for instance) their position in hierarchies, and the extent services were planned.
Maree, J. G. (2013). Latest developments in career counselling in South Africa: Towards a positive approach. <i>South African Journal of Psychology</i> , 43(4), 409-421. (Link)	Review of trends in global practice applied to the need for a national system transition.	South Africa	The article focuses briefly on global developments in the field and, more particularly, on the role of different economic waves in these developments. It discusses how theoretical approaches that have guided counselling over the past 120 years are inadequate for the C21st century. Reviewing the current system, the author proposes a way that the South African career system needs to now evolve.
Harris-Bowlsby, J. (2013), White Paper: Career Guidance & Its Implementation in the United States. Kuder Inc. (Link)	Review of the landscape for service provision focussed on education	US	There are few in depth studies of the US guidance system (although a wide range of data and articles can be found from the US Department of Education). This paper provides a relatively brief summary of the structure, provision through education, theories used, levels of qualification of practitioners, and accreditations.
Watts, A. G. (2014). Cross-national reviews of career	Evaluation of cross-national reviews	Inter-national	This article presents the main findings from a major series of cross-national reviews of lifelong career guidance systems and

<p>guidance systems: Overview and reflections. Journal of the National Institute for Career Education and Counselling, 32(1), 4-14. (Link)</p>			<p>policies conducted between 2001 and 2010. While there were some precursors, these reviews represent the most extensive international database ever assembled on such systems. The extent and nature of the reviews are outlined, with some comments on their methodology. Some of the main lessons from the reviews are summarised, and their impact is assessed.</p>
<p>Bezanson, L., Hopkins, S., & Neault, R. A. (2016). Career guidance and counselling in Canada: Still changing after all these years. Canadian Journal of Counselling and Psychotherapy, 50(3). (Link)</p>	<p>Review of the landscape for services, and trends</p>	<p>Canada</p>	<p>This article summarizes the history of career counselling in Canada from the early 1900s to the time of writing. Highlights illustrate a shifting focus from the concept of one job for life to managing multiple career transitions, and the consequent professionalism of career service providers through investments in product development, career practitioner competency-based training, and professional associations.</p>
<p>Vintere, A., & Balode, I. (2016). Comparative analysis of the career guidance needs in the Baltic Countries. In The Proceedings of The International Scientific Conference Rural Environment. Education. Personality (REEP) (Vol. 9, pp. 275-282). (Link)</p>	<p>Review of the landscape for services, with a focus on education and unemployment</p>	<p>Latvia Estonia Lithuania</p>	<p>The paper evaluates career guidance services in Balkan countries using primary and secondary research, as well as analyzing the state of youth unemployment in the Baltic countries in order to underline the need of career guidance and counseling. The research showed gaps in provision e.g. in the primary research of secondary students, around ½ had experienced some sort of guidance intervention, though mainly in groups. Results showed less than half generally had career plans.</p>
<p>Anne, O., Joseph, O., Kiweewa, J. M., & Nsamba, S. (2018). Career guidance and</p>	<p>Progress, priorities and challenges of a developing</p>	<p>Uganda</p>	<p>The paper provides a view of the challenges faced by a Sub-Saharan country seeking to develop a career guidance capacity: The author describes that Uganda has made</p>

<p>counselling in Uganda, current developments and challenges. International Journal of Innovative Research and Development, 7(11). (Link)</p>	<p>nation's career system</p>		<p>strides towards promoting career guidance and counselling. The government of Uganda has made effort to invest in career guidance and counseling at all levels of education. However, there are glaring gaps in human resource, capacity building, inadequate training manuals, lack of career information and standardized assessment tools, high student and career masters/ counselor ratio</p>
<p>Indecon (2019), Indecon Review of Career Guidance. Report for the Department of Education and Skills, Ireland (Link)</p>	<p>Analysis of career landscape and citizen perspectives</p>	<p>Ireland</p>	<p>This report is submitted to the Minister of Education and Skills (DES) by Indecon International Research Economists. The report concerns an independent review of aspects of career guidance in Ireland. The background to this review is that the National Skills Strategy 2025 proposed a review of guidance services, tools and careers information. The research is focussed on the education and training sector, but does contain relevant insights wider afield. New primary research also indicates that learners start to make career choices from primary age, while friends influence all people in their career choices, and there are differences in influences across different socio-economic groups.</p>
<p>Sultana, R. G. (2019). Career guidance and the Arab Mediterranean countries: epistemologies and practices from the Global South. International Handbook of Career Guidance,</p>	<p>Analysis of local and cultural factors and their influence</p>	<p>Middle-East, North Africa</p>	<p>The focus here is specifically on the Middle East and North Africa, a region in which the author has carried out research, policy consultancy and practitioner training for the past two decades. The goal of the chapter is to challenge the universalising language that characterises career guidance theory and practice, arguing that serious attention needs to be given to 'localisms' and</p>

513-528. (Link)(Paid)			'particularisms' so that responses that are sensitive to context can emerge.
Cockett, J., Pollard, E. and Williams, M. (2021), The professional careers adviser Workforce. Gatsby and IES. (Link)	Review of the workforce size, and trends	England	Gatsby sought to understand the size and profile of the careers adviser workforce currently working in English schools and colleges: the number, regional distribution (hot and cold spots), qualification level and demographic characteristics such as gender, age and race. The approach was to use population data along with other sources, to estimate workforce size. The sizing exercise was difficult due to the data that was available. For schools, for instance, around 800 advisers were found in schools. Most were in the SE/East and London. Around 400 advisers were in FE. In 2021, The Census found that approximately 1,700 individuals were working (at the time of the survey) as careers advisers in secondary schools and colleges in England and Wales: 828 in general secondary education and a further 784 in technical and vocational secondary education and 93 in post-secondary non-tertiary education.)
Hector, M. (2021) Transition to ambition: navigating the career maze. Policy Connect and Skills Commission (Link)	Review of landscape for service provision	England	This enquiry started in 2020 so was somewhat contextualised by the events of COVID. It describes a systematic review of the different career services provided along the path from compulsory education into higher education for transitioning into the workforce. It asks what people of all ages need from career guidance, and therefore what differences can be made to the career system. Amongst the cross-cutting themes described, the paper noted the unstable policy environment, problems with the

			digital divide, and the challenges with accessing reliable LMI.
Bakshi, A. J., & Yuen, M. (2022). Counselling and career guidance in Asia. British Journal of Guidance & Counselling, 50(6), 813-817. (Link)	Review of the landscape for service provision and key topics	Asia	This paper is the opening paper of a special journal edition from an Asian symposium and covers papers from China, Hong Kong, Macao, Taiwan, Singapore, India, and Pakistan. The paper individually and collectively illustrates differences with Western guidance systems. There is a further differentiation through the contrast of career guidance needs in rural communities vs urban areas. The other papers in this edition of the journal provide both system level reviews and various case studies.
European Training Foundation (2022), A review of National Career Development support systems: Armenia, Azerbaijan, Georgia and Ukraine. (Link)	Review of the landscape for service provision	Armenia Azerbaijan Georgia Ukraine	The report addresses the situation in East European countries, in light of technology and global trends. This synthesis brings together insights from the ETF country review reports covering Armenia, Azerbaijan, Georgia and Ukraine. The country reports were drawn up in a participatory process using desk research, interviews and consultation and validation meetings with all the relevant national stakeholders, from ministries to members of civil society, practitioners, social partners and donors. Findings of the report cover coordination and legislation, professional training, funding and evaluation, amongst other topics. Recommendations are provided for the developing and maturing the systems further.
Hughes, D., & Percy, C. (2022). Transforming careers support for young people and adults in	Review of the landscape for service provision	Northern Ireland	This is an extensive review into the current career guidance service in Northern Ireland, as defined through extensive citizen interviews with both people in education and working/non working adults.

Northern Ireland. (Link)			Financial analysis is carried out to understand the costs of delivery on a regional basis and the ROI. Examples of good practices are also explained in case studies within the report.
Ofsted (2023), Independent review of careers guidance in schools and further education and skills providers (Link)	Review of the landscape for service provision for compulsory and further education	England	This independent review examines career guidance provision through the education system. The key actors in the system, and their inter-relationship, is described. Strengths and progress are identified, particularly related to the attainment of schools to national (Gatsby) benchmarks, but areas requiring further attention are also noted.
Scottish Government (2023), Fit for the Future: developing a post-school learning system to fuel economic transformation (Link)	Independent Review of the Skills Delivery Landscape	Scotland	This independent review comprised a consultation across the major public skills functions in Scotland, to understand how the system needs to adapt to deliver the Government's ambitions for a skilled workforce (set out in the National Strategy for Economic Transformation (NSET)). The 15 recommendations transcended career guidance, though one recommendation was to "substantively reform Skills Development Scotland to focus on the development of a national careers service,"
Hooley, T., Hertzberg, F., Mariager-Andersson, K., Saur, H., Sundelin, Å., Varjo, J., ... & Valdimarsdóttir, S. (2024). A systematic review of research into career guidance policy in the Nordic countries	The composition of an evidence and research base for a region.	Nordic countries	To investigate the relationship between career policy and practice, the researchers reviewed 60 papers from across the Nordic region over the period 2008-22. A wide range of career clients were considered. The authors noted differences between gray and academic literature, atheoretical and academic analysis, qualitative vs quantitative studies and also extracted recommended research studies from the work. The theoretical lenses were highlighted

<p>(2008-2022). Nordic Journal of Studies in Educational Policy, 1-14. (Link)</p>			<p>(e.g. theories deployed in research studies, discourse). The review led to a critical analysis of the body of work, and the creation of a 15 year research programme.</p>
<p>Godden, L., & Borgen, R. (2024). Professionalizing the Canadian Career Development Sector: A Retrospective Analysis. Canadian Journal of Career Development, 23(1), 34-47. (Link)</p>	<p>Review and case for professionalisation of the sector</p>	<p>Canada</p>	<p>The paper discusses Canada's ongoing efforts to "professionalise" the career sector, reviewing several decades of initiatives (e.g. training, certification and the creation of the Canadian Council of Career Development). The paper also applies theory to propose opportunities for practitioners, subject matter experts, and theorists to collaborate through a project, which was evaluated using a model of leadership.</p>