

# **The European Research Agenda for Career Guidance and Counseling - and beyond**

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Erik Hagaseth Haug

Lillehammer University College

Norway



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i Lillehammer

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# Who am I?

- 10 years experience as career counsellor in university, PES and a regional career centre
- Assistant professor and Ph.D.-candidate at Lillehammer University College
  - Training (further education and master program) and research
- Member of a national expert-group and of national forum for career guidance



ledelse, reiseliv, opplevelse, samfunnsfag,  
else, reiseliv, opplevelse, samfunnsfag,  
idrett, kultur, økonomi

idrett, kultur, økonomi  
film, fjernsyn, helse, sos



# The Norwegian context





# Career guidance system in Norwegian schools

- Students (aged 13 to 19) has a legal right for *necessary guidance*
- Student in secondary school has a compulsory subject called Utdanningsvalg (Educational choice)

# Starting point

- “Very few people would disagree that good career guidance is critical if young people are to raise their aspirations and capitalize on the opportunities available to them.»

Gatsby (2014) *Good Career Guidance*,  
Gatsby Foundation., p. 2

# Overall purpose of the project

- Adding research based knowledge to the ongoing development and assessment of career guidance services.
- I advocates an increased awareness on different representations concerning the aim of guidance for students, and the consequences this will have on the organizational and procedural aspects of guidance.

- Further, I argue for the importance of a ‘deep’ awareness towards underlying societal mechanism/assumptions generating the representations.





# The study

- Aims at building a holistic, rich and nuanced insight of the multitude of assumptions underlying the understandings of quality in career guidance services within a school context in Norway.

# Four articles

- Haug, E.H. & Plant, P. (2016) Research-based knowledge: researchers' contribution to evidence-based practice and policy making in career guidance. *International Journal for Educational and Vocational Guidance*, 16 (1) DOI: 10.1007/s10775-015-9294-6.
- Haug, E.H. & Plant, P. (2015). The potential role of career guidance and career education in combating early school leaving, *Education Science*, (3), p. 5-15. available from:  
<http://nevelestudomany.elte.hu/index.php/2015/10/te-potential-role-of-career-guidance-and-career-education-in-combating-early-school-leaving/>

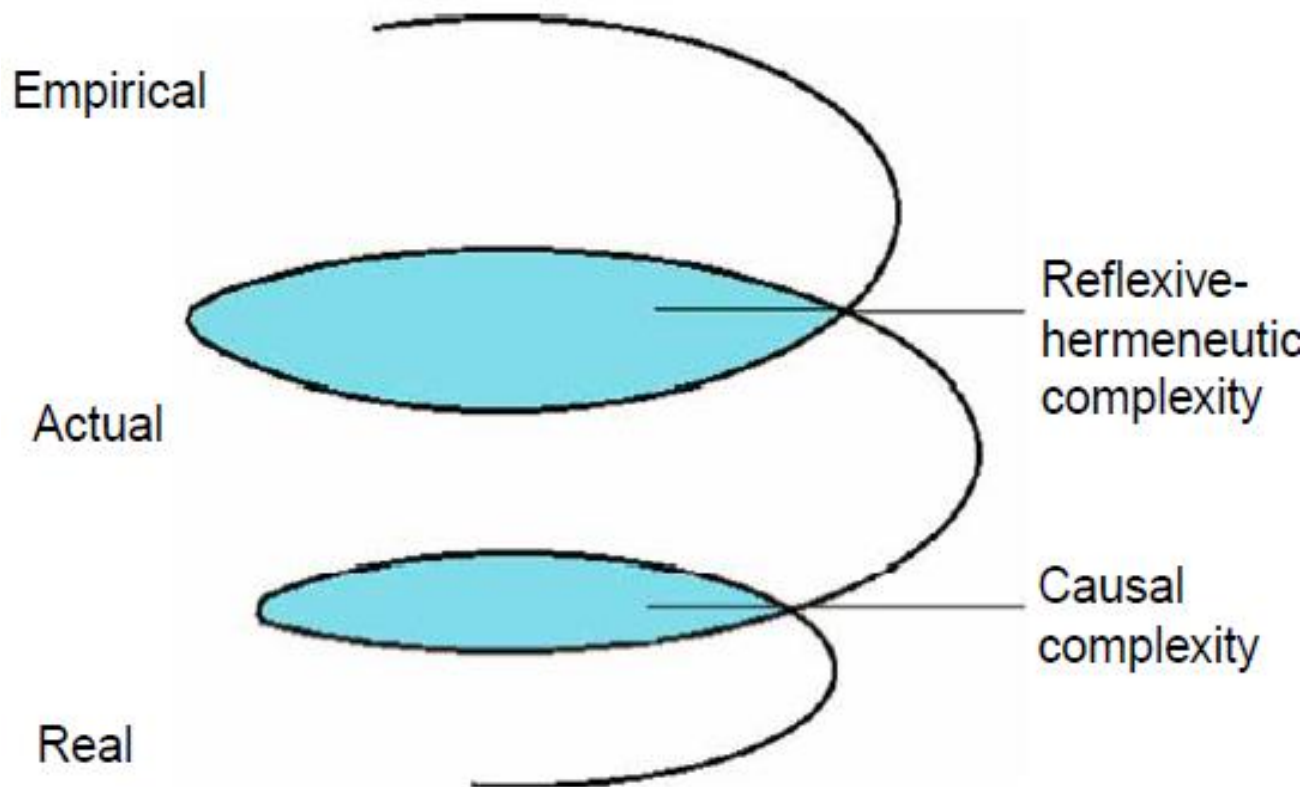


- Haug, E. H. (2016). Educational Choice: Competence development for future active participation in society and working life (In Norwegian) I Høsøien, U. & Lingås L.G. (Red.) *Utdanningsvalg: Identitet og danning*, Oslo: Gyldendal Akademisk.
- Haug, E.H. (2017). An empirical study of the representations of the concept of quality in career guidance. (In Norwegian). *Nordic Journal of Educational Supervision*. (Published January 2017).

# Critical Realism – an alternative scientific grounding for the study of complex issues

- «We take some unexplained phenomenon that has been observed and propose hypothetical mechanisms, *that if they existed*, would generate or cause that which is to be explained. So, we move from experiences in the Empirical domain to possible structures in the Real domain. Such hypothesis do not of themselves prove that the mechanisms exists, and we may have competing explanations in terms of other mechanism, so the next step is to work towards eliminating some explanations and supporting others. Finally, this leads to a correction of previous results or theories» (Mingers, 2014, p. 20).





Hood, R. (2012). A critical realist model of complexity for interprofessional working  
*Journal of Interprofessional Care*. 26. DOI: 10.3109/13561820.2011.598640



# My interpretation of the understandings of quality and its underlying assumptions

- an individual-oriented competence development process designed to help students to handle the next big career transition.
- The choice should be based on concrete knowledge about themselves and their educational and career opportunities.
- Such a goal requires that career guidance is organized so that students meet a variety of arenas and actors, with the intention of giving students a foundation to make their independent and rational based choice.
- An individual freedom within the framework of preferred outcome formulated by society as necessary competencies to be a part of, and contribute to the community in the future.



# Want to read more?!

- A comprehensive summary of the thesis is available in:
- Haug, E.H. (2016). Can you hear the people sing? Quality-development in career guidance in Norwegian schools: a study on the importance of awareness of different voices. *NICEC Journal*, Issue 37, p.12-19.



Thank you so much for your  
attention 😊

Erik Hagaseth Haug

Lillehammer University College

[Erik.haug@hil.no](mailto:Erik.haug@hil.no)

Twitter: @karrierevalg



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