

1. *Reflections of the European Doctoral Programme in Career Guidance and Counselling (ECADOC) 2023 Tenth Summer School*



Research in the field of career guidance and development *Collaboration between research, practice and policy* **ECADOC 10th summer school in Denmark from August 14-18, 2023**

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

As an innovative novel experience, the European Doctoral Programme in Career Guidance and Counselling (ECADOC) summer school was hosted by Graduate School ARTS, Aarhus University and took place 14th - 18th August 2023. This year, the event was held in collaboration with EuroGuidance Network, and the FinnFram Doctoral Programm (Finding ways in a time of great challenges for the future). The EuroGuidance Network is a network of national resource and information centres for guidance, throughout European countries, targeting guidance practitioners and policy makers from the educational and employment sectors in EU and EEA member states, and in candidate countries. Specifically, the FinnFram doctoral school's overall goal is to strengthen the scientific knowledge base for career guidance, career teaching and career guidance training and is funded by The Swedish Research Council. The FinnFram doctoral school is organized in collaboration between Umeå, Stockholm, Gothenburg and Malmö universities and includes 9 doctoral students.

The ECADOC summer school focused on the theme of “*Research in the field of career guidance and development: collaboration between research, practice and policy*”. The programme consisted of collaborative presentations, which included voices from research, practice and policy, collective academic supervision, reflections on a research career, international collaboration and student-led discussion sessions. This year we developed a new activity together with Euroguidance Denmark. We called it Interactive workshop and invited local career guidance and counseling practitioners across all sectors to bring a case from daily practice to an innovative and playful discussion among international PhD students, scholars and practitioners.

The organizing committee consisted of: Assoc. Prof. Annica Brännlund (Umeå University, Sweden), Prof. Kristina Mariager-Anderson (Aarhus University, Denmark), Prof. Per-Åke Rosvall (Umeå University, Sweden), Birtha Theut (MA, The Danish Agency for Higher Education and Science, Denmark) and Prof. Rie Thomsen (Aarhus University, University of Lower Silesia, Poland and University of South Eastern Norway). This was the first ECADOC hosted in conjunction with the EuroGuide Network and FinnFram Doctoral Program and we would like to express gratitude to everyone who was involved.

The ECADOC Summer School was supported by the Scientific Committee committee members: Dr. Anouk Jasmine Albien (University of Lausanne, Switzerland, affiliated with Stellenbosch University, South Africa), Professor Valérie Cohen-Scali (Institute for the Study of Work and Career Counselling - INETOP of the Conservatoire National des Arts et Métiers-CNAM, Paris), Assoc. Prof. Nikos Drosos (European University of Cyprus), Professor Laura Nota (University of Padova), Professor Jérôme Rossier (University of Lausanne), and Professor Peter C. Weber (University of Applied Labour Studies - HdBA, Mannheim). We also had ECADOC alumni Laura Cordes Felby, Randi Skovhus and Rosie Alexander supporting the event. and we are thankful for their continued support and commitment.

This year we are so grateful to the invited speakers and CAS supervisors who facilitated the summer school: Dr Anna Bilon-Piórko (University of Lower Silesia, Poland), Dr. Rosie Alexander (University of the West Scotland), Tine Andersen (MA, Study and Career Guidance Denmark), Dr. Anouk Albien (University of Lausanne, Switzerland); Assoc. Prof. Annica Brännlund (Umeå University, Sweden), Prof. Valerie Cohen Scali (Conservatoire National des Arts et Métiers, France), Jan Bauditz (Senior consultant, Danish Teachers Union, Denmark), Assoc. Prof. Nikos Drosos (European University of Cyprus), Prof. Tristram Hooley (University of Derby, UK), Assist. Prof. Laura Cordes Felby (Aarhus University, Denmark), Prof. Kristina Mariager-Anderson (Aarhus University, Denmark), Assoc. Prof. Helle Merete Nordentoft (Aarhus University, Denmark), Prof. Per-Åke Rosvall (Umeå University, Sweden), Assoc. Prof. Randi Skovhus (VIA University College, Denmark), Dr. Bent Sortkær (Danish School of Education at Aarhus University, Denmark), Birtha Theut (MA, The Danish Agency for Higher Education and Science, Denmark), Prof. Rie Thomsen (Aarhus University, Denmark), & Lone Conradsen Wind (M. Sc, Study and Career Guidance Denmark). 33 PhD students from 12 countries were selected as participants to present their research projects, network, and discuss future innovative research collaborations.

The 11th ECADOC will be held at Nicosia in Cyprus on 10th -14th June 2024 and it will be hosted by Dr. Nikos Drosos and the European University Cyprus. The Summer School will be dedicated to career guidance and counseling in the workplace and it will discuss the impact of AI and the 4th industrial revolution in career guidance and counseling. It will, also, include workshops regarding research methodologies and sessions where PhD students will have the opportunity to present their work.

2. Survey Responses

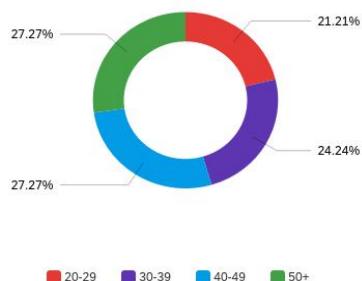
A survey link using Qualtrics online survey software was sent to all ECADOC 2023 participants, and 33 participants responded to the survey, these are the results that were found. The Figures below give an indication of the demographic details of participants' as well as their experience of the ECADOC 2023 Summer School.

2.1. Demographic responses

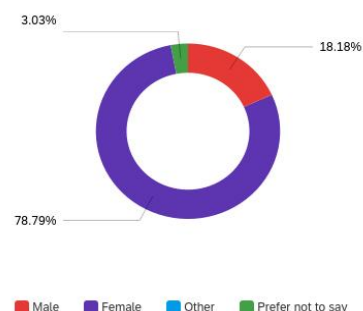
The age groups of the 33 participants were similar to previous years, documented, with the majority of participants falling between 40-49 (9, 27.27%) and 50+ (9, 27.27%). However, we also had similar participation rate from the age group between 20-29 (7, 21.21%) as well as the age group between 30-39 (8, 24.24%). This shows a wide diversity in age and range of experiences of participants and shows that the ECADOC Summer

School does not exclude any age group. In terms of gender, although we welcome diversity, this year we had 26 female (78.79%), 6 male participants (18.18%) and one person preferred not to say (3.03%), which could be taken as a reflection of a higher number of female researchers in the career guidance and counselling field.

Please select your age range below

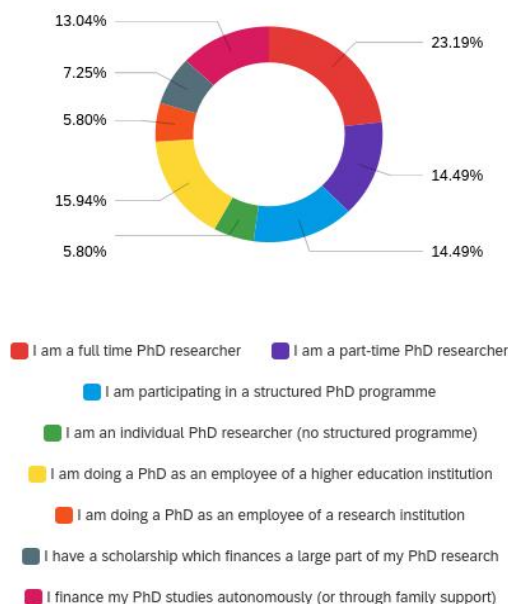


How would you describe your gender?



Due to the differences in PhD programmes worldwide we wanted to understand how the PhD programmes of participants were structured. Sixteen participants (23.19%) were in a full time PhD researchers, 10 participants (14.49%) were part-time researchers, 10 participants were in a structured PhD programme (14.49%), whereas 4 other participants (5.80%) were not in structured programme. Furthermore, 11 participants (15.94%) were completing their PhDs as an employee of a higher education institute, and 4 participants (5.80%) were completing their PhDs as an employee of a research institution, 5 participants (7.25%) had a scholarship which financed a large part of their PhD research, and 9 participants (13.04%) financed their PhD studies autonomously (or through family support).

Please provide us with some background information on your PhD studies.



In terms of diversity in PhD experience, some participants were only beginning their PhD and other participants were completing their PhDs. For example, we had 9 participants (22.5%) who were in the process of defining the goals and the approach of my PhD research, we also had 18 participants (45%) who had completed their

research plan and had begun their PhD investigations, 5 participants (12.5%) who had already completed more than half of their analysis, 3 participants (7.5%) had already published first articles on the theme of their research and 5 participants (12.5%) were close to finalizing the final manuscript of my PhD thesis (which was described as less than 1 year until final examination).

How far have you progressed in your PhD project until now?



In terms of the countries that students were enrolled in to complete their PhD studies, we had applicants from all over the world, with 12 countries represented. These countries include Switzerland (2), Finland (4), Denmark (2), France (6), England (2), Israel (1), Sweden (7), Germany (2), Ireland (2), Italy (2), Greece (1) and Czech Republic (1). In addition, the survey shows that country of origin and country of study are different which shows the mobility of the ECADOC participants. Participants' nationalities were Danish (2), French (6), British (2), Israeli (1), Danish/Swedish/Persian (1), Finnish (4), Swedish (5), German (2), Portuguese/Swiss (1), Irish (2), Italian (2), Greek (1), Czech (1), Swiss (1), and Norwegian (1).

2.2. Reflections of the ECADOC Summer School activities

We wanted to know what participants thought about the summer school, which included the preparation needed, the time scheduled, and the different activities. All of these results will be presented in the following sections.

2.2.1. Summer school preparation

Below you will find the responses to the Summer School preparation, which showed that participants were satisfied with the preparation. This includes the: information on concept of summer school, assignments before the summer school, preparatory materials and personal support from ECADOC team.

Figure 1. *The Quality of Summer School Preparation Evaluation*

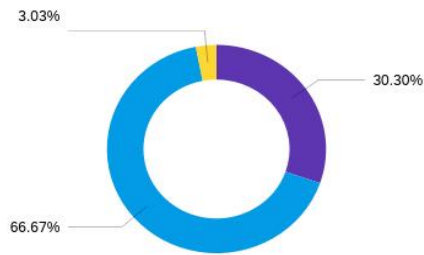


2.2.2. Time usage

Participants were asked to rate the amount of time dedicated to different aspects of the summer school from 1 (too little) to 5 (too much); where a rating of 3 would mean that the amount of time was "just right" for the specific activity. Below in the figure you will find all the elements of the summer school reflected and how participants rated the time usage. These include: training in research methods (17, 51.52% just right, 15, 45.45% could have been more and 1, 3.03% too much), presentation and discussion of doctoral research (22, 66.67% just right, 10, 3.03% could have been more and 1, 3.03% too much), key note presentations (24, 72.73% just right, 5, 15.15% could have been more, 4 and 12.12% could have been less), community building, networking, and discussion activities (26, 78.79% just right, 5, 15.15% could have been more, 1, 3.03% too little and 1, 3.03% too much), time management of sessions (28, 84.85% just right, 3, 9.09% could have been more, 1, 3.03% could have been less and 1, 3.03% too much), breaks during and in-between sessions (26, 78.79% just right, 5, 15.15% could have been more, 1, 3.03% could have been less and 1, 3.03% too much), and social and cultural programme (24, 72.73% just right, 5, 15.15% could have been more, 1, 3.03% too little and 3, 9.09% could have been less).

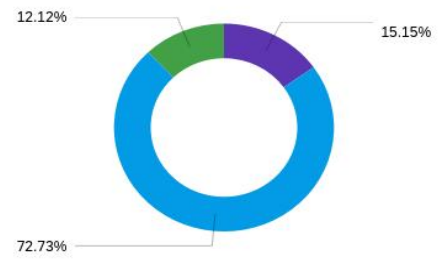
Figure 2. Overview of Time usage during ECADOC

Presentation and discussion of doctoral research



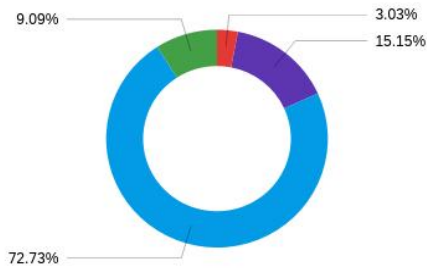
Too little Could have been more Just right Could have been less Too much

Key note presentations



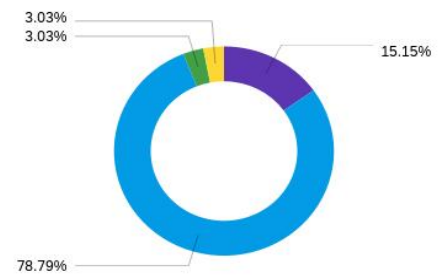
Too little Could have been more Just right Could have been less Too much

Social and cultural programme



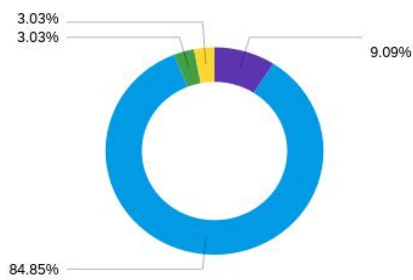
Too little Could have been more Just right Could have been less Too much

Breaks during and in-between sessions



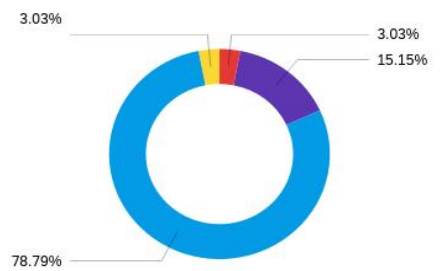
Too little Could have been more Just right Could have been less Too much

Time management of sessions



Too little Could have been more Just right Could have been less Too much

Community building, networking, and discussion activities



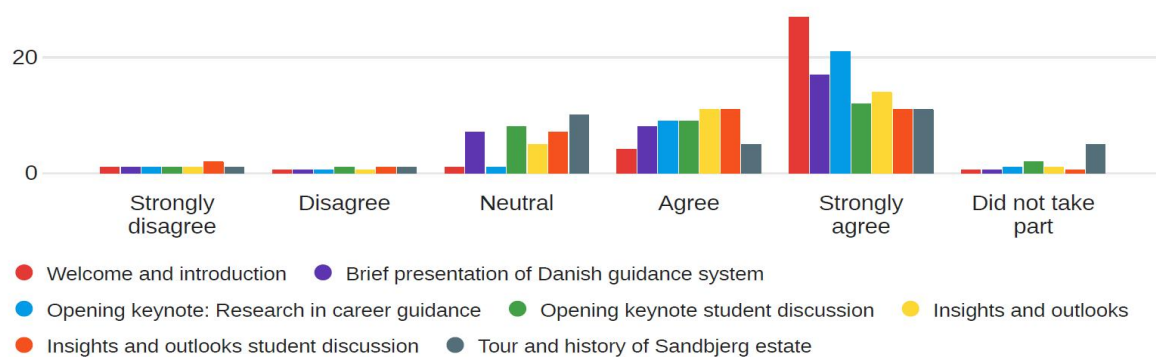
Too little Could have been more Just right Could have been less Too much

2.2.3. Presentations

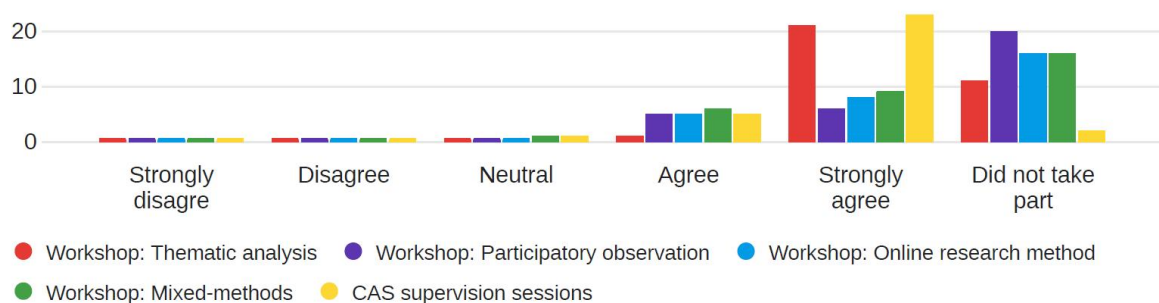
Participants were asked on a scale from 1 (strongly disagree) to 5 (strongly agree), to please rate the quality of the different contributions and activities. They were asked to only evaluate the activities, in which they participated. If they did not take part in a session, they were asked to please select did not take part (6). Most of the sessions were rated from strongly agree to agree, which shows that the participants valued the range of presentations.

Figure 3. *Overview of Quality of ECADOC activities*

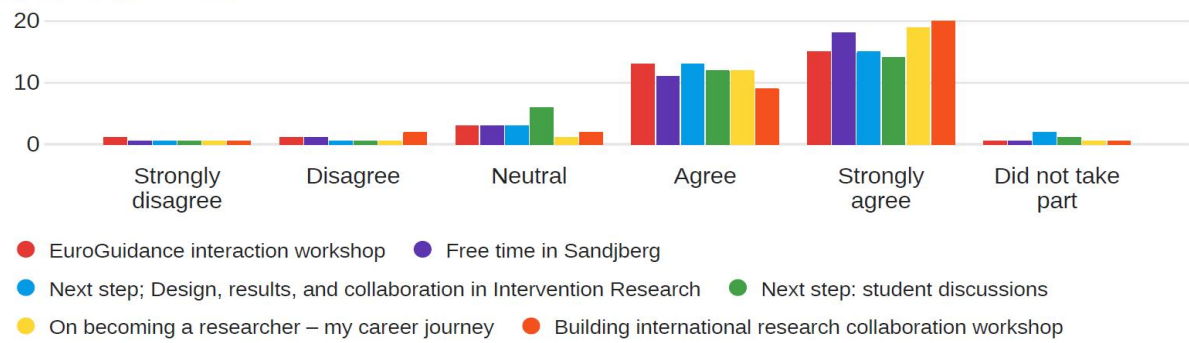
On a scale from 1 (strongly disagree) to 5 (strongly agree), please rate the quality of the different contributions and activities. Please only evaluate activities, which you participated in yourself. Please select did not take part (6) if you were not at the session. to write the question text



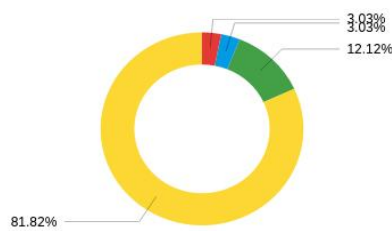
On a scale from 1 (strongly disagree) to 5 (strongly agree), please rate the quality of the different contributions and activities. Please only evaluate activities, which you participated in yourself. Please select did not take part (6) if you were not at the session. to write the question text



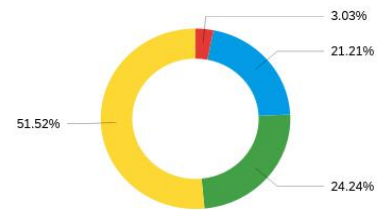
On a scale from 1 (strongly disagree) to 5 (strongly agree), please rate the quality of the different contributions and activities. Please only evaluate activities, which you participated in yourself. Please select did not take part (6) if you were not at the session.



Welcome and introduction



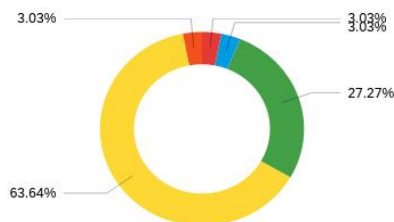
Brief presentation of Danish guidance system



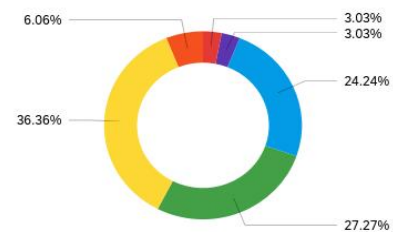
Strongly disagree Disagree Neutral Agree Strongly agree Did not take part

Strongly disagree Disagree Neutral Agree Strongly agree Did not take part

Opening keynote: Research in career guidance



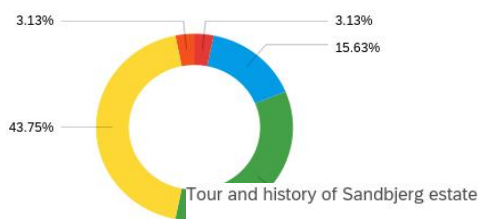
Opening keynote student discussion



Strongly disagree Disagree Neutral Agree Strongly agree Did not take part

Strongly disagree Disagree Neutral Agree Strongly agree Did not take part

Insights and outlooks

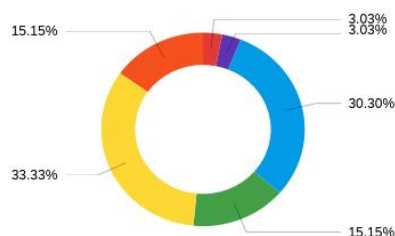


Insights and outlooks student discussion



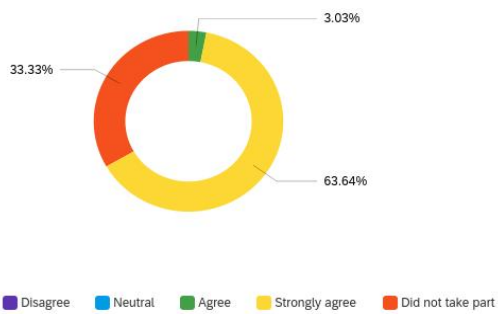
Strongly disagree Disagree Neutral

Agree Strongly agree Did not take part

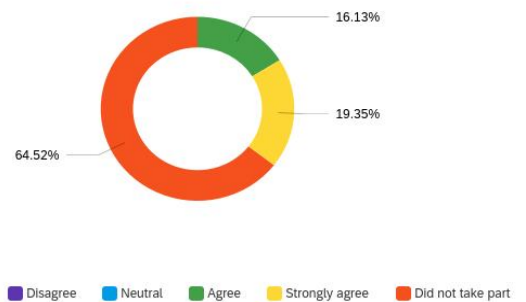


Strongly disagree Disagree Neutral Agree Strongly agree Did not take part

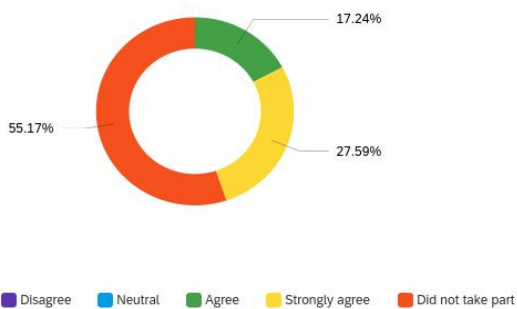
Workshop: Thematic analysis



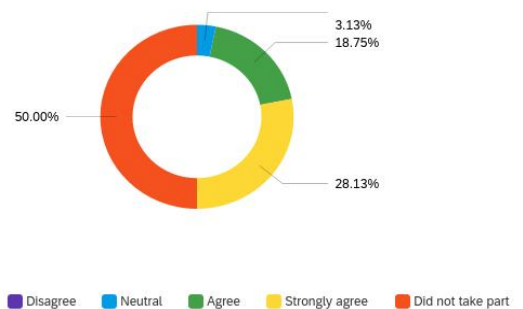
Workshop: Participatory observation



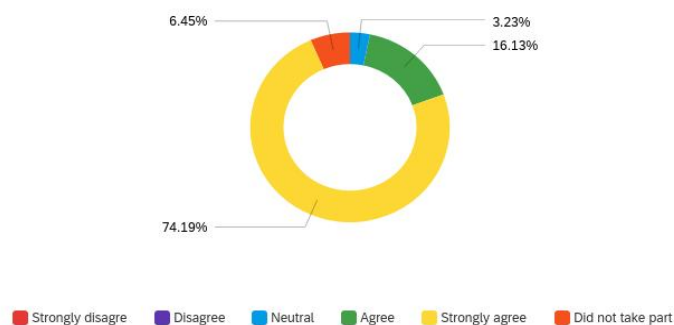
Workshop: Online research method



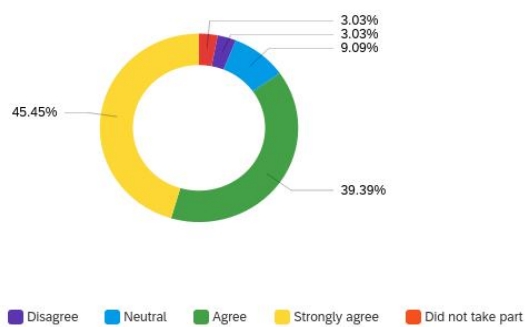
Workshop: Mixed-methods



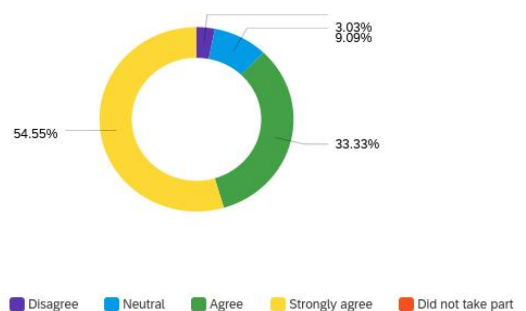
CAS supervision sessions

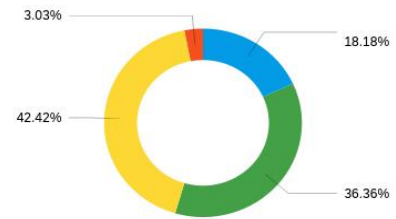
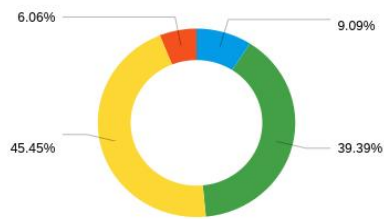


EuroGuidance interaction workshop



Free time in Sandjberg



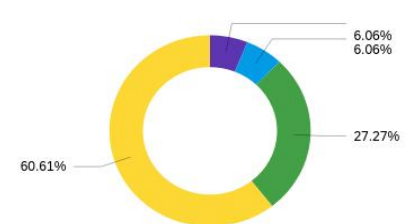
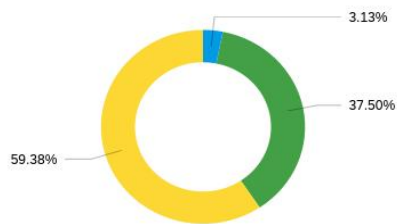


Strongly disagree Disagree Neutral Agree Strongly agree Did not take part

Strongly disagree Disagree Neutral Agree Strongly agree Did not take part

On becoming a researcher – my career journey

Building international research collaboration workshop



Strongly disagree Disagree Neutral Agree Strongly agree Did not take part

Strongly disagree Disagree Neutral Agree Strongly agree Did not take part

As can be seen in the graphs above, we will briefly list the sessions that participants agreed or strongly agreed were high quality: Welcome and introduction (27, 81.82% strongly agree, 4, 12.12% agree, 1, 3.03% are neutral and 1, 3.03% strongly disagree); brief presentation of Danish guidance system (17, 51.52% strongly agree, 8, 24.24% agree, 7, 21.21% are neutral and 1, 3.03% strongly disagree); opening keynote: Research in career guidance (21, 63.64% strongly agree, 9, 27.27% agree, 1, 3.03% are neutral, 1, 3.03% strongly disagree and 1, 0.03% did not take part); opening keynote student discussion (12, 36.36% strongly agree, 9, 27.27% agree, 8, 24.24% are neutral, 1, 3.03% disagree, 1, 3.03% strongly disagree and 2, 6.06% did not take part); insights and outlooks (14, 43.75% strongly agree, 11, 34.38% agree, 5, 15.63% are neutral, 1, 3.13% strongly disagree and 1, 3.13% did not take part); insights and outlooks student discussion (11, 34.38% strongly agree, 11, 34.38% agree, 7, 21.88% are neutral, 1, 3.13% disagree and 2, 6.25% strongly disagree); tour and history of Sandjberg estate (11, 33.33% strongly agree, 5, 15.15% agree, 10, 30.30% are neutral, 1, 3.03% disagree, 1, 3.03% strongly disagree and 5, 15.15% did not take part); workshop: Thematic analysis (21, 63.64% strongly agree, 3, 9.09% agree, and 11, 33.33% did not take part); workshop: Participatory observation (6, 19.35% strongly agree, 5, 16.13% agree and 20, 64.52% did not take part); workshop: Online research method (8, 27.59% strongly agree, 17, 24.24% agree and 16, 55.17% did not take part); workshop: Mixed-methods (9, 28.13% strongly agree, 6, 18.75% agree, 1, 3.13% are neutral and 16, 50.00% did not take part); CAS supervision sessions (23, 74.19% strongly agree, 5, 16.13% agree, 1, 3.23% are neutral and 2, 6.45% did not take part); EuroGuidance interaction workshop (15, 45.45% strongly agree, 13, 39.39% agree, 3, 9.09% are neutral, 1, 3.03% disagree, and 1, 3.03% strongly disagree); free time in Sandjberg (18, 54.55% strongly agree, 11, 33.33% agree, 3, 9.09% are neutral and 1, 3.03% strongly disagree); next step: Design, results, and collaboration in Intervention Research (15, 45.45% strongly agree, 13, 39.39% agree, 3, 9.09% are neutral and 2, 6.06% did not take part);

next step: Student discussions (14, 42.42% strongly agree, 12, 36.36% agree, 6, 18.18% are neutral and 1, 3.03% did not take part); on becoming a researcher – my career journey (19, 59.38% strongly agree, 12 37.50% agree and 1, 3.13% are neutral); and building international research collaboration workshop (20, 60.61% strongly agree, 9, 27.27% agree, 2, 6.06% are neutral and 2, 6.06% disagree) .

3. Future ECADOC schools

3.1. The chance that participants would recommend ECADOC

Participants were asked how the chance was that they would recommend an ECADOC summer school to a fellow researcher on a scale from 1 (definitely not) to 10 (definitely). The majority of participants would recommend ECADOC to another colleague or researcher, with 1 participant indicating a rating of 7 (3%), 4 participants provided a rating of 9 (12%) and 28 participants giving a 10 (85%).

3.2. Financing of future summer schools

This question was based on the chance that participants would be able to finance their participation at another ECADOC summer school, assuming that they were still a doctoral researcher. Furthermore, participants were asked to take into consideration the possibility of getting Erasmus+ funding through their respective universities, potential additional travelling funds available to them, and their personal financial situations. They were asked to rate their ability to finance their participation without help from ECADOC on a scale from 1 (definitely not) to 10 (definitely). The majority of participants indicated an ability to either find funding to attend or to use other funds to attend the ECADOC Summer Schools, with 8 participants giving a rating of 10 (24%), 3 participants giving a rating of 9 (9%), 4 participants giving a rating of 8 (12%), 5 participants giving a rating of 7 (15%), 2 participants giving a rating of 6 (6%), 5 participants providing a rating of 5 (15%), 3 participants giving a rating of 3 (9%) and 3 participant giving a rating of 2 (9%).

4.2. Open-ended Feedback for future ECADOC suggestions

The open-ended feedback was positive. We have included some feedback to see what participants' subjective perceptions were.

"A memorable experience, not just academically but also on a personal level where I had the pleasure to meet all you fantastic people. This is something I will remember for a very long time!"

"This time for me has been significant in my growth as a professional/researcher in career guidance."

"I am overwhelmed by the experiences I had this week. It was a very intensive time at a beautiful conference venue. I will benefit from the sessions and experiences, especially the CAS session was mentally hard, but so valuable and helpful."

"Last year I had great feedbacks on the methodology and perspectives for analysis and this year I received feedback and tools for my defense. Also, it gave me a chance to reflect back on the whole PhD experience, learning me to understand better the journey I've lived."

"This kind of opportunity is maybe hard to put into words to justify funding, but it is so important for our career development!"

"My sense of loneliness have been broken thanks to this enriching environment. I think I have gained motivation and strength for the coming months!"

“I feel like we have a special and honest community where we can share ups and downs – and everything in between- and I am so glad to be a part of that!”

Disclaimer on the survey: The questionnaire needs to be reworked because the response Likert scale items are not a good match to some of the questions. Questions : 8, 10, 11 & 12 need to be reworked. In these questions, items were rated on a scale from 1 (strongly disagree) to 5 (strongly agree) (E.g., please rate the quality of and then the options are based on the degree you agree or not). And lastly for Question 13, the participant’s circumstances had to be rates on a scale from 1 (strongly disagree) to 5 (strongly agree), which can be interpreted as a mismatch and the results need to be interpreted with caution.

5. Future Suggestions

Based on the reflections and survey, it is apparent that ECADOC is successful in achieving its aims of introducing and including early stage researchers into the academic community in CGC. The changing theme from year to year seems to attract a diverse range of early stage researchers, which contributes to the wide reach that ECADOC has. The aim of training of early career researchers in diverse techniques as well as connecting researchers and allowing new networks to be created between research participants from different higher education institutions has also been successful and new research collaborations have developed as result of the ECADOC Summer School. However, suggestions for future ECADOC summer schools mainly revolve around having more training workshops in which participants are exposed to diverse research methods that will continue to contribute to innovation in the career guidance and counselling field and indirectly foster international research collaboration. Information about ECADOC as project and summer schools for the previous years, you will find on the following website: <http://www.larios.fisppa.unipd.it/ecadoc/>.