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Abstract

Young Sami's career development

Young adult Sami's narratives on transitions between school to work

Departing from Careership theory (Hodkinson & Sparks 1997), the theory of "Othering" (Hall, 1990, Anthias, 2002, Balibar, 2004,) and socio-geographical place (Bourdieu 1996), this paper aims to deepen the understanding of young Sami's careers through school and their school-to-work transitions. The focus in the paper is to immerse the understanding of the importance of the Sami background for career development. It is based on two pilot interviews with two young Sami's (app 21-25 years), from a project aiming at eight individual narratives from young adults. The study builds on findings from my dissertation on transitions for young people with migrant background (Lindblad 2016). The findings from the dissertation demonstrate that the twenty young adults, having scarce symbolic and economic capital, experienced marginalisation processes in school and where seen as 'different' and in some cases as failures. Especially the upper secondary school as an institution provided insufficient support and understanding for their living conditions. The family was highly significant and, in most cases, represented security and continuity. The family's present situation and future was crucial to the young adults, which affected their choices. Hence, their own horizon of action also included the family's opportunities and horizon of action. The study indicates that there is sometimes reason to speak of a *collective horizon of action* rather than just an individual one.

The knowledge about young Sami's transitions from school to work is almost non-existent, partly due to the fact that information about ethnicity is not given in Swedish statistics, as for experiences from school and school difficulties of Sami children and adolescents.

Methodologically, the thesis is based on narrative research, supported by indigenous methodology where the focus is on interaction with those under investigation (Smith, 1999; Tuval-Mashiach, 2014). This study will answer questions like: What experiences from school and career choice do the young have? What do they describe as central turning points in their career paths? What actors and institutional relationships were central to the choices made? What difference making, if any, appear in their stories, and how can they be understood in the choice of education and profession? What distinguishes the youth's horizons of action and how do they change over time? The preliminary findings from two pilot interviews will be presented at the conference.