

# NEWSLETTER of the ESDVC

*European Society for Vocational Designing and Career Counselling*

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## ESVDC at the 1<sup>st</sup> NICE Foundation Academy FOSTERING THE DIALOGUE BETWEEN SCIENCE AND PRACTICE IN CAREER GUIDANCE AND COUNSELLING

The ESVDC played an active role at the **1st Academy of the NICE foundation** (Network for Innovation in Career Guidance and Counselling in Europe) “Fostering the dialogue between science and practice in career guidance and counselling”, which took place at the Jagiellonian University of Krakow, Poland, from September 6<sup>th</sup> to September 8<sup>th</sup> 2018 (see the report by Johannes Katsarov, p. 14).



As announced in the Newsletter of Spring 2018, the ESVDC organized a symposium on emerging issues in career counseling from the viewpoint of intervention and training. Hazel Reid spoke about the importance of ensuring rigorous qualitative assessments, both for career counseling and research. Laura Nota, Salvatore Soresi, Maria Cristina Ginevra, Sara Santilli, and Ilaria Di Maggio shared their vision of an inclusive and sustainable career counseling and of the training of counselors. Laurence Bergugnat and Jacques Pouyaud described an intervention promoting health and decent work during vocational training. Jonas Masdonati presented the results of a research on the learning processes and outcomes of a career counseling training program. Jonas Masdonati chaired the symposium, and Laura Nota was discussant.



The **ESVDC General Assembly 2018** took place within the NICE Academy on September 6<sup>th</sup>. During the assembly, the President, Prof Laura Nota announced that Prof Christiane Schiersmann was the 2018 ESVDC Award Winner. Prof Hazel Reid introduced dr. Anouk Jasmine Albien and dr. Sara Santilli, who won the 2018 ESVDC Early Career Researchers Award. Dr. Albien and Santilli presented their PhD project via videoconference. Past and future activities of the ESVDC were also presented. On September 7<sup>th</sup>, Prof Laura Nota introduced and presented prof Christiane Schiersmann, the 2018 ESVDC Award Winner. Prof

Schiersmann presented the keynote lecture “Reflection as resource in counseling processes in order to cope with complexity” (see pp. 4-7).

## 2018 AWARD FOR DISTINGUISHED CONTRIBUTIONS TO VOCATIONAL DESIGNING AND CAREER COUNSELING AWARDED TO PROFESSOR CHRISTIANE SCHIERSMANN

The European Society for Vocational Designing and Career Counseling was particularly proud to present its **2018 Award for Distinguished Contributions to Vocational Designing and Career Counseling to Prof Christiane Schiersmann**, full Professor for Adult Education and counselling at the Institute of Educational Science, University of Heidelberg.

Professor Schiersmann is one of the most influent scientists in education, lifelong learning and counseling in the German speaking countries. She has an important impact on the field of career guidance and counseling across the world through her steady and fundamental scientific work and broadening perspectives. Her main research areas regard adult vocational training, vocational and career counselling across the lifespan, organizational development, study of individuals and groups in changing contexts (including new technologies for work-related forms of study).



Professor Schiersmann's reputation is also reflected in both her impressive list of publications and her current work and research priorities. These include fields such as organizational development and management (with a particular emphasis on education and guidance organizations), analysis and quality development of counselling processes, elaboration of theories, educational aspirations and participation of adults in education as well as self-directed, on-the-job and computer-aided learning in adult education.

Professor Schiersmann has scientific leadership in relevant projects, is expert member of the innovation circle for further education of the German Federal Ministry for Education and Research, and funding member and vice president of the German National Guidance Forum (NFB) since 2006. Particularly relevant are the following projects: "The BeQu Concept for Quality Development in Career Guidance and Counseling" and the "Network for Innovation in Career Guidance and Counseling in Europe (NICE)". The first project was carried out as a joint venture between the German National Guidance Forum and the Institute for Educational science/Heidelberg University, sponsored by the German Federal Ministry of Education and Research (BMBF) from 2009-2014. The second project, coordinated by Professor Schiersmann, involves 45 partners from 28 European countries. Most of them are higher education institutions that offer degree programmes in career guidance and counselling or engage in related research.

She was founding member and vice president of the ESVDC since 2011. With this role, she has significantly contributed to the interdisciplinary development of the field and the inclusion of German speaking countries.

## REFLECTION AS A RESOURCE IN COUNSELLING PROCESSES TO COPE WITH COMPLEXITY

By Professor Christiane Schiersmann

### Introduction

Looking at counselling from a systemic perspective, the counselling process is confronted by great complexity. The thesis is that reflection is a relevant resource to cope with this complexity alongside instability - within the counselling process and in daily life. Reflection, and respectively, reflexivity are well-known terms in the counselling discussion, but conceptually not very precisely defined. Therefore, a reflection matrix is presented with the aim to systemize this concept. Whilst the literature often discusses the necessity of reflection by the counsellor, this contribution places reflective processes between counsellor and client at the center of interest.

### Crucial importance of reflection

We are faced with complex situations in counselling processes due to a complex world with rapid changes, the so called VUCA-world (volatility, uncertainty, complexity and ambiguity). Therefore, basic cause-effect models do not represent an appropriate basis for strategies, which help clients to take decisions, solve problems and to foster change. A systemic paradigm, in the sense of a framework theory, is consequently a suitable answer. Systemic approaches seek to identify patterns and rules, as well as the interplay between different elements, rather than searching for mono-causal influences. Complexity and instability cannot be avoided neither in reality nor in the counselling process, but dealing with it can be improved. Reflection is a crucial strategy to handle such cognitive and emotional unsettling situations.

You can observe that the term 'reflection' is often used within the counselling discussion. It can be noted – particularly during the last decade – that reflection is viewed by *some* authors as the central characteristic of counselling. For example, Greif (2008) emphasizes the importance of result-oriented self-reflection in coaching. Moldaschl (2010) uses the term "reflexive organizational counselling": He characterizes reflection as a "continuous balancing act" - in German this is more precise: Drahtseilakt - between "systematic doubting and rational, goal-oriented acting" (Moldaschl 2010, S. 298). Nevertheless, it is noticeable that the concept of reflection so far is not sufficiently conceptualized and its application is highly inconsistent.

Before going into more details on this I want to turn the attention to the possible difference between the terms reflection and reflexivity which is made by some authors. Moldaschl (2016, S. 20) defines reflection as an activity. In contrast reflexivity is characterized as a capacity, as a feature of social structures, processes or systems. Reid & Bassot (2012, S. 179f.) define reflection as a professional ability to deal with practical experiences. Reflexivity is seen as a deeper process which includes a consciousness of the personal, social and cultural context and its influence on counsellors and clients. In contrast to these positions here – along with Forster (2014, S. 589), the opinion is fostered that a capacity is a precondition for an activity, and as the different terms are not defined in a common way, it is not so helpful to make this differentiation.

If you look at the literature, you can observe that within the debate on reflection mainly the counsellor is addressed as a reflective practitioner. But this contribution concentrates on the client in order to improve his or her capacity for reflection and self-organization. The *role of the counsellor* in this context is to be a reflection enabler. After the reflection process – so the thesis – it is easier for the client to take justified decisions on options of planning and activities.

### Matrix of reflection

In order to systemize the concept of reflection, my colleague Heinz-Ulrich Thiel and I (cf. Schiersmann/Thiel 2019) developed a matrix. It differentiates between:

- two steps of reflection (widening perspectives and assessing these) on the one hand and
- between self- and context-reflection on the other hand.

| Dimensions<br>of Reflection →<br>↓                                     | <i>Self-<br/>reflection</i> | <i>Context-reflection</i> |
|--|-----------------------------|---------------------------|
| Widening of<br>perspectives<br><i>What is new?</i>                     |                             |                           |
| Assessment of<br>new Perspectives<br><i>Why is this<br/>important?</i> |                             |                           |

Figure 1: Matrix of reflection

#### *Distinction between new perspectives and their assessment*

The distinction between new perspectives and their assessment refers to the famous sentence of Bateson (1994, S. 582) that reflection concerns „a difference that makes a difference“. Also you can refer to new neurobiological findings, which also distinguish between information and assessment. Is it new? This is the question of the cortical memory system. Is it important, does it make a difference? This is proved by the limbic assessment system with its emotional patterns (cf. Roth 2003, S. 153 f., S. 256 f.).

The *first step* is the identification of something subjectively new concerning cognition, emotion and/ or behaviour. New perspectives compared to the existing ones can be evoked e.g. by:

- certain questioning techniques, like circular questions
- questions concerning exceptions,
- complex methods like system modelling (cf. Schiersmann/Thiel 2016) or
- the temporarily adoption of the perspectives of others.

In the context or and the end of such questions a systematic reflection can be initiated. *What is new?* This could be a possible question of the counsellor.

The *second step* - and this is crucial for this definition of reflection – concerns the self-related assessment: Is the new perspective relevant, important and useful that means

subjectively valuable for the regarded system? *Why is this important?* Could be the question of the counsellor. *What makes a (relevant) difference?*

At first the client should assess the new perspectives inductively in the sense of *self-referential justifications* (cf. Luhmann 1984). The counsellor can additionally offer theory-related criteria for reflection. Suitable for this purpose are, amongst others, references to the following theoretical approaches:

a) Concerning the counselling process:

- *the phases of the counselling process* (cf. Schiersmann/Thiel 2018, S. 47pp.). Are the aims clear, are the planned actions concrete enough?
- *impact principles* like the generic principles of Haken/Schiepek (2010) or the success factors defined by Gerkhardt/Frey (2006)
- *the used methods and tools*: Were they appropriate?

b) Related to the concern of the counselling (to mention just a few examples):

- *three levels of learning* according to Agyris/Schön (2008) (*Single loop learning* means to directly change actions, *double loop learning* includes to reflect basic assumptions, attitudes etc. and *deutero learning* aims to reflect the learning process itself.)
- *basic human needs* according to Grawe (2000, S. 385ff.) like the need of orientation and control or the need of bond or raise of self-esteem
- *neurological levels* according to Dilts, Delozier & Dilts (2013) as behavior, competence, beliefs etc.

#### *Distinction between self- and context-reflection*

Frequently the term self-reflection is used instead of the term reflection (e.g. Greif 2008). The basic question of self-reflection is, whether new perspectives and their assessment fit into the self-concept of a person or the vision or identity of a team or an organization. But it seems particularly important to supplement this perspective by a context - respectively structure-reflection. This perspective is neglected in many counselling concepts. Some authors have pointed out this extension, amongst others Lash (2014, S. 203 ff.) as well as Dehnbostel et al. (2003). The aim is to reflect the framework conditions of intended strategies, because they influence the possible scope of action. This means to examine which supportive or obstructive factors are relevant for the realization of subjectively important perspectives and ideas. Such influencing factors could be the family, friends or colleagues, but also the structure of the firm, the labour market or others.

#### **Conclusion**

The phenomena complexity and reflection can be described as characteristics of the 21. century. They are mutually dependent - on the individual as well as on the societal level and demand for a systemic approach. Processes of reflection enable persons and organizations to thematize the complexity alongside uncertainty and to cope with it. It might be astonishing to advocate reflection, which takes time, in a fast-moving world. But it can e.g. be referred to the Nobel prize winner Kahneman (2015, S. 106), who with his distinction between two thinking systems at least implicitly refers to reflection. He differentiates between the (rather intuitive) system one, which is responsible for fast, routine thinking and important to meet the challenges of daily life and a rather rational system, which also deals with contradictory interpretations. He criticizes the rapid thinking and acting and argues for the conscious use of slow thinking. This helps to bring different aspects in relation to each other, and therefore leads to better results.

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## 2018 ESVCD EARLY RESEARCHERS AWARD TO DR. ANOUK JASMINE ALBIEN AND DR. SARA SANTILLI

During the 2018 General Assembly, which was held in Wroclaw during the 1<sup>st</sup> NICE Academy, the ESVDC granted the Awards for Early Researchers. The ESVDC board members unanimously agreed that **Dr Anouk Albien** and **Dr Sara Santilli** deserved the ESVCD 2018 Early Researcher Award.

**Dr. Anouk Jasmine Albien** is currently a postdoctoral researcher at the Work and Organisational Psychology Division at the University of Bern, Switzerland. She has an interest in contributing to advancing the career-life course development of adolescents and young adults in disadvantaged or marginalised contexts. Dr. Albien has held many leadership roles and received several awards based on academic excellence, of which the most noteworthy are the South African National Research Foundation's Innovation Doctoral Scholarship Award, Early Career Fellow funding from the Carnegie Corporation of New York as well as her selection to the Emerging Psychologists Programme in Japan in 2016.



Her PhD project is titled: **“A mixed-methods analysis of black adolescents’ vocational identity status and career adaptability competencies in a South African township”** and explores how key career constructs, such as career adaptability and vocational identity, could manifest differently in a non-Western and developing world context, such as that of the Kayamandi township in South Africa. The research process consisted of six phases as part of a multi-phase mixed-methods research design. In *Phase 1*, relevant role players were included in the development of a culturally sensitive life-designing career intervention. In *Phase 2*, a psychometric analysis was undertaken, that determined that the *Career Adapt-abilities Scale (CAAS)* and *Vocational Identity Status Assessment (VISA)* measures had moderate reliability and validity in the Kayamandi township context. This data was contextualised with qualitative Delphi interviews. Thereafter, *Phase 3* consisted of the pilot intervention, which established the content, structure and applicability of the career intervention, both quantitatively and qualitatively. *Phase 4* included the final administration of the *Shaping Career Voices* intervention. The career measures were administered to 582 Grade 10, 11, and 12 isiXhosa-speaking students between the ages of 14 and 22 years old ( $M = 17$ ,  $SD = 1.3$ ) from a peri-urban low-income setting. Participants included 314 Grade 10 (55%), 237 Grade 11 (41%) and 31 Grade 12 (5%) students, of whom 169 (31%) were males and 369 (69%) were females. A repeated-measures research design was utilised and scores were tracked at four time points over four weeks:  $T_1$  and  $T_2$  before administering a culturally-constructed career life-designing intervention of 20 hours (eight hours’ facilitation and 12 hours’ homework over a week), as well as at two time points after the intervention ( $T_3$  and  $T_4$ ).

Scores increased significantly in all of the *VISA* and *CAAS* subscales as a result of the intervention, with the most significant results between T<sub>1</sub> and T<sub>4</sub>. As a result of the intervention process, two new vocational identity statuses were uncovered in this sample namely *undifferentiated moratorium* and *foreclosed moratorium*. Additional qualitative data (i.e., intervention feedback and a focus group) allowed a deeper analysis of contextually bound and culturally sensitive factors. The formation of vocational identity statuses in the present study was influenced by socio-economic status, social comparison, a collectivistic sense of self, as well as membership of a marginalised population group. This is a novel finding and needs replication in diverse worldwide population groups, which could include refugees, migrants, asylum seekers or immigrants.



**Dr. Sara Santilli** is a Research Fellow at University Centre for Research and Services on Disability, Rehabilitation and Inclusion at Padua University, and she collaborates with La.R.I.O.S. (Laboratory of Research and Intervention in Vocational Guidance), University of Padova, Italy, in the organization of vocational guidance projects and research concerning disability, career guidance and social-work inclusion. Research interests concern the fields of career counseling and disability. Specifically, research efforts are directed toward the analysis of relationships between career adaptability, positive attitudes toward future and quality of life in quantitative and qualitative way and in developing and evaluating the efficacy of training programs aiming at increasing the life design skills in youth and adults with and without disability or vulnerability. In the research activity her efforts are also direct in the analysis of factors associated with the social and work inclusion with special attention to career development, career adaptability, employer's, teacher's and peer's attitudes toward people with disability or vulnerability.

Dr. Santilli submitted to the ESVDC early researcher award a study entitled “**My Career Story: Description and Initial Validity Evidence**” developed in collaboration with Prof Paul Hartung Northeast Ohio Medical University, which aim was to analyze the validity of My Career Story (MCS; Savickas & Hartung, 2012), a workbook designed to augment and simulate essential elements of career construction counseling. The MCS applies career construction counseling principles to helping people make choices about current life-career transitions and future career directions. Specifically the workbook aims to help clients tell, hear, and enact their own life-career stories in terms of who they are, where in the world of work they would like to be, and what they think it will take to connect themselves to occupations they may like. Because it contains written exercises and goal-setting activities identified as critical to successful career planning (Brown et al., 2003) and uses a narrative approach, the MCS may prove especially useful for life-career design in the digital age (Savickas et al., 2009).

To assess the usability of the MCS, 22 counseling program graduate students completed the workbook and evaluated its content. To initially examine the validity of the MCS, we assessed the extent to which MCS user life-portrait summaries would match life-portrait summaries written for those users by career counselors steeped in the principles and practice of career construction counseling. The guiding question was whether or not an MCS summary made by a user would match a summary made by an expert in the development and use of the MCS. To answer this question we compared the levels of agreement between user-constructed and expert-constructed life-portrait summaries using a Latent Semantic Analysis (LSA) procedure to estimate the semantic similarity between participants and experts MCS summaries.

Initial assessment of the MCS content by 22 counseling graduate student users supported the usability, formatting, and comprehensibility of the workbook. Likewise, initial assessment of the validity of the MCS indicated that users appear able to meaningfully and accurately construct life portraits that largely agree with expert life portraits constructed for users. The present study is a first contribution to support the importance of MCS in offering a theory-based, practical method for empowering individuals and groups to construct their life-careers.

**The ESVCD congratulates Dr. Albien and Dr. Santilli  
and wishes them a successful career development!**

## Representation of the ESVDC in upcoming international conferences A UNESCO-ESVDC JOINT SYMPOSIUM PROPOSAL AT THE ECP 2019

Valérie Cohen-Scali, Guðbjörg T. Vilhjálmsdóttir, and Jacques Pouyaud submitted a joint ESVDC – UNITWIN UNESCO symposium proposal at the 16<sup>th</sup> European congress of psychology, which will be held in Moscow from July 2 to July 5, 2019.

The symposium proposal entitles “**Relationship to work of emerging adults in precarious situations: gender and intersectionality**”. It includes presentations by Jonas Masdonati, Jérôme Rossier, Laurence Fedrigo & Robin Zufferey (University of Lausanne, Switzerland), Laura Nota, Maria Cristina Ginevra, Sara Santilli, Ilaria Di Maggio & Salvatore Soresi (University of Padova, Italy), Laurence Cocandeau-Bellanger, Angel Egidio & Soazig Disquay-Perot, (Catholic University of Angers-Cnam-CRTD, France), Guðbjörg Vilhjálmsdóttir (University of Iceland), Kobus G. Maree, (University of Pretoria, South Africa), and Valérie Cohen-Scali (Cnam-CRTD, France). Jacques Pouyaud (University of Bordeaux, France) is planned to be the discussant. Participants in the symposium present counselling research projects that are conducted in different contexts, but mainly with emerging adults in a precarious work situation. Some presenters introduce interventions based on the Life Design approach.



**!!! The ESVDC 2019 General Assembly will take place during the ECP!!!**  
(date to be announced)

## THE UNESCO CHAIR OF LIFELONG GUIDANCE AND COUNSELLING

By Prof Maria Eduarda Duarte, UNESCO Chair holder



The **UNESCO Chair of Lifelong Guidance and Counselling** was founded at the University of Wrocław, Poland, in 2013 by the association of 4 universities (Wrocław, Buenos Aires, Paris Cnam, Burkina Faso).

The Chair is dedicated to promote an integrated system of research, training, information and documentation activities in the field of educational and vocational counselling; also, is to remind each state of its commitment in regards such as the UN agenda, and explain how all professionals in our field (counsellors, teachers, social workers, educators, researchers, etc.) could contribute from their own level to UN agenda.

The chair is part of **UNESCO/UNITWIN network programme** and is dedicated to promoting integrated system of research, training, information, and documentation activities, in order to facilitate networking of scholars affiliated with higher education institutions in Europe, Africa, Latin America, and other regions of the world. The UNITWIN project associates a group of 19 universities from all regions of the world (see p. 13).

From the scientific point of view, UNESCO Chair and its members produces a remarkable research, and the vocabulary such as “fair and sustainable human development”, “implementation of decent work”, are everyday more present in book chapters, articles, presentations and so on. This means that UNESCO Chair, its members, the Universities involved, they try to be attentive, and they try to disseminate.

At last, allow me to emphasize that UNESCO Chair is not endowed in itself, so all the suggestions will be welcome, in order to discover other solutions.

Chair holder: **Maria Eduarda Duarte**

Honorary Chair: **Jean Guichard**

Network coordinators: **Violetta Drabik-Podgórna**, and **Marek Podgórný**

Unitwin Scientific network coordinator: **Jerôme Rossier**

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## **THE UNITWIN INTERNATIONAL NETWORK “LIFE DESIGNING INTERVENTIONS (COUNSELING, GUIDANCE, EDUCATION) FOR DECENT WORK AND SUSTAINABLE DEVELOPMENT”**

**By Prof Jérôme Rossier, UNITWIN Network Coordinator**

The UniTwin international network **“Life Designing Interventions (counseling, guidance, education) for decent work and sustainable development”** promotes worldwide cooperation between universities on lifelong guidance and counseling to support decent work and sustainable development. This Unitwin international cooperating network brings together 19 universities from around the world.

This cooperation will allow developing research and programs that promote lifelong learning opportunities and improve vocational counseling for all. It will also create programs to promote social inclusion by providing adapted interventions for disadvantaged, marginalized, underserved, and underrepresented groups.

Convinced that vocational guidance, career counseling, and life design can contribute to promote access to decent work and decent life, this network was developed in order to work toward these goals.

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## REPORT ON THE 1<sup>st</sup> NICE ACADEMY

By Johannes Katsarov, Coordinator of the NICE Foundation

From 5-8 September 2018, the newly established Foundation of the Network for Innovation in Career Guidance and Counselling in Europe (NICE) held its first European Academy in Krakow. With its academies, NICE aims at enriching the current range of international scientific conferences with a new format that focuses primarily on learning and networking. Accordingly, the academies aren't conferences, but large training events for practitioners of career guidance and counselling and academic trainers in the domain.



The theme of the first NICE Academy was the question of how the dialogue between science and practice in career guidance and counselling can be enhanced. The first keynote speaker, Jenny Bimrose from the University of Warwick (UK), immediately devoted herself to this question after a warm reception with all kinds of drinks and snacks. She raised the question of what role theory plays for practice and repeatedly encouraged the participants to discuss various key questions in small groups.

The next morning, the second keynote speaker, Scott Solberg from Boston University (USA), spoke out in favour of rethinking career guidance and counselling. To a greater extent than in the past, socio-emotional learning should empower people to shape their educational and professional biographies independently, for example by enabling them to deal with insecurity.

Directly following these words, which invited the participants to rethink their practice, they had the opportunity to choose between several 90-minute training workshops. The most popular was a master class on "Career Guidance for Social Justice" offered by Tristram Hooley (UK), Ronald Sultana (Malta) and Rie Thomsen (Denmark). For my part, I took part in a workshop on supporting migrants and refugees from Anne Chant and Hazel Reid (UK). There we solved mathematical problems, while our neighbours asked us all

sorts of strange questions about other topics – to get a lively picture of the mental burdens fugitives often carry around with them.

A total of 12 such workshops were offered at the academy - and were very well received by the participants. A central condition was that at least 60 minutes of the workshops were spent on discussions, individual and group tasks. In the other workshop I attended, Nurten Karacan Özdemir (Turkey), for example, led us to intuitively select therapeutic cards to become aware of different aspects of our own careers. What I learned about myself (and about a valued colleague) was unexpected and left a lasting impression on me.

The Academy also offered space for the presentation and discussion of new scientific findings on counselling practice and training of counsellors. Through its academies, the NICE Foundation would also like to promote research that makes greater efforts towards innovation in practice and training.

Another highlight for many participants were parallel workshops under the motto "It takes two to tango". Using the Dynamic Facilitation method, practitioners and academics jointly discussed specific challenges of career guidance and counselling, e.g., clarifying what kind of a support a client needs, asking the questions (a) what practical challenges are involved, (b) what are good practices, (c) how could practitioners be trained for these challenges and (d) what research and development needs do we see here? What was fascinating about the corresponding discussions was how much the participants could learn from each other and how many ideas were collected to improve the existing practices (career support & training of practitioners). A summary will be published in 2019.

To crown the Academy, Mary McMahon (University of Queensland, Australia) spoke about how a systemic understanding of the counselling situation, the clients and the counsellors can change the practice and how it can be put into practice.

Two people were honoured at the academy, whom I would like to congratulate here in the name of the NICE Foundation: Christiane Schiersmann (University of Heidelberg) received the annual prize of the European Society for Vocational Designing and Career Counselling (ESVDC) for her life's work in the field of research on educational and career guidance. Bernd-Joachim Ertelt (HdBA Mannheim et al.) was honoured by the NICE Foundation for his lifelong services to the training of guidance practitioners in Europe. These two awards were also extensively celebrated at a particularly cordial gala dinner hosted by our host Czeslaw Noworol (Uniwersytet Jagiellonski Krakow).

With the first academy in Krakow, NICE wants to establish a new beginning and a new tradition. The very positive feedback from around 80 participants from around 25 countries shows that we are well on our way to fulfilling this mission. In this respect, I am very pleased to take this opportunity to draw your attention to **the next NICE Academy, which will be held from 9 to 12 October 2019 at the University of Split in Croatia**. This year's theme will be innovative methods and approaches in educational and vocational guidance, and we are already looking forward to learning many new things and broadening our horizons in a dialogue between practice and research.

Contact: [johannes\\_katsarov@hotmail.de](mailto:johannes_katsarov@hotmail.de)

Website: [www.nice-network.eu](http://www.nice-network.eu)

Photo Gallery from Krakow Academy:

<http://www.nice-krakow2018.confer.uj.edu.pl/photo-gallery/>

## REPORT ON THE 5<sup>th</sup> EUROPEAN DOCTORAL PROGRAMME IN CAREER GUIDANCE AND COUNSELLING (ECADOC) SUMMER SCHOOL

By Dr. Nikos Drosos

The **European Doctoral Programme in Career Guidance and Counselling (ECADOC)** is a joint initiative of the European Society for Vocational Designing and Career Counseling (ESVDC) and the Foundation of the Network for Innovation in Career Guidance and Counselling in Europe (NICE Foundation), and is supported by higher education institutions from **more than 10 European countries**.



ECADOC aims at **training future academic and practitioner leaders in the field of career guidance and counselling** to become interdisciplinary researchers with strong leadership and teaching competences by **organizing annual summer schools** for PhD students. In our understanding the main aim of these summer schools is not just to help PhD students advance in their career by expanding their knowledge and skills, but also to **create a broad academic community not only in Europe but worldwide**. The four summer schools of the previous years (in Padua, Paris, Lausanne & Mannheim) **had more than 120 researchers from more than 30 countries**.

The 2018 ECADOC summer school was organized by the **Laboratory of Career Counselling and Guidance of the National & Kapodistrian University of Athens**, and the **PanHellenic Association for Psychosocial Rehabilitation and Work Integration (PEPSAEE)**. The organizing committee comprised Despoina Sidiropoulou-Dimakakou (National & Kapodistrian University of Athens), Laurent Sovet (Paris Descartes University), Rie Tomsen (Aarhus University), and Peter C. Weber (University of Applied Labour Studies

- HdBA, Mannheim). **Dr. Nikos Drosos was in charge of the organizing committee.** In total 23 PhD students from 12 countries were selected to participate in the summer school. **Young researchers had the opportunity to present their own research work, meet colleagues with common interests, share their thoughts, and discuss regarding future, innovative joint research.**

The Athens Summer School offered a wide variety of **intellectually stimulating choices.** As we live in times of socio-economic changes and therefore the field of career counseling and guidance has to evolve in order to address today's needs, summer school's instructors put much emphasis in new approaches. The summer school included presentations that address current trends, such as **career characteristics and career counselling for vulnerable and marginalized groups** (Anouk Jasmine Albien, Nikos Drosos, Antonis Korfiatis and Anthony Vernon Naidoo), **increased individualization and human resource management** (Peter Weber), and **new approaches in career counselling** (Laurent Sovet and Rie Tomsen). Additionally, there were specially designed workshops and sessions that aimed at presenting **advanced qualitative and quantitative research methods** (Nikos Drosos, Philia Issari, Athanasios Verdis, and Peter Weber). Moreover, some presentations aimed at preparing PhD students to undertake their future academic role, have more publications in peer-reviewed journals (Jérôme Rossier), and acquire research funding (Laurent Sovet). Finally, the **two esteemed invited professors gave us an insight in Career Decision-Making** and how we, as counsellors, may facilitate it (Itamar Gati), and started a productive dialogue regarding **our limitations and what we can actually do as career counsellors** to help our clients (Maria Eduarda Duarte). As the Delphi evaluation of the summer school showed participants were enthusiastic by the quality and the high level of the organization and the instructors.

The Athens Summer School also included several **cultural activities:** (a) guided tour in the National and Archeological Museum (<https://www.namuseum.gr/>), one of the richest museums of the world with treasures from all parts of Greece, (b) dinner in a traditional Greek "tavern" with live music, (c) a theatrical show for PEPSAEE's theatrical group (<https://www.youtube.com/watch?v=2Dji4n4Yi04>), and (d) an excursion in the temple of Poseidon in Cape Sounio where we had to chance to swim in the Aegean sea.

## 6<sup>th</sup> EUROPEAN DOCTORAL PROGRAMME IN CAREER GUIDANCE AND COUNSELLING (ECADOC) SUMMER SCHOOL, MALTA 2019

By Prof Ronald G. Sultana

After the very successful previous editions of the ECADOC Doctoral Summer School held in Padua (2014), Paris (2015), Lausanne (2016), Mannheim (2017), and Athens (2018), we are happy to announce the next encounter, which will take place **in Malta 9-14 June 2019**.



The theme will be **“Researching Career Guidance for Social Justice: Knowledge, Practice, and Power”**.

The programme will provide selected participants with opportunities to:

- Explore the intersections between career guidance and social justice
- Investigate how research can be mobilised to further equity agendas
- Present their work in progress
- Discuss the challenges encountered during their doctoral journey
- Benefit from advice and support from ECADOC faculty and peers
- Advance their career development through publications in scientific journals, and participation in international projects

Keynote presenters include the three Summer School organisers, **Prof Ronald G. Sultana** (University of Malta), **Prof Rie Thomsen** (Aarhus University), and **Prof Tristram Hooley** (University of Derby), together with other guest speakers such as **Prof David Blustein** (Boston College Lynch School of Education) and **Dr Gideon Arulmani** (Promise Foundation, Bangalore). Members of the ECADOC scientific committee will also contribute to the different sessions by sharing their knowledge, research, and experience.

The programme will create a powerful learning environment through lectures, seminars, workshops, poster sessions, a film forum, and on-site visits. It will also be an occasion to feel part of a community of practice, with cultural events that include participation in a traditional village festa, a tour of the island, a visit to a Neolithic temple, and a boat tour. Places are limited to 20 applicants. The application form, criteria for selection, and information about venue and costs available [here](#).

There is no registration fee for those staying at the conference venue. Selected participants will meet travel, accommodation, and per diem expenses. Individuals may wish to apply for European mobility funding at their respective institutions.

**Application final deadline: 15 February 2019**

Processed ASAP (latest by 15 March)

## Call for nominations (I)

### **2019 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 “**2019 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 honoured 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 Laura Nota (e-mail: [laura.nota@unipd.it](mailto:laura.nota@unipd.it)). The deadline for submission is **March 31<sup>st</sup>, 2019**.

## Call for nominations (II)

### 2019 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, 2016. 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 (March 31<sup>st</sup>, 2019) – 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. An 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 ESVDC (mail: [jonas.masdonati@unil.ch](mailto:jonas.masdonati@unil.ch)) **by March 31<sup>st</sup>, 2019** 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 end of June 2019. Recipients of the award will be featured in the ESVDC Newsletter and honoured at the next ESVDC General Assembly.

## 2018/19 MEMBERSHIP FEES

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

As a reminder:

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

The ESVDC bank account is:

CREDIT SUISSE  
Account Nr.: 0525-1375350-01  
IBAN Code: CH44 0483 5137 5350 0100 0  
BIC: CRESCHZZ10R

The bank transfer charges are borne by the association.

The amount is due and payable **by December 31 for 2018 membership, and by July 31 for 2019.**

Thank you all in advance!

## NEW MEMBERS OF ESVDC NETWORK

The ESVDC has as its goal to stimulate and promote European and international collaboration in research and development in the fields of life-designing, vocational guidance and career counseling. The ESVDC network of researchers already co-operates on research projects and has collaborated with the NICE foundation in The European Doctoral Programme in Career Guidance and Counselling. Currently the network counts about 70 members.

**Active researchers in the field of life-designing, vocational guidance and career counseling are encouraged to join the network!**

If you want to become a member you can contact any of the following members of the executive committee: Prof Laura Nota, University of Padova (Italy), Prof Jacques Pouyaud, University of Bordeaux (France), Prof Jonas Masdonati, University of Lausanne (Switzerland), Prof, Hazel Reid, Canterbury Christ Church University (UK) or Prof Guðbjörg Vilhjálmisdóttir, University of Iceland.

