

# NEWSLETTER of the ESDVC

*European Society for Vocational Designing and Career Counseling*

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## 4<sup>th</sup> ESVDC Webinar, October 17, 2024

### ADDRESSING DIGNIFIED WORK IN CAREER GUIDANCE AND COUNSELING

On October 17, 2024, following its General Assembly, ESVDC held its 4th webinar, focusing on how career guidance and counseling can understand and consider the issue of dignity at work.

Throughout the afternoon, we were privileged to welcome [five high-quality presentations](#) on this topic. Firstly, **Nancy Arthur** (University of South Australia), recipient of the ESVDC award 2024, gave a keynote on the controversies that the notion of dignity at work can generate in our field. Secondly, **Matthijs Bal** (University of Lincoln) argued for a conception of dignity as a necessity in the contemporary world of work. Thirdly, **David L. Blustein** (Boston College) and **Blake Allan** (University of Houston) presented a theoretical model of dignity, and the research perspectives that stem from it. Fourthly, **Marcelo Alfonso Ribeiro** (University of Sao Paulo) discussed the issues of dignity at work in the Global South. Fifthly, **Sara Santilli** (University of Padova) shared LARIOS' thoughts on work as a means of imagining and constructing a desirable and inclusive future. Finally, **Jenny Bimrose** (University of Warwick) provided a cross-cutting reading of the key ideas from the webinar. Below is a summary of Jenny Bimrose's discussion, and the text of Nancy Arthur's keynote.

#### The five presentations:

1. Nancy Arthur (University of South Australia, recipient of the ESVDC award 2024), "Dignity on the line: Controversies for career guidance and counselling"
2. Matthijs Bal (University of Lincoln), "Dignity at work: necessity or privilege?"
3. David L. Blustein (Boston College) & Blake Allan (University of Houston), "Dignity at work: A critical conceptual framework and research agenda"
4. Marcelo Alfonso Ribeiro (University of Sao Paulo), "Building dignified working trajectories in the Global South: Challenges for career guidance and counseling"
5. Sara Santilli, Maria Cristina Ginevra, Laura Nota, & Salvatore Soresi (University of Padova), "Beyond decent work: what other work ideas to imagine and build desirable futures for all?"

## Overview and summary of the 4th ESVDC Webinar

By Professor Jenny Bimrose

Stimulating, interesting and perhaps above all, challenging for participants, the initial premise of this seminar was that whilst dignity at work is highly desirable, it is more likely to be a privilege enjoyed by a minority. What role should career guidance and counselling play in promoting dignity at work? Four categories of issues, representing cross-cutting themes, were identified from the five presentations. First, striking similarities emerged about the pivotal importance of dignity at work to individuals; second, the responsibility of the career profession to influence public policy in this area was highlighted; third, some implications for career practitioners were explored; and fourth, challenges for the profession that related to dignity at work were highlighted. Brief summaries of each of these categories of issues are presented below.

### Similarities

Consensus across the presentations on various important issues was evident. These included the types of labour market conditions that gave rise to hostile contexts in which dignified work thrived. Aligned with labour markets, there was agreement about the types of economies and/or economic systems most likely to undermine or mitigate against dignified work. There was also accord regarding the types of occupations likely to be most (but not exclusively) vulnerable to breaches of dignity (for example, jobs in the gig economy). Characteristics of dignity violations were also largely agreed upon (for example, absence of autonomy), as were the negative consequences suffered at an individual level (for example, extreme levels of stress). Resistance strategies that individuals invoked to counter or avoid indignity at work were also highlighted (for example, changing jobs).

The role of neoliberal political philosophy, which has come to dominate many countries, particularly Western democracies, in recent times was identified by some presenters as providing the underpinning rationale and logic for the implementation of employment practices that created the conditions for breaches of dignity in the workplace.

Consequently, the need for career guidance research and practice to shift its focus from the individual level, with its emphasis on individual agency to societal structures, organisational systems and constraints was emphasised. An urgent need to work alongside, or with, employee participants in research investigations was stressed in preference to conducting research upon these participants. Methodologies like Citizen Science may provide a way forward for fieldwork in this area.

### Public Policy

The frequency and the seriousness of dignity violations in the workplace indicate an urgent need to change the culture of toxic work environments. This represents a major challenge to career guidance practice with no easy or quick solutions. Given the commitment of career guidance to promoting equity and social justice, this challenge cannot be ignored or avoided by the profession. Worker protections are essential, and structural inequalities can no longer

be tolerated. Neoliberal philosophy has cultivated a climate of self-blame, with responsibility resting primarily at the individual level. Moreover, the agenda that is developing around sustainable careers highlights tensions relating to both the exploitation of the workforce, the destruction of the planet and dignified work. For example, AI (artificial intelligence) may have the potential to save lives (for example, through its application in medical science), but it also has the potential to destroy our planet.

Overall, a systemic approach is necessary for practice to challenge the dominant ideology, which shifts responsibility from individuals to organisations and governments. To assist with this agenda, providing training on dignity at work to government departments could be delivered by the profession.

### **Implications for career practitioners**

There was a level of consensus among presenters that career practitioners should have a pivotal role in promoting dignity at work. This could be achieved by infusing dignity at work in career interventions. For example, shifting practice from supporting the adaptability of clients to supporting their emancipation from work that compromises dignity. Strategies were identified that could enable career practitioners to increase their professional effectiveness in this area: increasing their awareness of the characteristics of dignity violations; developing skills for supporting clients to resist dignity violations; ensuring that their practice contextualises client narratives, so that dignity violations are made visible; and understanding the socio-political context of work with the existing hierarchies of privilege. Overall, there is a need for practitioners to espouse new practices that focus on helping clients to seek emancipation from the constraints of work without dignity, rather than adapt to the system.

It should be remembered that practitioners may be suffering from lack of dignity at work themselves whilst trying to help and support clients who are the victims of indignities in their workplaces. Support should be available to these practitioners.

### **Challenges to the profession**

Challenges to the profession of careers guidance and counselling were identified by presenters throughout the seminar. In summary:

- Relational ways of working were indicated as preferable to dominant career guidance and counselling models. There is an urgent need to recognise threat conditions in working environments.
- Since researchers tend to be predominantly white, males with significant privileges, they are less likely to have suffered dignity violations at work. These researchers need to ensure that they include populations in their research investigations who do suffer from a lack of dignity at work and that they ensure that they work with them, not on them?).
- Practitioners/managers/researchers need to use advocacy to change systems. For example, by enhancing working practices for clients (through work with employers, for example?).
- Occupational choice privilege refers to those elite members of society who enjoy a degree of protection from indignity in their workplaces. New career practice needs to recognise the phenomenon of privilege and its consequences for those who do not enjoy this privilege.

- Decent or dignified work is a political normative concept based on Western societies. Is it possible to shift values and respect, so that they exist in their own right and for their own sake, rather than be tethered to work? Is the experience of dignified work more important than income generation?
- Survival of the populations who inhabit the the global south is paramount. Here, it can be argued that survival is more important than dignified work. Dirty work is invisible (for example, work that is distributed amongst the 'hidden underclass' in India). Such work is essential for the effective functioning of all economies but tends to be carried out by those with the lowest status and economic power in society.
- Related to the above point, the need for economic growth is increasingly overriding the importance of dignity, even in developed western economies. This trend is particularly evident in gendered work, where the penalty of motherhood is ever present.
- Future of work – there is an urgent need to reconfigure our belief in the centrality of work. Especially since the COVID pandemic. There is a lack of progress evident in young people making progress in securing decent jobs. 20% of young people are not engaged. Consequently, young people may have different value systems related to work that have replaced the traditional concept of work. New economic models are urgently required.
- Dignity violations need to be challenged – worker participation in this process is essential.
- Career professionals should be linking political initiatives to training about dignity of work with government departments.

Finally, speakers at the seminar emphasised the importance of shifting from a focus on the individual/personal to the political/systems within policy and practice. Here, it is important to make the distinction between dignity at work (external) and dignity in work (individual experiences).



## ESVDC keynote presentation at the webinar “Addressing Dignified Work in Career Guidance and Counseling,” October 17, 2022

### DIGNITY ON THE LINE: CONTROVERSIES FOR CAREER GUIDANCE AND COUNSELING

By Prof. Nancy Arthur - University of South Australia & University of Calgary



This presentation, adapted for the newsletter, invites career guidance and counselling practitioners to consider how decent and dignified work is relevant for their roles and practice contexts. Decent and dignified work are closely related but distinct concepts that form the basis of various ethical and practical challenges for career guidance and counselling. Decent work, as defined by the UN's Sustainable Development Goal #8, ensures fair wages, job security, safe conditions, and workers' rights, establishing the foundational standards for ethical employment. Dignified work, however, expands on this foundation by prioritizing the intrinsic worth and contributions of workers, earned respect, personal growth, and fostering alignment with individual and societal values. Although decent work addresses structural aspects of employment, dignified work is person-centred, reflecting the psychological and social dimensions, fostering environments that prioritize respect, fairness, and a sense of purpose.

Not everyone has access to decent work. Hierarchies in the structure of the labour market entrench inequities, relegating some individuals to service jobs or the "dirty jobs" in society, which are undervalued and often performed under temporary or precarious conditions. Although essential to society, these jobs are frequently accompanied by exploitative practices, lack of upward mobility, and social status, perpetuating cycles of disadvantage and marginalization for individuals and groups who have less power in society.

The hazards of undignified work environments are substantial across all types of organizations across the labour force hierarchy. Authoritarian management practices, unsafe conditions, and inadequate compensation can erode an individual's physical and psychological well-being, leading to stress, burnout, and even long-term health issues. These workplaces often lack flexibility, recognition, and opportunities for growth, leaving workers feeling undervalued and expendable.

In extreme cases, exploitative conditions can result in psychological and/or physical harm for employees. There are controversies about whether employees should accept or stay in such workplaces or remain in undignified roles, as if they have free will to stay or leave. It may be argued that such jobs can provide an entry point to gain work experience, earn

income during difficult times, or build resilience in navigating adverse conditions. Yet, such experiences may contribute to long-term suffering of workers, further depleting their energy and capacity to make changes. These risks highlight the importance of equipping individuals with the tools to transition from survival-based jobs to dignified work that aligns with their values and aspirations, where individuals can thrive.

In today's work environment, various factors can threaten dignity in the workplace, including unfair treatment, discrimination, and harassment, which can make employees feel disrespected and marginalized. Other factors, such as lack of autonomy, micromanagement, and excessive surveillance, undermine workers' sense of control. Poor working conditions, job insecurity, inequitable compensation, and inadequate recognition further erode self-worth, while organizational cultures that lack transparency or flexibility contribute to diminished dignity. Addressing these issues is crucial for fostering a respectful, supportive, and productive workplace where employees feel valued.

Promoting dignity at work offers numerous benefits for both employees and organizations. Firstly, it enhances employee well-being by increasing job satisfaction, reducing stress and burnout, and promoting a healthier workforce. Employees who feel respected are more motivated, leading to higher productivity, innovation, and better overall performance. Moreover, a focus on dignity helps reduce turnover and improve retention by fostering loyalty, while encouraging collaboration and stronger teamwork.

The agendas on decent and dignified work have implications for the roles and practices of career guidance practitioners and their personal experiences as workers. Career guidance practitioners are exposed to the hazards of undignified work, sometimes through their own career journey, through bearing witness to the stories of their clients, and through repeated confrontation with structural and systemic inequities. Such exposure within their employment contexts can trigger moral distress, described as a profound psychological and emotional response that occurs when individuals face situations that deeply violate their ethical beliefs or values. Although the construct was originally associated with the hazards of exposure to trauma work, there is growing emphasis on the broader contexts in which helping professionals face moral distress. For career guidance practitioners, moral distress is not merely an abstract concern—it is an occupational hazard rooted in the complexities of their roles.

Career guidance practitioners are often tasked with navigating a landscape where systemic inequities, resource limitations, and competing organizational demands intersect, creating a fertile ground for ethical conflicts and emotional strain. For example, career guidance practitioners may face pressure to prioritize educational pathways and/or job availability to meet specific labour market demands, compromising their beliefs and training to foster human development and support clients to explore multiple career pathways. Some career guidance practitioners must implement organizational frameworks and funding requirements that emphasize job placement rates, regardless of the quality of the jobs or the alignment with clients' values and aspirations. This misalignment contributes to ethical compromises, where meeting organizational expectations on the short-term may come at the expense of clients' career development on the long-term. Additionally, pressure to place

clients in exploitative or workplace settings, for example, can contribute to moral distress, especially when these placements conflict with safety or dignity standards. Systemic inequalities, such as racial discrimination and gender pay gaps, further complicate their work, creating feelings of helplessness about how to address pervasive social and structural barriers.

Another critical dimension that contributes to moral distress stems from the limited resources available to address client needs. When career guidance practitioners lack the tools to connect clients to dignified work opportunities due to systemic barriers—such as inadequate training programs, insufficient education pathways, or a dearth of equitable jobs—they may experience feelings of helplessness. While there may be merits in skill building, current narratives that emphasize resilience and adaptability as the responsibility of individuals seems unsatisfying and inadequate for addressing indecent work conditions that are historical and pervasive. Although advocacy is a professional responsibility, the degree that role is supported, varies depending on the setting and the allocation of resources.

To mitigate the psychological risks associated with moral distress, organizations must create environments that support ethical decision-making and prioritize the well-being of both clients and practitioners. This includes fostering open dialogue about ethical dilemmas, providing resources to support professional advocacy, and promoting practices that align with the principles of decency and dignity. By addressing these challenges, the profession can better equip practitioners to navigate their complex roles while maintaining their integrity and sense of purpose, which are key features of dignified work.

The benefits of prioritizing the well-being of both clients and practitioners is foundational for advancing the dignified work agenda through transformative practices. By focusing on holistic well-being, career practitioners can fully utilize their training and expertise; they can help clients identify careers that offer not just financial stability but also respect, safety, and personal well-being. Moving beyond a focus on wages as essential for survival, career practitioners can guide clients toward roles that align with additional values that are essential for a sense of self-esteem and personal well-being.

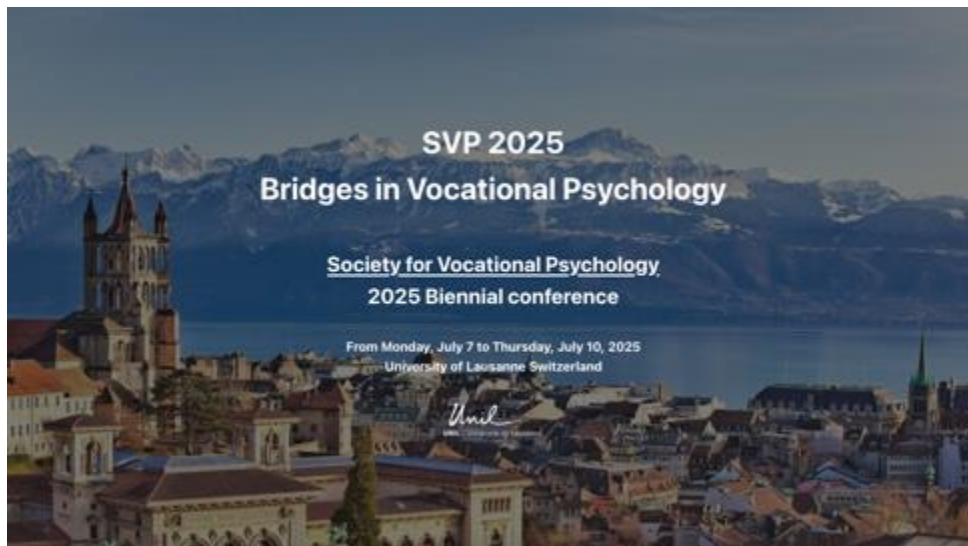
The pursuit of meaningful work is central to promoting dignity in employment. Career practitioners can help clients find roles that resonate with their values, fostering satisfaction and long-term engagement. Lifelong learning plays a critical role in ensuring individuals remain competitive in evolving job markets. By combining education about dignified work and advocacy with ethical guidance, practitioners can ensure that their clients not only achieve economic stability but also find respect, purpose, and fulfillment in their careers. This dignity-centered approach elevates the roles of career guidance and counselling practitioners as advocates with their clients and for broader societal change to emphasize respect, well-being, and meaningful work.

### Suggested Resources:

- Ahmed, A., Liang, D., Anjum, M. A., & others. (2023). Does dignity matter? The effects of workplace dignity on organization-based self-esteem and discretionary work effort. *Current Psychology*, 42, 4732–4743. <https://doi.org/10.1007/s12144-021-01821-5>
- Blustein, D. L., & Allan, B. A. (2024). Dignity at work: A critical conceptual framework and research agenda. *Journal of Career Assessment*. Advance online publication, <https://doi.org/10.1177/10690727241283685>
- Brill, L. (2021). What is decent work? A review of the literature. In F. Christie, M. Antoniadou, K. Albertson, & M. Crowder (Eds.), *Decent work* (pp. 11–26). Emerald. <https://doi.org/10.1108/978-1-80117-586-920211002>
- Mewborn, E. K., Fingerhood, M. L., Johanson, L., & Hughes, V. (2023). Examining moral injury in clinical practice: A narrative literature review. *Nursing Ethics*, 30(7–8), 960–974. <https://doi.org/10.1177/09697330231164762>
- Tilton, J., Lucas, K., Kish-Gephart, J. J., & others. (2024). Enduring, strategizing, and rising above: Workplace dignity threats and responses across job levels. *Journal of Business Ethics*, 195, 353–374. <https://doi.org/10.1007/s10551-024-05672-5>

## An Update on the Biennial SVP Conference 2025 BRIDGES IN VOCATIONAL PSYCHOLOGY

As announced in our first newsletter of 2024, ESVDC is collaborating on the organization of the [2025 Biennial conference of the Society for Vocational Psychology](#), which will be held at the University of Lausanne from July 7 to 10, 2025. The deadline for submitting paper proposals has passed, and the [scientific committee](#), which includes the ESVDC Executive Board members, has completed the review process. The program promises to be rich and engaging, featuring approximately 100 papers, more than 10 symposia, several workshops, and specific activities designed for PhD students. More information about registration will be announced soon, and we look forward to being together in Lausanne in July!



## News from ECADOC

### REFLECTIONS ON THE 2024 ELEVENTH SUMMER SCHOOL

Dr. Anouk Jasmine Albien, Prof. Rie Thomsen, Assoc. Prof Nikos Drosos, & Dr. Miika Kekki



The **European Doctoral Programme in Career Guidance and Counselling (ECADOC) summer school** was hosted by the **European University Cyprus** and took place on 10th - 14th June 2024 in Nicosia, Cyprus. The ECADOC summer school focused on the theme of ***“Career Guidance and Counselling in the digital era”***.

#### ***Why “Career Guidance and counselling in the digital era”?***

We live in times of great socio-economic changes, technological advancements and climate changes, which affect heavily the labour market. The 4th industrial revolution and the AI developments are shaping a new world of work where the lines between the physical and the digital spheres are becoming blurred and career construction is increasingly becoming synonymous to life construction. The field of career counseling and guidance has to evolve in order to address today’s needs

#### ***What was the content of the summer school?***

The summer school included presentations that address current trends and needs, such as: (a) the alignment of career services with the new technologies (J. Kettunen), (b) holistic approaches that recognize the inter-correlation between careers, work and mental health (N. Drosos), (c) the role of career counselors in the work context in times of transition (P. Weber), and (d) gender biases in today’s labour market (A. Chant). Additionally, there were specially designed workshops and sessions that aim at presenting advanced qualitative and quantitative research methods (A. Chant, L. Ferrari, G. Frigerio, K. Mariager-Anderson, H. Merete Nordentoft, T. Sgaramella, F. Parada, P. Vogazianos, P. Weber).

Furthermore, two special events took place in the summer school where all participants will have the chance to present their own work for their PhD: a poster session and an oral presentation (in the form of Collective Academic Supervision sessions) where they had the opportunity to discuss with their colleagues and share their thoughts.

Furthermore, the 2024 summer school included a session dedicated to the memory of Professor Ronald Sultana, who passed away in the end of 2023. Tristram Hooley and Rie

Tomsen, who have co-edited two books with him, organised this special session. Ronald was a beloved friend to many of us, an esteemed colleague and a very influential scholar who left a lasting impact in the way we see the role of career practitioners and scholars. In 2019, he organized a very successful ECADOC summer school in Malta focusing on social justice and career counselling. Furthermore, he strongly believed that career guidance can minimize the gap between education and work, facilitate the work integration of marginalized groups and contribute to social justice. We will miss him.

### ***Who organized the event?***

The Summer School was hosted by Dr. Nikos Drosos and the **European University Cyprus**. Partners for ECADOC 2024 were the European University Cyprus, EuroGuidance, the Ministry of Labour and Social Insurance (YEKA) of Cyprus, the National Organization for the Certification of Qualifications and Vocational Guidance (EOPPEP) of Greece and the Panhellenic Association for Psychosocial Rehabilitation and Work Integration (PEPSAEE). The summer school was supported by the NICE (Network for Innovation in Career Counselling and Guidance in Europe) Foundation and the European Society for Vocational Designing and Career Counseling (ESVDC)

The **organizing committee** of the European University Cyprus consisted of: Assoc. Professor Nikos Drosos, Assis. Professor Panagiotis Parpottas, Dr. Eleni Athanasiou, Mrs Marina Alexandrou (Director of the Marketing Department), Mrs Christina Yerolemou and Mrs Andria Karekla. We also had ECADOC's Organizing Committee's assistants – volunteers Dimitrios Sampsonidis and Helena Soteriou supporting the event and we are thankful for their continued support and commitment.

The ECADOC summer school was supported by **the Scientific Committee** members: Dr. Anouk Jasmine Albien (University of Lausanne), Prof. Valérie Cohen-Scali (Institute for the Study of Work and Career Counselling -INETOP of the Conservatoire National des Arts et Métiers-CNAM, Paris), Assoc. Professor Nikos Drosos (European University Cyprus), Dr. Miika Kekki (University of Lausanne), Prof. Laura Nota (University of Padova), Prof. Jérôme Rossier (University of Lausanne), Prof. Rie Tomsen (Aarhus University), and Prof. Peter C. Weber (University of Applied Labour Studies -HdBA Mannheim).

### ***Who participated in the summer school?***

This year we are so grateful to the invited speakers and Collective academic supervision (CAS) supervisors who facilitated the summer school. In total there were 23 instructors from 13 countries. The key-note speakers included: Prof. Tristram Hooley (University of Derby, U.K. and Inland Norway University of Applied Sciences, Norway), Prof. Jaana Kettunen (University of Jyväskylä, Finland), Prof. Peter Weber ((University of Applied Labour Studies -HdBA, Mannheim, Germany), Prof. Rie Tomsen (Aarhus University, Denmark), Prof. Lea Ferrari (University of Padova, Italy), Assoc. Prof. Teresa Maria Sgaramella (University of Padova, Italy), Assoc. Prof. Nikos Drosos (European University Cyprus), and Dr. Anne Chant (University of Canterbury).

Furthermore, **22 PhD students from 20 Universities** were selected as participants to present their research projects, network, and discuss future innovative research collaborations. In terms of the countries that students were enrolled in to complete their PhD

studies, we had participants from all over the world, with 14 countries represented. These countries include Greece (1), Sweden (3), Italy (3), the UK (3), Romania (1), Spain (1), Australia (1), India (1), Finland (2), France (1), Germany (2), Poland (1), Norway (1), Ireland (1).

Participants were asked to rate their satisfaction of their overall experience of the ECADOC summer school on a scale from 1 (extremely unsatisfied) to 10 (extremely satisfied). **The vast majority of the participants were extremely satisfied by the overall experience** with 94% of the participants rating their satisfaction at 9- 10 and 6% of the participants at 8. Furthermore, all **participants would definitely recommend ECADOC to another colleague or researcher.**

We have included some feedback to see what participants' subjective perceptions were.

- *"Thank you to all of you. I'm glad I have shared this experience with all of you. I feel really richer: I have taken with me so many cues about research. I also feel that I am part of a community of researchers along all Europe [...], See you in Poland!"*
- *"I learned so much about research that people are doing around career counselling and the ways how they are doing that. I got courage/self-confidence to do my research in my own way and ideas how to develop my researching in the future."*
- *"Oh my, what a blessing to be here 🍷 It was such an amazing experience! [...] It was such an inspirational time, full of knowledge, motivation, support and great super helpful mentors! [...]"*



The next summer school will be held in the **University of Lower Silesia, Wroclaw, Poland** on the 2-6 of June 2025. The call was released on December 2024. Information about ECADOC as project and summer schools for the previous years, you will find on the following website: <http://www.larios.fisppa.unipd.it/ecadoc/>.

## News from NICE ACADEMY

### NICE ACADEMY IN MALTA, SEPTEMBER 10-13, 2025



The NICE Foundation continues to grow and develop in its mission to support the training of careers practitioners and their ongoing development so that they are equipped to guide and counsel our clients in a rapidly changing environment. We are also proud to continue to support the work of ECADOC in the development of the future researchers and leaders of our field. Three members of the

board of NICE attended the ECADOC summer school in Cyprus in June 2024.

Our regular Newsletter provides updates on European wide projects and details of our new regular webinars. We have also begun a NICE Book Club where colleagues can share fiction or non-fiction that give insights into career-related issues such as migration, sustainability or social justice. If you are not on our mailing list for this newsletter and would like to be pleased let us know.

The NICE Academy continues to be the focus and highlight of our year. In September 2024 our Academy was in the beautiful town of Deventer, Netherlands. We were hosted by Saxion University, and this was a very special event as it marked the 10th anniversary of the NICE Foundation since its evolution from the NICE Erasmus+ projects that preceded it. We were able to celebrate this heritage and look ahead to the future of Career Guidance and Counselling.

This year we will continue to this journey as we plan for the **2025 NICE Academy in Malta from 10th to 13th September**. We will be exploring the twin challenges of this location as an island and all the labor market challenges they face, as well as the increasingly important place of sustainability and digital developments in careers work. This academy is supported by the National Skills Council of Malta and will also be a tribute of our late colleague and friend of NICE, Prof Ronald Sultana. Please do go to our website to find out more [NICE Foundation - Malta 2025](#)



our website to find out more [NICE Foundation - Malta 2025](#)

**Registration will start in February** and the opportunity to submit an abstract to be part of this event will open a few weeks later.

We will also be having our three-yearly elections for board members in 2025. All Foundation Members are invited to vote for whom they would like to take NICE forward for the next three years so if you would like to become a Foundation Member please do get in touch. So, we look forward to 2025 and hope to see you soon

Dr. Anne Chant  
Chair of the Board of the NICE Foundation  
anne.chant@canterbury.ac.uk

## News from UniTwin

### **UNITWIN CONFERENCE: Career Guidance and Counselling for Hope in the Anthropocene - March 26-27, 2025, Joensuu, FINLAND**



ESVDC invites you to participate in the next UniTwin international network Conference “Career Guidance and Counselling for Hope in the Anthropocene” that will be held on March 26-27, 2025, in Joensuu, Finland.

The UniTwin international network “Life Designing Interventions (counseling, guidance, education) for decent work and sustainable development” brings together 23 universities from around the world and promotes worldwide cooperation between universities on lifelong guidance and counseling to support decent work and sustainable development. This Unitwin international cooperating network was created in 2018 on the initiative of the Chaire «Lifelong Guidance and Counselling» (which was established by the UNESCO in 2013 at the University of Wroclaw – Poland) and organizes annual conference and international meetings to promote the scientific cooperation between universities and disseminate research and programs in this field.

The next UniTwin Conference “Career Guidance and Counselling for Hope in the Anthropocene” will be organised by the career guidance and counselling units in University of Eastern Finland and University of Jyväskylä and will be an opportunity to reflect on the global challenges of our planet, and the key role of career guidance and counselling in facilitating sustainable trajectories both for individuals and communities. Recognizing that we live in an age of the Anthropocene means acknowledging the responsibility of career scholars and professionals for keeping the planet habitable for future generations. This includes recognizing the fundamental entanglement and hybridized nature of ecological and social questions and challenges we are currently facing.

In this task, hope has been recognized as an approach in the professional field of career guidance and counselling for motivation to future planning in turbulent and uncertain times. Therefore, the conference will explore the questions “How does building hope influence approaches of career guidance and counselling?” “How do we build hope in practice within career guidance and counselling contexts?”.

The UniTwin conference Program is rich and involves researchers from several universities and countries. The keynote speakers are esteemed and internationally recognized colleagues, such as Antti Rajala, of University of Neuchâtel, Meenakshi Chhabra of Lesley University, David Blustein, of Boston College and Jean Guichard, honorary UniTwin Chair. Four symposium, three workshops, and eight paper sessions will enrich the international comparison on career guidance and counseling in the Anthropocene era.

The conference is open for UniTwin network members, and all colleagues interested in career guidance, decent work, life design and related topics.

Prof. Maria Cristina Ginevra  
University of Padova

## Book presentation

### **NARRATIVE CAREER COUNSELLING: FROM THEORY TO PRACTICE IN DIVERSE CULTURES AND CONTEXTS**



The book, *Narrative Career Counselling: From Theory to Practice in Diverse Cultures and Contexts* is edited by Mary McMahon (The University of Queensland) and Peyman Abkhezr (Griffith University). Narrative career counselling is gaining momentum as a dominant contemporary approach to career counselling and this book is a timely addition to the literature. This third edition of the book has been updated to reflect changes in the field, maintaining its place as the most comprehensive synopsis of the major approaches to narrative career counselling, while placing greater emphasis on diverse cultures and contexts. Similar to the previous two editions, the book a) provides a theoretical background to narrative career counselling, b) outlines a range of narrative approaches to career counselling, and c) provides examples of practical applications in diverse cultures and contexts.

The book is structured in four parts and comprises 25 chapters. Contributors include 33 high-profile international experts from 10 countries. Part 1, Background, features four chapters, which overview the theoretical and philosophical foundations of narrative career counselling and narrative therapy, consider the metaphor of working with storytellers, and offer a critique. Part 2, Approaches to Narrative Career Counselling, features 9 chapters that each focus on a specific approach to narrative career counselling. Part 3, Narrative Career Counselling in Diverse Cultures and Contexts, features 11 chapters each of which, as the title of the section suggests, consider the application of narrative career counselling with diverse groups and in diverse settings. Part 4, Epilogue, features one chapter which reflects on the status of narrative career counselling and offers a future focused agenda by considering topics and approaches that could be further explored as narrative career counselling advances. Each chapter contains a practical application relevant to the chapter's focus.

This book will be a valuable resource for anyone with an interest in narrative career counselling. It will assist career counsellor educators, practitioners, career counsellors, experienced researchers, and students to understand and implement narrative career counselling. Whether just beginning or very experienced in career counselling, all readers will find something for them in this book.

## ESVDC FUTURE PARTICIPATION IN CONFERENCES

Paulo Cardoso and Jonas Masdonati will represent the ESVDC at the next Biennial conference of the Society for Vocational Psychology, which will take place at the University of Lausanne from July 7 to 10, 2025.

Paulo Cardoso will present the paper “Patterns of narrative change during Career Construction Counseling”, which analyzes the themes that characterize clients’ patterns of change during the intervention.

Jonas Masdonati will present the paper “Implementing multiple-perspective interpretative phenomenological analysis to parallel experiences of career transitions” within the symposium “Qualitative vocational psychology research: Contributions of experience near research,” chaired by Prof. Mary McMahon.



## Call for Nominations (I)

### 2025 AWARD FOR DISTINGUISHED CONTRIBUTIONS TO VOCATIONAL DESIGNING AND CAREER COUNSELING

The European Society for Vocational Designing and Career Counseling (ESVDC) is seeking nominations for the “**2025 Award for Distinguished Contributions to Vocational Designing and Career Counseling**”. This annual award recognizes distinguished contributions to the advancement of a European and International perspective and research in Vocational Designing and Career Counseling.



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 Counseling 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 28<sup>th</sup>, 2025**.

## Call for Nominations (II)

### 2025 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>, 2024. 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 28<sup>th</sup>, 2025) – 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. Research aim(s)
  - c. Participants and measures
  - d. Procedure and data analysis
  - e. Results
  - f. Discussion
3. A CV that gives special attention to their publications.

Please submit the application electronically to Prof. Paulo Cardoso (e-mail: [pmsc@uevora.pt](mailto:pmsc@uevora.pt)) by **February 28<sup>th</sup>, 2025** 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 April 2025. Recipients of the award will be featured in the ESVDC Newsletter and honored at the next ESVDC General Assembly.

