CAREER DEVELOPMENT INSTITUTE

Careers Insights

May-Jun 2026 edition

Stay ahead of the fast-moving careers field, with a roundup of the latest research



About Careers Insights

Welcome to Careers Insights, the CDI's bulletin that reports on new research papers and reports that have been published over the past few months that are particularly relevant to the issues in contemporary policy and practice.

Research is critically important, and not just for academics. It helps career professionals to understand the needs of different clients to a greater depth. It describes the implications of political, economic, social or technological trends affecting the field. It also describes different models, theories and practices, and provides evidence on 'what works'.

This is a supplement to the CDI's Research Directory, which you can access in the Resources section of the CDI website. The Directory offers a wide collection of references to thousands of career-guidance related articles, reports, papers, books and open data sets.

(NB: We strive to reference articles that are mainly in the public domain, but include important ones that are behind paywalls. These are denoted with an asterisk (*) in the title)



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What we missed last time!

Featured articles

We've highlighted four articles that are particularly relevant to current issues in the careers world.

#1. Technical pathway adoption (CEC)

A new report by the Careers & Enterprise Company CEC pulled together national evidence on young people's awareness and understanding of apprenticeships and technical education pathways, alongside data on schools' delivery of encounters in line with Provider Access Legislation (PAL) and the wider factors that influence progression into apprenticeships, technical education and training.

The "state of play" was described, with outstanding areas of concern, for creating a healthy pipeline into technical pathways. The availability of opportunities, employer participation, access to training provision and local labour market conditions all play an important role - showing that raising awareness or increasing student knowledge is not enough by itself.

CEC (2026). Supporting young people to understand and take up apprenticeships and technical pathways (Link)

#2. Work experience (Education & Employers)

An expansive review ~~was~~ conducted by Education & Employers into work experience, which was used to profile the present situation with respect to policy intent and the wider national picture, to highlight gaps and suggest recommendations. In particular, the paper notes the very challenging goal of meeting the government's commitment to deliver two weeks of work experience to young people (equating to 6m days).

Four future approaches are suggested to deliver work experience.

Also related to work experience, a model (PERE) was provided by Mohammed, & Wijemuni, based on synthesising 30 years of research, to underpin effective work experiences.

Education & Employers (2026). Work Experience: Past, Present and Future (Link); Mohammed, L. & Wijemuni, S. (2026). Reimaging and operationalising 'meaningful' work experience in England: The PERE model - An illustrative case study. Journal of the National Institute for Career Education and Counselling, 56(1), 183-191

The skills agenda (Skills England)

This has been a busy period for the Skills Agenda culminating in the publication of Skills England's annual skills report in early July.

The 2026 annual skills report highlights key challenges in the skills system. Skills England's report identifies 5 key challenges the skills system faces in 2026. It sets out how Skills England proposes to respond: 1) Addressing skills shortages. 2) How to maximise employer investment in skills. 3) How to respond to the accelerated adoption of AI. 4) How to support young people's employability skills. 5) How to build a more responsive and locally integrated skills system.

(Other related reports recently included a new report on AI upskilling in organisations - noting 43% of businesses now use AI on a day to day basis - providing employees with new skills).

Skils England (2026) Skills England annual skills report 2026 (Link)



#4. Insights into ethics & practice (NICEC)

A special edition of NICEC published in early June focussed on the ethics, philosophies and principles of career guidance. A range of different case studies, discussion articles and arguments were presented. As an overarching theme, a narrative was clear that practitioners had a role in addressing societal challenges and inequalities of our age, and preserving ethical standards.

Additionally, a paper by Stephens provided insight into the practical composition of career interviews, noting duration, and models deployed. A similar independent study by Jackson highlighted how underfunding is leading to provision gaps.

This body of papers advanced or insight into dilemmas and realities of everyday practice.

NICEC June edition (Link)

#5. Trends in UK green skills (Linkedin)

Leveraging their expansive data, Linkedin examined the state of green skills demand and trends over the past 12 months for the UK. Their report offers a range of content, ranging from showing the nature and scope of green skills, geographic distribution across the UK, case studies, and their value to employees and employers.

This resource provides useful up to date LMI and considerations for those advising clients with interest in green jobs or acquiring green skills.

LinkedIn (2036) Powering Opportunity across the UK. A UK Green Skills Report (Link)

Roundup

General career practice

Theme	Reference	About
Ethics, philosophies and principles	Artess, J.(2026). Exploring how ethics, philosophies and principles (EPPs) impact policy and practice in career development. Journal of the National Institute for Career Education and Counselling, 56(1), 4-9. (Link)	The latest edition of the NICEC journal was dedicated to ethics, philosophies and principles in professional career guidance practice. A copy of all articles can be accessed here. The opening article by Jane Artess reviews how the moment of time and educational background shape ethics. Impartiality, advocacy and accountability remain enduring tenets of practice.
	Poulsen, B. K. (2026). What is the purpose? Career guidance, professional identity and democracy. Journal of the National Institute for Career Education and Counselling, 56(1), 11-25. (Link)	The article is largely based on Danish contexts, but pulls back to ask generic questions about the interaction between purpose and identity for career practitioners. Questions are raised about the social role of career guidance, with a conclusion that career guidance is "a democratic and educative practice grounded in normative assumptions about freedom, judgement and participation."
	Borgen, R., Pickerell, D., Johnston, G., & Taylor, C. (2026). Ethics in Canadian career development: Reflectingon lessons learned. Journal of the National Institute for Career Education and Counselling, 56(1), 26-32. (Link)	The Canadian Career Development context is presented as a case example of how a professional code of ethics can be developed, disseminated, and regularly renewed, as a tool to strengthen ethical fitness. Using the 'Four Stages of Learning' model, the progression from unconscious incompetence through to unconscious competence is used to frame the discussion, illustrating the importance of a systematic approach to building awareness of relevant ethical codes, developing competencies in ethical decision-making, and engaging in open discussions about ethical dilemmas. Relevance to the UK situation is discussed.
	Post, J. & Woldendorp, J. (2026). What constitutes a good career? A vision of responsive careers and choices in the broader interest. Journal of the National Institute for Career Education and Counselling, 56(1), 33-50. (LInk)	The article discusses the tension between freedom of choice and collective necessity is determining what a *good career* looks like. The concept of a "responsive career" is proposed as an idea to straddle the two influence on career decisions. The relevance of the paper is amplified by current labour market challenges and technology-driven change in the world of work.
	McIlveen, P. (2026). A philosophical consideration of career counselling: Pragmatic idiographic truth. Journal of the National Institute for Career Education and Counselling, 56(1), 51-65 (Link)	The paper offers a discussion on epistemic and ethical dimensions of career counselling. Basing discussions around the System Theory of Careers, ethical reflection is positioned as integral to practice, challenging assumptions of neutrality, integrating topics such as "truth" and "lived experience", the discussion highlights counsellors' roles in shaping narratives with clients towards positive ends.
	Freeman, N. (2026). Reframing student voice and participation in the UK education system for socially just career work. Journal of the National Institute for Career Education and Counselling, 56(1), 66-84 (Link)	The paper questions the idea that present practice leads to true power sharing between practitioners and students (using Arnstein's Ladder of Participation). The paper argues that "future inclusive CEIAG practice must embed student co-design to avoid reinforcing inequality" and proposed a model for inclusive practice.

General career practice *continued*

Theme	Reference	About
Ethics, philosophies and principles *continued*	Colley, H. (2026). Point of view: the need for moral compass in career guidance. Journal of the National Institute for Career Education and Counselling, 56(1), 83-89. (Link)	Reflecting on the Connexions services, and the impact of austerity on career guidance, the author discusses the enduring questions for contemporary career education and guidance: "Connexions shows how easily ethical principles can be stymied when systems prioritise metrics over relationships, 'efficiency' over trust, and control over care." The remit of career guidance is argued to demand "ethical labour" which addresses and, where necessary, challenges political, economic and social forces.
	Wilkinson, L. (2026). Embodying integrity in careers education and guidance practice: Looking through the DOTS window. Journal of the National Institute for Career Education and Counselling, 56(1), 92-96 (Link).	"This article explores what professional integrity looks like in careers education, information and guidance and draws from the work of Bill Law, especially the DOTS model." The paper addresses several ideas, such as the importance of self-awareness, the benefits of risk-taking, the importance of remaining aware of opportunities, and the wisdom of "decision-learning" for practitioners.
	Edenberg, P. (2026). Career counselling in a highly constrained context: ethical reflections from a school-based pilot in Sierra Leone. Journal of the National Institute for Career Education and Counselling, 56(1), 117-124. (Link)	Career guidance is often framed around informed choice and individual agency, but the paper draws attention to contexts where agency and resources are severely constrained: "Career decisions are deeply embedded in family expectations, communal obligations, and resource constraints, such principles require contextual interpretation rather than simple application. Respect for autonomy, for example, cannot be understood solely as individual self-determination but must be negotiated within relational and intergenerational dynamics." Drawing on routine a school-based counselling pilot in three secondary schools in Sierra Leone, this article presents a practice-based ethical analysis.
	Frigerio, G., Alexander, R., & Hooley, T. (2026). Approaches to the education of career development professionals: Current realities and future directions. Journal of the National Institute for Career Education and Counselling, 55(1), 125-140 (Link)	Using a survey, this study explores the approaches that are used in the education of career professionals in the UK and beyond, from 21 respondents involved in training, covering 21 programmes. A high degree of consensus is found in approaches, along with alignment with Network for Innovation in Career Guidance and Counseling in Europe (NICE) frameworks: Most respondents agreed ethics, EDI, career systems, understanding self, theory and labour markets should be covered, for instance. Some differences in the relationship between theory and practice were deemed by the authors to require further consideration.

General career practice *continued*

Theme	Reference	About
	Stevens, R. (2026). Exploring one-to-one career guidance: Appointment lengths, guidance models, and existential topics. Journal of the National Institute for Career Education and Counselling, 56(1), 97-116 (Link).	The article reports on primary research with a mix of (n=84) UK career professionals on the paramaters and features of interviews, including appointment length and the models used. The findings show that existential topics – such as career-related anxiety, sense of purpose, and self-identity – are widespread in practice and are viewed as relevant by practitioners. Quantitative findings shows that average appointment lengths are below the mean at 38 minutes, and practitioners use an average of 2.75 models during interactions, but 17% don't use any. Implications are described for policy and practice.
Composition of career interviews	Jackson, C. (2026). Career Guidance Under Constraint: Practitioner perspectives on time, capacity and delivery conditions. Zenodo (Link)	Motivated by pressures on the workforce, this self-published paper examined the implications for practice by way of career practitioner perspectives on the time of appointments and working conditions. Data was collected from n=296 career development professionals working across a range of settings. Shorter appointment times are widely embedded within current practice. Administrative demands reduce appointment duration, particularly action planning, record keeping and follow-up, which all consume a significant proportion of practitioner time. The study also identifies a broader gap in system-level visibility, with limited consistent measurement of appointment length, caseload, administrative time, follow-up capacity and other delivery inputs.
Reflective practice	Zerle, G., Mühlberger, C., Diller, S. J., Greif, S., & Jonas, E. (2026). Comparing the perspectives of coaches and clients on the coaching process: coaches underestimate the value of empathy and autonomy support for coaching success. Coaching: An International Journal of Theory, Research and Practice, 1–23. (Link)	Although this paper is focussed on coaching rather than career counselling or guidance, it raises relevant questions about reflective practice and the different perceptions of practitioner and client: 6 coaches and 1,217 clients assessed their own process with respect to coaching predictors (working alliance, empathy, trust, perspective taking, and need support) and coaching-success variables (goal attainment, satisfaction, and need fulfilment). Results show that client and practitioner perspectives varied on importance of perceived drivers of success of the interaction. The paper offers transferable lessons and offers a useful aide for developing reflective, client-centred practice.

Primary education

Theme	Reference	About
Personality traits as early career indicators	Acar, T. O. (2026). Potential Determinant of Early Childhood Personality Structures in Career Development. Journal of Employment Counseling. (Link)	This study aimed to develop and validate a new personality inventory for children aged 6–9 years, grounded in the Big Five personality model (BFM). The research addressed a critical gap in developmental and organizational psychology, as existing instruments often target older age groups and fail to capture early personality structures. Data was collected from n=218 subjects. The findings demonstrated that the developed inventory is a valid and reliable tool for assessing personality in early childhood. It has potential applications in educational planning, early intervention, and career orientation research, providing a scientific foundation for understanding how early-emerging personality traits shape future organizational and vocational behaviors.
Experiences as early career indicator	Jennings, G. C. (2026). Impact of Adverse Childhood Experiences on Chosen Career and Job Fitness. (Doctoral thesisi) (Link)	This quantitative correlational study examined how experiences of abuse and neglect influenced career choice and whether individuals perceived their chosen careers as a good fit. Data were collected through an electronically distributed survey shared via social media, resulting in a sample of 542 participants. Overall, there was a weak correlation between ACEs and job fit, though some nuanced findings, such as that individuals who reported 4 or more ACEs revealed notable trends in career distribution, though these did not indicate a definitive pattern of job fit.
Influences and interest formation	Kähler, J., Volodina, A., & Zimmermann, F. (2026). Early development of STEM competencies: The role of social disparities, socioemotional behavior, and domain-general abilities. Journal of Educational Psychology. (Link)	This study examined the development of mathematical competence and scientific literacy using longitudinal data from 1,849 German children followed from preschool through elementary school, In particular, this study extends previous research by highlighting the role of socioemotional behavior and preschool experience in shaping early STEM trajectories.
Gender stereotypes	Gabrielli, S., Zava, F., Maricchiolo, F., Vecchio, G. M., Szpunar, G., & Perucchini, P. (2026). Gender stereotypes and biases in primary students: efficacy of a school-based program: Gabrielli et al. European Journal of Psychology of Education, 41(3), 92. (Link)	Gender stereotypes are known to form early and affect career decisions. In this paper, a study is evaluated the impact of a school-based pilot program designed to reduce gender stereotypes and biases in a sample of n=117 fourth-grade school children. Students were divided into control and intervention groups. After the educational program, results showed a significant reduction in gender stereotypes and biases and a significant improvement in gender egalitarian attitudes in the group which participated in the program (the intervention group. The results have implications for efforts to reduce strong gender stereotyping influences on formative career attitudes.
Data - Learning and development	OECD (2026), Building Strong Foundations for Life: Results from the 2025 Early Learning and Child Well-being Study, OECD Publishing, Paris (Link), .	The International Early Learning and Child Well Being Study (IELSprovides countries with comparative data on children's early learning and development. It helps governments understand how early outcomes to inform policies. Findings included that many children with strong outcomes in one dimension of early learning and development also show strong outcomes in others Policies to support children with relatively weak early skills need to address multiple dimensions at once.

Secondary education

Theme	Reference	About
Career guidance experiences	Munhall, B., & Hertzberg, F. (2026). Voices of transition: newly arrived students' experiences of career guidance in Sweden. British Journal of Guidance & Counselling, 1–14. (Link)	The paper reports on experience of prior career guidance of n=22 newly arrived students into upper secondary students in Sweden (i.e. entering education typically for 16-19 year olds). The students had experienced fragmented guidance, and so parents and teachers had stepped in to play supporting roles. Challenges included addressing language barriers, balancing student autonomy with directive support, and coordinating guidance across staff. One of the transferable insights is how others around and about students compensate when career guidance is absent.
	Cai, Y., Arumugam, N., & Chen, Y. (2026). Effectiveness of design thinking pedagogy in SCCT-based career guidance: Students' career decision-making self-efficacy and perceived value. PloS one, 21(5), e0348205. (Link)	The study investigates the effects of employing design thinking in career guidance courses, with two groups (test and control), and a total sample of n=140 students. The experimental group implemented design thinking pedagogy, whereas the control group received the regular teacher-centered method in career guidance courses. The results revealed that design thinking pedagogy improved students' career decision-making self-efficacy through practical skill acquisition, emotional empowerment, and social identity, and perceived high evaluation, indicating that design thinking pedagogy is effective in career education.
	Rodriguez-Muñiz, N., Burguera, J. L., & Virgós-Sánchez, M. (2026). Career guidance actions from students' perspective. An analysis of the degree of perceived usefulness. Career Learning, Education and Guidance, 2(clc), 75-85. (Link)	The present study aims to analyse the secondary students' perceptions of the degree of usefulness of career guidance actions, using a survey of n=351 secondary students in Spain. The results - evaluating different types of activities - provided a new perspective. For instance, there was a high degree of usefulness perceived for activities related to the construct of experiencing the future. This is followed by a high degree of per ceived usefulness of actions liked to exploration. In contrast, guidance actions linked to thinking about the future have lower scores.
Career information	Oswald-Egg, M. E., & Caves, K. M. (2026). New information, new interests? Impact of an occupation finder on vocational choices of lower secondary students. Journal of Vocational Education & Training, 1-23. (Link)	The paper explores the impact of a low-cost information resource provided to high school students in Switzerland to aid career learning. The findings show that tailored information significantly increases the number of occupations students apply to - showing how information provision broadens choice.

Secondary education *continued*

Theme	Reference	About
Work experience	Mohammed, L. & Wijemuni, S. (2026). Reimaging and operationalising 'meaningful' work experience in England: The PERE model - An illustrative case study. Journal of the National Institute for Career Education and Counselling, 56(1), 183-191 (Link)	Contextualised by changes to statutory provision of career guidance in England, and short-comings of current practices, this practice-led case study introduces the PERE (Prepare, Execute, Reflect, Evaluate) Model for delivering meaningful experiences of workplaces in secondary education: a model based on 30 years of research to support Career Leaders. Implementation, potential and the current limitations of the approach are discussed.
	Education & Employers (2026). Work Experience: Past, Present and Future (Link)	The report offers new evidence and insights into what works, who misses out and what schools and employers need to ensure every young person has access to meaningful opportunities. The paper discusses the "daunting" prospect of delivering the Labour election pledge that every young person will have 2 weeks of work experience (equating to 6m work days). For instance even Government departments do not generally provide work experience (22%). The report sets out four realistic options for moving forward, with pros and cons for each.
Career readiness and decision-making	Bazargaliyeva, N. A., Bekenovna, N. G., Zhenisbekovna, A. A., Kenzhebekovna, A. Z., & Bolatovna, D. P. (2026). Personality, Interest and Career Decisions: Assessing Psychological Readiness for Professional Choice Among High School Students. Adolescents, 6(3), 40. (Link)	The study explores the extent and variations of career readiness amongst a sample of students in Eastern Europe: Data were collected from n=185 students during structured school-based diagnostic sessions employing a RIASEC vocational interest inventory, a temperament assessment, and an educational decision questionnaire. Findings reveal a differentiated structure of vocational interests, with social and investigative orientations most prevalent. While most students reported preliminary career or educational choices, a substantial proportion remained undecided showing variations in psychological readiness for career decisions.
	*Dević, I., Babarović, T., & Šverko, I. (2026). Changes in career decision-making difficulties during early and mid-adolescence. International Journal for Educational and Vocational Guidance, 1-21. (Link)	This study examines longitudinal changes in career decision-making difficulties among Croatian adolescents across two age cohorts involving 543 primary and 673 secondary school students. Results indicated overall stability in decision-making difficulties over time. Early adolescents report greater difficulties than their older peers. The study also examined the role of gender and subjective socioeconomic status (SES) in shaping the career decision-making process. SES impacted initial difficulties in early adolescence, while gender was more relevant in middle adolescence. Neither factor's influenced changes over time. The study highlights the need for stage-specific career interventions.
	Fletemeyer, T., Schröder, R., & Krause, C. (2026). 'I believe that employees adapt to their work, while self-employed people adapt their work to themselves.'–Student beliefs about professional and entrepreneurial self-employment. Career Learning, Education and Guidance, 2(clc), 1-14. (Link)	This paper from Germany provides insight into student attitudes towards entrepreneurship, using interviews from 13 students. Students associate self-employment with autonomy, responsibility and risk. Personal and social skills – such as assertiveness, organisational skills and self-confidence – are oft-mentioned as being required. This leads to self-employment being seen as attractive but risky. However, intrapreneurship is not considered. The authors make the case that career guidance needs to include self-*realisation* goals, not just career *awareness.*

Further education, vocational training and apprenticeships

Theme	Reference	About
Awareness, interest and choices	CEC (2026). Supporting young people to understand and take up apprenticeships and technical pathways (Link)	This briefing brings together national evidence on young people's awareness and understanding of apprenticeships and technical education pathways, alongside data on schools' delivery of encounters in line with Provider Access Legislation (PAL) and the wider factors that influence progression into apprenticeships, technical education and training. It draws from the C£C's annual survey of 330k learners. Key findings include that: Understanding of apprenticeships more than doubles between Year 7 and Year 11 (38% to 79%), with understanding in Year 11 approaching that of A Levels (83%). 90% of Year 13 learners understand apprenticeships and over two-thirds understand higher technical education pathways
	CEC (2026). Supporting a stronger pipeline: Growing the next generation of home builders (Link)	The Construction Industry Training Board (CITB) forecasts estimate the sector will need almost 48k additional workers every year to meet housing and infrastructure targets. The report sets out actionable recommendations for employers, industry bodies and policymakers seeking to build a future-ready workforce - with relevance to career advisers.
	Gatsby (2026). Inspiring the next generation: T-levels and health and social care workforce planning and progression	The report identifies that NHS engagement with the T-level in health is growing. Positives and risks were identified with this area - e.g. while there were no barriers of note, there were also little evidence of formal workforce planning at national, regional or local level supporting T-level implementation. Recommendations included to maintain ongoing campaigns to raise student awareness.
Expanding fields	Cedefeop (2026). New fields for apprenticeship (Link)	This report discusses how apprenticeships are increasingly relevant in sectors requiring a combination of advanced technical and soft skills, such as those of cybersecurity, educational technology and Fintech. The findings show the importance of practitioners and students staying abreast of options as they evolve.
Learner outcomes	Cedefop (2026). The impact of learning-outcomes-based curricula on work- and practice based IVET (Link)	This publication examines the integration and impact of learning-outcomes-based curricula in work- and practice-based initial vocational education and training (IVET) across ten EU Member States. The study contributes to ongoing European efforts to strengthen the quality, transparency and labour-market relevance of IVET while supporting lifelong learning and workforce adaptability. Factors are described for the successful implementation of programmes.

Further education, vocational training and apprenticeships *continued*

Theme	Reference	About
Engaging employeres	Gatsby (2026). Breaking the firewall. The three realities of SME engagement (Link)	This is an insight report for organisations seeking to engage SMEs in technical education and skills. The challenge is discussed on how to reach SME founders, who are deemed to surround themselves with a "firewall" and be hard to reach. The study involved consulting SMEs who appeared to be achieving success with technical education and skills. Findings included that there was no "magic bullet" but rather 15 recommendations to improve the chances of career professionals having a successful engagement with SMEs.
Teachers' careers	Gore, J. M., Patfield, S., Fray, L., Miller, A., Rosser, B. & Harper, M. (2026). Making teaching more attractive: Promising evidence of impact from Australia. British Educational Research Journal, 52, 1810–1825. (Link)	There is presently a teacher shortage in the UK. This paper serves two purposes for career professionals, by describing motivations of those teaching 16-19 year olds: a) it offers insight to support thoise considering teaching, b) it provides a case study in how different contemporary factors affect the evaluation of people making career decisions, with teaching being the example. Drawing on a 15-year programme of research on the impact of an approach to professional development, known as Quality Teaching Rounds, including five randomised controlled trials and independent evaluations, this article examines how teaching can be made into a more appealing occupational route.
Future	Gatsby (2026). Evolution not revolution: a way forward for apprenticeships (Link)	This report begins by noting the government currently faces several challenges with apprenticeships and skills development, including a decline in uptake and low completion rates. This paper explores apprenticeships in depth before making recommendations that would tackle current challenges and provide a possible way forward for apprenticeships in England. For instance, there is a call for a national framework of standards. It is recognised that new ways need to be developed to support workers changing occupation, to address skill shortages,

Higher education

Theme	Reference	About
Student backgrounds	Michael, T. (2026). Examining secure childhood parental attachment, age, and academic progress in relation to vocational identity in undergraduate students. Journal of the National Institute for Career Education and Counselling, 56(1), 206-218 (Link)	This study examined the influence of age, secure childhood parental attachments to mother and father figures, and academic progress(credit hours) on vocational identity among undergraduate students. Data was collected from n=310 undergraduates in a mid-sized US university. Age and relations with parents were significant predictors, with credit hours marginally significant, in vocational identity. The authors concluded that "career counselling {should} include attachment-informed interventions to support students' career clarity." Results are contextualised by theories of childhood and adult development.
Value of HE	Advance HE (2026). Student perceptions of their academic experience reach a decade-high despite the pressures facing higher education (Link)	Recent media narratives have questioned the value of Higher Education. This article discusses The 2026 Student Academic Experience Survey, published by Advance HE and the Higher Education Policy Institute (HEPI): More students are reporting good value for money and feeling positive about their choice of university than at any point in over a decade. The result provides useful context to career advisers who are advising secondary and 16-18 students on HE choices in light of the public debates.
Transitions to work	Chen, H., & Zhang, C. (2026). Work Values and Career Adjustment During the University-to-Work Transition: A Value-Based Proactive Process. Journal of Career Assessment, 0(0). (Link)	This study examined how university graduates' work-values relate to their career adjustment outcomes during the university-to-work transition from a proactive perspectives. The study participants were n=455 Chinese students. Despite the different setting/context, the dynamics remain relevant: openness-to-change values was positively related to a job-growth mindset, which was in turn associated with subsequent proactive career behaviors and, ultimately, higher person-job fit and job satisfaction. The findings suggest that career practitioners will help some clients by encouraging openness to change and a growth mindset.
Identity	Cortellazzo, L., & Mori, M. (2026). From vision to action: how future work self shapes proactive career behaviors through exploration. Career Development International, 31(8), 190-207. (Link)	The paper uses a study of n=118 Italian undergraduates to explore how visions of future work selves correlate with career motivations and engagement. Salience and elaboration relate to the propensity for students to embark on career exploration. The implications for practitioners come by way of understanding the different roles of salience and elaboration in formative career development activities.
	Ghaempanah, B., & Khapova, S. N. (2026). Who to be? A narrative exploration of postgraduates' desired future during the school-to-work transition. British Journal of Guidance & Counselling, 1–16. (Link)	A qualitative study was designed to explore narratives of desired future and their relationship with individuals' past experiences during the school-to-work transition. The study analyzed narrative data from 65 postgraduate students in a master's degree programme in human resource management at a university in the Netherlands. The study offers insight into psychological factors and processes that influence students' goals.

Higher education continued

Theme	Reference	About
International students	OECD (2026), *International Students in Higher Education: A comparative analysis of trends, challenges and policy responses in Australia, Canada, France, Germany, the Netherlands and the United Kingdom*, Higher Education, OECD Publishing, Paris, (Link)	The study provides an overview of the experiences of international students, helping to increase awareness of the challenges involved, which may not always be appreciated: from choosing where and what to study and obtaining a study visa/permit, to adapting academically, finding housing, integrating into local communities, progressing in their studies and navigating post-graduation pathways.
Postgraduates	Laura, S., Tikkanen, L., & Pyhältö, K. (2026). Is there life after earning a PhD? Finnish PhD holders' careers within and outside academia. European Journal of Higher Education, 1-20. (Link)	Limited research on PhD careers beyond academia leaves doctoral educators and career practitioners potentially ill-prepared to support PhD candidates pursuing non-academic careers. This study contributes to the literature by providing a comparative analysis of academic and non-academic career trajectories of PhD holders using national cohort data from Finland, showing attributes of both routes for comparison with each other. Academic roles typically align with research- intensive profiles, whereas non-academic roles emphasise multi- skilled profiles that demand broader competencies. The results provide insight to help HE career advisers help postgraduates.

Adults

Theme	Reference	About
Social and organisational support	Lee, J., van der Heijden, B., Le, H., Zheng, C., & Haque, A. (2026). "I get by with a little help from my friends": a sequential mediation model of prosocial motivation and career outcomes. Career Development International, 31(8), 231-247. (Link)	The paper reported on a study of n=210 adults in full time employment, and particularly the relationships between turnover intentions and social environment. Social support, prosocial motivation and career networks all reduced turnover intent.
	Gürbüz S, Van der Heijden B (2026), "A little support goes a long way? How and when perceived organizational support fosters career sustainability". Career Development International, Vol. 31 No. 8 pp. 208–230 (Link)	A two-year longitudinal study was used to understand the relationships between organizational support, work engagement, person–job (P–J fit) and indicators of career sustainability. The research subjects were n=247 Dutch employees. Perceived organizational support does not automatically lead to career sustainability. Instead, P–J fit creates the conditions that determines whether positive career outcomes can be realised.
	*Ranjan S, Saini D, Yadav R (2026;), "The curvilinear nature of employee flourishing: longitudinal evidence on workplace dignity and positive emotions across career stages". Career Development International, Vol. ahead-of-print No. ahead-of-print. (Link)	This study explores how workplace dignity (WD) and positive emotions (PE) contribute to employee flourishing (FW), using data collected from Indian employees through a longitudinal study. Workplace dignity mediates the relationship between PE and flourishing. Analysis of tenure revealed a curvilinear pattern under which career tenure moderates both earlier and later career pathways: early-career employees (0–2 years) report stronger emotion–dignity links, whereas long-tenure employees (11+ years) benefit most from the dignity-flourishing relationship. Results show how employee tenure might shape challenges.
Employee priorities	Randstad (2026). The employer brand framework (Link). NB: *Accessible via free email subscription*	Based on insights from more than 166,000 respondents and perceptions of more than 6,400 companies across 34 markets, this tracker survey shows what employees currently value when choosing—and staying with—an employer. Competitive salary & benefits remain the foundation of employer choice globally. While work-life balance has narrowed the gap, salary remains the decisive factor. However, 51% of workers consider a positive day-to-day work environment as the top enabler of a healthy work-life balance.
Use of skills at wrok	OECD (2026), How Workers Use, or Don't Use, their Skills in the Workplace, Getting Skills Right, OECD Publishing, Pari (Link)	Drawing on the latest OECD Survey of Adult Skills (PIAAC), this report provides new evidence of a broken link between skills proficiency and skills use, revealing that many highly skilled workers have limited opportunities to deploy their talents. By linking skills use to wages, productivity, inequality and job satisfaction, the report demonstrates why the effective use of an employee's skills matters for both economic performance and worker well-being.

Adults *continued*

Theme	Reference	About
Job insecurity	Langerak JB, Koen J, van Hooft EA, Parker SK (2026), "Planning against qualitative job insecurity: testing two online exercises". Career Development International, Vol. 31 No. 8 pp. 281–297, (Link)	This paper investigates whether career planning can lower qualitative job insecurity through increased goal and option awareness, The paper describes two online intervention studies (b = 256, n = 212), of Dutch-speaking workers who did an exploitation-based career planning exercise and those who did an exploration-based career planning exercise against a control group. Exploitation-based career planning lowered qualitative job insecurity via increased goal awareness in Study 1. The results provide the basis of a career intervention for supporting clients with job insecurity.
	Bojanowska, P., Zbiciak, O., & Czupryn, R. (2026). Career guidance as a mechanism supporting occupational and financial decision-making under labour market uncertainty. Central European Review of Economics & Finance, 55(2), 5-21. (Link)	Synthesising literature, this paper analyses the role of career guidance in supporting occupational and financial decision-making. The point of departure is the assumption that educational, vocational and employment choices are increasingly interdependent with household income, financial stability, creditworthiness, capacity to save, investment in human capital and long-term economic security. The article argues that career counselling may reduce educational, occupational and financial risks by supporting the recognition of interests, competences, labour-market opportunities, income consequences, employment instability and costs of qualification development. The conclusions emphasise the need to integrate career guidance with financial education, labour-market information, risk assessment and long-term life planning
Later life careers	Taylor, D. (2026). Reframing later life: The ThriveSpan framework for ages 60-80. Journal of the National Institute for Career Education and Counselling, 56(1), 219-238 (Link)	The author challenges a norm where later life is characterised by "narratives of decline, disengagement, or retirement transition." The paper starts by arguing for a rethink about later life and for including it as a discrete career stage. This leads to the development of "ThriveSpan - "an integrative, meaning-centred framework designed to support wellbeing, identity, and intentional living in the 60–80 life phase." The paper draws extensively from lifespan theories, such as Carstensen's socioemotional selectivity theory (SST), while acknowledging common life events and contexts of later life, thereby providing principles and a framework for career professionals to support people in this age range.

Equity, diversity and inclusion in careers - Race/ethnicity/culture

Theme	Reference	About
School to FE transitions	Ahmed-Qureshi, S. (2026). Transitions into, and experiences of Further Education for British-Muslim Students (Doctoral dissertation, Durham University). (Link)	This thesis provides a comprehensive review of all aspects relating to transitions of Muslims from school to FE, and addresses barriers using critical theory. The research itself involved qualitative interviews. Analysis splits down experiences across several areas, to show the unique aspects of experiences relevant to progression. The thesis helps to deepen understanding for researchers or practitioners looking to better understand Muslim clients.
Higher Education	Ajibade, B. O. (2026). Challenges to the career progression of racially minoritised academics in UK higher education: exploring institutional and social barriers. Human Resource Development International, 1-30. (Link)	This study explores the career progression challenges faced by racially minority (RM) academics in UK higher education, with a focus on a School of Nursing, Midwifery and Health. Analysis identified five interconnected themes: 1) readiness for promotion, 2) unclear progression pathways, 3) inequitable access to mentoring and networks, 4) systemic bias in evaluation and decision-making, and 5) emotional and psychological burden. Results are of interest to HE practitioners, seeking to help provide more equitable access to opportunities.
Workplaces	IES (2026) Beyond Rhetoric: what is really sustaining (or undermining) DEI in UK workplaces – slides and recording. (Link)	The link is to a discussion and presentation that examines the status of DEI initiatives in workplaces: What is actually sustaining inclusion and fairness in organisations right now? How this intersects with increasing labour market pressures and laws etc.
Senior representation	Mehta, N. (2026). From representation to leadership: A case study in inclusive career progression. Journal of the National Institute for Career Education and Counselling, 56(1), 192-205 (Link)	The paper describes a programme called Accelerate, designed to tackle the lack of representation for certain groups in senior positions of Higher Education - 20 staff at Grades 7 and 8 from academic, professional services and commercial roles. The programme covered areas such as self-awareness, leadership, and peer learning and line manager engagement. The paper reflects on programme design, facilitation, and early outcomes, and offers transferable implications for career practitioners - such as to position leadership development as career development, and develop awareness of systems that perpetuate inequalities. The paper also highlights the opportunity to work across the lifespan.
Teaching	Tereshchenko, A., Demie, F., Gorard, S., Gao, Y., See, B. H. & Siddiqui, N. (2026). Making teaching an attractive profession: What are the challenges and opportunities for minority ethnic teachers in England? British Educational Research Journal, 52, 1878–1897. https://doi.org/10.1002/berj.70073 (Link)	The paper reviews the challenges facing minority ethnic candidates considering or pursuing careers in teaching. Drawing on interview data from 33 teachers and school leaders of diverse ethnic backgrounds, it investigates whether racialised barriers identified in earlier research have shifted in the current context of teacher shortages and workforce diversification efforts. The findings suggest that participants generally did not face obstacles in securing classroom teaching roles, but rather faced them in barriers to career progression. Teachers – particularly Black teachers - reporting racism and discrimination more frequently than their other ethnicity colleagues. Opportunities for improvement were identified by the presence of school diversity, especially in leadership.

Equity, diversity and inclusion in careers - Gender

Theme	Reference	About
Networking	*Liu Y, Hu L, Fu Z, Scholarios D (2026;), "How STEM women achieve objective career success through networking: a competence signal perspective". Career Development International, Vol. ahead-of-print No. ahead-of-print. (Link)	This article theorizes how women in science, technology, engineering and mathematics (STEM) careers may overcome barriers resulting from "competence" stereotypes. Specifically, *strategic networking* helps STEM women experience an internal locus of control at work. *Network-deepening strategies* enhance performance when their networking contacts' knowledge is deep or broad. *Network-broadening* strategies enhance STEM women's performance when their networking contacts have an egalitarian gender-role attitude. Merit-based practices in organisations further help translate STEM women's performance into rewards.
Gender and class	Rönnlund, M. (2026). Working class youths' engagement with and responses to gendered transition structures: resilience and reworking strategies. Nordic Journal of Transitions, Careers and Guidance, 7(1), 41-54. (Link)	Vocational pathways, in some domains, remains heavily gendered, while there are also class-related prejudices. The authors of this paper ask an unusual but useful question of that this means for the experiences of participants where these manifest. Research for this study comprised 33 interviews with four girls and two boys, focussing on extracting deep qualitative insight. The findings reveal how students navigated classed and gendered structures during their educational transitions and entry into the labour market, and how they responded to challenges related to schooling and the school-to-work transition. The interviews showed that resilience was a prevalent response among participants, expressed in similar ways by both girls and boys. Reworking was also a common strategy. The authors noted that participants were unlikely to voice criticisms of the systems in which they found themselves, amplifying enduring embedded class/gender factors.
Social attitudes	Recio, M. B., García-Sánchez, R., Rocha, K. B., & Argyriou, K. (2026). From Identification to Justification: How People Interpret Everyday Episodes of Sexism, Homophobia, and Transphobia. Sexuality & Culture, 1-25. (Link)	A survey in Spain - while recognising a comporable situation across wider Europe - provides insight into the spectrum of current social attitudes towards gender and discrimination, offering recommendations to those in education or elsewhere seeking to reduce or mitigate inequalities. Findings show that recognition of discrimination was shaped not only by judgments of disrespect but also by whether the victim's social identity was deemed relevant. Within the analyzed qualitative material, some participants framed the episodes as manifestations of structural inequality and objectification, whereas others denied or minimised them by invoking the absence of hostile in tent, individualizing the behavior, or appealing to essentialist views of gender and sexuality.
Data - STEM	Skills Development Scotland (2026). Women in STEM Update 2025. (L:ink)	The statistical report provides an updated on the representation of women in STEM.

Equity, diversity and inclusion in careers - SEND/Neurodiversity

Theme	Reference	About
Policy reform	Education Training Foundation (2026). Beyond the label: workforce, transition and the future of SEND reform. (Link)	A new report by ETF brings together frontline insights and sector-wide priorities to strengthen support for learners with special educational needs and/or disabilities across FE and skills. Drawing on recent inputs from a range of experts, the report is a call for a more proactive and joined-up system. It emphasises the importance of anticipating learner needs throughout transitions, embedding lifelong learning and neuro-inclusive approaches, and investing in workforce development to support inclusive practice
Career interests & development	*Brown, K. R. B., & Bruyère, S. M. (2026). Career development and job search success for Autistic individuals: Interests, issues, and needed research. In Research handbook on vocational behavior (pp. 108-123). Edward Elgar Publishing. (Link)	This paper comes from a chapter of a new book on vocational behaviour - the chapter covers many aspects of job interest research and related themes for autistic young people.
	Ebrahim, M. I., Toran, H., & Zainal, M. S. (2026). Evolution of Research on Socio-Emotional Learning and Career Readiness among Autistic Adolescents: A Bibliometric Analysis from 2000 to 2025. International Journal of Special Education, 41(2s), 536-556. (Link)	This paper provides a literature review of 25 years of research into socio-emotional learning and career readiness amongst autistic young people. drawing from international studies.
Inclusion	Gwyon, R. (2026). Navigating Autistic Identity as a Graduate Teaching Assistant and Implications for Inclusive Pedagogies in a Teaching Toolkit. Postgraduate Pedagogies, 6(2). (Link)	While inclusivity and neurodivergence are increasingly discussed and advocated for in academia, there remains limited representation of autistic perspectives in Graduate Teaching Assistant (GTA) literature, particularly around identity development. In this essay, the author reflects on experiences as an autistic GTA and doctoral researcher in UK Higher Education (HE). The paper contributes a case study in autistic experiences, highlighting barriers and challenges that move beyond the immediate environment of HE.
	Moir, J. (2026). Neurodiversity and Neoliberalism: Talking with University Academic Advisors about Students with Dyslexia. International Journal of Higher Education Pedagogies, 7(2), 37-55. (Link)	This article uses a case study approach to review the experiences of students with dyslexia in higher education. Conflicting narratives are noted that sometimes neutralise support offered. It was felt that reasonable adjustments would be just, but came into conflict with resource pressures. Overall the paper provides a nuanced description of how inadvertent barriers get in the way of inclusion.
	*Carnegie, P. (2026). Neurodiversity and fair work: understanding barriers and facilitators in the workplace. Personnel Review, 1-16. (Link)	This viewpoint article examines how organisations can better support neurodivergent employees. It identifies key barriers and facilitators to fair work and clarifies how leaders, HR professionals and line managers can enhance inclusion by recognising neurodiversity as natural form of human variation rather than a deficit. Specific recommendations are offered for redesigning recruitment, performance management, accommodation processes, HR practices, smart working arrangements and cultural norms to support fair work practices for neurodivergent employees.

Equity, diversity and inclusion in careers - Disability

Theme	Reference	About
Career barriers	*Tandiayuk, S., Handoyo, S. & Hendriani, W. Barriers and Facilitators of Career Development among Employees with Disabilities: A Global Scoping Review. J Occup Rehabil (2026). (Link)	A wide literature review was conducted with studies included if they examined factors influencing the career development of employees with disabilities in organizational settings. From 2,781 references,10 studies were ultimately selected for analysis. The synthesis revealed barriers and facilitators across three domain: (1) individual factors (e.g., career self-management); (2) group-level factors (e.g., support system); (3) organizational factors (e.g., workplace accommodation); and (4) family (e.g., family advocacy and expectation). The study thereby provided an inventory of factors and considerations for overcoming career barriers faced by disabled people.
	Rudaitienė, R. (2026). Conceptualizing work and career inclusion for persons with disabilities. In 20th Prof. Vladas Gronskas International Scientific Conference: Abstract Book, May 8, 2026.. Vilnius University. Kaunas Faculty. (Link)	The study reviews the public statements and the realities of the experiences of disabled people in their career, highlighting intent-action gaps. While international frameworks consistently recognise the right of persons with disabilities to access employment and pursue career development, these commitments remain largely normative. Career development is weakly reflected in national policy frameworks and organizational guidance, which continue to focus on labour market entry and employment retention. Overall, the study reveals a structural disconnect.
Social capital effects	Ngai, S. S. Y., Cheung, C. K., Ng, Y. H., Leung, P. P. Y., Cheung, M. K. T., Du, H., ... & Zhou, Q. (2026). Effects of Social Capital on Career Development Competency Among Young People With Chronic Disabling Health Conditions: Mediating Role of Chronic Illness Self-Management. Journal of Employment Counseling. (Link)	This study from Hong Kong explores how social capital and chronic illness self-management influence career development competency among n=485 15-29 year old young people with chronic disabling health conditions. School/workplace social capital had the strongest positive effects on career development competency, but the effectiveness of subjects at health maintenance influenced the outcomes too.

Equity, diversity and inclusion in careers - Socio-economics & NEET

Theme	Reference	About
NEET	King's Trust / Inst. of Fiscal Studies (2026). Why has the NEET rate risen? (Link)	Research and analysis uncovers the complex factors behind the recent rise in NEET rates. Reasons are shown to transcend the recent labour market factors, with low education participation also seen as a factor. This is compounded by rising youth minimum wages, increases in employer National Insurance contributions, artificial intelligence, and deteriorating health among young people.
	Bainham, K. (2026). Rise High: An investigation of a pilot careers and skills development programme for young people in rural and semi-rural areas in Derbyshire. Journal of the National Institute for Career Education and Counselling, 56(1), 163-182 (Link)	The "Rise High" programme, a collaboration between the University of Derby and the Chatsworth House Trust, explores a careers outreach pilot involving n=28 young people in rural and semi-rural areas (from under-represented backgrounds, with a mean age of 20). Early evidence - collected across project life stages - shows that programme has strengthened participants' understanding of career pathways over time and supported the development of skills and confidence.
Disadvantages	EPI (2026). Growing apart: the evolution of the disadvantage gap (Link)	The government's schools white paper, Every Child Achieving and Thriving, has committed to halving the disadvantage gap. This report "provides the most comprehensive examination to date of the socioeconomic attainment gap in England", tracking educational inequalities from the Early Years Foundation Stage (age 5) through Key Stage 2 (age 11) and Key Stage 4 (age 16) to 16-19 education.
	EPI (2026). Persistent disadvantage – further analysis for Teach First (Link)	This report draws on publicly available data to provide a detailed portrait of disadvantaged pupils, including breakdowns by geography, ethnicity, and special educational needs status, as well as school-level measures of the persistent disadvantage gap.
Unemployment	IES (2026), Evaluation of JobPlus (Link)	"JobsPlus" is a voluntary community-led, hyperlocal employment support programme designed to help people in social housing communities find work. The pilot is being delivered by housing associations across 10 neighbourhoods, selected to provide a mix of local contexts, with 300–1,000 households per site. The report evalutes progress and discusses the viability of scaling up the approach.
Data	House of Commons Library (2026). Youth Employment Statistics (Link)	This latest publication reports labour market data for young people, and shows the latest NEET rate and related statistics. There were 735,000 young people aged 16 to 24 who were unemployed, 109,000 more than the previous year. The unemployment rate for young people was 16.2%, up from 14.3% from the year before.

Economics and labour market influences

Theme	Reference	About
	Skills England (2026). Skills England Annual Skills Report and Sectoral Skills Needs Assessment 2026 (Link)	The 2026 annual skills report highlights key challenges in the skills system. "Skills Needs Assessments" outline skills demand and supply in priority sectors. The report identifies 5 key challenges the skills system faces in 2026. It sets out how Skills England proposes to respond: 1) Addressing skills shortages. 2) How to maximise employer investment in skills. 3) How to respond to the accelerated adoption of AI. 4) How to support young people's employability skills. 5) How to build a more responsive and locally integrated skills system. *NB: The UK Government have just published their new annual skills report at the time of going to press (Link)*
Skills	Oleš, T. In-demand skills: a shield against automation - evidence from online job vacancies. J Labour Market Res 60, 5 (2026). https://doi.org/10.1186/s12651-026-00424-6 (Link)	The paper analyses the effect of technology change on labour market and job replacement, using data from Slovakia, but with wider implications. This paper investigates how in-demand skills, advertised wages, and occupational exposure to automation co-evolve in Slovakia's online labor market. The analysis extracts skills from unstructured text and maps them into fifteen conceptual categories spanning cognitive, socio-emotional, and manual domains. These categories account for a sizeable share of wage variation, with several linked to notable premia or penalties. Automation risk is then considered. Vacancies posted by firms more exposed to AI and software list more skills, whereas those concentrated in robotics-exposed roles list fewer; across technologies, skill demand peaks at intermediate adoption levels. The paper thereby shows how clusters are skills are needed to access roles involving new technology.
Trends	IFS (2026). Recent fall in youth employment approaching the decline seen during COVID and 2008 financial crisis (Link)	The Institute of Fiscal studies descrbe labour market statistics that shows youth unemployment is lifting towards levels associated with the COVID period.

AI and technology in careers

Theme	Reference	About
AI in Career Guidance	Zachariadis, A., Daliana, N., & Antoniou, A. S. (2026). AI in Career Guidance: Opportunities, Risks and Ethical Boundaries. Dialogues in Clinical Neuroscience & Mental Health, 9(2), 43-48. (Link)	This article provides a narrative review and analysis of recent academic, professional and regulatory sources on AI-assisted career guidance. The discussion focuses on opportunities, risks and ethical boundaries, with particular attention to human oversight, personal data, fairness, transparency and the distinction between career discovery and career decision-making. Opportunities and risks for AI in career practice are extracted and described from the literature.
	Hofer A, Bankins S, Ocampo AC, Selenko E (2026), "Guest editorial: STARA (smart technology, AI, robotics and algorithms): implications for career research". Career Development International, Vol. 31 No. 3 pp. 225–239 (Link)	Significant advancements in smart technology, AI, robotics and algorithms (STARA) are changing how organisations design and implement work for the current and future workforce. This guest editorial outlines the scope of the questions that this provides for career research, and introduces a special edition of the CDI journal.
	Robertson, K. (2026) Integrating AI and Human Careers Guidance in Higher Education. University of Aberdeen (Link)	This practitioner-led research explored how AI can be optimally integrated with human careers guidance for maximum effectiveness in higher education careers services. The study used a qualitative methodology based on semi-structured interviews with eleven careers professionals working across UK higher education institutions. Participants consistently viewed AI as highly effective for transactional tasks such as CV drafting, interview preparation, labour market analysis, and resource creation. However, they also emphasised that the relational and developmental aspects of careers guidance – including empathy, reflective dialogue, contextual understanding, and ethical judgement – remain fundamentally human-centred. The study reflected others, by suggesting an optimal approach to be a blended (human-AI) one.
	Daliana, N., Antoniou, A. S., Darzentas, I., Kokkalis, G., Konidis, N., Kopanakis, G., & Kottas, D. (2026). Career Uncertainty and Openness to Non-Obvious Careers: The Role of Artificial Intelligence. Dialogues in Clinical Neuroscience & Mental Health, 9(2), 49-58. (Link)	This study examined career uncertainty, openness to non-obvious careers and receptivity to AI-supported career exploration among young adults. An exploratory cross-sectional survey design was used. The sample consisted of 80 respondents aged 18-24 years. The questionnaire examined topics like career certainty and fear of making the wrong career decision. Results showed career uncertainty coexisted with a strong interest in discovering non-obvious and skills-related professional pathways. AI-supported tools may contribute to this process when they are transparent, interactive and designed to support reflection, but not "choice."
General attitudes and adoption	Ipsos (2026). AI monitor (2026)	Although not focussed on careers, this tracker survey from 26 countries by Ipsos shows the latest attitudes and adoption patterns across the world for AI. AI is already making work more efficient, but younger people are nervous about where it is leading.
Upskilling	Ameen, N. (2206). What Works for AI Upskilling in the UK: Executive Summary (Link)	A rew report examines the uptake of AI adoption and upskilling in businesses, examines what works and serves to support new Government tools and training for adopting AI that are being promoted through Skills England (Link).

AI and technology in careers *continued*

Theme	Reference	About
General attitudes and adoption *cont.*	Advance HE (2026). What incoming students actually know about AI (Link)	The article looks at the student knowledge of AI from the first national pilot of a Pre-arrival Academic Questionnaire, funded by the Office for Students and led by the University of East London, in conjunction with Advance HE and JISC.
AI, law & ethics in recruitment	Manshel, L. (2026). The Bigotry of the Future: AI Recruitment Tools & Hiring Discrimination Law. City University of New York Law Review, 29(1), 78-120. (Link)	AI promises recruiters a convenient way to sort through the crowd and find the "perfect" candidate, all while eliminating human bias. The paper covers the legal implications that the use of these automated decision-making tools creates a paradox under existing antidiscrimination law: the systems clearly perpetuate existing human biases, but the mechanisms of that bias are nearly impossible to prove due to the complexities of machine learning and the proprietary nature of the underlying algorithms. The paper highlights the power imbalances and calls for tool provides to demonstrate bias is absent before release into the market.

Health and wellbeing

Theme	Reference	About
Purpose and wellbeing	Wu, L., & Yuen, M. (2026). Relationship between meaning in life and well-being in adolescents: a meta-analytic systematic review. British Journal of Guidance & Counselling, 1–18. (Link)	Few studies have distinguished between subjective and psychological well-being. This meta-analysis synthesised data from 21 studies to clarify the relationship between meaning in life and well-being, examining variables such as presence and search for meaning, age, and gender. Analysis showed a statistically significant association between meaning in life and both types of well-being. The presence and search for meaning moderated this relationship, whereas age and gender did not. Results support the view that both having and seeking meaning in life contribute to adolescents' well-being. Results thereby illustrate levers for career guidance professionals to meaningfully impact young peoples' lives by building meaningful aspirations and plans.
	Cedefop (2026). Policy approaches to improve VET learner and teacher wellbeing (Link)	Wellbeing is emerging as a key policy concern across Europe. As pressures related to mental health, safety, and digital wellbeing intensify, countries are responding with new measures. Wellbeing is a particularly important consideration for VET pathways, with recognition that the pathway must be appealing to attract candidates and teaching staff (e.g. 60% of VET teachers across 23 Member States report physical exhaustion and sleep disturbances, 42% feel emotionally drained). Data shows that wellbeing boosts results: students who report feeling happy score 50–62 points higher in PISA reading tests. Recent European initiatives are described to promote wellbeing.

Careers and the environment

Theme	Reference	About
Green guidance	Lucas Casanova, M. & Hooley, T. (2026). Measuring engagement with green guidance: Validation of new instruments and a mediation model. Journal of the National Institute for Career Education and Counselling, 56(1), 141-161. (Link)	This article using statistical (factor) analysis and validated two instruments which measure careers practitioners' engagement with green guidance (GG) and their perception of clients' attitudes towards GG, using a survey with n=666 European practitioners. Practitioner perceptions of climate change, and their perceptions of client engagement, appeared to underpin other attitudes. Personal beliefs of practitioners were found not to project on to clients' - perceptions of client attitudes do not shape personal attitudes to green guidance. The study and the tools described offer a mechanism for deepening understanding of practitioners' positions and exploring interactions between attitudes, practice and client needs.
	Özdemir, N. K., & Özdoğan, H. K. (2026). Proposing a Model for Green Career Counseling in the Context of Sustainable Development and Green Jobs. Career Learning, Education and Guidance, 2(clc), 50-63. (Link)	This study is based on a narrative literature review on green guidance (and related themes) and proposes a model of green career services. It is suggested that career counsellors can intervene at the micro level to help clients identify and cope with career problems and at the macro level to remove structural and institutional barriers to social justice.
Career decisions	*Erby, W., Cohen-Scali, V., Cerantola, M. et al. Navigating the climate crisis and career futures: applying the Psychology of Working Theory to understand career decisions of young adults in the Global North. Int J Educ Vocat Guidance (2026). (Link)	"This qualitative study explores how young adults in the USA, France, Switzerland, and Finland perceive the impact of climate change on their career development. Semi-structured interviews with n=40 participants revealed that while national contexts shape responses, students identified similar issues related to climate change. Participants reported that climate activism contributed to a sense of social connection and optimism about the future. The Psychology of Working Theory (Duffy et al., 2016) was used to interpret participants' experiences. Career counselors are encouraged to address climate anxiety and provide activism resources to help young adults navigate career development during this ecological crisis."
Green skills	Linkedin (2026). A UK Gren Skills Report (Link)	This report leverages anonymised and aggregated data from the LinkedIn platform in 2025, used by more than a billion members worldwide and more than 40 million in the UK to explore how green skills are evolving in the context of wider skills and job market trend. The report consolidates trends and changes in the green skills arena, and is of relevance for sharing updated LMI to careers clients.

What we missed last time!

In this section, in future, we'll mention papers or reports that were pointed out to us, and we didn't include last time.

If you see a paper that you want including, then please contact stephen.plimmer@thecdi.net.

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