

Karrierelæring i skolen

- Inspiration til horisontudvidende aktiviteter
- Samarbejde med faglærere
- Karrierelæring i fag
- Teori – begreber - metode

Om social retfærdighed og arven efter Ronald Sultana



<https://careerguidancesocialjustice.wordpress.com/>



IAEVG – International vejlederorganisation

- IAEVG **Communiqué on Social Justice in Educational and Career Guidance and Counselling**
- « IAEVG, as the largest worldwide guidance association, appeals to providers, practitioners, academics and policy makers, **to increase their efforts by embracing social justice as a core value that guides their practices** »



Network for Innovation in Career Guidance and Counseling in Europe (NICE)

From the NICE Memorandum

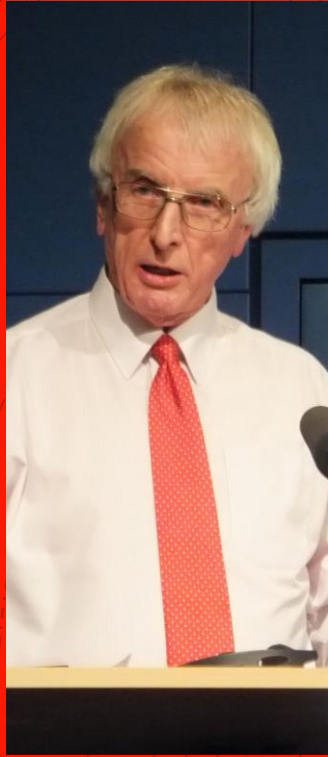
- “ We strive to engage practice in research by **involving practitioners, users and organizations as co-researchers in the research processes**, including the **definition of research questions**.
- All scholars in our field are asked to engage in a strong and positive contact with the community of practice, organisations and networks. In particular we will seek to **establish opportunities for practitioners and groups of citizens** to share their knowledge and to feed it into future practice, policy and research....
- Last but not least, we will promote the professionalization of career guidance and counselling through high quality academic training, innovative research and **active collaboration** with all relevant stakeholders, **especially those who represent vulnerable and marginalized groups.**”



Master i professionel vejledning

- Fra kompetencebeskrivelse
- Facilitere og lede forandringsprocesser og advocacy omkring relevante målgrupper for vejledningen

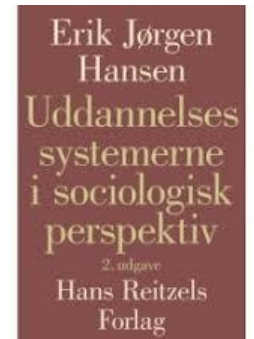
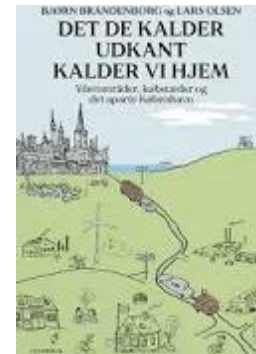
The politics of career guidance



Tony Watts

Careers education and guidance is a profoundly political process. It operates at the interface between the individual and society, between self and opportunity, between aspiration and realism. It facilitates the allocation of life chances. Within a society in which such life chances are unequally distributed, it faces the issue of whether it serves to reinforce such inequalities or to reduce them.





Vejledning





Ronald's arbejde

Over 120 peer-reviewed artikler, 40 redigerede bøger

Fokus på:

Sammenhæng mellem uddannelse og arbejde

læreruddannelse

sammenlignende uddannelse



CV

- Født 1958, Naxxar, Malta
- Honours-grad i engelsk
- Postgraduate diplom i vejledning og rådgivning
- Ph.d. i uddannelses-sociologi
- Fulbright-stipendiat
- Professor of Comparative Education & Educational Sociology
- Dean of Faculty of Education
- “Euro-Mediterranean Centre for Educational Research
- Lifelong Career Guidance and Development



“planting one’s academic roots in diverse places can lead to making connections that were previously not imagined, potentially leading to new insights” (Sultana, 2021)



Internationalt samarbejde

- UNESCO
- UNICEF
- OECD
- EU
- ILO
- ELGPN
- CEDEFOP
- ETF





A legacy of solidaric critique and hope for a better world

Uddannelsessociologi

Komparative undersøgelser af vejledning

Filosofisk tænkning

Sultana's focus is on 'interactions between individuals and society, and between agency and structure in particular historical conjunctures' (Sultana, 2021a, p.83)

Målet med det akademiske arbejde

- se individet som værende i et dialektisk forhold til sin kontekst
- kritisk social teori
- opbygning af en sociologisk fantasi
- håndtering af magt
- afsløring af ideologi
- anerkendelse af, at mennesker har en begrænset, men transformerende evne til handlekraft (Thomsen et al., 2022).

'one never "arrives" or wins on all fronts, but one is always striving to understand, reach out, improve' (Sultana, 2022b).





Opsummering af Sultana's vigtigste bidrag til vejledningsteori

1. Karriere- og karrierevejledning udfolder sig i en historisk og geopolitisk kontekst
2. Karrierevejledningspraksis er viklet ind i bredere ideologier og magtstrukturer.
3. Karrierevejledning har potentiale til at være en frigørende form for læring, der både hjælper den enkelte med at se nye horisonter og giver dem redskaber, hvorigennem de kan reagere på og mindske ulighederne i deres samfund.



Tre skarpe artikler i 2014

‘Rousseau’s chains: Striving for greater social justice through emancipatory career guidance’;

‘Career guidance for social justice in neoliberal times

‘Pessimism of the intellect, optimism of the will?’; ‘Troubling the relationship between career guidance and social justice’

(Sultana, 2014a, b, & c),

Bidrag til praksis eks.

Håndbog for vejledning i ungdomsuddannelse

- Enhancing the quality of career guidance in secondary schools: A handbook (Sultana, 2018b)

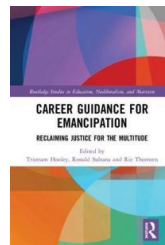
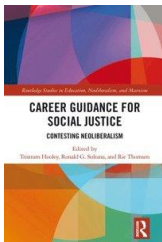
The five signposts towards socially justice career guidance



Samle og udvide kritiske perspektiver i vejledningsforskning og praksis

2018

Career guidance for social justice – Explores context, critique and theory.



Career guidance for emancipation – Explores diverse experiences of neoliberalism and possibilities for challenging and changing things.

2019



Alan Alex Anita Barrie Charlott e Mark Linden Randi

Anki Anna Chad Frida Laura Salvatore Elnaz Lia

Ingela Bruno Mary Guilherme Haze Carme Phil Suzanne Steve

Bo Jenny Jacques Jean Mark Christian Rachel Tijana Sara

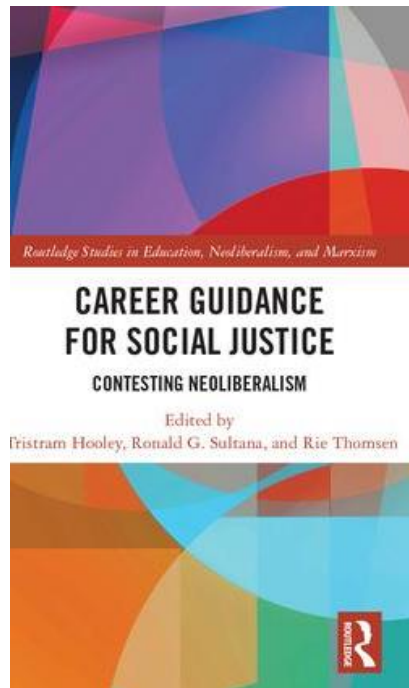
Marcelo Helle Marius Rosie Victor Marco Maria Toby Cristina

Definition af vejledning

Vejledning hjælper personer og grupper med at lære mere om arbejde, fritid og egen læring og med at reflektere over deres sted i verden og planlægge deres fremtid

Vejledning kan antage en bred vifte af former og trækker på forskellige teoretiske traditioner.

Vejledning er en målrettet læringsmulighed, der støtter enkeltpersoner og grupper til at overveje og genoverveje arbejde, fritid og læring i lyset af nye oplysninger og erfaringer og til at træffe både individuelle og kollektive beslutninger som følge heraf."





En tur i fotoalbummet



Summeøvelse: Tænk over din egen praksis

Hvilken af disse typer vejledning beskæftiger du dig med i øjeblikket?

Hvad tror du kunne være hjælpsomt i din praksis?

Informere

Rådgivning

Vejledning

Vurdering

Uddanne

Aktivering

Fortaler/advocacy

Tilbage melding

Udvikling af systemer

5 pejlemærker for socialt retfærdig vejledning

5 pejlemærker for kritisk frigørende vejledning



Opbygge kritisk bevidsthed

- Hjælp folk med at forstå situationen, ikke bare at reagere på den på et personligt plan.



Sætte navn på undertrykkelse

- Hjælp folk med at se uretfærdighed og organisere sig solidarisk for at få adgang til en anstændig karriere.



Stille spørgsmål til 'det normale'

- Brug tid på at diskutere, hvad normalitet betyder, og om det nødvendigvis er ønskeligt.



Tilskynde til solidaritet, samarbejde og kollektive handlinger

- Facilitere social interaktion og samarbejde



Arbejde på flere niveauer fra det individuelle til det globale

- Grib ind i individuelle, gruppemæssige, organisatoriske, sociale og politiske systemer.



Opbygge kritisk bevidsthed

Conscientisation, kritisk bevidsthed, handler om at hjælpe mennesker til at praktisere bevidsthed om de kontekster og strukturelle forhold, de lever under på et givet tidspunkt.

Hvad sker der i mit liv, som jeg ikke nødvendigvis har kontrol over, hvorfor sker det, og hvad kan jeg egentlig gøre ved det?

Paulo Freire, Kritisk pædagogik





At a recent conference in Denmark, [Charlotte Dahl](#), [Andrea Hvid Hagn-Meincke](#) and [Rikke Ellegård Hansen](#) presented on their approach to 'collective guidance'. This post provides some insights into their work and offers some resources that other practitioners may be interested to use.

Navngi undertrykkelse

- Hjælp vejledte med at forstå, hvor deres oplevelser er eksempler på undertrykkelse.
- Udfordre selvbebrejdende adfærd
- Foreslå mulige navne til det, de har oplevet, og se, hvordan de har det med det.
- Tilskynd dem til at overveje, hvordan anerkendelse af undertrykkelse omformer det, de kan gøre ved det, de har oplevet.

An emancipatory perspective on working with career guidance in a Danish trade union

*In this post **Sanne Theresa Hasselby** who is an Educational and Career Consultant at **HK Hovedstaden** (a Danish trade union) discusses her work providing career guidance.*

In my work with career guidance counselling in the Danish Trade Union HK, which covers many industries – administration, graphic work, HR, IT, communication and marketing, customer service, laboratory and environmental work, management, logistics and forwarding, consulting, guidance and case management, finance, health, sales and purchasing, I have the privilege of meeting



Sanne Theresa

How I give career guidance

I always start career guidance sessions by having the members tell me about their situation and why they have booked an appointment for career guidance. When some members start to tell me about their situation, there is an underline story that they tell themselves about themselves, which is often about feeling insufficient or inadequate and sometimes they even say, “I am not good enough”. They think and express that the situation they’re in is of their own making and thereby their own fault. This is when I particularly use the five signposts to a socially just approach to career guidance.

I begin by asking questions about how this situation came to be? What happened? Who did what? Often, I also invite them to write on a whiteboard and sometimes even draw. Together we start to get a sense of what actually happened. Some people list all the assignment they have at work others list the chronological order of what has led to the current situation and its incidences. By using visual aids, the situation becomes much more comprehensible for both of us. I find that in this part of the, process we are building a critical consciousness. I find that the visual aids help the member to

Stille spørgsmål til 'det normale'

Vores samfund definerer, hvad vi antager er normalt og naturligt.

Dette omfatter, hvad der udgør en karriere, karrieresucces, en 'god uddannelse', et opfyldt liv og så videre.

Hvad der ses som normalt, varierer også for forskellige slags mennesker.

Det betyder ikke, at det, der er normalt, altid er dårligt.

Men ved at stille spørgsmålstegn ved, hvad der er normalt og spørge, hvorfor det er normalt, åbner vi muligheder for mennesker.



Exercise 1: “I vote with my feet”

In exercise 1, “I vote with my feet”, we primarily focus on “questioning the normal” (signpost 3).

Making the norm visible

We start by telling the participants that this exercise is about taking a closer look at the norm of what a “good” or “proper” student is. The supervisor presents a norm of “the proper student”, which most people can recognize. The “proper student” is of course social, good at group work, has control over his/her independent preparation, and can perform at exams and presentations in class. But who can live up to all that? Probably not many. By describing the norm out loud, we exhibit and caricature it in a way that slightly punctures it.



*Rikke Ellegård
Hansen*

Tilskynde til solidaritet, samarbejde og kollektive handlinger

- Uddannelse og karriere er ikke en individuel aktivitet.
- Vi tager uddannelse og forfølger vores karriere sammen med andre – nogle gange i samarbejder, andre gange i konkurrence/eksklusion.
- Strategier til ændring af din uddannelse eller karriere kan være kollektive såvel som individuelle.
- Anerkendelse af vigtigheden af samarbejde og 'kollektiv kamp' åbner mange nye muligheder for læring og karriereudvikling.





Exercise 2: “Turn-taking in speech”

“Turn-taking in speech” is also about facilitating dialogue about “the world and as it is and as it could be”. In the exercise, we encourage the participants to share:

- What has shaped their choice of education?
- Whether they have been educated in a different direction than their parents
- What they would like to change if they could change one thing about their education (in the workshop on the guidance day, we asked about work instead, as the participants were all counsellors and not students)

Arbejde på flere niveauer niveauer fra det individuelle til det globale

Nogle gange vil folk bedst blive hjulpet af
individuel støtte, andre gange af
systemændringer (ofte af begge på samme tid).

Vejledning foregår med		
individer	grupper	klasser
skoler	familier	fællesskaber
karrierecentre	fagforeninger	arbejdsgivere
foreninger	Regeringer	Aktive borgere

Tak

Blev du inspireret eller tænksom?
Send gerne et indlæg til vores blogg

<https://careerguidancesocialjustice.wordpress.com/>



Career guidance for social justice website



Career Guidance for Social Justice

HOME • PRACTICES • RESOURCES ▼ • NEWS • BOOKS

<https://careerguidancesocialjustice.wordpress.com>

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Fem lektioner fra Ronald Sultana

1. at engagere sig i kontinuerlig kritisk selvrefleksion
2. at blive ved med at kontekstualisere og analysere uddannelses- og karrierevejledningspraksisser, efterhånden som de udfolder sig i hverdagen.
3. at holde øje med dimensioner af magt, hvad enten de er økonomiske eller kulturelle. at advokere for forskning, der bryder med barrierer
4. at fortsætte vores kollektive bestræbelser på at realisere bedre, mere inkluderende og mere retfærdige samfund

Seize the moment

- History is not finished.
- Politics is not settled.
- There are opportunities to change and rethink paradigms.



Alle referencer kan
findes i denne
artikel

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Download: <https://www.niececjournal.co.uk/index.php/nc/issue/view/52/55>