

NEWSLETTER of the ESDVC

European Society for Vocational Designing and Career Counseling

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ESVDC 2022 GENERAL ASSEMBLY

We are pleased to inform you that the next ESVDC General Assembly will be held on **October 19, 2023, at 2:00pm** (CEST), before the ESVDC Webinar “Advocacy in Career Guidance and Counseling” (see below).

- The General Assembly will take place online; login information will be sent to the ESVDC members by e-mail.
- The 2023 ESVDC Award for Distinguished Contributions to Vocational Designing and Career Counseling and the 2023 ESVDC Award for early career researchers will be assigned.
- The ESVDC annual report and the financial report 2022 will be presented.

We invite all members to participate in this important event!

Sincerely,
ESVDC Executive Board

2nd ESVDC Webinar, September 29, 2022

CAREER GUIDANCE AND COUNSELING AND MIGRATION CHALLENGES: THE POINT OF VIEW OF INTERNATIONAL SCHOLARS



On September 29, 2022, the ESVDC organized its 2nd webinar, with the aim to pursue the critical, transnational, and comparative perspective that characterized the 2021 edition. The 2nd webinar focused on how countries deal with migration challenges, from the point of view of vocational designing and career counseling.

International scholars from several countries addressed the following questions:

- What are the main immigration issues faced in the country?
- What are the main policies/debates about immigration within the social context of the country?
- Who are the stakeholders who deal with these questions?
- To what extent does career guidance and counseling contribute to these questions?
- How could career guidance and counseling play a more important role in addressing migration challenges?

The webinar opened with a keynote address from Prof. Hazel REID, recipient of the 2022 ESVDC Award for Distinguished Contributions to Vocational Designing and Career Counselling. Prof. Reid's talk, titled "**Minding the gap between rhetoric and practice when advocating for a 'human needs approach' to career counselling and guidance in a context of global crisis**", is available in the present newsletter.

Presentations from scholars from seven countries followed the keynote. Presentations from scholars from seven countries followed the keynote. The summaries of the presentations are provided below.

Voices from Australia

By Peyman ABKHEZR, Griffith University, & Mary McMAHON, The University of Queensland

Australia consists of a federation of 6 state governments and 2 territories. Therefore, refugees' employment support is offered at three different levels: Australian government, state governments, and local community/non-profit organisations. The broader focus of most employment programs is on job finding and short-term job placements, emphasising entry-level and career-less jobs. Compared to other migrants in Australia, refugees' unemployment rate remains high years after resettlement. Half of the Australian refugee population are employed in jobs that do not use their highest skills or qualifications. Investing in refugee's long-term and sustainable employment can contribute to their wellbeing and the Australian economy. Integrating culturally and contextually relevant career development support services within the multidisciplinary resettlement support teams that are at the forefront of welcoming and supporting newly arrived refugees could be one possible solution.

Voices from Brazil

By Marcelo Afonso RIBEIRO, University of Sao Paulo

The immigration issues faced in Brazil are prejudice, lack of accreditation of pre-migration qualifications, social capital, language, cultural and emotional barriers, and few opportunities for decent work and jobs. Thus, in general, most immigrants in Brazil become a vulnerable group. Career guidance and counseling interventions regarding immigrants are under implementation in Brazil, defined by a restricted offer of workshops and career guidance programs. However, we might say that immigrant support requires intercultural views and strategies to generate both a welcome and social justice. Otherwise, it can produce a forced and violent adaptation and recurring situations of xenophobia and discrimination. It should always be an action coordinated by the public power and conducted by the whole society to be effective.

Voices from France

By Isabelle OLRÉ LOUIS, Nanterre University & Jacques POUYAUD, University of Bordeaux

The presentation provided a general framework for understanding how migration issues arise in the French context and how guidance practices contribute to them. We distinguished between migration according to the situation of the individuals: asylum seekers, unaccompanied minors, refugees and migrant workers. In 2019, France had 3 to 4 million regularized foreigners, 2.4 million naturalized immigrants, 300 to 500,000 illegal immigrants and 130,000 asylum seekers. We addressed the fact that stereotypical representations of migration situations limit the understanding of migrants' experiences and the development of individual support services. Guidance services are highly centralized because they are financed by the State but delivered by a multitude of agencies and local actors. The phenomenon of migration was analyzed from the perspective of psychosocial transition, to take into account individual experiences and transform career guidance practices to respond to the challenges of migration.

Voices from Italy

By M. Cristina GINEVRA, Sara SANTILLI, Laura NOTA, & Salvatore SORESI, University of Padova

The presentation had two goals: firstly, the complex situation experienced by migrants and refugees in the Italian work context was described, highlighting higher levels of unemployment and poverty for this group than Italians. Secondly, the concept of rights and decent job in a group of 20 workers from Eastern Europe, North Africa and Asia and 20 Italian workers was explored. Semi-structured interviews were used to examine their perception of the current socio-economic context, their ideas on the concept of right and in particular of the right to decent work and their knowledge of some regulations/constitutions and the specific labour rights. Overall, the study found that migrants have lower knowledge of international and national constitutions supporting their labor rights and experience more situations of violation of their rights and indecent work situations.

Voices from Portugal

By Ana Daniela SILVA, University of Minho

The presentation provided an overview of how Portugal has dealt with immigration from the perspective of Vocational Design and Career Counselling. Starting with a characterization and evolution of the migrant population in Portugal, it included demographic, educational and employment data. Some of the main immigration policies in Portugal were then mentioned, as well as the stakeholders dealing with these issues. Some examples of career interventions and services for immigrants in Portugal were also presented and analysed, considering the contributions of the science of Career Psychology. In conclusion, the idea was shared that more collaboration is needed between governmental and local agencies with universities and research centres to develop, validate and disseminate good practices and to promote more training in career counselling with a multicultural and vulnerable population.

Voices from Switzerland

By Laurence FEDRIGO, Federico DURANTE, & Jonas MASDONATI, University of Lausanne

In 2021, Switzerland counted 130'997 asylum seekers and refugee persons. Measures to help them integrate socially and professionally exist and offer support, language training, and coaching. However, there is a lack of multicultural guidelines for practitioners who experience a tension between the pressure to work for rapid professional integration of newcomers, and their aspirations and needs. Our studies with 22 refugee persons highlighted the complexity of their trajectories, experiencing multiple transitions in parallel with facing major barriers, such as learning a new language, adapting to a new culture, managing financial difficulties, fulfilling administrative requirements related to permits while looking for a job. Given this complexity, we advocate for holistic counseling interventions considering all life spheres and focusing on counselee's needs.

ESVDC keynote presentation at the webinar “Career Guidance and Counseling and Migration Challenges,” September 29, 2022

**MINDING THE GAP BETWEEN RHETORIC AND PRACTICE WHEN
ADVOCATING FOR A ‘HUMAN NEEDS APPROACH’ TO CAREER
COUNSELLING AND GUIDANCE IN A CONTEXT OF GLOBAL CRISIS**

**By Hazel Reid - Professor Emeritus, Canterbury Christ Church
University, UK**



Introduction

The presentation, adapted for the newsletter, moves from the wider context of the global crisis that causes migration to the ESVDC call for a ‘human needs approach’ within career guidance and counselling (CGC). Much of my work has advocated for more humanistic, narrative and qualitative approaches in research and practice in the field. Before suggesting there is a need for both many **and** individual narratives, the presentation considers the importance of the core value of empathy within our research and practice. It ends by reflecting on how we might judge the usefulness and effectiveness of more qualitative approaches within a position that strives for social justice.

A global context and the migration ‘crisis’

Words are important. The terms we use in CGC need unmasking to separate our intentions from the neo-liberal political agenda which may lie beneath, that we may not ‘see’ or agree with. For example, in using words like ‘employability’, ‘adaptability’, ‘productivity’, whose conservative discourses are we upholding when we use these terms? Language is not neutral; it is often highly political. In a detailed discussion about minding our language, Sultana (2022) urges us to struggle with the meaning of the words we use. Sultana writes, “The neo-liberal state ... has to camouflage its democratic deficits by blaming individuals for their deficiencies, whether behavioural, moral or cultural’ (2022: online). Discourses of deficit lead to a litany of the lacks and needs of the individual, moving attention away from the macro issues. However, we must have a shared language to speak with those in power (and to be heard by them). In regard to the theme of the webinar, ‘resilience’ is a word often applied to the arrived individual refugee or migrant. Sultana suggests this word needs unmasking to reveal its problematic nature. The resilient refugee or migrant has overcome the difficulties, moved on, adapted to the new culture. It is a heroic story; a redemptive story and we like happy endings. I keep this in mind when I tell you something of Alex’s story in a while, to avoid falling into that heroic trap when telling individual narratives outside of a

wider political context. So, language is important, it can not only mask the real issue, but also reveal our assumptions.

Recent government responses to migration in the UK highlight the competing discourses at the macro level. The daily 'shocking' numbers of migrants crossing the English Channel to enter the UK, are presented as a problem to be addressed due to concerns for the migrants' welfare; they put their lives at great risk, crossing the treacherous waters of the busiest shipping lane in the world, at the mercy of ruthless people traffickers and so on. All true, but the apparent compassion is tempered somewhat by the scheme to send many new arrivals 'for processing' to Rwanda, a country different now from its previous reputation during its civil war, but not where migrants wish to be. The policy hasn't worked thus far. Compare this with the outpouring of sympathy for those refugees fleeing Ukraine, where the word 'migrant' is rarely used, with its ever-present shadow of the term 'illegal migrant'. Of course, it is easier to imagine the experience of people 'most like us' from Europe, far more difficult to imagine the lives of people from far away. The rhetoric in the UK with regard to the Ukraine is around defending and upholding democracy. Yes, but the assumptions, the discourses, presented as common sense (which is rarely common and sometimes not even sensible, as in the Rwanda policy) are, as argued already, frequently not exposed.

In gaining meaningful insights into the complexities that underpin the causes of migration, we need a nuanced analysis that offers more than the limited and linear media accounts that are prevalent. Relevant objective, statistical information is essential as no agency will be funded for its work without statistical evidence to support its claims, but the 'back stories' of refugees and migrants illuminate the lived experience of migration. A study by Crawley et al (2018) drew on the narratives of 500 migrants displaced from diverse countries, who crossed the Mediterranean in 2015. The work unpacks the reasons for migration, how people undertake what are often convoluted and lengthy journeys from and through hostile territories - and it highlights the enormous challenges they face on the way.

In recent times, mass migration should not have been unexpected or unprepared for, given the wars and political instability in the countries from which refugees and migrants travelled from and through. Refugees and migrants travel along multiple and varying routes over different amounts of time, prior to crossing the Mediterranean. Of the 500 interviewed in Crawley et al's study, a total of 57 countries were passed through before the crossing. This is contrary to the discourses of the media and politicians who often present migration as a linear journey with Europe as the intended goal. As is clear in many of the narratives, the original intention of many was to move to and stay in nearby countries, not Europe. Economic migration can rarely be viewed as the sole reason for migration, however, the decision to leave a country is further strengthened when intolerance, abuse and violence is the norm, alongside a basic need to work in order to survive.

Career guidance and counselling research and practice takes place in socio-economic, cultural, historical and policy contexts, the complexity of which can be experienced as overwhelming. And now there is an energy and cost of living crises. The irony in the UK, and other places, is that reducing carbon emissions is potentially being put on the back burner (an apt metaphor), whilst the more immediate cost of living crisis, receives funding priority. And for many, humanitarian and environmental campaigns can only be engaged with if they 'make the unknowable real and the invisible visible' (Solnit, 2013:53), moving our imagination beyond relevant statistical information. The macro issues are very large and very wide indeed. We continue to steal from nature via the destruction of other species and

other (to us) remote habitats. There are many activists and commentators who strive to bring the issues to our attention, attempting to engage our imagination to the point where we act. But, in terms of understanding the issues that underpin migration, and the discourses that construct social policies, we need to mind the gap between rhetoric and practice. The narrative that connects these issues, the reasons for individuals' migration, those links between the food we eat or feed our animals, the clothes we wear, the goods and services we buy (Solnit, 2013) are becoming more visible, better understood. There is hope and the CGC community have a part to play, as do we all.

A human needs approach

There was a call in the ESVDC webinar for a more 'human needs approach' within CGC, which reminded me of the late Jerome Bruner. For me he was a theoretical friend who gave me the language to think with when advocating for more narrative approaches within research and practice. Narratives, in my view, connect us to a humanist approach, and, alongside a critical awareness of the potential slide into individualistic and neo-liberal views of how the world works, allow us to approach a global understanding via open-mindedness and the examination of the particular. The darker side of individualism (Sultana, 2022) can be glimpsed in some of the post-colonialist actions of the post 9/11 wars (Crawley et al, 2018). And the link here to migration is the poverty caused by global and local conflict.

Bruner, in 1990, asked as to engage with a cultural psychology that paid more attention to human concerns, a process that connected intimate and larger worlds, the micro and the macro, psyche and culture. Minding the gap between rhetoric and reality, he wrote:

I take open-mindedness to be a willingness to construe knowledge and values from multiple perspectives without loss of commitment to one's own values. Open-mindedness is the keystone of what we call a democratic culture. We have learned, with much pain, that democratic culture is neither divinely ordained nor is it to be taken for granted as perennially durable. Like all cultures, it is premised upon values that generate distinctive ways of life and corresponding conceptions of reality... I take the constructivism of cultural psychology to be a profound expression of democratic culture. It demands that we be conscious of how we come to our knowledge and as conscious as we can be about the values that lead us to our perspectives. (Bruner, 1990:30)

Empathy, bridging the gap

Empathy is a key concept for CGC and for narrative research. Empathy would be essential for a human needs approach when working with migrant and refugee populations. Surviving the horrific often leads to the numbing of pain and the migrant or refugee that the practitioner encounters may appear apathetic, having shut down the capacity to feel. Too much exposure to the trauma of others can lead to disassociation for the viewer of images or the person helping the survivors. As was evident in many of the survivors' stories from the Holocaust of the second world war (Greenspan, 2010), we need to be mindful that the stories of traumatic experiences can be too painful to tell, yes, but also survivors may feel the reality would not want to be 'heard' or even believed by the listener.

The term empathy was coined by Edward Titchner in 1909 (Solnit, 2013). The root word is path from the Greek word for passion or suffering, from which we get pathos, pathology and

sympathy. In the telling of a story, what we hear is a *re-interpretation*, a translation of the raw experience into a particular shape that the teller of the story wishes to present. They select the aspects that are most meaningful to them. In our response we can take one or two approaches for our understanding of their reality, through affective or deliberative means. In paying attention to individual stories, the affective means, we grasp the imagery in the story and generate an emotional response. In the latter approach, we pay attention to facts and figures which speak to the rational, reasoning mind. The former is in the foreground, the latter is in the background when working with migrant and refugee populations, the micro and the macro. Both approaches are valid but we fall into the gap in-between, if we are not aware of the relationship between language, thought and action (Sultana, 2022).

From the many to the individual, Alex's story

In a CGC project funded by the EU (CMiNAR) - working with my colleague Dr Anne Chant and other colleagues across Europe - we used an individual narrative, to demonstrate how the particular can help us to understand the universal. Alex helped us to think about the needs of migrants and refugees when they present for CGC. Alex now lives and works in UK. His was a tortuous and convoluted migration taken on his own when he was a teenager, to escape conflict in the Great Lakes region of Africa, where he was a herdsman. The opening paragraph of his book, emphasises a problem that Westerners, us, cannot imagine. How did it feel to be Alex, who speaks five languages, including French and English, when asked about his identity on arrival?

I hesitate to write even the first line of my story. I would like to begin with “my name is so and so and I was born in such and such a time at such and such a place” but these three basic things are not easy to say. The date of birth on my passport is an educated guess and my name on it is not the one I was given at birth; as for the place, I know the name of my village and area but my country has changed name several times even within the space of my lifetime. My story is one where history, geography and politics combine to complicate what should be the simplest statements about when and where I was born. (Ntung, 2013:1)

There is a happy outcome to Alex's story, but the book provides not only a testament to the suffering he experienced and that of his community, but also 'bears witness' to the experiences of other refugee and migrant populations.

How can we assess the usefulness and quality of narrative work?

Finally, elsewhere (Reid, 2018; Reid and West 2018) I have written about narrative and auto/biographical approaches that can aid a humanistic and social justice position within CGC. In assessing such approaches for their usefulness and quality within research and practice, we cannot employ the same criteria that are used for quantitative work. We can ask, does the work:

- Use social science, historical and cultural perspectives to inform its development – is the theory grounded in engagement with real people in their complex every day and extraordinary lives?
- Provide evidence of knowledge of relevant epistemologies and is the methodology fully explained, appropriate and displayed?
- Recognise the influence of the personal, historical, social and economic context of the participant or group?

- Consider different cultural traditions, and is it open to the multicultural mediation of experience?
- Clarify the need to work collaboratively, alongside the participants?
- Engage the reader – is it aesthetically pleasing, understandable, well-shaped, satisfying, creative and interesting?
- Develop from a clear analysis of the research that supports it – is rigour found in the trustworthiness of the resulting peer-reviewed texts and publications?
- Demonstrate an understanding of ethical issues, such as the needs of specific groups and are these addressed?
- Include an opportunity to evaluate the impact of the work with the participants – what's its effect, intellectually, emotionally?
- Invite new questions, greater self-awareness and self-efficacy?
- Appear credible and productive in terms of cultural, social, individual, or a collective sense of what is 'real' – does it suggest verisimilitude? (Reid 2018:240)

Advocating a 'social justice stance' (to use Sultana's term, 2014), I am going to end with a quote from Desmond Tutu, used by Alex in the final chapter of his book (2013:289). One to think about perhaps down in the gap, in what Schön referred to (1983) as the messy swamps of practice:

If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse and you say that you are neutral, the mouse will not appreciate your neutrality.

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Sultana, R.G. (2014) Pessimisms of the intellect, optimisms of the will? Troubling the relationship between career guidance and social justice. *International Journal of Educational and Vocational Guidance*, 14: 5-19.

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Save the date! 3rd ESVDC Webinar, October 19, 2023
ADVOCACY IN CAREER GUIDANCE AND COUNSELING:
INTERNATIONAL PERSPECTIVES



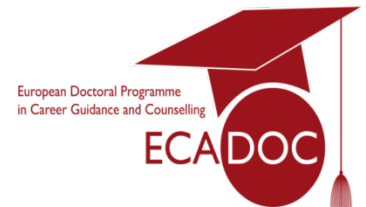
We are happy to announce that the 2023 ESVDC webinar will take place online on October 19, 2023, 3:00-6:00 pm (CEST).

The webinar aims to further pursue the critical, transnational, and comparative perspectives that characterized our first and second webinars.

Vocational psychologists and career counselors are increasingly considered key players in promoting **social inclusion**, with **advocacy counseling** emerging as an appropriate intervention approach to support clients struggling with systemic barriers. However, both research findings and the experiences of advocacy-oriented career guidance and counseling (CGC) remain rather fragmented. The 2023 ESVDC webinar will seek to broaden the understanding of what CGC research states about advocacy counseling, as well as to pave the way for operational and effective advocacy interventions in the career field.

The webinar will be held online and will follow the ESVDC General Assembly. Further information on the event, including a program and a registration link, will be shared through the next ESVDC newsletter and our website www.esvdc.org.

NEWS FROM ECADOC and NICE ACADEMY



NICE Academy and ECADOC 9th summer school in Pristina from September 6-10, 2022 Universum College, Pristina, Kosovo

"Social and Emotional Learning (SEL) and Career Guidance and Counselling"

As an innovative novel experience, two relevant events for the career counseling and guidance European community were organized together. The Network for Innovation in Career Guidance and Counselling in Europe (NICE) Academy and the European Doctoral Programme in Career Guidance and Counselling (ECADOC) summer school were in fact both hosted by the Universum College in Pristina, Kosovo and took place 6th - 10th September 2022 in a hybrid format. The first two days of the event were dedicated exclusively to ECADOC summer school, then from the evening of 7th of September the two events shared many activities. The Nice Foundation since 2018 annually offers all delegates the opportunity of networking and improving knowledge and skills with the NICE Academy. Its unique format allows participants to discuss contents in deep, share experiences, establishing fruitful connections in a collaborative and friendly climate. Since 2012 ECADOC has offered annual summer schools for doctoral researchers working on topics related to career guidance and counselling and careers, more widely. This experience is so successful that students from all over the world each year ask to attend it.

The academy and summer school both focused on the theme of *"Social Emotional Learning and Career Guidance and Counselling"*. In this joint event, topics of deep-human competences, career development and counselling were explored. In recent years, in fact, a growing awareness has been emerging for the importance of relational and emotional competences to enhance well-being. An increasing number of projects and publications are showing these competences as crucial for clients' career development as well as for career counsellors in framing their practice and managing the many challenges of the profession. The goal was to share and discuss the newest insights and developments on the role of social and emotional competences in career development and career support and to build bridges between

practice and research. ECADOC participants were given special access to NICE Academy sessions, as way to foster dialogue, networking and collaborations between early career researchers, academic, policy makers and career guidance and counselling professionals.

This collaborative event was organised by a committee that consisted of: Dr. Chong Myung Park (Boston University); Assoc. Prof. Lea Ferrari (University of Padova); Prof. V. Scott Solberg (Boston University); Dr. Anouk Jasmine Albien (University of Lausanne & affiliated with Stellenbosch University, South Africa); Assist. Prof. Nikos Drosos (European University of Cyprus); Dr. Johannes Katsarov (Outgoing NICE Academy Chair: Leuphana University Lüneburg); & Dr. Anne Chant (Incoming NICE Academy chair: Canterbury Christ Church University). There was also a Pristina Universum College Team Organising committee which consisted of: Mrs. Arlinda Qehaja; Assoc.Prof. Shqipe Gerguri-Rashiti; Mr. Ard Simnica; & Ms. Rinese Koca. Due to the hybrid event format, we are also grateful for the following Pristina Universum College Logistics working team who facilitated this process which included: Ms. Blinera Krasniqi; Ms. Donika Bogiqi; Mr. Xhenis Behluli; Mr. Faton Azemi; & Mr. Dardan Brahimi. We also thank Valbona Rraci for the support with the Helvetas Swiss Intercooperation, and the Enhancing Youth (EYE) Project. This team made the first ever co-joint ECADOC and NICE Academy hybrid event a huge success, and we would like to express gratitude to everyone who was involved.

The ECADOC Summer School was supported by the Scientific Committee committee members: Dr Anouk Jasmine Albien (University of Lausanne, Switzerland, affiliated with Stellenbosch University, South Africa), Prof. Valérie Cohen-Scali (Institute for the Study of Work and Career Counselling -INETOP of the Conservatoire National des Arts et Métiers-CNAM, Paris), Assist. Prof. Nikos Drosos (Assoc. Prof, European University of Cyprus), Prof. Laura Nota (University of Padova), Prof. Jérôme Rossier (University of Lausanne), Prof. Rie Thomsen (Aarhus University, University of Lower Silecia, Poland and University of South Eastern Norway), and Prof. Peter C. Weber (University of Applied Labour Studies - HdBA, Mannheim). We also had ECADOC alumni supporting the event in their role as collective academic session (CAS) supervisors (as well as new ECADOC network members, and we are grateful for their continued support and commitment. This year we are so grateful that to the CAS supervisors who facilitated the summer school: Dr Anna Bilon-Piórko (University of Lower Silesia, Poland), Dr. Angela Andrei (Bucharest/ Stefan cel Mare University), Assoc. Prof. Nurten Karacan Ozdrmir (Hacettepe University), Dr. Iva Cernja Rajter (University of Zagreb), Dr. Chong Myung Park (Boston University), Assoc. Prof. Lea Ferrari (University of Padova), Prof. V. Scott Solberg (Boston University), & Assist. Prof. Nikos Drosos (European University of Cyprus).

In this Post-Covid time period, we were aware of the political and socio-economic challenges that people are currently being faced worldwide, we viewed these challenges as an opportunity to use the digital learning tools that we had developed during the COVID pandemic to successfully present the first hybrid summer school in an innovative collaborative venture with NICE Academy. This decision was based on the underlying philosophy and spirit that guides the ECADOC and NICE community and network, which is based on inclusivity and adaptability to present cutting-edge and innovative training opportunities for early career researchers and career practitioners in the career guidance

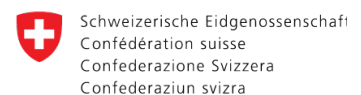
and counselling field. The hybrid format presented a unique opportunity for PhD participants worldwide to take advantage of lectures, seminars and workshops using novel learning tools and practices, even if travel was not possible for various reasons.

This joint venture strived to continue to find ways to support early career researchers and career practitioners by linking them to a community, even if researchers were not able to attend in presence, to keep the ECADOC and NICE communities growing and strengthening. This hybrid collaborative venture between ECADOC and NICE was an opportunity to refine our summer school offerings (whether face-to-face, online or in hybrid format) in order to make ECADOC and NICE 2022 a rich, learning experience for everyone involved. ECADOC sixteen PhD students from 13 countries were selected as participants to present their research projects, network, and discuss future innovative research collaborations. NICE had 120 participants who attended online and in person.

In 2023, ECADOC celebrates its 10-year anniversary, and we welcome applications for the 10th ECADOC Summer School for doctoral students in career guidance and counselling, to be held at Sandbjerg Estate in Denmark on 14th-18th August 2023 inclusive. The Summer School will be hosted by Professor Rie Thomsen and the Doctoral school of ARTS at Aarhus University. The programme, consisting of readings, keynote presentations, and group work sessions, will present contextual, collaborative and collective perspectives to research on career guidance, career learning and career management skills. We will welcome up to 20 current doctoral researchers at the Summer School. Partners for ECADOC 2023 are Euroguidance and Graduate School ARTS, Aarhus University. Information about ECADOC and registration can be found at: <http://www.larios.fisppa.unipd.it/ecadoc/>. The call will be released in December 2022 and the registration deadline is March 26th 2023.

The next NICE Academy will be held in Liepāja, Latvia on August 24-27 and will be hosted by a consortium including the Liepāja Board of Education, the Latvian Career Development Support Association, Liepāja University and Euroguidance Latvia. Enquiries can be addressed to Mrs. Ilze Jansone, Euroguidance programme manger at ilze.jansone@viaa.gov.lv. In order to get more information, please see <https://www.nice-network.eu/>.

Dr. Anouk Albien, Assoc. Prof. Lea Ferrari, Assist. Prof. Nikos Drosos, & Prof. Rie Thomsen



Swiss Agency for Development
and Cooperation SDC

ESVDC FUTURE PARTICIPATION IN CONFERENCES

ESVDC EB members are expected to participate in several scientific events:

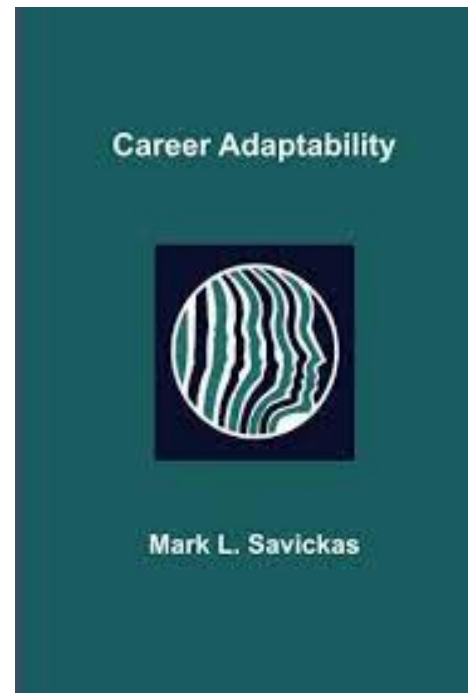
- Laura Nota will represent the ESVDC at the 2022 IAIEVG conference in Seoul, Korea (December 6-8)
- Jonas Masdonati will represent the ESVDC at the 2023 IAIEVG conference in the City of the Hague, Netherlands (June 28-30)
- Jacques Pouyaud will represent the ESVDC at the AIPTLF conference (July 17-21, 2023, Montreal, CA).



Book presentation

CAREER ADAPTABILITY

In this book, Mark Savickas makes the most comprehensive approach to the construct of career adaptability as a core dimension in the career adaptation model described by Career Construction Theory (CCT). Throughout the book, Mark Savickas review findings about career adaptability guided by a conceptual framework for programmatic research. In this framework, research on career adaptability is organized in sequence of five different stages: Survey research, technique research, critical research, theoretical research and applied research. The result is a comprehensive approach to career adaptability, fundamental to ground new conceptual, research and practice developments on the subject. Thus, Career Adaptability 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).



Chapters

Introduction

1. Career Adaptability: A 21st Century Construct
2. Career Adaptation Measures
3. Construct Validity of the Career Adapt-Abilities Scale
4. CAAS Reliability and Profile Analysis
5. CAAS Alternative forms
6. Family Antecedents of Career Adaptability
7. Biographical Antecedents of Career Adaptability
8. Career Adaptability and Employment Status
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Appendix C – Career Mastery Inventory

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Call for nominations (I)

202 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 “**2023 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). The deadline for submission is **February 24th, 2023**.

Call for nominations (II)

2022 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 1st, 2022. 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 24th, 2023) – 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) by **February 24th, 2023** 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 2023. Recipients of the award will be featured in the ESVDC Newsletter and honored at the next ESVDC General Assembly.

2022/23 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 **December 31 for 2022 membership, and by July 31 for 2023.**

Thank you all in advance!

