

NEWSLETTER of the ESDVC

European Society for Vocational Designing and Career Counselling

International Conference

COUNSELING AND SUPPORT – DECENT WORK, EQUITY AND INCLUSION: PASSWORD FOR THE PRESENT AND THE FUTURE



In the complex contexts and unpredictable times we are living, there are many emergencies and problems to be faced. Reduction of labor, globalization, poverty, terrorism, walls.... How should we take care of our present and future? How can we build **inclusive societies capable of generating quality lives, equity and decent work**? The scholars and policy-makers from counseling, vocational guidance, career education, economics, sociology, anthropology, education, as well as others all call to identify **innovative and economic development strategies to help individuals**, in particular individuals at risk of social exclusion, to gain access to decent work and to society in terms of **full participation**.

The International conference "**Counseling and Support - Decent work, equity and inclusion: password for the present and the future**", which was held in Padova from 5 to 7 October 2017, focused attention to the signals coming from different contexts and mobilized scholars of counseling, vocational guidance, career education, inclusion... and all those who intended to support people in their search for a quality future, satisfactory relationships, and decent work.

The conference aimed at stimulating international, multi- and interdisciplinary debates and discussions on the theoretical and methodological approaches, resources, instruments, applications, and professional communities that must be considered to improve access to decent work for all, inclusion and social equity.

Decent Work, Equity, Inclusion were the key passwords that guided the different international keynotes focused on promoting a future sustainable development; on the relationship between decent work, equity and inclusive contexts; on the challenges of career counseling in promoting decent and sustainable work for the improvement of quality of life; on the need of methodologically analyzing inclusion; on the need for an intercultural perspective especially for the vocational guidance of individuals who live in different cultural contexts; on the role of economy and work as a tool to serve people.

The conference was enriched by approximately 100 parallel sessions and symposia, international and Italian sessions. These sessions, organized in the afternoons of 5th and 6th October, addressed several themes, such as **inclusive education**; vocational guidance and **work inclusion** for immigrants; career counseling and guidance in school; career coaching; **digital technologies** to support decent work; **positive resources** of workers; **right to work, justice and social equity**; gender equity in work contexts; vocational guidance and work inclusion for individuals with disability and vulnerability.

Also, the **General Assembly of the European Society for Vocational Designing and Career Counseling** (ESVDC) was organized. During the assembly, the President, Prof. Laura Nota introduced and presented prof. Raoul Van Esbroeck, the 2017 ESVDC Award Winner. Prof. Jean-Pierre Dauwalder introduced dr. Ariane Froidevaux, who won the 2017 ESVDC Young Researcher Awards.

Elections of the Executive Committee were also performed during the meeting. The attendees approved unanimously the following Executive committee members:

- Laura Nota, President
- Jacques Pouyaud, Treasurer
- Jonas Masdonati, Secretary
- Hazel Reid, EB member
- Gudbjörg Vilhjalmsdottir, EB member
- Jean-Pierre Dauwalder for the research issue
- Jerome Rossier as Auditor.

During the closing ceremony, **awards were provided** to scholars and institutions that were distinguished for their contributions to the benefit of inclusion.

The conference has also given welcome to a new manifesto for inclusion!!!

Nowadays, talking about inclusion certainly requires going beyond personal sphere and entering professional and community spheres and roles; it requires thinking of a series of goals that can be placed in any context at the core of its activities, either dealing with personal, professional or community objectives that should be broad, private and public for the benefit of inclusion.



More than 600 people from several European countries, United States, Canada, Brazil, South Africa, Mozambique, India, China, Japan, and Australia have offered their thoughts on their personal attitudes, stated their commitments and identified tasks that they believe they can undertake in favor of inclusion. Students, teachers, and educators – but also scholars and professionals from the field of counseling and career counseling, economics, social sciences and education, and professionals interested in cooperation, in solidarity and in the need to unite efforts and personal knowledge – have answered the call to write a new Manifesto for Inclusion in order to activate and support sustainable inclusive growth, by always keeping at the core of the debate the issue of people’s dignity and the defense of their rights. The result is a variety of interests and nuances, of experiences and thoughts... not to mention

the key sentences, mottos and proverbs that have brought diverse cultures on inclusion to the Conference. And it is just like a wave that **highlights differences and allows individuality to emerge.**

The Manifesto and all the material received, collected and organized in a book, is free and can be downloaded by clicking on the following link:

<http://www.unipd.it/counseling-and-support2017>

2017 AWARD FOR DISTINGUISHED CONTRIBUTIONS TO VOCATIONAL DESIGNING AND CAREER COUNSELING AWARDED TO PROFESSOR EMERITUS RAOUL VAN ESBROECK, VRIJE UNIVERSITEIT BRUSSEL

Thanks to his steady and meticulous scientific work, Professor van Esbroeck has had and still has a significant, global impact on the field of career guidance and counseling. Particularly, he is internationally recognized as an expert of vocational development among adolescents and emerging adults.

As a teacher, at Vrije Universiteit Brussel, he taught theoretical approaches to career development, school and career counseling, lifelong development and career management. As a researcher, Prof. Van Esbroeck has published a great number of papers—book chapters, scientific articles and books—and has significantly contributed to the success of several international conferences. For example, in 2004, he managed the joint conference between IAEVG and NCDA in San Francisco. He also directed, along with James Athanasou, the first International Handbook for Career Guidance, published by Springer in 2008. Moreover, he founded and directed for many years the International Journal for Educational and Vocational Guidance, which has since become one of the major scientific journals in the field of career development and counseling.



Together with Mark Savickas, in 2006 Raoul van Esbroeck created the International Life Design Research Group, which strongly influenced the thinking of many contributors in the field during the last decade. Finally, he was the most important motor and contributor to the foundation of the ESVDC and was immediately elected as a prominent member of its first executive board.

Through this award, the ESVDC expresses his deep gratitude to Prof. Van Esbroeck's commitment in our scientific community and acknowledges his fundamental contribution to the rise of our field.

A “CAREER” STORY¹

By Prof. em. Raoul Van Esbroeck, Vrije Universiteit Brussel

First I should like to thank you for honoring me with the 2017 ESVDC Award. I honestly was not expecting this exceptional recognition. When the ESVDC president, my dear colleague Laura Nota, called me to tell me that I would be receiving the award I was lost for words. It came to me as a huge surprise. Again, when I read the message I was speechless ... and those who know me will understand how exceptional this is. The first thoughts that crossed my mind were questions: Do I really deserve this award? Why me? When there are so many other excellent colleagues? But my name had apparently been proposed by a number of distinguished international colleagues, and so there was no choice. All that was left to do was to humbly accept the honour that being bestowed on me.

I wish to thank all the colleagues who directly contributed to the decision to grant me the award. I must confess I still feel rather uncertain about what to think because what I have achieved in my career was often due to circumstance and could not have realized without the support of many other persons. To begin with, the role of my dear wife Josée has always been crucial. Without her permanent support I would never had been able to do what I did. But there are so many other persons and colleagues who deserve my unending recognition and thanks. Had I not been able to rely on their support and friendship some of the research projects and publications would simply never have come into being. I shall give you one example. The International Journal for Educational and Vocational Guidance, which I was able to set up in 2001 only because our dear colleague, José Ferreira Marques, was willing to take on the role of guest-editor for the memorial issue on Donald Super. The growth and world-wide recognition of the journal was the result of intense teamwork and came later, when Jérôme Rossier became the new editor. Similar circumstances led to the setting up of the “Life Design International Research Group”. After a fairly modest beginning, in my offices at the Vrije Universiteit Brussel, the group became a success thanks to close cooperation within the team and stimulating support from Mark Savickas, Jean Guichard, Jean Pierre Dauwalder and Salvatore Soresi.

I was also very lucky that my career extended over a long period of half a century. During this period career counseling changed drastically. I experienced how three major paradigms – guidance, education and counseling – developed and influenced career practice. Compared to what I experienced at the beginning of my career, both career practice and career theory were no longer the same, and we had moved to a comprehensive and complex career support system in which several career paradigms co-existed.

In this short contribution I would like to reflect on how I experienced the changes and on possible new challenges that may arise in the future. Please consider this as my own personal story and observations, and not as a piece of scientific analysis.

In the sixties I was confronted in my capacity as a career practitioner working in secondary schools with a support system in which you had to act as an expert. Career practitioners had the best tests and questionnaires. The quality of the instruments was unquestionable.

¹ A shortened version of this text was presented on October 6th 2017 at the occasion of 2017 ESVDC Award ceremony during the ESVDC General Assembly at the International Conference “Decent work, Equity and Inclusion” at the University of Padua.

It just was a matter of administering “the” adequate tests and following “the” strict guidelines. This would allow us, the practitioners, to discover the best career options for our clients. If they followed our advice they would end up in the right career tracks and they would be happy and successful for the rest of their lives. My first job experience - fifty years after Parsons - was clearly a confrontation with the paradigm of “career guidance” or should I say “vocational guidance”. In my case, it was even a confrontation with a rigid and narrow version of it. It was literally a case of “test them and tell them” and “you are the expert” and “you give the correct advice”. This was exactly what we were supposed to do: give “advice”. Our professional title used in legal documents even confirmed this. In my country, we were officially called “studieadviseurs”. In German the term “Studienberater” could be used.

After one year working as a practitioner, I went back to research. In this new environment I was confronted with growing doubts concerning the value of tests or questionnaires and consequently also concerning the extent to which our recommendations based on these instruments were correct and reliable. I even contributed - during the seventies - to this development by studying faking and the fakeability of interest tests. My work led me to the conclusion that freshmen could fake their interest profile and that they were actually doing so, even in counseling settings. As a result, career practitioners slowly started moving away from using tests and began listening to what the clients had to say. They discovered that there were no “life-long” preset educational paths or career tracks. The idea of a life-long development became broadly accepted. Major theoretical developments as proposed by Roe, Ginzberg and Super, underpinned these ideas.

All these changes led to the growth of a new paradigm: “career education”. In this approach, the practitioner was no longer the expert discovering “the” correct career path and telling the clients what to do. Practitioners became partners of the clients and accompanied them through their process of growth. They helped them to engage in the necessary tasks that would allow them to move through the different stages of development, and finally make career decisions and implement them.

At that stage I left the field of career studies. I served several years as an academic officer. When I went back to research at the beginning of the nineties I found more or less the same situation. Career education had become the dominant approach but guidance was still very much alive. The client was no longer a passive subject that had to be studied. The client had become an “agent” who was managing the process and was supported in this process by the practitioner.

Many of our colleagues, however, adhered to a strictly normative development and assumed that if “the model” was not followed as prescribed, a less successful and non-desirable outcome might be the result. The process of making a career decision had to follow a series of hierarchical and time-related developmental steps. In response to this situation, my collaborators and I developed the “dynamic model of career choice development”. It was an effort on our part to introduce the idea of flexible development in decision making. In our view, career education does not follow a rigid development process, but must be seen as a process without a set sequence. How a client goes through this development is defined by the person’s perception of the situation and their personal experiences. The career choice process becomes a kind of sequence of mini-cycles. Each mini-cycle ends with a temporary decision/choice that may serve as the start of a new mini-cycle.

In the meantime, interestingly enough, the professional name used for career practitioners in my country had changed. Practitioners were no longer “advisors” but had become - as

we call them in Dutch - "studie- en beroepskeuzebegeleiders". I have no literal translation for the term but a description that comes close could be "a companion in the career choice process". At the same time the term "career counselor" had also appeared and was being used as an interchangeable alternative for the traditional Dutch term "begeleider". Unfortunately, it was not clear what the term "counselor" exactly covered. In the 90s we had discussions and publications in Europe on this issue. Did the term "counselor" only cover "psychological counseling"? Is "career counseling" to be considered a kind of psychological counseling or not? There were many discussions and it was certainly an interesting period of debate, change and development.

The career education paradigm remained during the 90s and is still an important approach in educational settings. But at the same time new theoretical developments were taking place. New theories such as the "Career Construction Theory" (Savickas), the "Contextualist Explanation of Career" (Richard Young) and the "Systems Theory Framework" (Wendy Patton & Mary McMahon) played a major role in this context. Positive and constructivist approaches became an important trend in career practice. The publication in 2009 of the position paper "Life designing: A paradigm for career construction in the 21st century" by the Life Design International Research Groups may be considered a big step in this perspective. All these developments contributed to reaching the stage where "career counseling" was recognized as a new leading paradigm.

This counseling paradigm requires a totally different way of engaging in career support. Clients become the "authors" of the whole process. They are the driving force. Clients will analyse their life stories and identify their key life themes. They construct the self they want to implement. The role of the practitioner is to help the clients identify their life themes. The "career story interview" of Mark Savickas is an example of such an approach. The interview questions and the clients' answers stimulate a process of constructing their life stories, followed by a process of deconstruction, reconstruction and finally by decision and implementation.

Though career counseling received growing attention, it does not mean that the older paradigms are becoming unimportant or redundant. They remain essential for a career support system that can deal with the totality of the client's needs. Depending on the client's questions and expectations all three paradigms may play an essential role. Only a comprehensive and diversified career support system can cater for all.

While we were moving towards a new career support system, other developments intervened. Due to the changing economic and financial situation worldwide - and certainly in Europe - we faced growing demands for career interventions. This evidently requires a growing number of career counselors. Comprehensive counseling support however requires staff that can handle the different paradigms and are highly trained. Such staff is rather expensive. The response to growing demands by many policymakers was different however as non-specialists, often trained at a lower level and therefore cheaper, were often given a more central role in career support. In Flanders, for instance, the first-in-line, and even to some extent the second-in-line career support, has been assigned to non-academic trained teachers. This would not really be a problem if the latter were properly trained in how to adequately use the different career paradigms, as is done in other European countries. Unfortunately, no such additional training or preparation was made available.

Many of these new non-specialized teachers engaged immediately in 'career education' as their main approach. They simply followed standardized career education programmes. They soon discovered that this was not enough. They became aware that they also needed to better understand what the questions and problems presented by their students were all

about. They needed instruments to assess their students. But they did not have the skills and competencies to apply “career guidance”. They responded by using standardized self-assessment instruments without knowing how to handle the outcomes.

In short, such an approach is counterproductive and hinders the growth of a comprehensive career support system. There are more and more indications that in the near future new players may arrive on the scene and there is a real chance that they may be unable to work in line with the most recent theoretical developments and practice standards. We should reflect on what is happening at the moment in popular “career coaching” often dominated by persons without any training or experience. But similar developments can be observed in career research. We see that researchers with limited to no knowledge of modern career theory engage in research topics that are narrowly related to career issues.

I recently read a manuscript by researchers in education who reported on a study of the extent to which “a test” to assess the skills and knowledge of students could contribute to convincing them to review their educational choices. This study targeted students whose test scores indicated that their skills and knowledge profiles were comparable to those of students who had experienced academic failure. The students under study were informed of their very limited chances of academic success in their chosen majors. The researchers were amazed to find out that the students had not changed their career choices. The only explanation they gave for this result was to refer to the possibility that the students did not have enough confidence in the test and experts. While reading this manuscript I was taken back to the time of the beginning of my career in the sixties. The whole project reflected a narrow and inflexible belief in the career guidance paradigm. As far as the authors were concerned, the test was perfect; they were the experts; and still the students refused to listen to their “advice”. The authors of the manuscript had clearly not been influenced by recent developments in career studies. They ignored the role of the psychological process behind the making of choices, but neither did they understand that the individual acts as the author of a construction process. The most amazing fact was that the authors actually referred to an old paper presented by Mark Savickas on career construction, though even this did not make them think twice. It was as if career construction were not in the slightest related to the career decision process.

These examples illustrate that researchers and practitioners who do not belong to the group of career specialists and are not acquainted with recent developments in the field may in the near future exert a substantial influence on career studies. We know that these new groups involved in career issues limit their activities to using “some” aspects of paradigms – mainly guidance in education - which are close to what they learned during their initial education or training. Fortunately, some of them have understood that using other paradigms may be needed. The more negative aspect however is that they tried to apply them without the necessary experience or training.

It is clear that in the near future our field will be facing new challenges to defend, promote and strengthen a comprehensive and diversified career support system. We must be careful to convince these new players that a thorough knowledge of career theories and practices is essential. We must see to it that the necessary training options are made available for these new players. And we also need to convince policy-makers.

I feel confident that we will be able to so. I will not personally contribute to these new activities because I am now at the end of my career. I am convinced, however, that many young and excellent colleagues will take on the challenge and ensure that our field continues to prosper and develop.

ESVCD 2017 YOUNG RESEARCHERS AWARD TO ARIANE FROIDEVAUX

During the 2017 General Assembly, which was held in Padova during the conference “Decent work, equity and inclusion: Passwords for the present and the future”, the ESVDC granted the Award for Young PhD Researchers. The ESVDC board members unanimously agreed that **Dr Ariane Froidevaux** deserved the ESVCD 2017 Young Researchers Award for her work “Adjusting Successfully to Retirement: Qualitative and Quantitative Investigations on Identity, Meaning and Mattering”, led at the University of Lausanne, Switzerland, under the supervision of Prof. Andreas Hirschi and Prof. Jérôme Rossier.



Dr. Ariane Froidevaux is an excellent researcher who developed a very timely and interesting research line about how people manage their retirement. She already published several articles in very well recognized scientific journals, such as the *Journal of Career Assessment* or the *Journal of Vocational Behavior*; and several book chapters, in particular one entitled “A life design perspective on the work to retirement transition”, published in a book edited by Valérie Cohen-Scali, Laura Nota, and Jérôme Rossier; and another entitled “Managing the transition to retirement: From meaningful work to meaning in life at retirement”, published in a handbook edited by Ans de Vos and Béatrice Van der Heijden. Besides having won the excellence award of the Faculty of Social and Political Sciences of the University of Lausanne in 2012 and 2017, in 2015 she won a prestigious award for the best paper from the Careers Division of the Academy of Management, for a manuscript entitled “To matter or not matter? An overlooked key challenge for transition to retirement”. In 2016 she was the finalist for another prestigious award from the Careers division of the Academy of Management for a paper entitled “Achieving meaningful retirement adjustment in late career”. Dr. Froidevaux has received an early postdoc mobility fellowship from the Swiss National Science Foundation (SNSF) for the project “Bridge employment as a renewed late career development phase: Fostering time and identities” (2016-2018) that is carried out in the team of Prof. Mo Wang, University of Florida. She recently, received a SNSF Advanced PostDoc.Mobility for the project “Late career pursuit and adjustment: Examination of identity and relationships when transitioning from work to retirement”. Finally, Dr. Froidevaux is not only an excellent researcher; she is also a very enthusiastic and independent person, as well as a good teacher.

The ESVCD congratulates Dr Froidevaux and wishes her a successful career development!

EUROPEAN FOUNDATION FOR ACADEMIC TRAINING IN CAREER GUIDANCE AND COUNSELLING



On October 5, 2017, the Foundation of the Network for Innovation in Career Guidance and Counselling in Europe (NICE Foundation) was formally established at the International Conference on “Decent Work, Equity and Inclusion” at the University of Padova. During the ceremony, the present founders developed project ideas for the next three years, and elected the first Elections & Ethics Committee, as well as the first Board of Directors.

Until 2020, the foundation will be directed by Anne Chant (Canterbury Christ Church University), Lea Ferrari (University of Padova), Johannes Katsarov (University of Zurich), Monika Kil (Danube University Krems), Peter Tielenius Kruythoff (University of Maastricht), and Czeslaw Noworol (Jagiellonian University Krakow). Johannes Katsarov will continue to perform the role of the network coordinator.

The foundation’s mission comprises three central goals: (1) Promoting excellence and innovation in academic, research-based training of career practitioners in Europe, (2) supporting the coordination of academic training in career guidance and counselling within Europe, and (3) fostering cooperation between the academic community and relevant stakeholders. Towards these goals, the foundation wants to conduct diverse activities, including the organization of annual networking and training conferences at the European level.

The NICE Foundation has deliberately been set up as a sister organization of the ESVDC, so to deepen the cooperation of the two European academic networks which have already worked together on such projects as the European Doctoral Programme in Career Guidance and Counselling (ECADOC) over the past years. While the ESVDC focuses on promoting innovative, high-quality research in the field of career guidance and counselling, the NICE Foundation concentrates on matters of academic training – thus making the two organizations ideal partners.

Two areas of cooperation will continue to be the ECADOC summer schools and conferences. With the support of the ESVDC, NICE is organizing its next conference from September 6-8 in 2018 in Krakow, Poland. At this conference, the ESVDC will organize its next General Assembly and dedicated ESVDC activities. As a founder and sister organization of the NICE Foundation, the ESVDC is also represented on the NICE Foundation’s Board of Directors through an ESVDC Ambassador – currently Hazel Reid (Canterbury Christ Church university and ESVDC Executive Board member).

In line with the mission of the foundation, its directors are currently determining the strategic priorities until 2020. One priority is already clear: NICE hopes to establish a new format of conferences, which place a stronger emphasis on collaboration, peer learning and networking, and which bring academics and practitioners together to address gaps between research, training and practice.

The NICE Foundation currently involves 43 founders from 18 European countries, representing 33 different organizations that offer or support academic training for career practitioners. All founders endorse the European Competence Standards for the Academic Training of Career Practitioners, the NICE Memorandum and the UN Charter of Human Rights. The foundation welcomes new founders who want to become part of the network and support the common mission of NICE ideologically.

Further information is available on www.nice-network.eu or from Johannes Katsarov (johannes_katsarov[at]hotmail[dot]de)

Call for nominations

2018 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 “**2018 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. Dr. Laura Nota (e-mail: laura.nota@unipd.it). The deadline for submission is **Mai 31, 2018**.

Call for nominations

2018 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, 2015. 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 (Mai 31st, 2018) – 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) **by Mai 31st, 2018** 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 July 2018. Recipients of the award will be featured in the ESVDC Newsletter and honored at the next ESVDC General Assembly.

2017/18 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 2017 membership, and by 31 July for 2018.**

Thank you all in advance!

REPRESENTATION OF THE ESVDC IN UPCOMING INTERNATIONAL CONFERENCES

The ESVDC will take on an active role in the two following conferences:

The **29th International Congress of Applied psychology (ICAP)** will be held in Montreal from June 26th to June 30th 2018

Conference website:

<http://www.icap2018.com/>



JUNE 26-30
29th International Congress
of Applied Psychology
MONTREAL

Three symposia were submitted under the aegis of the ESVDC:

- *“Career aspects and interventions for a decent work in a inclusive society”*, chaired by Laura Nota and Jérôme Rossier;
- *“Perception of work and the future among low qualified youths in northern and southern countries: first results of an international qualitative research project”*, chaired by Valérie Cohen-Scali and Jacques Pouyaud;
- *“Les bifurcations professionnelles: spécificités et modalités d’accompagnement”*, chaired by Isabelle Olry-Louis and Jonas Masdonati.



The ESVDC plans to submit a symposium at the **2018 Conference of the NICE foundation**, which will be hosted by the Faculty of Management and Social Communication of the Jagiellonian University of Kraków, Poland, from September 6th to September 8th (to be confirmed). For updates concerning this event: <http://www.nice-network.eu/>

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. Gudbjörg Vilhjálmisdóttir, University of Iceland.



*The ESVDC Board wishes you
a happy 2018!*