



NETWORK FOR INNOVATION IN
CAREER GUIDANCE & COUNSELLING IN EUROPE

MARCH 2017 — NEWSLETTER #1/2017

IN THIS ISSUE

Editorial

More than a year has now passed since we have issued the last issue of the NICE Newsletter. A lot has happened since. From a political perspective, we have been witnessing a new surge of nationalistic movements across the globe, especially in Europe. European politics, at the same time, is struggling to find solutions for many concurrent challenges (distribution of refugees, financial crisis, tax competition, etc.).

While we value diversity and national sovereignty, we are worried about these tendencies: Many of the contemporary challenges of the World call for more international collaboration, even stronger global or regional institutions, not less. The European Union brought decades of peace to a war-ridden continent. The United Nations' action plan for the reduction of climate change is probably humanity's only chance to prevent massive catastrophes in the near future. In Europe, we need more solidarity and cooperation, not less, in order to solve many of the problems, which various nations are facing: Together we are strong—in isolation, we are weak.

As researchers and lecturers concerned with career guidance and counselling, we have a good understanding of how political and economic instability affects people. We know how the loss of a job, a questionable future, or a wrong educational decision can drive people into resignation, debt, or worse. This is in part why we believe that career guidance and counselling is so important in our contemporary societies. Not only in politics do people look for (overly) simple solutions to complex problems. With all the technological innovation and the globalization of the work force, we can only speculate about the labour market of the future.

Citizens need professional support in figuring out, how to shape their careers—no matter how much some of them may be hoping to hear a “wise old man” tell them exactly what to do. We need to educate people to manage their career develop-

ment autonomously and responsibly (Career Education). Quite obviously, though, even many citizens with well-formed career management competences will benefit from the provision of career counselling—and we shouldn't forget that professional career counselling is probably one of the best ways to train people in managing their careers autonomously in the first place. Even with the best career information systems and tools for self-assessment in place, competent career practitioners will be needed to assist people in making well-informed and reflected decisions, to support them in facing critical personal and interpersonal situations—beyond the initial training of citizens.

Our network is dedicated to excellence and innovation in the academic training of career practitioners across Europe. Since 2009, we have already achieved a lot. We have learnt a lot from each other: Many of us have renewed their degree programmes over the past years, or even set up new programmes, drawing on insights from international exchange. We have generated common ideas of the main professional roles of career practitioners in Europe, supporting the professionalization of career guidance and counselling. And finally, we have agreed on common European competence standards for the academic training of three types of career practitioners: Standards, which are already being used to quality-assure degree programmes across Europe, and to ensure that citizens will only work with competent career practitioners in the future. Our news from across Europe in this issue, and the reports about the European Doctoral Programme and the upcoming conference in Padua demonstrate that this is probably only the beginning of our cooperation in Europe.

Sincerely,

Lea Ferrari, Nikos Drosos, Johannes Katsarov, and Inge van der Putten (Editors)



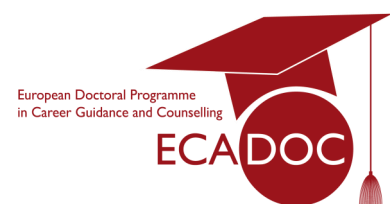
**INTERNATIONAL CONFERENCE IN
PADOVA FROM OCT. 5-7, 2017**



**ECADOC 2017 IN MANNHEIM
FROM SEPT. 4-9, 2017**



**REPORT ON ECADOC SUMMER
SCHOOL LAUSANNE IN 2016**



**FUTURE OF ECADOC, QUALITY
REPORT, AND EVALUATION**

News from Around Europe

Austrian Journal erwachsenenbildung.at Publishes Article about European Competence Standards of NICE.



Monika Petermandl,
Danube University Krems,
Austria

The article is the first to present and critically appraise the ECS in Austria. A space is also provided for describing the development process and the guiding assumptions and thoughts. The article concludes with the example of a related study programme at Danube University Krems and reflects on a first attempt to implement the competence standards. The full paper in German and its abstract in English can be found at: <http://www.erwachsenenbildung.at/magazin>

Empirical Study on Guidance Counselling at Secondary Schools in Ireland



Lucy Hearne,
University of Limerick,
Ireland

The Course Directors of professional Guidance Programmes in the University of Limerick and Dublin City University, Ireland, collaborated on an empirical research project between November 2014 and May 2016 that investigated the provision of guidance counselling in the Irish secondary education system.



The study was funded by an Irish Research Council (IRC) Starter Research Grant (2014-2016). The research was conducted in the context of national and international policy, practice and research in the area of whole school guidance counselling to young people during a turbulent period of policy funding restrictions and resource re-allocations. In particular, the phenomenon

of a whole-school approach to guidance counselling (personal and social, educational and career) in one Irish voluntary post primary school since the re-allocation of guidance counselling provision in Budget 2012 was examined through an in-depth explanatory single case study methodology.

The outcome of the research project has been a published Case Study Report (December 2016) entitled A Case Study Analysis of a Whole School Approach to Guidance Counselling in a Voluntary School in the Irish Post Primary Sector, see link: <http://hdl.handle.net/10344/5389>

IAEVG Conference in Madrid: "Promoting Equity through Guidance: Reflection, Action and Impact"



Luis Sobrado,
University of Santiago de
Compostela, Spain

Organized by the Spanish University of Distance Education (UNED), the most important annual event of the IAEVG was celebrated in Madrid from November 15-18, 2016. Many NICE members participated with symposia, papers, workshops and posters, etc. Also, there were presentations of diverse themes, linked with the topics of the NICE network. <http://iaevgconf2016.es>

European training curriculum and standard for integration agents working with low-skilled people through career counselling, coaching and guidance



Jan Woldendorp,
Saxion Hogeschool Deventer,
The Netherlands

In the summer of 2016, the final conference of the IGMA2 project took place in Oslo. The IGMA methodology is a holistic (re-) integration approach that focusses on client needs through coaching and guidance. The IGMA2 project is co-funded by the Directorate-General for Education and Culture of the European Commission. The main objective of the project was to improve the quality culture in adult education and counselling for low-skilled learners, paying special attention to the professional development of staff, as well as delivery by different providers. Moreover, the project aims were to improve

the accessibility to adult education for the low-skilled, in order to help them enter the labour market and become more active members of society.

The method is evidence-based for target groups with over-average barriers towards becoming an active citizen (regular work or self-employment, participation in education, activity in the voluntary sector). The methodological approaches are based on the IGMA1 project experiences and rely on case-management expertise of Revalento and Saxion University of Applied Science in The Netherlands. The main outcomes of the IGMA2 project were:

- ◆ The development of a common European professional standard "EU Integration Agent" for professionals in the area of career counselling / coaching / guidance of the low-skilled through adult education.
- ◆ The development of a training curriculum "EU Integration Agent" for the professionalization of staff working on integration of the low-skilled in different types of stakeholder organizations.

For the curriculum design and for the professional standard, Saxion used the NICE competence model and the NICE professional roles. Training in the usage of the IGMA methodology and the NICE professional roles and competences is offered to participants who are currently working with low-skilled unemployed either for organizations like labour offices or the social department of a local government (among others). The training is also offered to NGO organisations that have special responsibilities in activation, coaching and guidance for low-skilled people in the areas of adult education, voluntary work or the labour market.

The training course takes a period of 8 months and consists of 9 sessions offering theoretical and practical introductions, tasks to be completed and supporting literature as well as practical tools. In the final assessment, participants are required to demonstrate their new knowledge and skills, thus making a major step toward actual implementation of the methodology.

The training is offered in collaboration with Saxion University in Deventer, the Netherlands. Further information can be found on: www.igma2.eu. If you are interested in the training offer you can contact j.woldendorp@saxion.nl.

News from Around Europe

Ongoing Efforts to Professionalise Career Guidance and Counselling in Latvia



**Inita Soika &
Jānis Pāvulēns,**
Latvia University
of Agriculture

Upon starting the new academic year, the Latvia University of Agriculture has updated its curriculum for the second cycle (Master's) professional higher education programme "Career Counsellor", gradually introducing the European Competence Standards for the Academic Training of Career Practitioners.

Starting with the academic year 2016/2017, the number of students of the Master's study programme "Career Counsellor" has been increased. 100 state-funded first-year Master's students were accepted at five Latvian higher education institutions, as there was a demand for qualified Career Professionals in the Latvian labour market, and a necessity to carry out the Operational Programme "Growth and Employment" successfully. The Operational Programme envisages reducing and preventing early school-leaving and promoting equal access to good quality early-childhood, primary and secondary education, including formal, non-formal and informal learning pathways for reintegrating into education and training. To achieve this goal, it is planned to improve access to career support for students in general and vocational education institutions.

To prepare Career Advisors for the work in education institutions, there was a large teacher training held in the second half of 2015 and in 2016. More than 500 pre-school, basic, academic and vocational secondary education teachers acquired the professional development programme Teacher Career Counsellor (160 study hours). During the programme, in spring 2016, the Head of programme Jānis Pāvulēns visited NICE collaboration partners at Jyväskylä University of Applied Sciences, gaining valuable experience as to improving the programme.

In the beginning of 2017, a collective monograph "Supervision: Theory. Research. Practice" (420 pages) will be published in Latvian where a small chapter (written by Jānis Pāvulēns) is devoted to the supervision of career practitioners. It is the first attempt to raise awareness to the necessity to supervise career practitioners

working in the area of employment and education in Latvia. There is a reference in the chapter to NICE Handbook for the Academic Training of Career Guidance and Counselling Professionals (2012) and the European Competence Standards for the Academic Training of Career Practitioners.

Development of a National Qualification Standard for Career and Talent Management in Turkey



Salim Atay,
Istanbul Technical University,
Turkey

Istanbul Technical University (ITU) has signed a protocol with the Turkish Vocational Qualifications Authority to develop a vocational qualification standard for Career and Talent Management Experts. Knowledge and skill requirements for career and talent management experts who will perform this job have been defined. On behalf of ITU Career Centre, Associate Professor Salim Atay has been managing this process in coordination with legal authorities.

The NICE Core Competences and Curriculum Framework were used to define core competences and training needs. After approval through the Turkish National Qualifications Authority, the qualification standard will be promulgated in the Turkish Official Gazette and become a nationwide reference document for certification of all career and talent management experts around Turkey.

Conference "Paths to Professionalising Career Guidance" in Brno



Lenka Hloušková,
Masaryk University, Brno,
Czech Republic

From May 26-27, 2016, the Masaryk University's Faculty of Arts welcomed 132 conference participants from six European countries (most of the participants were from the Czech Republic and Slovak Republic). The idea to organize a conference related to this topic had been maturing for several years and was preceded by a series of sub-activities linked directly to the NICE project.

At this event, Stefan Vendel from Presov University, Slovakia delivered the lecture "Paths to professionalization of career counselling - contributions of 46 European universities". The aim was to inform on the initiative of the NICE network in the development of professionalization of career guidance. This conference speech was also published in the monothematic issue of Lifelong Learning, Vol. 6, No. 3 (2016), a journal published by Mendel University in Brno, Czech Republic.

The second day of the conference was dedicated exclusively to the training of career professionals, in particular the results of the project Guide My W@! (<http://guide-my-way.eu/>). The outcomes of this project were presented by three members of the network NICE.

The conference organizers (Department of Educational Sciences, Faculty of Arts, Masaryk University and the Euroguidance centre CZ), would like to thank everyone who participated in the preparation and course of the conference. It created an opportunity for establishing cooperation among the representatives of providers of career guidance services, researchers, educators and policy makers.

Find the conference program at <http://konferencekp.cz/en/konference/program/>

Malmö University Involved in Project "Quality of jobs and Innovation-generated Employment outcomes"



Frida Wikstrand,
University of Malmö,
Sweden

QuInnE is a research project that investigates how innovation and job quality (e.g. career development, salaries, skills, education, working hours) mutually impact each other. The effects of the interaction are analysed in terms of employment outcomes and whether the interaction creates more and better jobs. The employment outcomes are then tracked in terms of their impact on social inclusion and inequality. The research project is financed by the European Commission (Horizon 2020) and involves 7 European countries and 8 branches. In Sweden, the industries of computer games, aerospace and health care are investigated. Further information on www.quinne.eu.

News from Around Europe

Ongoing Implementation of the NICE Framework and Competences in Programmes and Projects of the Canterbury Christ Church University



Anne Chant,
Canterbury Christ Church
University, UK

There are two key areas in which the NICE framework has been embraced and incorporated into the training and development of careers practitioners from at our university.

1. The new professional qualification from the Career Development Institute (QCD – Qualification in Career Development) has embraced the competences and roles of the NICE framework. We, as a centre for the training of careers practitioners, have in turn mapped our MA in Career Management against these new criteria. These developments have enabled our MA to further embrace all aspects of careers work and a wider range of contexts which responds well to the current employment market in the UK.

2. Our centre is currently engaged in several projects that will use the NICE framework:

The Erasmus RefuNEET project seeks to support young refugees in education and entering the workforce. The NICE framework will be used to identify current competences in young refugees so that they might be further trained to provide peer support for other young refugees. We will focus particularly on the career assessment and information role.

CMinAR (Counselling for Refugee and Migrant Integration into the Labour Market – Development of Courses for Higher Education and Public Employment Services) – is an Erasmus project involving several colleagues from previous NICE partnerships. The aim is to develop specific training for career practitioners to work with refugees. It will build upon competences already enjoyed but will ensure that further specific training is congruent with NICE guidelines.

A UK-based project funded by the Higher Education Funding Council aims at supporting white working-class boys who are currently statistically the least likely to access higher education in the UK. After a needs analysis has been completed, we will be formulating some training for careers staff in schools and colleges utilising the

NICE framework and competences, particularly relating to career education and social systems interventions.

We remain committed to the principles and structures formulated by NICE and believe that they are proving their worth and original purpose in supporting the professional training and development of career practitioners in Europe at different levels and in a range of contexts.

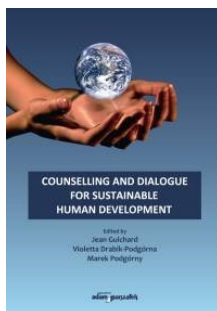
International Modules on Career Guidance and Counselling Offered at the University of Bordeaux



Jacques Pouyaud,
University of Bordeaux,
France

The topics of Career Guidance and Counseling are part of the Organizational Psychology curricula in the department of psychology at the University of Bordeaux. In 2015, the curricula were modified in order to become more open to international exchanges (new learning units in English and new topics). For the CGC field, three new learning units are concerned by applying the Nice competence framework: Introduction to the Career Guidance and Counseling professional field (Bachelor degree - 3 credits); Career Guidance and Counseling level I and II (master degree - 3 + 6 credits). With these three units, we would like to develop exchanges with academic partners on the principle of the "Internationalization at home". This model consists mainly in organizing virtual exchanges, online seminars and debates, jointly prepared and animated between teachers and students from various universities (jacques.pouyaud@u-bordeaux.fr for any more details and contact to share ideas)

"Counselling and Dialogue for Sustainable Human Development"



Edited by Jean Guichard, Violetta Drabik-Podgórná & Marek Podgórný, the UNESCO Chair on Lifelong Guidance and Counselling presents a new volume, published by Adam Marszałek (Warsaw).

Nordic Section of NICE (VALA Network) Established Summer School on the Use of ICT in Guidance and Counselling



Jaana Kettunen &
Jukka Lerkkanen,
University of
Jyväskylä, Finland

Three VALA members (University of Jyväskylä, University of Iceland, Malmö University) and the Danish eVejledning organised a first International Summer School on ICT in Guidance and Counselling. The one week long Summer School took place last August 2016 in Finland at the Jyväskylä Open University. There were 30 participants from the Nordic countries, the Baltic countries, Ireland, Spain and South Korea. There were degree students and experienced guidance and counselling practitioners from varying settings.

The summer school was a great success. From the point of view of the Nordic instructors, the summer school was a very good experience. Information based on research was connected to practice through functional training and the instructors' empirical examples.

The use of ICT, including social media, is quickly becoming as much of a necessity as an opportunity in career services, and practitioners' competence to work in this new mode is an area of increasing importance. At the summer school, great attention was paid to students' experiments and collaboration. Therefore, each afternoon was spent in interactive workshops in which the participants could deepen their know-how in a goal-oriented manner.



Announcement

Counseling and Support for Decent Work, Equity and Inclusion: Passwords for the Present and the Future

International Conference at the University of Padova from October 5-7, 2017

The Italian Society of Vocational Guidance (SIO), the European Society for Vocational Designing and Career Counseling (ESVDC), the Network for Innovation in Career Guidance and Counselling in Europe (NICE), the International Social Economy Network (Res-Int), the Coordination of Triveneto Universities for Inclusion (UNI3V), the Larios Laboratory, and the Center for Disability and inclusion of the University of Padova, announce the International Conference "Designing Counseling and Support for Decent work, Equity and Inclusion: Our Passwords for the Present and the Future."

This conference is a call to action. *Decent work. Equity. Inclusion.* These are the key passwords that must guide our present and future career and workforce development efforts.

Economists point to advances in technology (e.g., digitalization, robotics, artificial intelligence, 3D-printing, eCommerce, etc.) as the single biggest threat to the continued existence of many vocations and occupations, - what many refer to as "Work 4.0." From the end of the last century to the present, citizens throughout the world have experienced tremendous economic growth and increased life expectancy.

Despite these advances, the first quarter of this century has witnessed a number of global crises impacting access to decent work, including large-scale immigration from refugees escaping poverty and war-torn communities, climate change in the wake of increased pollution brought about in part fast moving industrialization, diminishing natural resources, and the need for more access to quality shelter, food and clean water.

A wide range of career and workforce development perspectives are needed to join forces in identifying pathways for collective action. Our aim is to create a stimulating international, multi- and interdisciplinary debate and discussion on the theoretical and methodological approaches, resources, instruments, applications and professional communities that must be considered as we design strategies to improve access to decent work for all.

Chair: *L. Nota*, University of Padova, Italy, Delegate of the Rector for Inclusion and Disability.

Co-chair: *A. Righetti*, President of the International Social Economy Network, Italy; *S.V. Solberg*, Boston University; *S. Soresi*, University of Padova.

Scientific Committee (already joined): *A. Antonietti*, U. Cattolica of Milano, *G. Bencini*, U. Ca' Foscari, Venezia, *A.E. Berti*, U. of Padova, *J. Bimrose*, U. of Warwick, *D.L. Blustein*, Boston College, *J. Bonetto*, U. of Padova, *P.G. Bresciani*, U. of Bologna, *S. Brown*, Loyola U. Chicago, *C. Calleja*, U. of Malta, *E. Camussi*, U. of Milano-Bicocca, *B.J. Carducci*, Indiana U. Southeast, *L. Carrino*, KIP International School, *A. Cattani*, U. of Padova, *A. Causero*, U. of Udine, *G. Ceccarelli*, U. of Urbino, *R.G. Cinamon*, Tel Aviv U., *V. Cohen-Scali*, Conservatoire National des Arts et Métiers, *A. Contarello*, U. of Padova, *B. Cortese*, U. of Padova, *F. da Porto*, U. of Padova, *A. Da Re*, U. of Padova, *J-P. Dauwalder*, U. of Lausanne, *N.A. De Carlo*, U. of Padova, *S. Di Nuovo*, U. of Catania, *M.E. Duarte*, U. of Lisbon, *F. Dughiero*, U. of Padova, *B-J. Ertelt*, U. of Applied Labour Studies Mannheim, *I. Garofolo*, U. of Trieste, *I. Gati*, The Hebrew U. of Jerusalem, *L. Gerstein*, Ball State U., *M. Giangreco*, U. of Vermont, *G. Gosetti*, U. of Verona, *G. Griffio*, Disabled People's International, *C. Guarnieri*, U. of Padova, *P. Gubitta*, U. of Padova, *P.J. Hartung*, Northeast Ohio Medical U., *Z-J. Hou*, Beijing Normal U., *K. Howard*, Boston U., *M. Israelashvili*, Tel Aviv U., *J. Katsarov*, NICE Network/U. of Zurich, *F. Leong*, Michigan State U., *A. Lo Coco*, U. of Palermo, *D. Lucangeli*, U. of Padova, *N.A. Lukyanova*, Tomsk Polytechnic U., *P. Macchi*, U. of Trento, *F. Madeddu*, U. di Milano-Bicocca, *P. Magnano*, U. of Enna, *A. Magone*, Torino Nord Ovest srl Impresa Sociale, *K. Maree*, U. of Pretoria, *A. Marguccio*, IUAV Venezia, *M. Mascia*, U. of Padova, *J. Masdonati*, U. of

Lausanne, *T. Mazali*, Polytechnic of Tourin, *P. McIlveen*, U. of Southern Queensland, *M. McMahon*, U. of Queensland, *V. Milanesi*, U. of Padova, *P. Moderato*, IULM U., *S.G. Niles*, The College of William & Mary, *C. Noworol*, Jagiellonian U., *V. Pace*, U. of Padova, *P. Paoletti*, Fondazione Paoletti, *E. Pariotti*, U. of Padova, *P. Patrizi*, U. of Sassari, *J. Fiz Perez*, U. Europea di Roma, *V. Podgórná*, Wroclaw U., *J. Pouyaud*, U. of Bordeaux, *H. Reid*, Canterbury Christ Church U., *M.A. Ribeiro*, U. de São Paulo, *E. Robusto*, U. of Padova, *L. Rocco*, U. of Padova, *J. Romano*, Arizona State U., *J. Rossier*, U. of Lausanne, *P. Rottinghaus*, U. of Missouri-Columbia, *G. Salviulo*, U. of Padova, *G. Sangiorgi*, U. of Cagliari, *M. Santi*, U. of Padova, *G. Sarchielli*, U. of Bologna, *M. Salvadori*, U. of Padova, *C. Schiersmann*, Heidelberg U., *D.E. Schultheiss*, Cleveland State U., *K. Scorgie*, Azusa Pacific U., *S. Sirigatti*, U. Europea di Roma, *C. Sorba*, U. of Padova, *R.G. Sultana*, U. of Malta, *A. Suppiej*, U. of Padova, *H. Suzuki*, Ritsumeikan U., *E. Tanti Burlò*, U. of Malta, *T. Tracey*, Arizona State U., *P. Valerio*, U. of Napoli Federico II, *F. Vasca*, U. del Sannio, *G. Vidotto*, U. of Padova, *G. Vilhjálmsdóttir*, U. of Iceland, *M. Watson*, Nelson Mandela Metropolitan U., *P.C. Weber*, U. of Applied Labour Studies Mannheim, *R. Young*, U. of British Columbia.

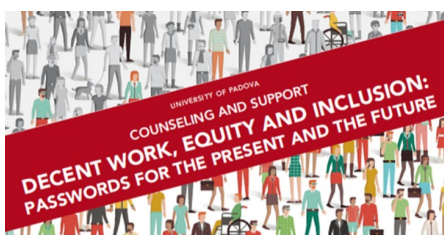
THE SCIENTIFIC PROGRAM OF THE CONFERENCE INCLUDES Keynotes, Symposia, Oral presentations, Posters.

The deadline for symposia proposal is **April 30th**, for abstract submission is **May 31st 2017**. Authors interested in presenting a contribution are kindly invited to use the form available on the conference website.

MANIFESTO FOR INCLUSION

Conference attendants are invited to pool their ideas and efforts to create a *Manifesto for Inclusion*. The aim is to highlight the support that can be given to the wellbeing, social and work inclusion of individuals even in times of marked uncertainties such as those that we are currently going through. To participate in drafting the [Manifesto for Inclusion](#) click [here](#).

For more information visit the website <http://www.unipd.it/counseling-and-support2017/en>



ECADOC Summer School in Lausanne 2016

Restoring Hope: Career Concerns in Times of Crisis—Participants' Perspective on the Event, edited by Anouk Albien (Stellenbosch University, South Africa)

In introducing the reflections of ECADOC 2016 summer school participants, I would like to invite you as the reader to reflect on the events, personal experiences, relationships and collaborations that may have shaped your career path until now. Could you describe how the current socio-political developments may have shifted your past and future career aspirations and hopes?

Creating and re-creating a coherent career story and vocational identity is a challenge that entails continuously weaving together diverse activities and complex relationships within a web of past, present and potential influences and barriers. This exact challenge is faced by the career counselling and guidance discipline, as well as professionals within this field, as they construct their careers within a fluid, plural and diverse world of work in the 21st century.

Correspondingly, ECADOC aims to support early-stage researchers in acquiring research competences and has held summer schools for the last three years. In 2016, the ECADOC summer school was hosted by Jérôme Rossier at the University of Lausanne. The event was organised by ECADOC's scientific committee, including Laura Nota, Johannes Katsarov, Rachel

Mulvey, Jérôme Rossier, Rie Thomsen, and Peter Weber. Twenty-eight PhD students from twenty-four countries were selected as participants to present their research projects, network, and create innovative research teams to collaborate on issues that affect career research, policy and practice.

The programme included a workshop on supervision in career counselling by Susan Whiston and an idiographic approach workshop held by Paulo Cardoso. Parallel sessions were held on qualitative methods that included consensual qualitative research (Jonas Masdonati), interpretive and biographical research (Rie Thomsen) and the use of sociological theories (Anna Bilon, Alicja Kargulowa, Michal Mielczarek, & Joanna Minta). In addition, parallel sessions were held on quantitative methods such as survey research (Caroline Roberts), challenges of causal inferences in longitudinal surveys (Grégoire Bollman) and cross-cultural assessment (Sif Einarsdóttir). Contemporary career challenges were also discussed, inviting participants to reflect on research ethics (Maria Eduarda Duarte), practical implications of career counselling in times of economic crisis, using Greece as a case study (Nikos Drosos), and career research perspectives (Annelies van Vianen). Furthermore, participants were



European Doctoral Programme
in Career Guidance and Counselling



exposed to previous joint research endeavours of the ECADOC community and were guided through reflection exercises facilitated by Mark Holloway.

The summer school also included other cultural activities to foster the international community of career guidance and counselling researchers: an aperitif offered by the LIVES' doctoral program, a joint dinner at the restaurant Lausanne Moudron, a visit to the Art Brut Museum and a picnic by Lake Geneva.

This article serves to give voice to the experiences of the future career counselling and guidance researchers who were selected.

Personal reflections and highlights from PhD students



Christina Pernsteiner*,
University of Graz,
Austria

The Greek meaning behind the word crisis refers to making a choice. When looking at worldwide social and political developments this year, I'm wondering more than ever where we will all end up. In career guidance, this question is a very powerful one: "Who will you become?" Even before we are born, this theme follows us in different ways, from fitting into expectations and norms to having the freedom to be unique. My research is about how children understand work and their role in it over time. It amazes me with what self-confidence they express educational and vocational ideas. A seven-year-old girl explains without a sign of doubt that she will continue with her schooling and afterwards go to university. A five-year-old boy describes himself as an apprentice. Their choices are reflections of the worlds they live in and the connections they make. In a crisis, the feeling of being connected and belonging is sometimes shaken to the core. The recent decision of Great Britain to leave the European Union is a good

example. While many people support this development, it also brings despair and fear, especially in the world of science, which is based on creating and sharing knowledge. This brings me finally to the ECADOC summer school. One of the important strengths of the programme is its power to connect researchers from different worlds. This includes various themes, disciplines, ages, career stages, and geographic regions. After visiting the school for the second time, the feeling of belonging to a research community has gotten even stronger. In times of crisis it is an uplifting feeling to know that in almost every country in Europe, or even further, there are people we can all turn to.

*Christina Pernsteiner is working on a PhD titled "Children's perspectives on the world of work".



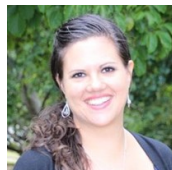
Sanna Makinen*,
University of Eastern
Finland

When I think about ECADOC, there is a particular word that comes to my mind. Hope. Career guidance and counselling has a lot to do with making space for empowering narratives and building vocabularies of hope. This summer school's various presentations demonstrated how guidance and counselling could help people whose world has been burdened with economic, social, and personal setbacks. Sudden life turns and critical events call individuals to cope and manage with the resources they have, sometimes meagre. Guidance services can and do help people in these life situations. Guidance practitioners can bring hope to people who are burdened by uncertainty, fear, hopelessness, disappointments or desperation. These emotions are present in the lives of so many people, young and old. This can be seen when we look at unemployment or poverty rates or the number of young people struggling to find their place in working life or education.

To increase the well-being and hope of individuals and communities, we as young researchers in guidance and counselling seek to find political and organisational solutions, tools, methods, and concepts. One strength of our research community is our methodological and theoretical diversity. We are also small enough to be in dialogue. Dialogues between different traditions are actively sought, and critical reflective questions are asked. I believe that

in our guidance research community there is a genuine will to build bridges between different schools of thought and research traditions. This is demonstrated in the various research endeavours, which have been put forward by many of the PhD students who have participated in ECADOC summer schools. This work will continue, fuelled by our shared goal: our will to bring hope.

*Sanna Makinen is working on a PhD titled "Guidance and the construction of agency of young people in educational margins".



Anouk Albien*,
Stellenbosch University,
South Africa

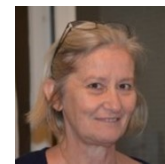
Whether a career-life story is about success or failure is partly a matter of interpretation. I consider success stories to include reframing of trauma, loss, struggle, desperation, and obstacles, revealing resourcefulness and resilience of the human spirit. In South Africa, inequality is a pertinent issue that affects diverse population groups in their career choices. In my work with township youth, I see the need to be able to create future selves, which centre around a restoration of hope. Without hope, meaningful goals seem impossible to envision, and the belief that positive outcomes are likely to occur by taking specific actions, seems unimaginable.

However, the most difficult task I see in township youth, is for them to stay steadfast in a career trajectory and not be swayed by surrounding negative voices. Recently, my days have been filled with violence, riot police, stun guns, pepper spray and fires as protests rage across the country against inequalities in access to education. In the face of this turmoil, I observe what measures desperate individuals resort to, and I wonder if we have not all failed them.

We are equipped with knowledge regarding the impact of discrimination, oppression, and injustice. We can help address these issues using counselling practices, theory, and social action if we dare to step outside of the boundaries of traditional career counselling practice. When I reflect on my involvement over the last two years with ECADOC, my thinking has been stretched and altered by the organisers, participants and workshops presented. I see that this community is at the forefront of addressing

career experiences which relate to a loss of identity, discrimination, unemployment, powerlessness, and anxiety about future employment. This is a community I want to be part of for many years to come. Thereby I hope to intervene at relational levels where individuals make meaning and contribute to dismantling systems that strip away identity, knowledge, and power from minority groups.

*Anouk Albien is working on a PhD titled "A mixed-methods analysis of black adolescents' vocational identity status and career adaptability competencies in a low-income township".



Marie-Line Robinet*,
Conservatoire National des
Arts et Métiers, Paris,
France

During his short "Time for Reflection" workshop, Mark Holloway proposed an exercise: "Think back over an event which is relevant to your professional role." That is what I want to do now. I am a doctoral student, an experienced counsellor and a "novice" teacher of counselling. This week's training at the ECADOC summer school was an opportunity for me to alternate between three aspects of my identity and to develop each of them. These reflective learning processes sometimes occurred over the course of a whole session; sometimes a single sentence set them off.

For example, Susan Whiston's supervision workshop helped me to revisit and reflect on my roles as a counsellor and teacher, and consequently on my research topic: the counselling interview. Speaking about policy, Pedro Moreno da Fonseca asked: "What is research for?" And I thought: "What is my research for? How useful will it be?" After Maria Eduarda Duarte asked "What place is for ethics?", I read the Nuremberg Code and looked at the Belmont Report to evaluate how ethical my own research methodology and goals are.

"Developing reflective practice helps with learning - it speeds up the learning process and deepens the level of your learning," said Mark Holloway. The ECADOC summer school is relevant not only for the information it offers, but also for the reflective learning processes it triggers in each student's head!

*Marie-Line Robinet is working on a PhD titled "Self and Others During Constructivist Career Counselling Interviews".

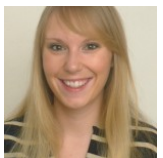


Rosie Alexander*,
University of Derby,
United Kingdom

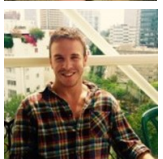
ECADOC has been a fantastic experience. Over the course of two summer schools, I have met researchers from all over the world and my knowledge of career work and career research in different countries has been vastly improved. I have gained a great deal from working with others from different national contexts and researching careers from different theoretical paradigms. This has allowed my thinking to be challenged, and I have been encouraged to consider many new and different perspectives. The spirit of collaboration and openness within the group has allowed some incredibly fruitful conversations and meetings.

I feel like we have established a strong community of career researchers, with a strong joint commitment to progressing the European research agenda in career guidance. I'm sure that the community will prove to be a valuable resource for us all in years to come.

*Rosie Alexander is working on a PhD titled "The impact of island location on students' higher education choices and subsequent career narratives: a case study of the Orkney and Shetland Islands."



Iva Černja*,
University of Zagreb,
Croatia



Nimrod Levin**,
Hebrew University of
Jerusalem, Israel

The participation in professional gatherings still constitutes for us a venture into the unknown. When we attend a conference, we need to discover these new environments and make decisions: what are our goals? How do we want to interact with the people we meet? How do we interact in reality? What information do we wish to disclose about our work and ourselves? Although the ECADOC summer school indicated the gap between our initial planning and actual behaviour, we were guided and assured by the summer school aims and programme.



Since the 2016 ECADOC summer school, participants (pictured above) have begun to create international research collaborations that will result in cross-cultural and comparative research contributions. Thank you ECADOC 2016 for providing this opportunity to emerging researchers from all over the world!

Indeed, the ECADOC summer school – with one of its main aims to create new collaboration among doctoral students within our field – guided us with ready-made answers: share your knowledge, learn from others, work together, inspire each other. The summer school encouraged us to establish and build further scientific collaboration. In response to this challenge, the two of us, after identifying our shared interests, decided to design a research project together, focusing on the interplay between university students' Career Decision-Making Profiles (CDMP) and their study choice behaviours using the Study Choice Task Inventory (SCTI). We plan to develop and implement Croatian and Hebrew versions within our local contexts. And, in the spirit of our community, we invite any member of our community, to join us and take part in our emerging collaborative project.

*Iva Černja is working on a PhD titled "Career Maturity as a Determinant of Successful Career."

**Nimrod Levin is working on a PhD titled "Analog and Digital Coding of Information, the Measurement of Preferences, and the Axiomatic Foundations of Decision Theory."



Chiara Annovazzi*,
University of
Milano-Bicocca, Italy

In the new context of globalisation, the development of international collaboration between young researchers from all over Europe is encouraged. In career counselling and guidance, European doctoral students

and researchers are involved in collaborative projects to develop more creative research approaches, more fruitful international discussions, and the capacity to look at cultural differences as a resource. ECADOC, in line with this aim, supports the creation of international teams, offering researchers the opportunity to experiment in cross-national research groups to share experiences, methodologies, competencies, ideas and aims. The ECADOC summer school, in fact, offers training in collaboration, in order to facilitate the creation of research networks.

For many participants, such as me, the possibility to be involved in an international research group presents stimulating experiences, new challenges, and opportunities. In my opinion, international collaboration can provide some benefits: such as opening possibilities, achieving new research aims, and expanding research knowledge bases; because "alone we are smart, but together we are brilliant" (Anderson, S.).

*Chiara Annovazzi is working on a PhD titled "Social effects on a career: How the context influences personal resources for career development."



**Lifelong
Learning
Programme**

The ECADOC project has been funded by the European Commission under the Lifelong Learning Programme. The Commission cannot be held responsible for any aspects of this communication or of the ECADOC programme.

ECADOC Lausanne 2016: Final Evaluation Report

Hazel Reid, Canterbury Christ Church University, United Kingdom

Professor of Education & Career Management

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European Doctoral Programme
in Career Guidance and Counselling



General Comments

This report is written for the scientific committee and advisory board of the above project, based on reflections and conversations at the third summer school in Lausanne; it ends with overall comments on the ECADOC programme. The comments should be considered alongside the evaluations of colleagues and 'students' who took part and engaged with other evaluation activities.

It might be expected that the third summer school would be the most successful, bearing in mind that the programme developed over three years and was enhanced following the feedback from the two previous years. It was, but that does not detract from the achievements of the previous summer schools. Importantly it was evident that the programme had been developed and feedback had been paid attention to in the adapted programme for Lausanne. As previously, the week was intensive and the impression gained was, once again, of an event of enormous value to both supervisors and students. The learning that took place appeared to be significant and the exchange between colleagues from different countries, both supervisors and students, was always constructive, working toward the aim of building capacity at doctoral level in the field of career guidance, counselling and development.

The welcome reception was well organised and set the right tone for a productive, collaborative working week. Our hosts provided an excellent venue, with very good facilities for learning and for refreshments and lunch. The cultural visit to the museum was enjoyable, if a little short, and the 'conference dinner' was well attended and a success. Travel within the city was easy and both students and supervisors appeared satisfied with the arranged accommodation. The colleagues at Lausanne are to be congratulated for the preparation and smooth running of an excellent summer school, with very good IT facilities and support.

Specific Comments on the Summer School Programme

1. I assume the selection process followed the same procedure as in previous years and was rigorous and well documented. There were, I believe, two last minute withdrawals of students due to health or family circumstances. A few students returned who had attended in previous summer schools, but the majority were new participants.
2. Preparation for the event, as before, took place via the e:platform and this appeared to be without problems this year. The programme, travel notifications and the like were all sent in good time and the instructions were thorough.
3. The opening sessions were good, not too long with an interesting guest lecture. The 'getting to know each other' event and activity was interesting, fun and achieved its aim.
4. The posters were useful and people did spend time looking at them and talking with individuals – this is important as many students put considerable effort into producing these.
5. The whole day workshop on supervision was interactive and of great value to the work of career guidance and counselling practitioners. The facilitator was very experienced in running such workshops and was well versed in her subject. For many of the students, and maybe some supervisors, this would be new knowledge and I recognise how 'clinical' supervision is a neglected area in our 'careers work' practice. However, I would have liked the links to research to have featured more. It will be interesting to learn of the students' evaluation on this whole day workshop in a (in total) five-day programme dedicated to the development of PhD research.
6. Participants' research presentations were once again very valuable and the method employed was highly constructive, supportive and beneficial. It is important the facilitator is comfortable in their role

and well prepared in advance. I observed two groups and both worked well, particularly when the facilitator demonstrated a quiet presence that steered the group rather than instructed the group. Some colleagues thought more time might have been spent on the activity, but the majority of students in the final session on Saturday did not appear to desire more time.

7. New this year was the activity of running parallel workshops for both qualitative and quantitative research methods (on separate days). This was welcomed by participants and was much more digestible than the whole day 'fixed' presentations with some workshop activity of the previous year. Participants were able to choose the sessions that they thought would be of greatest interest for their research activity. Facilitators had a good amount of time to ensure these were interactive workshops rather than presentations.

8. The whole day workshop on 'Assessment of career counselling and change; an idiographic approach', introduced a methodology to research and analysis that would be new to most of the participants. This was interesting and was an interactive workshop. A little more time was needed to explain the concepts with examples before each interactive exercise, but the facilitator took time to explain further when the group was unsure of the steps to be taken.

9. The policy messages in lifelong guidance research were well presented, offering a balanced view with information valuable for all participants. The input on contemporary challenges in our field that followed, highlighted the issues 'on the ground' for the practical implications of the economic crisis. The powerful message of the speaker was illuminated through a case study. Less time was given this year to reflective exercises – but the programme was full and timing was tight on the day this was on the agenda. Similarly, the session research ethics was short.

10. The participants were informed about the ECADOC book series and of the

research network that had developed previous groups – and examples of resulting research projects were 'showcased'. The future of ECADOC, now that the funding has ceased, was also discussed, supported by the supervisors/partners present.

11. The closing session was well managed with a very well run evaluation exercise that was engaging and productive.

Main Points

The participants' evaluations will be reported elsewhere, but it is useful to note here their five top positive comments and the five top 'areas for development':

The participants valued (1) the excellent organisation of the student presentations,

(2) the possibility to share knowledge with researchers with more experience, (3) the cross-cultural sharing amongst students and academics, (4) being able to choose workshops, and workshops that covered a wide range of topics – and the sharing of ideas and diverse perspectives, and (5) having the posters available to view throughout the programme.

At future summer schools, the participants would like (1) a session on research design, (2) more workshops in small groups, (3) more opportunities for choosing workshops, and (4) to be invited to co-organise seminars with experienced researchers. Finally, they would (5) enjoy the use of different types of presentations other than PowerPoint.

Comments on the ECADOC Programme Overall

ECADOC has been a unique experience for researchers new and experienced in the professional field, and it is a pity that a new programme has not been funded. The willingness to continue in some form was clear from those involved and the commitment from the organisers is exemplary. The three-year programme has been of immense value to the participants and throughout the week in Lausanne, both students and supervisors new to the ECADOC experience praised highly the programme and the opportunity to engage in such intensive work.

It has been a pleasure to take part and to provide this report.

ECADOC Summer Schools: Quality Assurance and Enhancement

Johannes Katsarov, University of Zurich, Switzerland
Programme Manager of ECADOC

The European Doctoral Programme in Career Guidance and Counselling (ECADOC), financially supported by the European Commission under the Lifelong Learning Programme from 2013-2016, had two key objectives. The first objective was to formulate a joint research agenda, with the aim of inspiring cooperative trans-disciplinary research in our field in the future. The second objective was to organise a first series of annual summer schools, to support the emergence of a generation of early-stage researchers, who are dedicated to the practice of career guidance and counselling, international and trans-disciplinary cooperation. The sustainability of our efforts – building something to last – has always been at the heart of this project. Hence, questions of assuring quality and reaching excellence have guided us since we first came up with the idea of ECADOC.

The purpose of this article is to share our concepts of quality assurance and enhancement for the summer schools of ECADOC, and to illustrate some of the central lessons, which we have learned over the past three years.

Concept and Goals of the ECADOC Summer Schools

The main goal of the ECADOC Summer Schools is to promote PhD candidates from all around Europe in becoming first-class researchers and respected career specialists – valued members of the academic community and the community of practitioners dedicated to career guidance and counselling – and promote intercultural cooperation among these researchers across Europe. Research on career guidance and counselling lies at the heart of the summer schools. For participants to benefit from the summer schools as much as possible, they focus on supporting the development of a range of important competences and skills needed for a successful career at the forefront of our academic discipline and the career guidance and counselling profession. Activities are balanced to support doctoral researchers in finalizing their individual research projects, in developing their competences for state-of-the-art research using both qualitative and quantitative research approaches, in assuming a role as innovators in research, policy and practice, and in becoming

members and shaping the development of a European research community.

Quality Strategy

So far, we have organised three ECADOC summer schools (Padua 2014, Paris 2015, Lausanne 2016), involving about 100 PhD and senior researchers from more than 30 countries. To secure the quality of the summer schools, we combine several measures:

Selection of participants: We only admit people to ECADOC summer schools as participants, who are currently working on a PhD related to career guidance and counselling. No exceptions are allowed, so to ensure the common goals, status and interests of the group in this respect. To assess the relevance of the research projects, our selection committee reviews a 1-page description of the PhD research project from each participant. Our selection criteria demand a broad national diversity of the participants, and we try to offer financial support in cases, where applicants wouldn't be able to cover their costs for the summer school themselves or through their universities. We accept no more than 28



participants, to assure a good group size for networking and community building. Each member of the selection committee evaluates the applications of all applicants, who haven't been selected by ECADOC partners, so to enable fair, criteria-based judgments when there are too many suitable applicants (which has generally been the case so far).

Understanding the participants' interests and preferences: Before the first summer schools, we asked participants for feedback on the objectives of the summer schools, and on their training preferences, using online surveys. Since the second summer school, we have begun to ask for ideas, wishes and recommendations from participants regarding future summer schools via a joint Delphi evaluation at the end of the summer school, and a quantitative evaluation several weeks after the summer school. The Delphi evaluation allows each participant to stress positive aspects and points for improvement, which can then be endorsed by all other participants (so to see, how many people share the assessments). The quantitative survey then asks for feedback to standardised questions (e.g. quality of each workshop, distribution of time to different activities). Participants are also asked to specify, which kinds of workshops, contents, and activities they would enjoy in the future, allowing them to formulate their personal interests and preferences freely.

Peer review of summer school: The scientific committee puts together the summer school's programme, under the leadership of the summer school's host. Once a first draft is ready, we collect feedback from the community of all ECADOC partners, i.e., the senior academics who jointly support the programme. We try to implement as many proposals as possible to enhance the programme. At the summer schools, we invite a colleague with a lot of experience in the supervision of doctoral researchers – currently Hazel Reid from the Canterbury Christ Church University – to observe all activities of the summer schools and to speak with participants, so to provide us with critically-constructive feedback after the event. We ensure that our peer evaluators don't have a conflict of interest in terms of evaluating their own work, but we believe it to be good that they are members of our academic community, who themselves want the summer schools to be excellent.

Preparatory activities expected from contributors: All contributors, particularly

people offering workshops, methodological seminars, keynotes, and food for thought, are asked to provide an abstract. The scientific committee uses these abstracts to finalise the programme and to ask contributors for adjustments, if necessary. We expect workshops and seminars to dedicate at least half of the time to activities, which actively involve the participants, e.g., group discussions or exercises. Additionally, contributors are asked to provide literature for deepened learning, which is made available to participants via a Moodle platform. Contributors are also asked to constructively work with the diversity (age, academic disciplines, research paradigms, English-speaking competence) of the participants.

Preparatory activities expected from all participants: We are convinced that the participants' preparation for the summer school activities is just as important for the quality and enjoyment of learning, as our own preparation. All participants are required to engage in preparatory activities, including the preparation of poster presentations of their research projects (beginning with the third summer school), and the preparation of a presentation for collective academic supervision. Collective academic supervision is the point of the summer school, where the participants work together in small groups of four doctoral researchers, moderated by senior academics, where each participant shares a challenge of her/his PhD project, and receives feedback from peers.

Scientific committee monitoring at the summer school: During the summer schools, at least one member of the scientific committee is always present, so to keep an eye on the process, and intervene, if necessary. The summer school's host is relieved from any sorts of supervisory activities, to be able to focus on the management of the event. The members of the scientific committee regularly touch base to discuss the development of the summer school, and make changes to the programme, if necessary.

Community building: Developing a European research community is both a goal of our summer schools, and a means of quality assurance. We want our participants to enjoy a community spirit at the summer schools, including (but not limited to) a culture of mutual respect, openness to diversity, authenticity, and inclusiveness. At the beginning of the summer schools, we organise ice-breaking activities to evoke an ambiance, where everybody feels safe to

speak with anyone else, seeking for commonalities, but also accepting differences (in line with Scott Peck's approach to community building). As scientific committee members, we try to lead by example, and intervene, where necessary, to support a positive community-building process and the development of shared norms of fairness, respect, inclusiveness, scientific rigour, etc.

Key Insights

One of our original ideas for the summer schools was that full-day workshops, e.g., intensive training in a methodological approach, could be a central trademark of the ECADOC summer schools. From trying out different variations of such workshop, generally two per summer schools, we have learned that the participants find them too long. They generally prefer a wider variety of training options. At the third summer school, we tried offering several methodological workshops in parallel, for the first time – based on the participants' feedback from the second event: The ability to choose from four qualitative workshops on one day, and from three quantitative workshops on another day, was valued highly by the participants. Regarding the quality of the methodological workshops, we have learned that the participants' main desire is to receive practical hands-on training at the event, and consume the relevant theory beforehand. Since we want all participants to advance in terms of both qualitative and quantitative research methodology, we make sure that some of the offered workshops are at an introductory level, whereas other workshops are for advanced learners.

The participants' favourite part of the ECADOC summer schools are the collective academic supervision (CAS) sessions. We introduced the CAS method to give maximum attention to our participants' needs when presenting a piece of their dissertation projects, and to avoid the various pitfalls of human interaction, which can sabotage a meaningful learning experience. As of the third summer school, we have all begun to use this method, and almost all participants have found the experience "excellent".

Another favourite of our summer schools so far, have been few, selected keynotes on topics related to career guidance and counselling. What we have learned in this respect is that the participants particularly enjoy the ability to engage in discussion after such keynotes, e.g., using a combination of small-group and plenary

discussion. In our selection of keynote topics, we try to have contributions from different disciplinary perspectives, as well as from the perspectives of practice and policy. This diversity has been appreciated very much, so far.

A central challenge of the summer schools has been the participants' wish to get to know each other's research, to identify peers with related interests, and to develop ideas for potential joint projects in the future. At the third summer school, we tested out a former participant's proposal to organise a poster exhibition at the beginning of the summer schools, where each participant presents their research project. We opened the exhibition on the first evening with food and cocktails and exhibited the posters the full week, which worked splendidly. On the last day of the second summer school, we invited several groups from the first summer school, who had undertaken joint research projects, to present their work. Then, we invited the participants to take an hour of time to envision joint research projects together. We were amazed to see how self-organised groups emerged within a short amount of time, and how all the participants developed ideas for potential cooperation in the future. After the third summer school, where we didn't include this part in the programme, the participants urged us to reintroduce an element like this.

On a final note, we have learned that participants wish for concentrated breaks and structured networking activities during "learning hours", and for enough leisure time in the afternoons and evenings. We have experimented with different variations in the past three summer schools. At the last event, we offered the participants relatively long breaks between sessions and for lunch, but ended the summer schools relatively late in the afternoon. What our participants seem to want are breaks of 15-20 minutes every 90-120 minutes in the mornings and afternoons, and a lunch break of 60-75 minutes (depending on how near the cafeteria is). They prefer for the learning hours to end no later than 8 hours after they began, so that they have enough time for recreation in the evenings. Many participants would even favour to have one afternoon, which is completely freed from learning activities, to network, relax, and engage in cultural or recreational activities. In general, the cultural visits, e.g., of museums, and joint dinners, which we have organised at each of the summer schools so far, have been received very well, and have strongly contributed to the community spirit.

Future of ECADOC

For all of us, the experience of organising these events together has been very positive. We have learned a lot from each other, and pooling our resources into joint, international doctoral training has been very beneficial for the doctoral researchers, who have participated so far. Through our quality strategy, we have succeeded in maintaining a very high rate of satisfaction with every summer school, and even improving total satisfaction with each event. Asking the participants of the third summer school, whether they would recommend an ECADOC summer school to a fellow researcher, we received an average recommendation rating of 9.4 on a scale from 1 to 10. We are very proud of this, since exceeding the extremely positive ratings of the prior summer schools hardly seemed feasible to us.

Considering these positive outcomes, we want to continue organising ECADOC summer schools in the future. We hope to maintain our positive ratings, despite the lack of funding from the European Commission in the future. Fortunately, all of us are motivated to keep ECADOC going, and with the University of Applied Labour Studies in Mannheim, we have even found a generous host for the fourth ECADOC summer school, which shall take place from September 4-9, 2017 in Germany, organised by Scientific Committee member Peter Weber.

The European Society for Vocational Designing and Career Counseling (ESVDC) and the Network for Innovation in Career Guidance and Counselling in Europe (NICE), which have jointly supported the ECADOC project from its conception until now, are happy to continue supporting ECADOC in the future. Our challenge for the coming years will be to secure future generations of engaged ECADOC leaders, continue to organise excellent summer schools across Europe, and to identify sponsors who will help to support us in our efforts. Over the next year, the present scientific committee will undertake efforts to take ECADOC to the future. We invite interested colleagues from across Europe to join us and support future summer schools!

Acknowledgements

The refined concept for ECADOC summer schools and the quality enhancement system are central outcomes of the ECADOC Scientific Committee's work from 2013-2016. Coordinated by Laura Nota (University of Padua) and the author, it involves Valérie Cohen-Scali (CNAM Paris),

Rachel Mulvey (University of Warwick, previously at the University of East London), Jérôme Rossier (University of Lausanne), Rie Thomsen (Aarhus University Copenhagen), and Peter Weber (University of Applied Labour Studies Mannheim, previously at the Heidelberg University). We also thank our ECADOC partners (Anna Bilon, Jean-Pierre Dauwalder, Nikos Drosos, Maria Eduarda Duarte, Sif Einarsdóttir, Bernd-Joachim Ertelt, Lea Ferrari, Andreas Frey, Maria Cristina Ginevra, Jean Guichard, Alicja Kargulowa, István Kiss, Seija Koskela, Joanna Minta, Kestutis Pukelis, Hazel Reid, Christiane Schiersmann, Teresa Sgaramella, Despoina Sidiropoulou-Dimakakou, Ronald Sultana, Raoul Van Esbroeck, and Annelies Van Vianen) and the participants of the first three summer schools for their many ideas, suggestions, and proposals, which have helped to develop the ECADOC programme. For more information, please visit our website at <http://larios.psy.unipd.it/ecadoc/>.

Recommended Reading

Nordentoft, H. M., Thomsen, R., & Wichmann-Hansen, G. (2013). Collective academic supervision: a model for participation and learning in higher education. *Higher Education*, 65(5), 581-593. DOI: 10.1007/s10734-012-9564-x

Wichmann-Hansen, G., Thomsen, R., & Nordentoft, H. M. (2015). Challenges in Collective Academic Supervision: supervisors' experiences from a Master Programme in Guidance and Counselling. *Higher Education*, 70(1), 19-33. DOI: 10.1007/s10734-014-9821-2



Lifelong
Learning
Programme

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Announcement

DOCTORAL SUMMER SCHOOL IN MANNHEIM, GERMANY SEPTEMBER 4 - 9, 2017

European Doctoral Programme
in Career Guidance and Counselling



CAREER GUIDANCE AND COUNSELLING IN TIMES OF VOLATILE LABOUR MARKETS AND DYNAMIC BIOGRAPHIES

We are happy to announce the fourth ECADOC Summer School for 2017, hosted by the University of Applied Labour Studies in Mannheim, Germany.

This year we have chosen a theme that will give us actual insights and points for reflection: "*Career Guidance and Counselling & Dynamic Biographies in Times of Volatile Labour Markets*". From our perspective, this headline unites different perspectives, which are currently very relevant for the practice of career guidance and counselling (CGC). In times where people's lives are becoming increasingly dynamic, we face new challenges in supporting them in their pursuit of education and employment, and the desired development of their lives in general. Researchers and practitioners engaged in CGC need to challenge, adapt and develop their understandings, methods and services accordingly. Moreover, they must reflect their own and collective standpoints in discourses on CGC, which are also influenced by diverse political agendas and normative ideologies. At this year's summer school, we therefore feature both qualitative and quantitative research informed by psychology, sociology, educational science, and other disciplines that help the CGC community to better understand individuals' lives, biographies and societal structures.

Who can take part? All PhD candidates whose research relates to career guidance and counselling. We explicitly invite researchers with various backgrounds in terms of discipline, methodology, age and status within the PhD research process.

How can you finance your participation?

We encourage participants from Europe to access Erasmus+ mobility funding, which covers: actual travel costs, your accommodation and a proportion of your subsistence. Although the funding application is relatively straightforward, we will offer a support service to give you the information you need to apply for *Erasmus+ funding* via your home university.

What will we do in this week? Our belief is that a summer school brings together the best of academic work and academic life. The summer school programme blends presentation and discussion of your own research with peer and faculty. You'll have

the chance to meet researchers from different backgrounds with diverse experience, listen to interesting inputs around the theme of the summer school, work with different research methods, and learn about the practical challenges of being a researcher.

Where can you find more information?

Please find the call for applications on the ECADOC website (<http://larios.psy.unipd.it/ecadoc/>) and <http://www.hdba.de/forschung/drittmittelprojekte/ecadoc/>. Here you will also find information and regular updates regarding sources of financial support and organisational details. Applications should be submitted until April 30, 2017. Please follow the instructions in the call for applications.

Additional questions? If you have further questions, please do not hesitate to contact us by sending an email to this year's host: peter.weber@hdba.de

Looking forward to seeing you in Mannheim,

Peter Weber, Nikos Drosos, Johannes Katsarov, Rachel Mulvey, and Rie Thomsen (the organising committee)



Mannheim by Night (Fotalia)



NICE—NETWORK FOR INNOVATION IN CAREER GUIDANCE & COUNSELLING IN EUROPE

Newsletter #1/2017

Edited by:

Prof Lea Ferrari, University of Padua
Dr Nikos Drosos, University of Athens
Johannes Katsarov, University of Zurich
Inge van der Putten, Fontys University of
Applied Sciences

PROMOTING EXCELLENCE AND
INNOVATION IN ACADEMIC,
RESEARCH-BASED TRAINING OF
CAREER PRACTITIONERS IN EUROPE

SUPPORTING THE COORDINATION OF
ACADEMIC TRAINING IN CAREER
GUIDANCE AND COUNSELLING
WITHIN EUROPE

FOSTERING COOPERATION BETWEEN
THE ACADEMIC COMMUNITY AND
RELEVANT STAKEHOLDERS



NETWORK FOR INNOVATION IN
CAREER GUIDANCE & COUNSELLING IN EUROPE