

# NEWSLETTER of the ESDVC

*European Society for Vocational Designing and Career Counselling*

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## **ESVDC GENERAL ASSEMBLY WITHIN THE UNITWIN SEMINAR**

The **General Assembly** of the European Society for Vocational Designing and Career Counseling (ESVDC) was organized in Lausanne on March 7th, 2020, within the Unitwin seminar.

During this GA the ESVDC Executive Board was renewed. The ESVDC Executive Board is the direction, management, and executive representation and branch of the Association and is elected by the General Assembly.

The attendees approved unanimously the following Executive committee members:

- Jonas Masdonati, President
- Jacques Pouyaud, Treasurer
- Paulo Cardoso, Secretary
- Laura Nota (Past President), EB member
- Gudbjörg Vilhjalmsdottir, EB member
- Jerome Rossier as Auditor.

## A MESSAGE FROM THE NEW PRESIDENT OF THE ESVDC

Dear ESVDC members,

I hope you are all doing well despite the tough – health and social – time we are going through. Within my mandate as new president of the ESVDC, I would like to share with you some reflections, information, and inputs.

*Grazie and Thanks!*

It is a great honor for me to take on the presidency of our association, and I would like to **thank Laura Nota** for her inspiring leadership over the past six years! I also take this opportunity to **thank Hazel Reid** for her involvement in the ESVDC EB over the last three years.

*Three guiding questions?*

During the 2020 GA I shared **three questions** that might represent some of the challenges we could try to collectively address during the coming years:

1. How can we switch from a trivial opposition of constructivism and contextualism to reach a holistic approach of vocational designing and career counseling that adequately addresses individual agency within structures?
2. How to promote both optimism and critical consciousness of disadvantaged clients?
3. How can we foster our clients' hope without downplaying the objective constraints that threaten the meaningfulness of their work and life?

*On the importance of membership fees...*

In line with the discussion that was held during the 2020 GA, the EB would also like to remind you the importance of our **50.- Euro membership fee**. These fees are indeed mainly intended **to promote our early researchers**, e.g. through the ESVDC award and support for participating in key conferences and workshops.

You will find in the last page of this newsletter our bank details allowing to pay your 2020 membership fees. Thank you all for contributing to the viability of our society!

*Two years free of charge for early researchers*

During its last meeting, the new EB has decided to **offer two years of membership fees to early researchers wishing to join the ESVDC**. Researchers who have recently finished their PhD will thus be exempt from membership fees for two years, and simply need to submit their application by following the instructions provided on our website (<http://www.esvdc.org>).

The new ESVDC EB looks forward to working with you all during the next three years

Jonas Masdonati

## 2020 AWARD FOR DISTINGUISHED CONTRIBUTIONS TO VOCATIONAL DESIGNING AND CAREER COUNSELING AWARDED TO PROFESSOR MARY McMAHON



The European Society for Vocational Designing and Career Counseling was particularly proud to present its 2020 Award for Distinguished Contributions to Vocational Designing and Career Counseling to Professor Mary McMahon, Honorary Associate Professor at the School of Education, University of Queensland, Australia.

Professor Mary McMahon teaches career development theory, career guidance and counselling, narrative career counselling and supervision and mentoring. She has been awarded several honorary positions at universities. For example, she has been a Research Associate at the Nelson Mandela University in South Africa, and a Research Fellow at The University of Warwick, UK. She is developer and co-author of the internationally recognized Systems Theory Framework of Career Development, which takes a holistic “individual in context” view of career development. She applies systems theory and systems thinking in her work on narrative career counselling and qualitative career assessment.

As a researcher, Professor Mary McMahon had an important activity which led her to author (or co-author) about two hundred publications: more than 15 books, more than 70 book chapters, more than 100 journal articles. Professor Mary McMahon is internationally acknowledged as a cutting-edge leader in our discipline of career psychology. Evidence of this is in the many keynote addresses she has been invited to deliver at international conferences in a wide number of countries. She is in high demand within our field and she is regarded as a role model in Asian and African countries.

This has led to the development of My System of Career Influences (MSCI) which is used in an increasing number of countries with both adolescents and adults. The MSCI is based on the Systems Theory Framework of career development (STF), an internationally acknowledged theoretical framework that Mary co-developed with Professor Wendy Patton. The fourth edition of their book on the STF is about to be published.

I would also like to mention her interests in child career development: we were the editors, together with M. Watson, of the Special Issue: “Childhood Career Development”, for the International Journal for Educational and Vocational Guidance,

She was one of the founding members of ESVDC; she was in Padova, Sept 11 - 2011. Her research, work and publication record is entirely consistent with the aims of the ESVDC, since it illustrates how successful she has been in stimulating international collaboration in research and development in the fields of the systems theory framework, vocational guidance, and career counselling.

Finally, some personal notes from friends: Jenny Bimrose underlined: “Having been familiar with her research and publications since 1996, I have also had the honour to collaborate with her on various research studies and publications during the period 2007 – present. Mary is a scholar of the highest calibre, who has earned an impressive international reputation. Without doubt, across the community of career guidance and counselling practice, she is an established and highly respected academic.” Mark Watson has known her and worked with her for over two decades: “We co-edited books, wrote book chapters and an amount of journal articles. Mary is one of the most modest people I know. But this award, nevertheless, is most deserving and would be an acknowledgement of her important contribution to our field.”

In conclusion, I would like to add my personal notes: I have known Mary for a long time; she joined all the international conferences we have organized at the University of Padova, with our Larios Laboratory, in 2011, in 2013, in 2017, with commitment and participation, and her reflections, her conceptualizations, her work have also accompanied our work in our Laboratory.

Laura Nota

## ESVDC keynote presentation at the Unitwin seminar, Lausanne, 2020

### **CAREER GUIDANCE AND COUNSELLING: CONSTRUCTING FUTURE STORIES IN COMPLEX SYSTEMS**

**By Mary McMAHON - Honorary Associate Professor at the University of Queensland, School of Education**

In my time with you today, I would like to take time to reflect on some narratives of career guidance and some challenges that I see in relation to the construction of our future stories about career theory, research and practice in the complex systems of the 21<sup>st</sup> century.

Jean-Pierre Dauwalder's (2019) reflection on his career when he received this award in 2019, reminds us that throughout the history of our field many stories have been introduced and told. An enduring story is that of social justice. In the present era of unprecedented and rapid changes in the labour market and globalisation, new stories have emerged in order to sustain career guidance's relevance into the future and include those about life design, decent work, and sustainable development.

Some stories have been, or are emerging as more dominant than others. Stories are powerful. They influence practitioners and practice. They influence research. Some stories become more dominant than others and in doing so, other stories may become silenced or difficult to hear or difficult to tell and alternative stories may be difficult to construct, and if they are constructed, they may have difficulty gaining traction.

Stories are linguistically, culturally and historically bound which means that they may not be appropriate in some contexts and for some people. Linguistically, culturally and historically bound stories may also limit our views of people and situations and may limit the possibility of new or other stories being told. In addition, they may be limited in their application across languages and cultures. For many years as you know, testing and telling was somewhat of a single story, a dominant story in our field. As we know, the test and tell story was a linguistically, culturally and historically bound story and it was critiqued and its applicability in different cultures and contexts in the rapidly changing world was questioned especially in the early 1990s. This resulted in a number of authors including Mark Savickas (1993) suggesting that we needed to move from a focus on scores to a focus on stories. The field began to construct new stories of practice and move forward with narrative approaches to career counselling such as those of Larry Cochran and Norman Amundson and also later, life design and career construction. It may be timely to reflect on the critiques of the past and consider them in relation to our emerging narratives so that they do not also become critiques of the future stories that we are constructing.

An enduring and important narrative in our field is that of social justice. Social justice is the reason for our field's existence and has been present in our field since it first began at a time of rapid social change. However, the social justice narrative has not always been a dominant narrative. It has not always been apparent in our theories, research and practice and career guidance has long been criticised for its dominant narratives that originate in white, middle

class, western, primarily US culture and do not adequately take into account the careers of women, people of different cultures and abilities, many of whom have had no voice in the development of theory, as research participants, or in practice. Social justice advocates inclusion. Our field and our potential clients are facing many challenges from the changing nature of the labour market, globalisation and technology. As we move forward with the construction of our future stories, the enduring narrative of social justice could provide us with a lens through which to reflect on some of our emerging stories such as decent work, career construction, life design, adaptability and agency. So, I will spend a little time thinking about these constructs through a social justice lens.

The concept of decent work is now strongly influencing our field. It is a political and industrial narrative that has been imported into our field from influential organisations such as the United Nations, the OECD, and the International Labour Organisation. Our field is turning decent work from an “objective measure of labour market conditions” to “a psychological construct as measured by the DWS” (Decent Work Scale; Dodd, Hooley, & Burke, 2019, p. 279) and from an objective policy narrative into an individual and subjective narrative. In many ways, the narrative of decent work has returned us to the early history of career guidance and the work of Frank Parsons (1909) and the social reformers of that time in many countries. As you probably know, decent work is defined by the International Labor Organisation as “work that is productive and delivers a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men” (International Labour Organization, 2019). I imagine that decent work is what Frank Parsons and the social reformers of his time were hoping for their clients and that it is what we have always hoped for our clients. So, is decent work something new in our field or are we simply revisiting a longstanding social justice aim of our field through a different and more well defined term?

The concept of decent work primarily focuses on paid employment. According to Tristram Hooley (nd), some common forms of work such as hunting-gathering, subsistence farming, self-employment, portfolio working, those operating in informal economies, and house and family work do not fit into the decent work model. Our focus on decent work is occurring at a time when our field was beginning to recognise the holistic nature of careers and the need to recognise work in all its forms. For example, Mary Sue Richardson (2019) has for years drawn attention to the importance for our field to recognise paid and unpaid work which she calls market work and care work. Most care work is done by women, so if the focus in career guidance becomes decent work which is to my understanding according to the definition, market work, what will be the social justice implications for our field in terms of how we factor in care work and women’s career pathways and non-traditional work. In addition, given our field’s traditional middle-class focus, how likely is it that many practitioners will work with people who do not have decent work or will not achieve decent work by the ILO definition.

Decent work is an aspirational policy concept which can be a goal for policy makers in both developed and developing country contexts. Even proponents of decent work recognise its aspirational nature. For example, David Blustein and his colleagues claimed that decent work as “an ideal that is becoming less possible for increasing numbers of working people across



the globe” (Blustein, Duffy, Kenny, Gutowski, & Diamonti, 2019, p. 156). The truth of this statement is very evident in the contexts of developing countries such as India where the caste system prevails and in countries such as South Africa where there are high levels of unemployment and even higher levels of youth unemployment.

This situation led a previous South African minister for labour to claim that “we want jobs and we must strive for decent work” (Oliphant, 2012; then Minister of Labour). She identified a need for compromise between the creation of more jobs and decent jobs (Cohen & Moodley, 2012). The challenge of creating work and decent work seems to be the responsibility of policy makers, business and industry. In this regard, career practitioners could ask what is being expected of them in the context of the decent work narrative where they are small players in a much more powerful and influential system. How do people construct futures or design lives in contexts where there is no work, let alone decent work? On one hand, advocating decent work or engaging in conversations about the value of decent work could be viewed as a socially just goal for our field. On the other hand, if viewed through a social justice lens, our focus on decent work could also raise issues similar to those that have previously led to critiques of career guidance.

Social justice also provides us with a lens through which we can reflect on some narrative constructs. For example, in narrative approaches to career counselling, we encourage and try to foster personal agency in our clients. However, personal agency means taking responsibility for oneself. It is individualistic in nature and is not culturally appropriate in some families and cultures where decision making occurs in joint action in families and communities. An “individual in context” perspective (McMahon, Watson, & Patton, 2014, p. 30) would be more appropriate. Self-responsibility is also a key feature of neo-liberal discourses that have influenced policy in many countries for number of years. An outcome of this discourse is a growing divide between the rich and the poor and an erosion of workers’ conditions. The neo-liberal discourse sees politicians present issues such as work insecurity as resting with individuals rather than with the economy or the policy that the politicians themselves have responsibility for. Rather they place the responsibility for being unable to get a job or being underemployed on individuals by saying that they need to learn more or get better qualifications, or move to a different location, or be better presented at interview or to be resilient.

So, from a social justice perspective, we need to look beyond personal agency at the systems individuals live and work in. We need to avoid thoughts such as ‘if only they were more adaptable’ or ‘if only they had designed their life better’, or ‘if only they had constructed a better future story’ that tend to make individuals seem responsible for their sometimes intractable circumstances. Even the construct of narrative itself has been the subject of critique with Hooley, Sultana and Thomsen (2018, 2019) in their books on social justice questioning its focus on individuals constructing their future stories and paying insufficient attention to the systems which are impeding their progress. By working narratively and focusing on individual and personal agency, is it possible that by focusing only on individuals needing to change or to act or construct a future story without acknowledging the wider socio-political system we could unknowingly collude with that system? From a social justice perspective, we might need to work to change the systems. For example, in 2017, David Blustein called for the profession to “actively engage in public debates about work and human rights” (p. 450). If we determine that our role is to advocate within the system for



change, then how prepared are we and career practitioners with the skills and knowledge needed for such a role?

In this regard, Prilleltensky, in 1989 suggested in the field of psychology, that constructive actions such as advocacy should be preceded by reflection in order to become aware of the “socio-cultural determinants of their professional endeavors” (p. 801). I think we are currently in a period of reflection on our theory, research and practice. Reflecting on the sociocultural determinants of our theory, research and practice using a social justice lens involves the use of systems thinking which enables us to take an “individual in context” perspective (McMahon, Watson, & Patton, 2014, p. 30). Systems thinking encourages reflection on the interrelationships and interaction between individuals and their complex systems of influence by “looking inside the ‘space between’” them (Sexton, 2012, p. 61). Systems thinking offers us the possibility of other options for research and practice including the use of systems mapping in practice and research and the use of soft systems research methodologies such as participatory action research. Soft systems methodologies focus more on interpretive research methods that emphasise appreciating different points of view and intentions and the construction of meaning (Flood, 2010). They are participatory, interactive and intended as a systemic learning processes. These approaches differ from the dominant narrative in our field of what constitutes rigorous research. Soft systems methodologies are underpinned by systems thinking and encourage “the participation of relevant stakeholders, interaction between stakeholders, toleration of different voices and autonomous design to create the greatest good for the greatest number of people” (Tuan & Shaw, 2016, p. 59). Systems thinking and systems mapping could be applied in career guidance by bringing together stakeholders to consider the effective provision of services. However, according to Watts, Diemer, and Voight (2011), soft systems methods such as participatory action research and its proponents “can find themselves on the academic margins” (p. 54) and so it has been little used in our field. Systems thinking could stimulate new research questions and new ways of conducting research. It could help us to introduce new stories into our theory, research and practice.

However, despite the challenges of constructing future stories of career guidance in complex 21st century systems identified through the lens of social justice, I feel very positive about our future because stories of career guidance are also being constructed by influential international bodies such as the ILO, the OECD and the United Nations and are providing evidence of the value of career guidance. These influential stakeholders are telling positive stories about career guidance and counselling based on international data such as the PISA results (Mann et al., 2020). Such stories are not possible for our field to tell but could influence policy makers in our countries who have responsibility for the provision of career services. Another potentially influential story is the OECD Transition Agenda for a Future that Works for All (OECD, 2019) that promotes helping workers in their job transitions through effective and timely employment services, comprehensive adult learning strategies – in particular for low-skilled adults, and strengthening adult learning systems to provide all workers with adequate opportunities for retraining throughout their careers. (OECD, 2019).

In these stories told by these influential stakeholders it is evident that there is a role for career guidance and counselling in this agenda. It seems that career guidance and counselling could be well positioned to respond to this call to support workers with their job transitions and learning pathways as the labour market changes.

Reflection on our emerging stories through the lens of the enduring social justice story may alert us to some of the potential critiques and also help us avoid some of the critiques of past stories. I think the words of Gordon Allport from the field of counselling may be useful in drawing together some of what I have said today and in thinking about the construction of a future story for career guidance. He said,

a counselor always looks at his client through professional spectacles ...The lenses we wear are ground to the lenses of our textbooks and teachers ... But every so often comes a time for optical re-examination. Perhaps the image we have is still the best fit we can get; perhaps it is not. We can only tell by examining alternative lenses (Allport, 1962, p. 32).

In essence, Allport is asking us to be reflective on our theories, research and practice. He is inviting us to think about which stories are being told, who is telling the stories, where do the stories come from, and why are they being told? Power is the ability to make a story the definitive story. We need to ask ourselves who else could have a story to tell, what stories are being silenced, whose voices are not being heard, and importantly, how do we privilege the voices and stories that are not being heard? I see these as challenges for us as the influence of our field grows internationally and we move forward in constructing stories of career theory, research, and practice in the complex systems of the 21<sup>st</sup> century. And I see social justice as a lens that may help us to mitigate some of these challenges.

In closing, once again I would like to thank the ESVDC for presenting me with this award and congratulate ESVDC and the Unitwin network for your work in constructing stories of theory, research and practice that will not only sustain our field but will well serve the populations of our countries and other countries into the future. We are constructing our future stories in the context of complex systems and I feel optimistic for the future of our field.

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## ESVDC PARTICIPATION WITHIN THE UNITWIN SEMINAR



The UniTwin international network is part of the UNITWIN/Chairs UNESCO program. It brings together 19 universities from around the world (Europe, South America, North America and Africa) that cooperate to promote access to decent work and decent life through vocational guidance, career counseling and life designing. In order to achieve this, the network takes part in research and programs on social inclusion ([wp.unil.ch/unitwin](http://wp.unil.ch/unitwin)). Many ESVDC members participate to this network.

In March 6, 2020, the UniTwin Network organized a 3-day seminar in Lausanne. This seminar, titled "Life Designing Interventions (counseling, guidance, education) for decent work and sustainable development" aimed to share, discuss and create projects on lifelong guidance and counseling to support decent work and sustainable development.

The first day began by a Keynote from Prof. G. Vilhjálmsdóttir (University of Iceland) about "Young workers with low employment skills: the perceptions of work, decent work and the future." She presented a quantitative study aiming to map the characteristics of emerging adults regarding their perceptions of work: what they consider to be good and decent work, what kind of work they are dreaming of and why. Vilhjálmsdóttir's results show that most participants worked in service (56%) or manual (15%) jobs, but they would prefer to work as professionals (46%) or technicians (19%). If they work currently as technicians (8%) they would like to continue in that field in the future. Another interesting result was that half of the participants had experienced unemployment and that this experience was a drawback in their career.

This presentation was followed by the ESVDC award ceremony (in honor of Mary Mc Mahon - University of Queensland, Brisbane, Australia) and by two symposia presenting works from various Unitwin/ESVDC Members.

In the first one, Dr. G. Aisenso (University of Buenos Aires, Argentina) talked about "The differing representations of youths from contrasting social backgrounds regarding decent work." Vulnerable young people who didn't finish secondary school have greater difficulty joining the labor market, and when they do, they generally end up in precarious, informal jobs. She explained how their experience in precarious work impacted their representation of what a decent work should be. Dr. M. C. Ginevra (University of Padova, Italy) presented "A career intervention to sustain an inclusive and sustainable future." This career intervention involves high school students with and without disabilities and/or learning difficulties. The aim was to foster participants' reflection on the contribution they can make in their educational and career future for addressing the global challenges. Next, Prof. M. Chhabra (Lesley University, United States) proposed a discussion about "Lifelong guidance and

learning: Between human rights, ethics, well-being and personal knowledge management." She explained the tension existing between lifelong learning in service of a global market economy, and the learning needs and interests of local communities. The conversations explored the challenges and opportunities for actualizing the vision of lifelong learning as a human right.

In the second symposium, Prof. L. Nota (University of Padova, Italy) started with a communication titled "Career Guidance in favor of sustainability and inclusion for individuals and communities." It discussed the social mission of vocational designing and career counseling: social and ethical values, attention to conditions of greater vulnerability, caring for people and for life contexts. In her view, regarding the threats and challenges humanity is currently facing, it becomes urgent to invest in career planning characterized by inclusion and sustainability. They propose the expanded notion of work (ENOW) to appreciate a wider spectrum of paid and unpaid work activities and experiences considered relevant for facilitating youth transitions to decent work. L. Legaspi (University of Buenos Aires, Argentina) talked about "Vulnerable youth. From available work to decent work: meanings, future prospects and pathway. The contribution of career guidance and counselling." His research emphasizes the importance that young people assign to education for entering in the job market and exposes the gap between the jobs that are realistically available and the better-quality jobs to which they aspire. He also discussed the personal and contextual barriers that hinder access to these jobs. In her presentation, "Trauma and Life Course Planning in Emerging Adulthood: Healing Conditions that Support Aspiration and Hope", Prof. D. San Antonio (Lesley University, United States) explored possibility of development in the lives of rural, low-income emerging adults with multiple adverse childhood experiences. Based on the narrative analysis of in-depth interviews, she considered contextual and personal assets and barriers that scaffold or derail positive future orientation, sense of purpose, and resilience.

Finally, the day ended with a roundtable about "Vocational psychology and access to decent work for all", with Prof. K. Maree (University of Pretoria, South Africa), Prof. M. Chamberland (Laval University, Canada), Prof. V. Cohen-Scali (National Conservatory of Arts and Crafts, France), Prof. M. Ribeiro (University of São Paulo, Brazil), and Dr. E. Carosin (University of Mons, Belgium). They discussed about how vocational psychology (career guidance and/or education as well as career counselling) can be harnessed to promote social justice and facilitating sustainable decent work for all – ultimately, helping people make social contributions and heal themselves.

Overall, the activities occurring throughout the first and second days intended to develop collaborative projects to reach the goals of the network. From the working groups, some projects arose: working on a collaborative publication about programs and interventions implementations about Socially Vulnerable Population in different countries with social network; writing a collaborative article to help counselors and practitioners to be sensitive about the topic Integrating intersectionality of gender, class, and race/ethnicity in the career counselling theories and practices; and developing a concept, questions and interview process and an online research protocol about Lifelong learning as a human right. In addition, the UniTwin Network is going to edit a special issue in a scientific journal on these issues. The International Journal for Educational and Vocational Guidance has launched the



call for papers for the special issue “Life Designing Interventions (counseling, guidance, education) for decent work and sustainable development” (see below).

The objectives of the third day were to share knowledge with local scientists, students, and practitioners. In order to achieve this goal, a day open to the public with workshops and conferences took place.

## ESVDC future participation in conferences/congresses CENTENNIAL CONGRESS OF APPLIED PSYCHOLOGY



The ESVDC will participate in the upcoming Centennial Congress of Applied Psychology, “Celebrating 100 years of Applying Psychological Sciences to global realities”, which was initially scheduled in Cancún, Mexico, from December 13th to 17th 2020, but was recently turned into a virtual meeting because of the pandemic.

Two invited symposiums will occur under the patronage of ESVDC:

### **Career counseling with disadvantaged populations**

The goal of this invited symposium is to gather insights on the specific challenges of career counseling research and intervention with people experiencing precarious situations (e.g. job insecurity, unemployment, underemployment, NEET) or belonging to marginalized groups (e.g. ethnic or sexual minorities, people with disabilities or from the lower social class). Jonas Masdonati is organizing and chairing the symposium, which will include contributions from Guðbjörg Vilhjálmsdóttir, Paul Hartung (in collaboration with Laura Nota and the Larios members), Gabriela Aisenson, and Laurence Fedrigo. The final program and list of presenters is still to be confirmed.

### **Career counseling: From research to practice**

Five communications in this symposium address two core questions on career counseling research and practice: (1) What kind of changes emerge from career counseling? and (2) What are the factors that influence clients’ change in career counseling? Paulo Cardoso is organizing and chairing this symposium, which will include the participation of Shékina Rochat (University of British Columbia), Marco Teixeira (Federal University of Rio Grande do Sul, Brazil), Filipa Silva (University of Minho, Portugal), 4) Jaisso Vautero (University of Minho, Portugal) and Cláudia Sampaio (Federal University of Rio Grande do Sul, Brazil)

## **THE INTERNATIONAL LABOUR CONFERENCE 2021**

Members of ESVDC will also participate in the upcoming conference of the International Labour Conference, which will be held in Geneva, Switzerland, from 7-18 June 2021. Organized by the International Labour Organization, the agenda of this conference will include items on inequalities and the world of work, social protection for a fair globalization, and skills and lifelong learning.

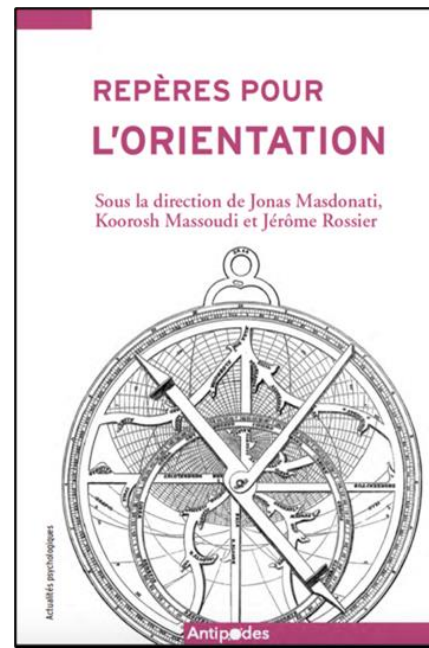
**Other participations in congresses and conferences will depend on the evolution of the pandemic.**



## Book presentation

### “LANDMARKS FOR CAREER COUNSELLING”/ “REPÈRES POUR L’ORIENTATION”

For about two decades, career counseling and vocational psychology have faced many theoretical and practical challenges, emerging from new demands and little-known populations. On the one hand, "career pathways", that is the stages and the key moments of vocational life, become more complex. Traditional, linear paths, punctuated by foreseeable moments (the end of school, transition to retirement, etc.), are replaced with new configurations of more heterogeneous paths, marked by career transitions (work-unemployment, school-work, work-training, work-retirement, etc.) whose frequency, duration and unpredictability are increasing. On the other hand, this complexity of career paths goes hand in hand with—and is partly explained by—a diversification of the populations career counselors (might) work with, such as young people in a precarious situation or suffering from disabilities, workers experiencing health or work-life balance issues, and migrants trying to enter the labor market. Thus, it is essential to better understand these new populations and their specific challenges, obstacles, and needs in order to conceive appropriate and inclusive practices for the greatest number of people.



The collective book “Repères pour l’orientation” (“Landmarks for career counseling”) aims at addressing some of these issues, both from a theoretical and a practical perspective. It is intended for career counseling and vocational psychology students, researchers, and practitioners. It may also be of interest to readers in other fields of psychology (e.g. work, social, clinical, and health psychology), social work and education (e.g. special education, adult education, vocational education and training). Jonas Masdonati, Koorosh Massoudi, and Jérôme Rossier are the editors, and Several ESVDC members appear among the authors, including Jean-Luc Bernaud, Valérie Cohen-Scali, Jacques Pouyaud, Jean Guichard, Ariane Froidevaux, Ilaria Di Maggio, Sara Santilli, Maria Cristina Ginevra, Laura Nota, and Jean-Pierre Dauwalder. The book is **in French and open access**:

<https://antipodes.ch/librairie/repères-pour-lorientation-1-detail>

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## CALLS FOR PAPERS

### Life designing interventions (counseling, guidance, education) for decent work and sustainable development (*IJVEG*)



The **International Journal for Educational and Vocational Guidance (IJVEG)** has launched a call for papers for a special issue titled **“Life Designing Interventions (counseling, guidance, education) for decent work and sustainable development”**, edited by Professors Meenakshi Chhabra, Marcelo Afonso Ribeiro, and Jérôme Rossier. This special issue draws on the premise that effective vocational guidance, career counseling, and life design can contribute to promote access to decent work and decent life for all. The journal issue will be a concrete step in this direction. Scholarly work that illustrate how vocational guidance, career counseling, and life design can contribute to this access are most welcome to be submitted to this special issue. For more information:

<http://wp.unil.ch/unitwin/files/2020/05/IJVO UniTwin Call 22.pdf>

### Vocational Design for a Sustainable and Inclusive Future: The Role of Career Adaptability, Self-Determination, and Other Positive Dimensions (*Sustainability*)

Today, vocational guidance and career counseling have to focus on new trajectories, focused on a representation of the future that involves high attention on the ‘social’, on the common good, and on sustainable development. In this respect, this Special Issue draws on the premise that effective vocational guidance and career counseling, also<sup>[1]</sup>from the Life Design paradigm, could contribute to promoting an inclusive and sustainable development of society. Scholarly work can contribute to building inclusive and sustainable contexts: It is related to variables such as career adaptability, self-determination, resilience, and other positive resources.<sup>[2]</sup> This call for manuscripts is an invitation to career counseling theorists, researchers, and practitioners to share your views on how we should respond, individually and collectively, to the challenges discussed above. This Special Issue welcomes a variety of articles types, from empirical to theoretical studies in the in the open-access journal *Sustainability* (free for readers, with article processing charges (APC) paid by authors or their institutions). This issue will be jointly guest-edited by Ilaria Di Maggio ([ilaria.dimaggio@unipd.it](mailto:ilaria.dimaggio@unipd.it)), Sara Santilli ([sara.santilli@unipd.it](mailto:sara.santilli@unipd.it)), Department of Philosophy, Sociology, Pedagogy and Applied Psychology, Padua University, 35131 Padua, Italy.

For Manuscript Submission Information:

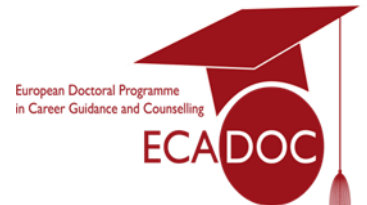
[https://www.mdpi.com/journal/sustainability/special\\_issues/Vocational\\_Design](https://www.mdpi.com/journal/sustainability/special_issues/Vocational_Design)

## News from ECADOC

### 7<sup>TH</sup> ECADOC SUMMER SCHOOL GOING DIGITAL



JÖNKÖPING UNIVERSITY  
*School of Education and  
Communication*



#### **Lifelong guidance in contexts of lifelong learning: Exploring effects and implications for career guidance and counselling in an age of uncertainty”**

ECADOC 2020 hosted by Jönköping University/School of Education and Communication, and Encell – National center for lifelong learning, in Sweden and will take place 8-12 June digitally. Due to the challenges and uncertainty we face because of the Corona-virus, we view these challenges as an opportunity to develop digital learning tools. Instead of postponing ECADOC to other dates, or to cancel ECADOC completely, we are grateful that Dr. Ingela Bergmo-Prvulovic and her team at Encell has announced that ECADOC 2020 is going digital.

A digital summer school will enable us to take advantage of all the lectures, seminars and workshops that we already had in place for the coming summer school. We aim to provide a digital solution using novel and innovative learning tools and practices that are environmentally sustainable. Furthermore, due to the social distancing and/or isolation that is currently being encouraged, we would like to find ways to support early career researchers by linking them to a virtual academic community that still has the ECADOC spirit and enable PhD researchers to get feedback on their research processes using on-line collective academic supervision and to apply for ECTS credits.

This is a great opportunity to try out a new format to make ECADOC 2020 a rich, learning experience for all of us. We are also excited to announce that the 8th ECADOC Summer School 2021 will take place at Edinburgh Napier University in Scotland. ECADOC 2021 will be organized by Dr. Pete Robertson in collaboration with Skills Development Scotland. We look forward to welcoming early career researchers to ECADOC digitally in 2020 and face-to-face in 2021!

Dr. Anouk Albien & Professor MSO Rie Thomsen

## News from NICE

### **NICE ACADEMY 2021, PARIS, APRIL 20-23 “BUILDING CAREER MANAGEMENT SKILLS”**

From April 20-23, 2021, the Network for Innovation in Career Guidance and Counselling will hold its third NICE Academy at the University of Paris. The academy will be dedicated to the challenges of “Building Career Management Skills.”

We thank our host, Dr Laurent Sovet from the University of Paris, for his kind invitation and very much look forward to this event, which also marks the 10th Anniversary of NICE.

We already have a great lineup of keynote lectures and workshops. Further calls for presentations will be announced soon. If you want to receive our regular updates, please subscribe by contacting us (below).



#### **Theme of the Academy**

Career guidance and counselling is frequently viewed as a combination of providing people with career-related information and supporting them in making decisions about their education and work. However, career support also has an educational component: For example, in assisting clients in the preparation of application materials. Or in teaching clients how to find labor-market information themselves. Or in preparing clients to have difficult conversations with their parents or their employers.

When its educational component is forgotten or ignored, career guidance and counselling cannot unleash its full potential. By incorporating career education in our practice, we can empower people to master their career-related challenges autonomously; we can support them in attaining more control over their career development; in becoming more independent.



And we need to do so. While globalization and innovation bring many benefits, they also challenge people to engage in lifelong learning. Organizations, too, are under continuous pressure to adapt, with many of them become less hierarchic, smaller and more flexible. In this kind of an environment, citizens' ability to manage their own career development becomes crucial. We need to prepare people to deal with career-related challenges across their lifetime, not only at the beginning of their careers. For this purpose, we need to promote citizens' career management skills. However, many questions arise with this realization:

- What are the career management skills that actually support clients in mastering their career development? How do we know that they work?
- Does everybody need the same set of career management skills? Or are there meaningful differences between national contexts, labor markets...?
- How can career professionals effectively support clients in developing their career management skills? What approaches work? Why? And what if time is very limited?
- How can we assess, how well our clients are already prepared to deal with career-related challenges? What techniques and tools are there?
- How can career professionals work together with educational bodies to promote career management skills? How could the role of career professionals change in the future?
- Are there any risks attached to the promotion of career management skills? Could we be misleading clients in the long run? Could the promotion of career management skills damage our profession?
- How can career practitioners be trained to build citizens' career management skills at universities and through further education? What knowledge, skills and competences are needed? How can they be developed?

These are the sorts of questions that the third NICE Academy in Paris will focus on. Through interactive keynote lectures, various training workshops to choose from, presentations of innovative approaches and important research findings, and various networking activities, we hope to foster a meaningful exchange of knowledge about the promotion of career management skills and career education.

### **Keynote Lectures**

At the NICE Academy in Paris, we will welcome three international keynote lectures offered by:

- Hazel Reid, Canterbury Christ Church University, United Kingdom
- Laurent Sovet, University of Paris, France
- Rie Thomsen, Aarhus University Copenhagen, Denmark & Tonje Gravås, Kompetanse Norge, Norway

Descriptions of the keynote lectures will follow soon.

## Training Workshops

Training workshops provide highly interactive learning opportunities. They last 90 minutes and don't require any preparation from participants. No more than 30 minutes should be dedicated to speeches or presentations. Activities can comprise group discussions, individual or group exercises, peer learning, discussions, collegial counselling/intervision, playing educational games, structured reflection, etc.

*Promoting Meaning in Life and Work through a Game*

by Caroline Arnoux-Nicolas, Université Paris-Nanterre, France, & Shékina Rochat, University of British Columbia, Canada

*Preparing individuals to manage and exploit unpredictability*

by Sandra Cheyne, Skills Development Scotland, Glasgow, UK

*Call me! How we can work with career, vocation and calling to support our own career development (as well as our clients)*

by Gill Frigerio, University of Warwick, UK

*Career Management Skills for Complex Intermediary Systems*

by Lorraine Johnson, University of Warwick, UK

*Critically reflecting our practice - do we really have our clients' best interest in mind?*

by Eva Kavková, EKS, European Contact Group, Prague, Czech Republic

*The BASIC Model as a Tool to Develop Career Management Skills*

by Seija Koskela, JAMK University of Applied Sciences, Jyväskylä, Finland

*Refugees and Migrants - How to Work with Lifelong Career Management Skills*

by Thi-Van Patillon, Conservatoire National des Arts et Métiers, France, & Inger-Lise Petersen, University College Copenhagen, Denmark

*Deep Talk - A Recreational Practice Encouraging and Supporting a Meaningful Dialogue on What Matters in Career*

by Paul King, Dublin City University, Ireland

*Building Career Management Skills: Implementing the 2030 Agenda Goals in Career Education*

by Teresa Sgaramella & Lea Ferrari, University of Padua, Italy

*Mentoring Programme to Prepare Guidance Practitioners for Quality Assurance*

by Tomas Sprlak, Association for Career Guidance and Career Development, Slovakia

*My Career and Academic Plan (MyCAP) - How to implement the program and use the materials*

by Scott Solberg, Boston University, USA

*Coaching on Statistics and Quantitative Methods*

by Czeslaw Noworol, Jagiellonian University Krakow, Poland



**Call for Papers**

In cooperation with the ESVDC, the NICE Foundation will publish an edited book on the theme of the Paris Academy, edited by Anne Chant, Johannes Katsarov, Jacques Pouyaud, and Laurent Sovet. A call for papers will be announced in July 2020. Contributors of selected papers will also be able to make presentations at the academy.

**Organization**

- NICE Foundation (Responsible Organization): Johannes Katsarov
- University of Paris (Host Organization): Dr Laurent Sovet
- In Dialogue (Partner Organization): Yvor Broer

Johannes Katsarov

## 2020/21 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**
- **Two years free of charge for new early researchers**

The ESVDC bank account is:

CREDIT SUISSE

Account Nr.: 0525-1375350-01

IBAN Code: CH44 0483 5137 5350 0100 0

BIC: CRESCHZZ80A

The bank transfer charges are borne by the association.

The amount is due and payable **by December 31 for 2020 membership, and by July 31 for 2021.**

Thank you all in advance!