

# NEWSLETTER of the ESDVC

*European Society for Vocational Designing and Career Counselling*

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## ESVDC 2021 GENERAL ASSEMBLY

Our next General Assembly will be held within the “International Conference on Equity, Sustainability, Inclusion, Future”, which will take in **June 17-19, 2021**:

- The exact time of the 2021 General Assembly is still to be determined; we will keep you informed.
- The General Assembly will take place online; login information will be available on the conference website and will also be sent to members by e-mail.
- The 2021 ESVDC Award for Distinguished Contributions to Vocational Designing and Career Counselling and the 2021 ESVDC Award for early career researchers will be assigned.
- The ESVDC annual report and the financial report 2020 will be reported.

We invite all members to participate in this important event!

Sincerely,  
ESVDC Executive Board

## ESIF 2021 - CONFERENCE

### INTERNATIONAL CONFERENCE ON EQUITY, SUSTAINABILITY, INCLUSION, FUTURE, June 17-19, 2021, University of Padova, Italy



The ESVDC and the Unitwin Network “Life Designing Interventions (counselling, guidance, education) for decent work and sustainable development” will support and participate in the upcoming **International Conference on Equity, Sustainability, Inclusion, Future**, which will be held at the University of Padova (Italy), from **June 17th to 19th 2021**. The conference will convene entirely **online**.

We live in a society characterized by conditions of uncertainty, complexity, and change, as well as phenomena associated with globalization and inequality, which affect the well-being of individuals, groups, and communities. We experience a variety of problems such as objective, subjective, personal, and social barriers, as well as poverty, high rates of emigration and immigration, the excessive exploitation of natural resources, consistent levels of social diversity, heightened competitiveness, unemployment, precariousness, and instability that interconnected and interact with consequences. To face this situation, we must study, conduct research, and exchange this knowledge to promote the construction of an inclusive, sustainable, fair, and social justice, while at the same time, fight against inequality.

Thus, the Conference aims

- to bring together scholars in the fields of sustainability, inclusion, gender studies, and social justice with a mission of looking towards the future by coming up with ideas, reflections, original solutions, and trajectories to follow;
- to promote the influences and exchanges between interdisciplinary, cross-cutting, and inter-ruling agents in developing a more complex thought process under an intersectional approach;
- to bring together the academic and research communities with both local and international governmental and non-governmental institutions and to share study paths and actions proposed by universities and the world of education as a field of experimentation, and to develop new models and experiences for a more just and inclusive society;
- to collaborate between researchers, professionals, local forces, as well as national and transnational organizations for the benefit of sustainability, gender equality, inclusion, and social justice.

## Conference themes

- **Global inequality** and the role of multilateral organizations in building international democracy.
- **Economic inequalities** as an obstacle to sustainability and how the respect for human rights is necessary for the reflective need for new policies, as well as new political and economic paradigms as an alternative to neoliberalism.
- That many **forms of inequality (education, health, rights, ...)** are obstacles to sustainability and indirectly cause the violation of human rights, which must be observed by an intersectional approach aimed at grasping all implications that inequality presents.
- The decline of **social justice** from an interdependent viewpoint of the individual and collective human rights from both local and international multilevel perspectives.
- **Sustainability** in its various environmental, economic, and social meanings.
- **Inclusion** as a process of environmental construction that respect diversity, uniqueness, and the promotion of complex interactions focused on respecting rights.
- The various aspects and relationships between **gender equality** and the well-being of society.
- **Human rights** as a reference point for societies of today and the near future, while preserving a **historical dimension**.
- The processes of **future planning** that focus on sustainability, inclusion, and social justice: life design for sustainable development; decent work for a dignified life; career counselling, career education, and career guidance as a means towards quality professions for all.
- **School and education** for the promotion of gender equality, sustainability, inclusion, and social justice, as well as where the concept of building inclusive and sustainable futures is placed.
- The impact of the **media** and **new technology** in the creation and orientation of public opinion and behavior.
- **Social, civil, and circular economic forms** aimed at experimenting with support for development that is attentive to sustainability and inclusion.
- The 17 **sustainable development** goals set out by the 2030 UN Agenda.
- The **digital divide** and disparities in society's participation, access, and inclusiveness of information and access to **artificial intelligence**.
- **The university as a living lab**, as a space for research and experimentation of innovative solutions in the face of great challenges of society and, therefore, the University as an entity, the commitment to solving global challenges.
- **Sport and physical activities as tools for inclusion** and improving quality of life.
- The concept of **citizenship** and its evolution in relation to the internationalization of human rights and the questioning of the concept of a nation-state in an era of planetary interdependence and globalization.
- **Environmental (climate) justice and social justice**, with particular attention to the over-exploitation of resources and the impact of these pathologies on ecosystems and populations.
- The **ethics of foresight** and the need to promote lifestyles and oriented mindsets towards a sustainable future.

- Rethinking the **human right to healthcare** after **Covid19**, between multilevel governance and inclusive needs. The importance of policies that address sustainability and human rights issues during the coronavirus crisis, not only seen as a public health tragedy, but also as an opportunity to rethink national and global policies.
- **Health** as an inclusive dimension and as a device for rethinking what the divisions between the public and private are, the governance, the fight against discrimination, and development.

### The Scientific Committee

- M. Alamgir, Khulna University, Bangladesh
- F. Barca, Forum on Inequalities and Diversity
- M. Brown, National Institute for Digital Learning (NIDL)
- M. Bulaj
- T. Catarci, Sapienza University of Rome, Italy
- D. Cole-Hamilton, University of St Andrews, UK
- M. Flores D'Arcais, University of Siena, Italy
- M. E. Duarte, University of Lisbona, Portugal
- E. Giovannini, Tor Vergata University of Rome, Italy
- G. Griffo, Disabled People's International
- G. Giulietti, National Federation of the Italian Press
- Z. Galil, Georgia Tech, USA
- J. Gutberlet, University of Victoria, Canada
- S. Hans-Otto, The Danish institute for Human Rights
- P. Hartung, Northeast Ohio Medical University, USA
- E. Himonides, University College London, UK
- M. Marzano, Université Paris Descartes (SHS – Sorbonne), France
- M. Mazzucato, UCL, UK
- J. Rossier, University of Lausanne, Switzerland
- L. Schiebinger, Stanford University, USA
- V. Sokolova, Pardubice University, Czech Republic
- Sole, University of Basilicata, Italy
- Saleem, International Resource Panel
- S. Salvatici, University of Milan, Italy
- S. Veca, University of Pavia, Italy
- S. Zamagni, University of Bologna, Italy

### Some Partners

- American Chemical Society IUPAC
- Amnesty International
- ARQUS University Alliance
- Coordinamento delle Università del Triveneto per l'Inclusione
- Danish Institute for Human Rights
- Disabled People's International
- EQUODIRE - EQUality of Opportunities, DIversity of REpresentation. Promoting gender equality, diversity and inclusion (EDI) in Higher Education and business (Trinity Colleg Dublin)
- EuChemS Division of Green and Sustainable Chemistry
- Euro-Mediterranean Centre for Educational Research
- European Society for Vocational Designing and Career Counseling
- European University Association (EUA)
- FNSI - National Federation of the Italian Press
- Forum DD - Forum on Inequalities and Diversity
- Humane
- International Resource Panel
- Italian Alliance for Sustainable Development (ASviS)
- Italian Council of University Students
- OWSD - Organization for Women in Science for the Developing World
- OXFAM Italia
- RUS - Network of Universities for Sustainable Development and Group of work on inclusion and social justice
- SIO – Italian Society for Vocational Guidance
- UNCHR
- Unitwin Network “Life Designing Interventions (counselling, guidance, education) for decent work and sustainable development”
- World Health Organization – WHO

#### Call for papers

We welcome contributions or proposal of symposia in English or in Italian. Symposia submissions should include 3 to 5 presentations. Authors are invited to submit abstracts by March 19th 2021. More information will be provided on the website of the conference.

**IAEVG CONFERENCE**  
**MAXIMISING POTENTIAL FOR CAREER GUIDANCE**  
**April 27-29, 2021, Riga, Latvia**



The next **IAEVG** (International Association for educational and Vocational Guidance) conference will be held in **Riga, Latvia, on April 27-29, 2021**. The organization of the conference is hybrid in form and will either be on-line or on-site. The organizers hope for the best but prepare for any eventualities and will inform the guidance community about the conference proceedings in time.

The IAEVG annual conference is an event which brings together representatives of guidance communities from around the world to strengthen ties and inspire development through cross-fertilization of ideas, shared research and exchange of practices by networking.

The IAEVG board and the Conference Organizers ask participants to consider their personal health and circumstances, as well as public safety and travel regulations pertaining to their national and regional situation when making their decision to attend the conference. See further information <https://iaevgconference2020.lv/>.



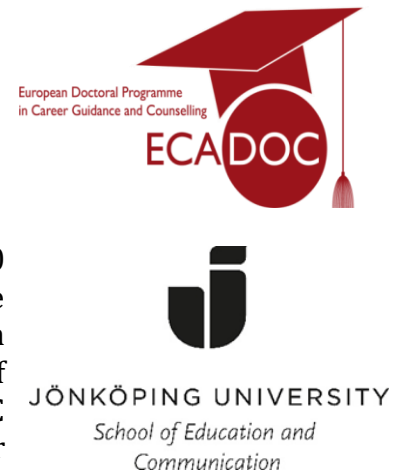
## NEWS FROM ECADOC

### LIFELONG GUIDANCE IN CONTEXTS OF LIFELONG LEARNING

#### Reflections on the 7th ECADOC Summer School

*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 took place 8-12 June 2020 digitally. Due to the challenges and uncertainty we face because of the Corona-virus, we viewed 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 successfully conducted ECADOC 2020 is going digital. A digital summer school enabled us to take advantage of all the lectures, seminars and workshops that were already had in place for the summer school. We provided 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 found ways to support early career researchers that linking them to a virtual academic community that still had the ECADOC spirit and enabled PhD researchers to get feedback on their research processes using on-line collective academic supervision and to apply for ECTS credits. This was a great opportunity to try out a new format and we are proud to say that ECADOC 2020 was 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 from the 21st to the 25th June 2021**. ECADOC 2021 will be organised by Dr. Pete Robertson in collaboration with Skills Development Scotland. We will announce nearer the time if this event is to be face-to-face in Edinburgh or online - either way we look forward to welcoming you to ECADOC 2021.

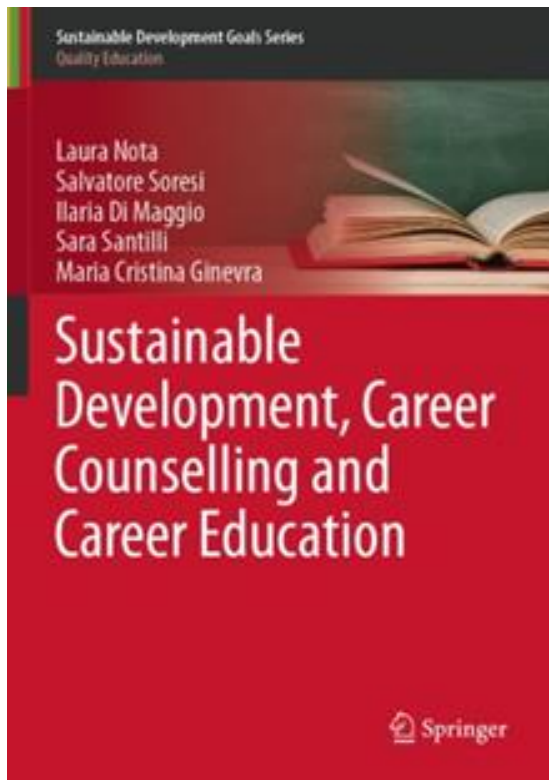
Dr. Anouk J. Albien & Professor MSO Rie Thomsen





## BOOK PRESENTATION

### SUSTAINABLE DEVELOPMENT, CAREER COUNSELLING AND CAREER EDUCATION



The book **Sustainable Development, Career Counselling and Career Education** edited by Laura Nota, Salvatore Soresi, Ilaria Di Maggio, Sara Santilli, and M. Cristina Ginevra of the University of Padova, Italy, aims at contributing to an in-depth understanding of the relationships between career counselling, career guidance inclusion, sustainability and social justice.

Starting from the evolution of career counselling and vocational guidance in the 20th century and then following the more updated reflections in the Life Design paradigm, the book discusses the contribution that career counseling and vocational designing can give in the construction of inclusive and sustainable contexts and based on social justice. Specifically, it underlines that career counselling and vocational designing can not only help people to plan their future in agentic ways, but also to help them getting out of the ‘mists of the present’ and to project themselves into a

future that is yet to be created. This future is aligned by the world of research and international institutions, such as the UN and WHO, and follows the 2030 Agenda for Sustainable Development, with particular attention to Sustainable Development Goal 4 “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”, Sustainable Development Goal 8 “promote sustained, inclusive and sustainable economic growth, full and productive employment, and decent work for all”, and Sustainable Development Goal 12 “ensure sustainable consumption and production patterns”.

The first chapter examines two main historical periods; the first goes from the beginning of 1900 until World War II and the second called the ‘Glorious Thirty’ or Keynesian period goes from the end of World War II until the ‘70s. It emphasizes that, since its origins, career counseling aimed at having a socially relevant role regarding the relationships between the professional, personal, and social well-being.

The second chapter focuses on some socio-economic conditions that evolved in the last few decades until our times, highlighting what is considered to be a neoliberal ideology, with phenomena associated to it that seem to be the basis of constant economic crises, the destruction of natural resources, and the increase of inequalities. Thus, it emphasizes that career counselling

and vocational designing should promote a new mindsets, a new *Weltanschauung*, belief systems, attitudes, visions, as fundamental steps towards a transformative growth and an actual inclusive, sustainable, and democratic development.

The third chapter wants to help the reader to take into consideration alternative ways to those that have hitherto been practiced because of an unprecedented complexity that also affects people's projects about their future. It starts from the work carried out by the Life Designing International Research Group, from the trajectories outlined in the 2009 position paper (Savickas et al., 2009), to the latest reflections in the field that push us to carefully consider the concepts of inclusion, sustainability, and social justice.

Less 'ego-centric' professional designs that are more focused on building inclusive, sustainable and social justice-based contexts require new forms of thought, resources, and skills that encourage greater attention to the general context and to the community's well-being. Thus, the fourth chapter is focused on cosmopolitanism, curiosity and imagination, in order to favor critical and conscious decisions about the future. This chapter also focuses on the courage to design the future, despite the sense of discomfort that current times can create, and on activism, in order to work for different futures.

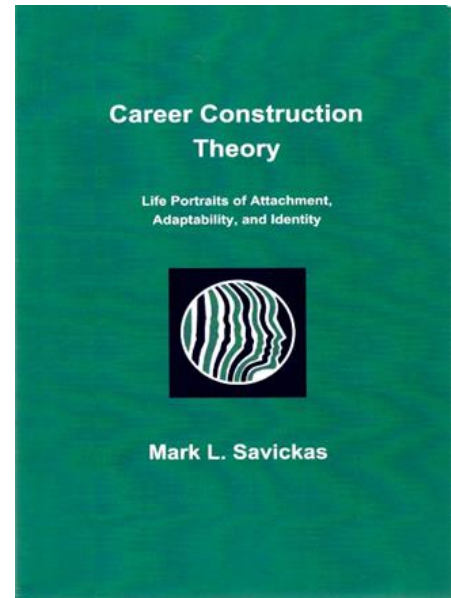
Lastly, the fifth chapter aims at giving the reader ideas for career education interventions based on inclusion, sustainability, and social justice and aimed at supporting young people to think of the challenges they might consider in their future in order to improve their career future and also the well-being of the world in which we live. The project "Stay inclusive, sustainable, curious, cosmopolitan, aspirant", developed by the Larios Laboratory of the University of Padova, is presented as an example of laboratory action to train young people to identify the intentions, responsibilities, their 'mission possible' for the future.

## BOOK PRESENTATION

### **CAREER CONSTRUCTION THEORY: LIFE PORTRAITS OF ATTACHMENT, ADAPTABILITY, AND IDENTITY**

In this book, Mark Savickas updates the Career Construction Theory (CCT), an approach aiming to explain the interpretative and interpersonal processes through which individuals organize their behavioral dispositions, regulate their vocational behavior, and narrate their career development. In the first chapter the author presents a definitive description of the theory's fundamental meta-theory. The detail and depth of the description on the interface of self-construction and career construction opens new possibilities for research and practice in this field. It is illustrated in the remainder of the book where findings of a longitudinal multiple-case study involving four men are reported. Mark Savickas analyzes each participant's career path across the life course through the lenses of CCT. The experience of real people described in each case show applicability of CCT to career construction analysis. Furthermore, the cases also provide indicators for

a comprehensive understanding of career construction difficulties. Thus, Career Construction Theory: Life Portraits of Attachment, Adaptability, and Identity is a relevant book for career counseling and vocational psychology students, researchers, and practitioners. The book is also pertinent 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).



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Chapter two: Career Construction Case Study Methods

Chapter three: The Drive of a Pathmaker

Chapter four: The Obligations a Guardian

Chapter five: The Adventures of a Searcher

Chapter Six: The Disquiet of a Drifter

Chapter seven: A Collective Perspective on the Case Studies

References

Appendix A

Appendix B

Glossary of Key Terms

2019: 296 pp. ISBN: 978-1-7341178-0-6 (paperback). Published by Vocopher on Amazon.

## AN INTERVIEW WITH MARK SAVICKAS ABOUT HIS LATEST BOOK

By Prof. Paulo Cardoso, member of the ESVDC Executive Board



The work of Mark Savickas contributed decisively for the emergence of a new paradigm in career field. Each new publication brings further insights into the theory, research and practice of career construction. This is the case of Mark Savickas' last book; Career Construction Theory: Life Portraits of Attachment, Adaptability, and Identity. This edition of the European Society for Vocational Designing and Career Counseling (ESVDC) newsletter adds to the presentation of his book a brief interview with the author himself.

Paulo Cardoso (PC) - Thank you very much for accepting to give this interview to the ESVDC newsletter. We would like to start with a question focused on the origin of this book. Why this book and when did you start drafting it

Mark Savickas (MS) -While career theory comprehends vocational behavior in general concepts, no real understanding of careers is possible without knowledge of specific instances. If we assume that the abstract and concrete are both important in advancing the science of careers, then it follows that case studies, which get their validity from particulars, should be routinely used in vocational research. Concepts that guided the book's longitudinal case studies included (a) Kitson's vocational biographies, (b) Super's thematic-extrapolation method, (c) Csikszentmihalyi's life theme development, and (d) Bell's life portraiture. Writing and rewriting the cases for the last 25 years has been an important method in my study of career construction principles and processes. The case study participants have been my teachers, and I hope that they play that role for colleagues who read their stories.

PC - The idea that individuals are both actors and authors in the processes of change is a cornerstone in your theory. Yet, at some point, you mention that few clients spontaneously initiate deliberation on the changes created by counselling. This seems to add a distinctive responsibility on the shoulders of the counsellors. What is their precise role in these processes?

MS - Counseling provides the power of the pause. At points of transitions, individuals benefit from pausing to consider their life story by reviewing past chapters and scripting future ones. The counselor's role is to create a safe space for the client to feel and reflect on the past, narrate the present, and reflexively plan action in the real world. Paulo, publications on narrative psychotherapy by you and your colleagues have taught me that it is beneficial to conclude career counseling by having clients consider the process by which they themselves have re-conceptualized their stories and narrate how they will transform their careers.

PC – All your cases describe a story with a happy end, in which participants make career choices and take actions leading to a more satisfying life. However, as it is also referred to in this book, self-construction dynamics do not always facilitate career decision-making. What are these career decision-making difficulties from the point of view of CCT?

MS – I categorize difficulties in career constructing as distortions caused by attachment problems, adaptability deficits, and identify complications. Of course, external circumstances present problems and barriers. Maybe the “happy endings” come from my concentration on clients actively mastering what has been passively suffered. I always look for ways to move toward mastery, even if it means learning to live with the pain.

PC – From my point of view, the reading of your book shows how maladaptive self-constructions processes might contribute to career construction difficulties. What is there to be learned from personality psychology and/or psychotherapy?

MS – In studying these lives in progress, it eventually became clear to me that we can draw a clear developmental line, with potential distortions and disruptions, from attachment orientation to adaptability strategies through identity styles. Lives do have patterns and themes that become manifest in career mentation and vocational behavior. Attachment, adaptability, and identity illuminate my view of career paths and life themes.

PC – Life and career as often seen as part of the same equation. You, yourself, admit having imprecisely (your words) referred to career construction counseling as life design counselling. Why imprecisely? Could you clarify this point for your readers?

MS - As a new epistemology for career theory and practice, the narrative paradigm needed a new language to describe its innovations. As that language evolved, I became perplexed by the terms “life designing” and “career constructing.” I eventually concluded that life designing is a broad epistemology that encompasses career construction counseling as well as Cochran’s narrative career counseling, Young and Valach’s career construction through goal-directed action, McIlveen’s My Career Chapter, Guichard’s Discovery of Occupational Activities and Personal Plans, Amundson’s metaphor making, McMahan, Patton and Watson’s My System of Career Influences, and Pryor and Bright’s chaos theory of career counseling. Each of these instantiations of the life-design paradigm share the same goal: to prompt meaningful activities that further self-making, identity shaping, and career constructing. Thus, the paradigm of designing does not replace the earlier paradigms of guiding (e.g., Parsons) and developing (e.g., Super) but rather takes a place along with them by providing an additional perspective on careers and counseling.

PC – Finally, what projects are you currently working on?

MS – I am writing a book that explains the career construction model of career adaptation and reviews one hundred studies of the construction strategies formed by the adaptability resources of concern, control, curiosity, and confidence.

PC – On behalf of ESVDC newsletter readers, please accept our gratitude for this interview.



## Call for nominations (I)

### 2021 AWARD FOR DISTINGUISHED CONTRIBUTIONS TO VOCATIONAL DESIGNING AND CAREER COUNSELLING

The European Society for Vocational Designing and Career Counselling (ESVDC) is seeking nominations for the “**2021 Award for Distinguished Contributions to Vocational Designing and Career Counselling**”. This annual award recognizes distinguished contributions to the advancement of a European and International perspective and research in Vocational Designing and Career Counselling.



The focus of these contributions can be either in the candidate’s home country (e.g., serving as an advocate for a European and International perspective in Vocational Designing and Career Counselling in one’s country), across multiple countries, or through various international and European associations or journals. Candidates may be from any country and can be ESVDC members as well as non-members. Recipients of the award will be featured in the ESVDC Newsletter and honored at the next General Assembly of the ESVDC.

Nominations should include:

1. A supporting statement (max. 500 words)
2. A current vita
3. A list of relevant publications
4. Letters of support from two people familiar with the nominee's relevant contributions

An Awards Committee appointed by the ESVDC President will review nominations. Nominations and supporting materials should be sent to the Chair of the Awards Committee: Prof Jonas Masdonati (e-mail: [jonas.masdonati@unil.ch](mailto:jonas.masdonati@unil.ch)). The deadline for submission is **February 21<sup>st</sup>, 2021**.

## Call for nominations (II)

### 2021 EARLY CAREER RESEARCHERS AWARD



The ESVDC aims, among others, to promote research in the broad field of vocational designing and career counseling. ESVDC chose to create a **special award for persons who are engaged in this field of research and recently earned a PhD degree**. This award will recognize their excellent contribution to the field of Vocational Designing and Career Counseling research.

The competition for this award is open to non-tenured early career researchers working in Europe who earned their PhD degree (doctorate) after March 1<sup>st</sup>, 2018. Candidates may come from any country and can be ESVDC members as well as non-members. Researchers holding – at the moment of the application deadline (February 21<sup>st</sup>, 2021) – a temporary teaching or research contract or a grant at public or private research institutes and universities or other institutions of higher education are eligible. Tenured staff or faculty members cannot participate in the competition.

Applicants should submit the following documents:

1. A request to participate to the “ESVDC Early Career Researchers Award” (indicating name, surname, education and position), certifying satisfaction of eligibility criteria;
2. A detailed description (in English) of the research submitted to the selection procedure (no longer than 2000 words). This should include
  - a. Introduction
  - b. Hypotheses
  - c. Participants and measures
  - d. Procedure and data analysis
  - e. Results
  - f. Conclusions
3. A CV that gives special attention to their publications.

Please submit the application electronically to Prof. Paulo Cardoso (e-mail: [pmscar@gmail.com](mailto:pmscar@gmail.com)) by **February 21<sup>st</sup>, 2021** and specify the object: “**ESVDC Early Career Researchers Award**”.

An ad hoc committee will evaluate manuscripts. Participants will be notified on the results of the selection procedure by the beginning of March 2021. Recipients of the award will be featured in the ESVDC Newsletter and honored at the next ESVDC General Assembly.



## 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!