

NEWSLETTER of the ESDVC – 1/2019

European Society for Vocational Designing and Career Counselling

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ESVDC at the ECP 2019, Moscow

A SYMPOSIUM AT THE 16th EUROPEAN CONGRESS OF PSYCHOLOGY

The ESVDC will take on an active role in the upcoming **16th European Congress of Psychology (ECP)**, **“Psychology: Connecting Science to Solutions”**, which will be held in Moscow from July 2nd to 5th 2019:

<https://ecp2019.ru/>

The ESVDC and the UNITWIN UNESCO Network “Life designing interventions (counseling, guidance, education) for decent work and sustainable development” is going to present the joint symposium:



“Relationship to work of emerging adults in precarious situations: gender and intersectionality”, chaired by Valérie Cohen-Scali, Guðbjörg T. Vilhjálmsdóttir, and Jacques Pouyaud

Abstract – Increasing precariousness of jobs along with other developments on the labor market have deleterious effects on mental and physical health as well as on the identity of individuals, as considerable research has shown in the last decade. Young people are particularly affected by the bad quality of work and poor working conditions. It is important to know more about the diversity of the work situations and relationship to work of emerging adults who are in a precarious situation. The presentations identify the main obstacles and difficulties emerging adults have to face regarding their socio-economic and cultural contexts, namely Switzerland, Italy, France, South-Africa, and Iceland.

Presentations within the symposium:

1. *French emerging adults, qualified or not, in vulnerable situations: life-design, relationship to work and occupational integration*, by Laurence Cocandeau-Bellanger, Soazig Disquay-Perot, Angel Egido, Catholic University of Angers, Cnam-CRTD, Hesam Université, France
2. *Group career construction counselling with students from disadvantaged communities*, by Kobus G. Maree, University of Pretoria, South-Africa
3. *“Emerging precariousness” from the inside: Low qualified young adults’ narratives about job insecurity*, by Jonas Masdonati, Jérôme Rossier, Laurence Fedrigo, and Robin Zufferey, University of Lausanne, Switzerland
4. *Career stories of Italian young adults in precarious situations and their inclusive and sustainable aspects*, by Laura Nota, Maria Cristina Ginevra, Sara Santilli, Ilaria Di Maggio & Salvatore Soresi, University of Padova, Italy
5. *This is not a future job. Representations of decent work among young people with low employment skills*, by Guðbjörg Vilhjálmsdóttir, University of Iceland
6. *Discussion*, by Jacques Pouyaud, University of Bordeaux

ESVDC at the NICE Foundation Academy 2019, Split A WORKSHOP AT THE ACADEMY OF THE NETWORK FOR INNOVATION IN CAREER GUIDANCE AND COUNSELLING IN EUROPE

The ESVDC will support and participate in the upcoming **Academy of the Network for Innovation in Career Guidance and Counselling in Europe (NICE) “Innovative Approaches to Career Guidance and Counselling”**, which will be held at the University of Split, Croatia, from October 9th to 12th 2019



NICE Academies are structured learning and networking events for academics and practitioners in the field of career guidance and counselling who want to expand their horizons, integrate new methods and approaches into their practice (career support, training of career practitioners and relevant research). Unlike traditional research conferences, NICE Academies place a priority on interaction between participants, e.g., in trying out new approaches, discussions between practitioners and academics, and collaboration on new initiatives.

This year's academy will be dedicated to innovative approaches to career guidance and counselling and feature diverse lectures, workshops and networking activities on this topic. With Jaana Kettunen and Julia Yates, we have won two keynote speakers this year, who have a lot of knowledge to share about innovative methods, and who will actively engage the participants of the academy. Furthermore, participants will be able to choose between diverse workshops, where they can expand their horizon, learn from each other and enjoy good discussion in the beautiful atmosphere of Split.

Professor Hazel Reid and Dr Anne Chant will give the workshop:

“ESVDC Collage Workshop: an alternative approach to interviewing for interpretive research in career guidance and counselling”

In this workshop, the presenters will provide a brief overview for the case for interpretive methodology in qualitative research in guidance and counselling. The focus will then shift to an exploration of the use of collage as a particular method that is both creative and also easily accessible. Participants will then have an opportunity to “have a go” through an exercise – all materials will be provided. Finally, as a group, we will reflect on other uses of collage in the context of training and career guidance and counselling practice.

Find out more at www.nice-network.eu/split2019/

A message from the ESVDC Executive Board

ESVDC 2019 GENERAL ASSEMBLY

Dear ESVDC members,

Our next General Assembly will be held during the 16th European Congress of Psychology (ECP 2019) “Psychology: Connecting Science to Solutions”, Moscow, July 2-5 2019:

- **The 2019 General Assembly will take place on July 4th 2019, 13:00-14:30 at the Lomonosov Moscow State University, Shuvalov Building, Moscow.**
- The 2019 ESVDC Award for Distinguished Contributions to Vocational Designing and Career Counselling and the 2019 ESVDC Award for early career researchers will be assigned.
- The ESVDC annual report and the financial report 2018 will be reported.

We invite all members to participate in this important event.

Cordially,
ESVDC Executive Board

ESVDC and the ECADOC

SIXTH EUROPEAN DOCTORAL PROGRAMME IN CAREER GUIDANCE AND COUNSELLING SUMMER SCHOOL IN MALTA 2019

The 6th ECADOC doctoral school on career guidance will be held in Malta between the 9th and 14th June. Following up on previous successful editions of the Summer School, held in Padua (2014), Paris (2015), Lausanne (2016), Mannheim (2017), and Athens (2018), the Malta summer school will focus on the theme *Researching Career Guidance for Social Justice: Knowledge, Practice, and Power*.



The Summer School is organised by Professor Ronald G. Sultana (University of Malta), Professor Rie Thomsen (Aarhus University, Denmark), and Professor Tristram Hooley (Derby University, UK), who together edited two volumes on social justice perspectives in career guidance, published by Routledge in 2018.* Several of the contributors to these two volumes will speak at the Summer School, which has attracted 24 doctoral candidates from across Europe. Professor David Blustein (Boston College, USA) will also speak about his own engagements as a researcher, and as an advocate of social justice.

As with past editions of the ECADOC initiative, sessions include lectures by senior academics, as well as discussion groups with early-stage researchers, who will present their work-in-progress during Collective Academic Supervision (CAS). In these CAS circles, PhD candidates will benefit from feedback from peers, as well as from experienced researchers. The programme also includes a range of cultural and social activities, with a view to consolidating the network of career guidance researchers, thus ensuring stronger personal and professional relations and networks in the field.

A key objective of the academic programme is the reconnection with the early commitment of career guidance to social justice and solidarity, as articulated by Frank Parsons in his work in Boston at the turn of the 20th century. Then as now, the concern was, and should be, not only with developing more 'scientific' and 'efficient' ways of distributing human resources in response to the 'needs' of the economy. It was – and should also be – about creating social 'mutualism' whereby individuals and groups – and especially vulnerable ones – find support in the quest for integration in a community through work.

RESEARCHING CAREER GUIDANCE

FOR SOCIAL JUSTICE:

knowledge, practice, and power



The 6th ECADOC Summer School sets out to reconnect doctoral students pursuing career guidance research with this founding tradition in our field. While concerns with social justice have never been totally eclipsed, the overwhelming influence of vocational psychology has tended to shine the spotlight on the individual. Less influential have been critical approaches whose focus is not as much on the individual's ability to adapt to, and work within the system and its social and economic arrangements, but rather to question these, to challenge them, and to transform them. The Summer School in Malta will therefore help doctoral candidates integrate insights from critical social science, critical psychology, anthropology, various brands of feminisms,

liberation theology, and queer theory. Such multi- and inter-disciplinary engagements have not only stretched – and in many cases troubled – the field's understanding of the dynamics of career-related behaviour, but have also necessitated the revision of theory, research methods, and practice.

* T. Hooley, R.G. Sultana & R. Thomsen (eds): [Career Guidance for Emancipation: Reclaiming Justice for the Multitude](#) and [Career Guidance for Social Justice: Contesting Neoliberalism](#)

Invitation to host the 7th ECADOC doctoral summer school 2020

Successful ECADOC Doctoral Summer Schools have been held in Padua (2014), Paris (2015), Lausanne (2016), Mannheim (2017), and Athens (2018). This year we have an upcoming Summer School being held in Malta (2019) with 24 participants. However, the ECADOC scientific committee is officially inviting universities interested in organizing and hosting ECADOC in 2020.

ECADOC summer schools are fully funded through the organizing universities own Ph.D. course/programme structures. Please contact Scientific coordinator Professor Rie Thomsen riet@edu.au.dk or the Programme Manager Dr. Anouk Albien anouk-jasmine.albien@psy.unibe.ch if you are interested and want more information about hosting an ECADOC Doctoral Summer School.

For information about previous summer school ECADOC programmes, and a Host information pack please follow the link to the ECADOC website: <http://www.larios.fisppa.unipd.it/ecadoc/>

Forthcoming book

CAREER AND CAREER GUIDANCE IN THE NORDIC COUNTRIES

Career guidance is sometimes characterized as a “globally travelling idea”. It exists in some form in most developed countries and many developing countries. However, little attention has been given to how context shapes the concept of career guidance as it travels across the globe. In our book we turn our sights to the north and focus on the Nordic countries. We extend the discussion that has begun in Ronald Sultana’s book (2017) entitled *Career Guidance and Livelihood Planning Across the Mediterranean*, which provided a fascinating insight into the way in which geography and culture shapes the practice of career guidance.



Our approach in forthcoming book is to urge awareness on the interaction between the “globally traveling ideas” of good career guidance and contextual characteristics. To gain such awareness, it is important to spot and consider the way in which different traditions, cultures, politics and practices have framed the development of career guidance across the region. To present a thorough picture, we have had the honor to cooperate with distinguished authors from all Nordic countries, including the self-governing regions.

The 24 chapters in the book present a variety of texts written by academics, practitioners and policy makers. Thematically, it covers issues like the Nordic model for welfare and career, career guidance for refugees in a Nordic context, career guidance as arenas of co-construction in Nordic schools and cross-cultural Validation of Assessment Instruments used in Career Counselling and Guidance in the Nordic countries.

We look forward to share news insights with the career guidance community in autumn 2019.

Editors

Erik Hagaseth Haug, PhD, Associate Professor, Inland Norway University of Applied Sciences, Norway

Tristram Hooley, Visiting Professor, Inland Norway University of Applied Sciences, Norway

Jaana Kettunen, PhD, Researcher, University of Jyväskylä, Finland

Rie Thomsen, PhD, Professor, Aarhus University, Denmark

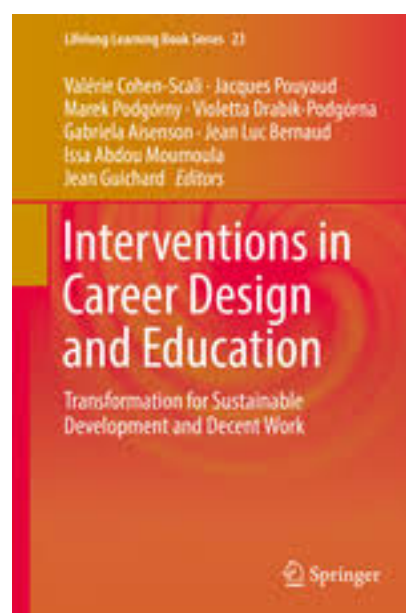
Brill Sense Publishers

Book presentation

INTERVENTIONS IN CAREER DESIGN AND EDUCATION: TRANSFORMATION FOR SUSTAINABLE DEVELOPMENT AND DECENT WORK

The UNESCO Chair in Lifelong Guidance and Counseling has published a new book in 2019 entitled *Interventions in Career Design and Education: Transformation for Sustainable Development and Decent Work*, edited by V. Cohen-Scali, J. Pouyaud, M. Podgórný, V. Drabik-Podgórná, G. Aisenson, J.-L. Bernaud, I. Moumoula, and J. Guichard.

This book is the product of a series of reflections by career counseling and guidance specialists on a question central to society: "How can career and life design interventions contribute to fair and sustainable development and to the implementation of decent work all over the world?" This question was formulated by Professor J. Guichard, the director of the UNESCO Chair in Lifelong Guidance and counseling at the University of Wrocław, Poland. The researchers involved in this Chair's activities proposed answers, which form the chapters of this book.



These reflections emphasize the need to focus on the study and implementation of certain central psychological processes that can enable individuals to face the main challenges of our society. The contributions also propose new avenues of intervention for career counseling and guidance. The entire book is the bedrock of a program of research and interventions to be implemented in order that the field of career counseling and guidance plays a key role for individuals who must design their lives in a rapidly changing, and ever more complex context. This book is therefore a major scientific contribution and marks a turning point for researchers and practitioners in career counseling and guidance, and for all professionals who support the self-construction of individuals in the 21st century.

Seventeen chapters by authors from all over the world present their conceptual and practical perspectives in order to:

- Connect the field of Intervention for Life and Career Design (ILCD) to international UNESCO strategies;
- Emphasize the role of ILCD for development of a more decent world and more sustainable society;
- Build on theoretical models as well as empirical research incomes and case studies to enlighten the role of ILCD.

CONTEXTS MATTER... ON CAREER GUIDANCE ELSEWHERE

By Ronald G. Sultana, University of Malta

Context matters. That is one of the most important lessons to take away from the international reviews of career guidance, launched by the OECD in 2000, and extended to a European and global scale by the European Commission directorates and agencies, the World Bank, and the ILO, among others. Despite the many commonalities that were identified between and within countries and regions, the specificity of labour markets, of cultures, of demographic and geographic realities, and of histories matter a great deal: it is these specificities that give a particular shape and direction to the way career guidance is conceived and practiced, if at all.

This is a very good thing: theoretical approaches that are grounded in empirical research, whether qualitative and/or quantitative, are more likely to be rich and intellectually stimulating, avoiding a universalizing discourse where particular approaches – often developed in the global North – blind us to the realities shaping other contexts. We are thus seeing a plethora of insights coming through from the global South, for instance, challenging notions that, with time, have attained a taken-for-granted quality about them. Fresh perspectives are coming through from the Asian sub-continent. Latin America authors are mining the wealth of theoretical perspectives that we find in liberation psychology, which has yet to make a significant dent in Europe and North America. In Africa we recently saw the launch of the African Journal of Career Development – a first for the continent, and an initiative which promises to shake up our field in more ways than one.

My own comparative work has tried to engage with the diversity that comes through these different contexts: while having carried policy analysis of career guidance in all the EU member states, I have also benefited enormously, both intellectually and personally, by looking at other contexts, including Arab states¹ and small states.² The former study identified several elements that are simply absent from much that passes as mainstream career guidance theories – such as the absolutely crucial part played by informal labour markets in the career-related behaviour, aspirations, and decisions of many youths and adults. The latter study examined the extent to which small scale, in countries with less than a million inhabitants, conditions if not determines the livelihood planning strategies of islanders, arguing for a new concept – that of ‘chameleon careers’ – to capture dynamics that are simply absent from the major career theories developed in the large and powerful metropole centres of this world...

... for contexts do matter!

1. See R.G. Sultana (ed.)(2017) *Career Guidance and Livelihood Planning Across the Mediterranean: Challenging Transitions in South Europe and the MENA Region*. Rotterdam: Sense Publishers. [First two chapters available at: <https://tinyurl.com/yyg9e56u>]

2. Sultana's article about career guidance in small states is available here: <https://tinyurl.com/y6259erz>

The full study can be downloaded from here: <https://tinyurl.com/yykskl3>

International Journal for Educational and Vocational Guidance **CALL FOR PAPERS FOR THE SPECIAL ISSUE “MIGRATION,** **EDUCATIONAL AND CAREER GUIDANCE, AND SOCIAL INCLUSION”**

International migration has increased substantially during the two decades, increasing by with 50% between 2000 and 2017—and reaching 258 million in 2017. Most migrants tend to settle in a few countries, often neighbouring countries—10 countries hosted 51% of the international migrants in 2017 (United Nations, 2018). Furthermore, migration is concentrated by country of origin, where migrants from 10 countries with the largest diaspora population made up 36% of all international migrants in 2017 (United Nations, 2018). Migration flows are triggered by numerous factors, including natural disasters, global warming, social unrest and war, family reunions, changing employment patterns as well as a global need for skilled workers (Faber & Schlegel, 2017; Shan & Fejes, 2015). All migrants face challenges in adapting to their new life circumstances in the new host country. However, asylum seekers are often in a specifically precarious situation—often living in a refugee accommodations (or the equivalent) hoping for a positive response to their application for asylum (see e.g. Fejes et.al, 2018; Eurofound, 2016).

However, no matter the reasons for leaving one's country of birth, migration is challenging in terms of inclusion, for migrants as well as for the new host country. How can migrants be supported in order to gain access to the labour market and the “host” society more widely? This question comprises a number of policy challenges and institutional innovations not only for governments, regional organizations and municipalities but also for social partners and in a broader sense civil society. Migrants, and asylum seekers especially so, are facing several problems and shifting conditions with regard to formal assessment of identity and citizenship, living conditions, the relation to local community, social networks and labour market, welfare and if needed caring institutions. From the point of view of individuals and families, the migration journey is a complex process of life transition and entails everyday learning in an effort to adapt to new conditions. Educational and occupational background, recognition of prior learning as well as language proficiency are crucial components for the adaptation to the ‘host’ society and the labour market. As a mediator between migrants’ previous experiences of education and work, educational and career guidance becomes essential in supporting migrants on their path towards potential social inclusion. In a social justice perspective, this mediating position triggers different questions, especially in considering cultural diversity

Given such developments, the main theme of this special issue concerns the role of educational and career guidance in a context of cultural diversity and more specifically in working with migrants and refugees. More specific questions or themes that could be addressed for this issue (but not exclusively) are:

- What role does/can educational and career guidance play in supporting migrants and refugees on their path towards social inclusion?
- What are the challenges that need to be faced when it comes to providing educational and vocational guidance services for migrants and refugees?

- How do class, gender, culture, faith, and ethnicity come together in ways that define the migrants' and refugees' experience of the job search process, of occupational placement and of career development in host countries?
- What can we learn from the efforts of educational and career guidance services to respond to the needs of migrants and refugees in different countries?
- What kind of research approaches and strategies are productive when trying to understand – and cater for – the career development needs of migrants and refugees?
- Which questions related to educational and career guidance training raise these challenges faced by migrants and refugees?

This issue will be jointly guest edited by Professor Andreas Fejes, Linköping University, Sweden (email: andreas.fejes@liu.se), Professor Manon Chamberland, Laval University, Canada (email: manon.chamberland@fse.ulaval.ca), and Professor Ronald G. Sultana, University of Malta, Malta (email: Ronald.sultana@um.edu.mt). This Special Issue is limited to six to eight articles of 6,000-8,000 words each.

Authors interested in contributing to this special issue should first submit an abstract. The authors of abstracts selected for inclusion in the special issue will be invited to submit a full length paper. All submitted manuscript will undergo the regular peer-review process. The use of the APA's Publication Manual's (6th ed.) style and norms are required when submitting the articles to the journal.

Schedule of the special issue

- June 30, 2019, Submission of an abstract of about 400 words directly to the guest editors per e-mail
- August 1, 2019, Feedback concerning the abstracts
- November 15, 2019, Submission of the full manuscript online
- March 1, 2020, First decision
- May 1, 2020, Submission of the revised version of the manuscript
- July 1, 2020, Final decision (with request for revisions in some cases)
- September 30, 2020, Submission of final version

The abstract should be emailed directly to the guest editors but the full paper needs to be submitted online via the journal's platform (<http://www.editorialmanager.com/ijvo/>).

References

- Eurofound (2016). *Approaches to the labour market integration of refugees and asylum seekers*, Publications Office of the European Union, Luxembourg.
- Faber, D. & Schlegel, C. (2017). Give Me Shelter from the Storm: Framing the Climate Refugee Crisis in the Context of Neoliberal Capitalism, *Capitalism Nature Socialism*, 28:3, 1-17
- Fejes, A., Dahlstedt, M., Mesic, N., & Nyström, S. (2018). *Svenska(r) från dag 1: En studie av ABFs arbete med asylsökande*. [Swedish from day 1: A study of the workers educational associations work with asylum seekers]. Stockholm: ABF.
- Shan, H. & Fejes, A. (2015). Skill regime in the context of globalization and migration, *Studies in Continuing Education*, 37(3), 227-235.
- United Nations (2018). *International migration and development*. Report of the secretary-general. General Assembly. A/73/286.

Knowledge about different projects which focus on working with migrant populations is often difficult to locate, thus the special issue mentioned above provides a vital forum to further our understanding. What follows are two examples of recent studies – there will be others and we would like to encourage wider dissemination:

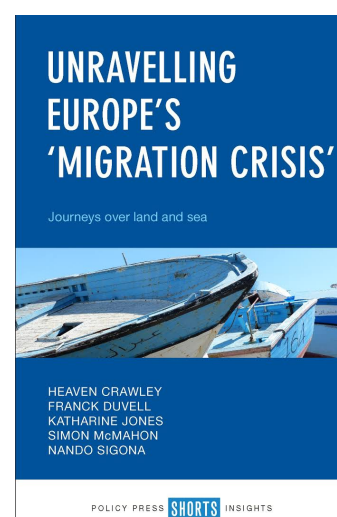
RefuNEET. This project, led by Oslo Metropolitan University began in October 2016 as part of a larger Erasmus + project entitled RefuSKills. It brought together partners from Norway, Bulgaria, Austria, Germany, France, UK and Turkey. Both parts of the project aimed to support the transition of young refugees into work or training. RefuNEET focuses on the development of processes and protocols of career guidance, specifically aimed at the needs of this group and building upon and recognizing their strengths and competences. This includes a process of Recognition of Prior Learning (RPL) and also of the value and competences of peer career mentors. The project concluded in December 2018. The key outcome was the development of an App for young refugees to access career support and skills assessment via their smart phones.

CMinAR (Counselling for Refugee and Migrant Integration into the Labour Market – Development of Courses for Higher Education and Public Employment Services). This Erasmus + project led by HdBA (Hochschule der Bundesagentur fuer Arbeit at Mannheim University) began in September 2016 and brought together partners from Germany, Lithuania, Turkey, Sweden, UK and Italy. The main purpose of the project is to develop professional training for career practitioners to work with asylum seekers, refugees and migrant populations of all ages. Extensive research into the needs of refugee clients and the skills needed by practitioners was conducted in all countries. Two programmes of study were written, one for higher education students and one for public sector employees. Both courses are being piloted in all contributing countries and the full evaluation will be concluded in summer 2019, after which both courses will also be made available freely.

For colleagues interested in research into the exploration and explanation of the causes of migration, an excellent and accessible book can be recommended:

Unravelling Europe's "Migration Crisis". Journeys over land and sea, by Heaven Crawley, Franck Duvell, Katherine Jones, Simon McMahon and Nando Sigona, University of Bristol, Policy Press, 2018 183pp., £12.99 (paperback), ISBN 9781447343219.

The extensive research is illustrated with the individual human stories that “make real” the context for migration, unravelling many of the myths and discourses that colour understanding of why people make decisions to leave and risks theirs and their family's lives in the process.



REMINDER

2019 MEMBERSHIP FEES

The financial situation of ESVDC is satisfactory. However we need to ask you for the annual membership fees according to our statutes.

As a reminder:

- **Full membership fee is € 50,00**
- **Associate membership fee is € 30,00**

The ESVDC bank account is:

CREDIT SUISSE

Account Nr.: 0525-1375350-01

IBAN Code: CH44 0483 5137 5350 0100 0

BIC: CRESCHZZ10R

The bank transfer charges are borne by the association.

The amount is due and payable **by 31 July for 2019**.

Thank you all in advance!