



NETWORK FOR INNOVATION IN
CAREER GUIDANCE & COUNSELLING IN EUROPE

MAY 2015 – NEWSLETTER #1/2015

IN THIS ISSUE

Editorial

The economic and subsequently social crisis has affected the lives of citizens in all countries of Europe. Europe faces the greatest challenge of the last decades as it struggles to leave the crisis behind unharmed. In the destabilized labour market, characterized by a sharp rise of unemployment in many countries, career guidance and counselling has become an essential factor to help people cope with today's lack of stability and "construct" their career pathways. New theories arise in order to address the current trends and needs; and redefine the nature of career support.

It is clear that Europe needs to establish collaboration, creative dialogue, and exchange expertise between the different countries in order to tackle today's challenges. The European Summit on Developing the Career Workforce of the Future in Canterbury, UK was a significant step for the development of a common perspective regarding the training of career professionals across Europe (p. 2-7). It attracted the interest of about 200 professionals, policy-makers and academics dealing with career guidance and counselling from 32 European countries.

The proposal of NICE for tackling fundamental challenges in raising the quality of career services through the professionalization of the career workforce received strong support at the event. The draft of European Competence Standards for the Academic Training of Career Professionals was discussed constructively. Although there were some recommendations and wishes for improvement, the initiative was generally supported. Similarly, there was strong support for fostering better cooperation between policy, theory and practice and promoting large-scale research in our field. The

NICE Conference in Bratislava (p. 7) in May 2015 will give us the opportunity to share the results of our work, and set the objectives for the future.

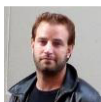
Another highlight from 2014 was definitely the first summer school of the European Doctoral Programme in Career Guidance and Counselling (p. 12-16), which gave 28 PhD researchers from various European countries the opportunity to build a European research community and develop their skills for interdisciplinary research in our field.

The third issue of the NICE newsletter is the result of the collaboration from career counselling experts from over 20 countries. It has become a useful tool not only for the co-ordination of our efforts and monitoring of the progress of the various NICE working groups; but for the dissemination of news and developments regarding career counselling issues from all around Europe, now also including recent book publications (p. 8-11).

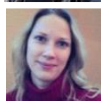
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European Competence Standards: Feedback, Insight and Changes

What are the results of the feedback on the European Competence Standards (ECS) collected at the Canterbury Summit (pages 2-5)?

Synthesis of Discussions around the Critique of Reality in Canterbury

What are the challenges, which career professionals have to cope with in everyday practice? What are the biggest challenges for the future? (Pages 5-6).

Postcard Evaluation of the European Summit in Canterbury

What are the results of the postcard evaluation of the NICE Summit? (Page 6-7).



Sixth NICE Conference on Bratislava

From May 28-30, 2015, the European academic network NICE will come together at the Slovak University of Technology in Bratislava (page 7).

News from around Europe & Recent Book Publications

Find news from 15 European countries in this issue of the NICE Newsletter: New degree programs, important policy developments, invitations for cooperation etc. (pages 8-11).

News from European Doctoral Programme in Career Guidance and Counselling

Find news from the ECADOC project and the next summer school in Paris (pages 12-16).

European Competence Standards - Feedback, Insights and Changes



Prepared by Johannes Katsarov, Jukka Lerkkanen, Jacques Pouyaud and Kestutis Pukelis, after consultation of the NICE Steering Committee

On September 4, 2014, we collected first feedback on the European Competence Standards (ECS) from approximately 100 participants of the Canterbury Summit, with explicit statements coming from about 30 people from all around Europe. There was very little time left for feedback, so we asked the participants to primarily voice their criticism, based on the written presentation of the ECS, which all participants received ahead of the summit.

Additionally, we collected written feedback from stakeholders around Europe on the ECS until November 15, 2014. In this time, we received 14 statements from two international organisations and nine nations (Finland, France, Germany, Iceland, Ireland, Latvia, the Netherlands, Sweden, and the United Kingdom). Most feedback came from people, who had actively participated at the summit or been represented their through their organisations.

There were three general points of criticism, which came up at the summit, and which were confirmed after the summit in written statements. Furthermore, there were a couple of more content-related suggestions regarding the ECS.

In this article, we will present and discuss the criticism of the ECS, reporting on how we will address the different points in the revision of the ECS for their publication in 2015.

1. Perceived Hierarchy between the Types of Career Professionals

The presentation of the “three types of career professionals” gave participants the idea that there was a hierarchy of roles intended with the three types. People got the impression that the “career advisors” were considered of lesser

value than the “career guidance counsellors” were and subject to hierarchical relationships in practice. The criticism was really against the idea of a hierarchy, demonstrated by the equal sentiments regarding the relationship between the “career guidance counsellors” and the “career experts”.

In essence, the participants supported the idea that the three types of career professionals needed different levels of competence, increasing with the type of career practice. However, they strongly opposed any kind of in-born hierarchical relationship between the three types. Additionally, they stressed that there should not be a hierarchical relationship between career professionals and clients either.

When a model was presented, where all types of career professionals are positioned in a circular (see Graph 1), non-hierarchical relationship to clients seeking support in career-related matters, the participants were largely satisfied. The criticism was not against the levels of competence, but against the hierarchical table of the professional functions.

2. Considering Career Advisors as Career Professionals

Further feedback indicated that it could be problematic to summarize “career advisors” under the broad umbrella of “career professionals”. Several respondents pointed out that a clear distinction is needed between “career professionals” (people specialized on career guidance and counselling), and other professionals, who might offer some degree of career support as part of their own profession, e.g. as a teacher, as a psychologist, as a HR manager or a public servant, but who shouldn’t be called “career professionals” in addition to the titles they already carry.

The argument is essentially that accepting other professionals as “career professionals” risks getting in the way of the professionalization of career guidance and counselling, since it suggests that “career guidance counsellors” are not needed, if enough “career professionals” in terms of “career advisors” are available.



Graph 1: Circular model demarking the relationship of career advisors, CGC practitioners and CGC specialists to the clients of career services. It stresses the importance of all types of career services and highlights that all types of services must be accessible for clients, depending on the career-related challenges they are dealing with (Source: NICE 2015).

This, of course, would be a misunderstanding of our concept, which endorses the need for both. However, the NICE steering committee has already stressed in the past, that career advisors should not be classified as “career professionals”, too.

The solution, which we have proposed before, is for the training of “career advisors” to be integrated in degree programmes of other professionals, and not as a full degree in itself, which could be achieved through BA-level programmes, for instance. Training as a “career advisor” in this understanding could be a specialization as part of Teacher Training or part of a programme in Human Resource Management or Social Work. It does not prepare a person for the challenges faced by a professional career guidance and counselling practitioner.

Furthermore, we should avoid speaking of three types of career professionals in the future, but refer to “three types of career services” instead. The distinction would be that career advisors offer career support as part of their main professional role, while career practitioners and specialist are professionals of career guidance and counselling.

3. Confusion with the Names of the three Types of Career Professionals

Directly at the beginning of the conference, the notion of speaking of “career guidance counsellors” was criticized on the basis that career counselling is only one of the roles associated to the profession. The alternative would be to speak of “career practitioners” or “career guidance and counselling practitioners”, which seems to be a neutral term in English. However, we fully realize that in other European languages there is often not an adequate translation of “practitioner” – at least none that would be understood in relevant national contexts. We have agreed to use the term “CGC practitioner” in English and suggest that it is adjusted and interpreted for translations into other languages and also for use in different English-speaking cultures.

The most vivid criticism related to the term “career expert”. It was opposed for two central reasons. On the one hand, the term can lead to

the perception that CGC practitioners lack expertise on career-related questions, and aren’t fully qualified for their professional roles. On the other hand, the concept behind any career professional “being an expert” was considered problematic. From a client-centred, constructivist perspective, clients should be viewed as the “experts of their own career narrative”, as one respondent stressed. A self-understanding of career professionals as (the actual) “experts” could have negative implications regarding the relationships, which career professionals seek to build with their clients. These should be “at eye level” in their nature, but are always threatened of becoming asymmetric, due to the procedural power and the informational advantages of the professionals. Based on this criticism of the term “expert”, it probably makes most sense to differentiate between “CGC practitioners” and “CGC specialists”. This argues towards specialization on different professional roles as a pathway for professional development and mobility. With this solution, we would avoid the word “expert” completely.

Finally, the term “career advisor” led to many misunderstandings, since it is used widely in Ireland and the United Kingdom. Here, it partially denominates school teachers with special responsibilities concerning career guidance and counselling, but is often also used as a job title for people who would rather be categorized as “CGC practitioners” from the perspective of the NICE framework. We considered to rather speak of “career supporters” or “career partners”, for instance, i.e. finding a term which isn’t in broad use at the moment, and which would describe a *partnering role* for CGC or a *supportive role* regarding career-matters, instead of a function, which is partially associated with the practice of a full “career professional”.

However, we came to the conclusion that these broad concepts would also lead to misunderstandings, and that it is inevitable that some of our terminology will already be in use in other ways. Therefore, we would prefer to stick with the term “career advisor” and kindly ask users of the NICE framework to translate our concepts for use in their cultural, organisational and linguistic contexts.

A helpful suggestion was for us to offer examples of more concrete job profiles, which match the three different types, so to give a more distinctive overview of the model’s flexibility and central aspects.

4. Content-related recommendations

Beyond the more general criticism of the model, we received proposals that were more specific:

1. Not to restrict the counselling-role to “career counselling”, but to be clear about the need for holistic, client-centred counselling, where people are regarded as a “whole person” – not only a “vocational self”. In particular, it is emphasized that “personal, social, mental health, educational or other issues [...] may be creating a barrier to dealing successfully with subsequent vocational/career issues.”

Additional comments also suggest that the role of counselling should be considered a *primus inter pares*, at least for the “CGC practitioners”. The concept “*primus inter pares*” refers to a role, which combines a notion of equality with the need for a special function, often one, which moderates or integrates the others. According to these commentators, counselling is “an integral aspect of the profession and practice”, which puts “service to the client” first, and where empathy is of fundamental importance. From this perspective, counselling is what holds all of the other professional roles together.

➤ **We tend to disagree with this proposal.**

We do share the understanding of Career Guidance and Counselling as a “counselling profession”, i.e. a profession, where the act of counselling a person is of central importance. In line with the view that even career education in group settings (often referred to as group counselling), particularly the development of career management competences, requires student-centred, interactive, experience-based approaches to training, a counselling-perspective, which focuses on the value for individuals’ career development, is absolutely necessary. However, only speaking of “counselling” could be misunderstood as a purely psychological or even therapeutic activity,

whereas "career counselling" must also involve educational and informational aspects. Therefore, we have decided to stick with the term "career counselling" as the title of one of the five professional roles.

2. To focus more broadly on "guidance counselling" instead of "career guidance counselling", arguing that career is commonly understood as something, which people only have "after education".

➤ **We tend to disagree with this proposal.**

There is a growing notion that people's careers also encompass their education and training at all stages of their life, including primary school. This understanding is endorsed widely, including by the EU and the OECD. We think it is important to refer to "careers" as the central topic, which our field of practice deals with, instead of only speaking of "guidance" or "guidance counselling". Important reasons are the need to transform the concept of career as it is understood publicly, as part of wider "career education", and because people's careers lie at the heart of the profession, a point that needs to be understood while we are establishing this new profession.

3. To broaden the understanding of "career education" to include "learning about career", and not only focus on the development of career management competences like planning skills.

➤ **We tend to agree with this suggestion.** The commentator doesn't go into much detail in this suggestion, unfortunately, but our understanding is that all people should ideally have a basic understanding of career theory, which prepares them to think about their personal education and career development as autonomously as possible. As critical citizens, who can judge the functioning of career systems and labour markets to some extent, people will then also be able to assess more adequately, to which extent they are suffering from structural, economic or cultural problems, which need to be fixed at the level of collective action (which are beyond their individual control).

4. To strengthen the international dimension of career guidance and counselling in the ECS in view of the political goal of increased international mobility in Europe and the increasing internationalization of the worlds of work and education. It was particularly stressed that guidance practitioners should "have the required skills and knowledge to answer the needs of their clients in relation to mobility" and that the competence base of guidance practitioners is strengthened through their own international experiences.

➤ **We tend to agree with this recommendation to some extent.** Indeed, careers, vocations and education are becoming increasingly international and transcultural, and populations are becoming increasingly diversified. However, the majority of citizens seeking career guidance and counselling are not interested in education and placements in other countries. Guidance on mobility questions probably will remain an area of specialization, similarly as guidance for other target populations, like parents returning to work after taking care of children for several years. We will review the competence standards however to ensure that intercultural competence is stressed as a key requirement for career professionals to work with people from "all walks of life".

5. To additionally define minimum standards in terms of basic knowledge and professional attitudes and values: A recommendation came from an experienced practitioner, who remarked the importance of one of the knowledge modules from the first NICE Handbook (2012).

➤ **We tend to disagree with this proposal.** Currently, the ECS have been prepared with no explicit reference to relevant skills, knowledge, values and attitudes. The argument is that the competences imply the need for relevant affective, behavioral and cognitive resources. We suggest for the ECS to be used in combination with the NICE Curriculum, including its knowledge modules and its professionalism module in defining appropriate learning outcomes for academic training in career guidance and counselling.

In the future, the ECS could be used to deduct the need for common standards at the level of affective, behavioral and cognitive learning outcomes. Currently the NICE Curriculum offers an adequate reference framework for this purpose though.

6. To include instruction / teaching of career management competences as a competence standard for career advisors: The feedback came from an expert from the United Kingdom who argued that career advisors were specialized school teachers in England, who don't offer professional career counselling.

➤ **We tend to disagree with this proposal.** The goal of the competence standards for career advisors isn't to define a complete profile for teachers offering some degree of career support, but competence standards for people in diverse professional roles. While teachers should obviously be able to teach, we can't necessarily expect the same from managers or public servants – it would go far beyond the scope of most training programs for such professionals, to include competences for class instruction etc.

5. Recommendations regarding the Implementation of the Standards

Several stakeholders noted that practitioners of career guidance and counselling and their professional associations hadn't been involved in developing the ECS in the first stage. They welcomed the invitation to do so via the stakeholder consultation, but it was clear that some of them would have preferred to be engaged in dialogue and discourse, rather than in mere commenting.

Many of the actors pointed out that they welcomed the ECS and would begin to use them immediately, e.g. in reviews of their national qualifications or competence frameworks for career professionals, in reviews of their degree programs etc. Generally, the actors who did send written feedback suggested that they would be happy to participate in further developments of the ECS and in efforts to implement them at the national level.

Additionally, many of them emphasized the wish for flexibility in using the ECS at the national level, pointing to differences in approaches and training. One actor specifically suggested: "The possibility of country specific differences in our understanding of what constitutes our practice of guidance counselling needs to be written in to the document." Another wrote: "We hope that [the ECS] will have a recommendatory nature" in view of their implementation at national level and in degree programs.

Referring to the "Career Advisor" role, another actor voiced that "if NICE is to set standards for other professionals contributing to career guidance it will need to consult with those professions at some stage in the process."

We thank the stakeholders from the different countries for these suggestions and for raising a couple of particularly important issues regarding the implementation of the ECS. In Canterbury, we discussed these and similar questions and came to the following conclusions:

First, we would like to stress that we want to establish ECS through the self-commitment of relevant degree programmes in Europe. The higher education institutions involved in NICE will try to implement the ECS in this way, so to create a common occupational profile and establish common European competence standards for career professionals in Europe.

We consider the competence standards as a flexible framework, which needs to be adapted to national legislation and standards, the goals and target groups of degree programs, local cultural and language.

The ECS can also be used as common reference points for purposes such as the development of accreditation systems for career practitioners or occupational standards at national level.

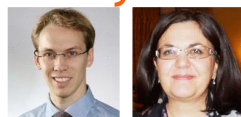
In some countries there are occupational standards for career guidance and counselling. As sensible next step could be to look at the coherence between the national occupational standards and the ECS. We would appreciate feedback from national accreditation bodies and would be happy to support the further

development of occupational standards at the national level.

In countries, where no occupational standards exist so far, we would be happy to assist in their development, assisting academic, professional and political bodies. The ECS can be used as a framework of reference for these purposes.

Finally, NICE considers the ECS to be a living document, which shall be revised regularly. Stakeholder from all European countries will be involved as actively as possible in reviewing the standards for their updates.

Synthesis of discussions around the critique of reality



by Johannes Katsarov and Lea Ferrari

During the activities of the conference, the group of eight moderators produced a presentation of the main point discussed in their group in order to arrive to a joint presentation. Following the moderator report, statements from other moderators and participants the contents of the statements were classified using clear categories of concerns/problems and potential solutions. The task of every group was to discuss and identify the main challenges, which career guidance and counselling (CGC) practitioners have to cope with in everyday practice. Even if our insights are not representative, they highlight important points for research and innovation in our field. Five key points emerged:

1. The first need, which was expressed, was that for career guidance and counselling to become a profession with a unique identity. One argument was that the conceptual frameworks for career guidance and counselling needed to be linked to a concrete societal mission, in order to give them

direction. In addition, the public needs to know what the profession is about, in order to trust and use it. Finally, people who work as career guidance counsellors need to be attracted to what they can perceive as a vocation with safe working conditions and a sufficient income. As long as career guidance counsellors are mainly employed in short-term projects, their motivation to specialize on career guidance and counselling will be limited, as well as their ambition to invest their energy into the development of sustainable services and networks. However, this was also stressed, the career profession must be understood as a wide field. While a common core is needed, which is aligned throughout Europe, enough space must also exist for career professionals to specialize on the differing situations in the various countries and regions of Europe, as well as on the large variety of target groups which can benefit from career services.

2. Several reasons were given to argue for the proper training of career professionals, which secures their competences for offering services of good quality. First off, culture and the influence of culture, both on the side of clients and on the side of practitioners were referred to. A **sensitivity** for a wide range of cultural groups was seen as an imperative for competent career guidance counsellors, as well as their reflexivity to look at their own assumptions and biases critically. Secondly, reference was made to the relative reliability and **limited usefulness of labour market predictions and information** in career-related decision-making. The argument made was that citizens need to be enabled to understand that the world is changing, that practices need to change (lifelong learning) and that no one has "crystal ball" (lack of security/ prevalence of chance). Nobody, not even career guidance counsellors or future scientists can know how the future will be. This makes proper training of counsellors very important, because theory (understanding of complex cause-effect relationships) needs to inform strategy (flexible goal-oriented planning, which involves use of unforeseen opportunities). In particular, the need for career professionals to understand micro- and macro-economic realities was stressed. Additionally, reference

was made to the personality of career professionals and its impact on the quality of career services. Clear priorities for the training of career guidance counsellors were that **initial and ongoing training are prerequisites for competent practice**, and that training needs to be **research-based and multi-disciplinary** in its nature. Thus, it was acknowledged that adequate competence of practitioners need to be secured. However, delegates also stressed that alternative pathways must be open for people to practice as career professionals. Particularly for those practicing already, but lacking formal training, adequate systems are needed to **accredit prior learning of informal and non-formal nature**. Finally, participants stated the need to differentiate between the competences needed for **different types of career services**: One uniform competence profile for career professionals is seen as too tight, when some services require less developed competences, while others require highly developed skills.

3. Next, it was stressed that coherent guidance systems are needed, which integrate different types of career professionals and career services. Not only "full professionals" (career guidance counsellors) are needed, but also community workers, teachers etc. There are all kinds of different roles and missions of different kinds of professionals with different specializations, which need to be linked coherently. In this light, some participants voiced doubts about constricting the relevant professional field to (career) "counselling", but to use broader and more inclusive concepts like "lifelong guidance" or "career development" to coin the profession. Important questions were raised:

- If we need to prepare all people for continuous professional development, why is career development not a unique school subject?
- How do we deal with passive attitudes towards career development, which still prevail in many cultures?
- How do we reconcile policy-decisions about who needs guidance? For instance, what about countries, where career services are only offered to young people?

4. An important task for the development of coherent guidance systems will be to improve how existing services and professionals cooperate, and to identify and overcome gaps (e.g. in the availability of services or the responsibilities of service providers). Several groups suggested to review the role of career guidance and counselling as a "networked profession". In order to fill the gap of service coordination and multi-professional cooperation, career professionals must also see it as part of their role to change systems proactively and to give feedback to other actors. It was pointed out that 'change' should be embraced by career professionals: instead of them viewing themselves as victims of change, they need to (be able to) influence how things are changing. Simultaneously, some delegates stressed that the career profession needed to keep its focus on supporting individuals, and that "social engineering" couldn't be part of the package.

5. Next, the participants have pronounced the need for **research to build an evidence base** which informs policy (e.g. in setting up and maintaining coherent guidance systems) and practice (e.g. through the initial and continuous training of professionals). Particularly evidence on the effectiveness of career guidance and counselling is seen as a prerequisite to acquire sufficient funding for services by some participants. Participants have stressed that this need implies both empirical research and the development of theory. Theories and approaches have to move with the rapidly changing world, which calls for continuous efforts to actualize the findings of research. It is mentioned that "talking back to policy and management" isn't as easy for professionals of career guidance and counselling, as for other types of professionals, due to their dependency on public funding. In relation to this problem, the responsibility of research and training institutions is stressed to actively lobby for services and guidance systems, which are fit for purpose. However, some participants also pointed out to the need for career professionals to engage more actively in retrieving evidence for the effectiveness of their practice.

From Canterbury with Love. Summary of the evaluation postcards from NICE summit



by Inge van der Putten

Participants at the Canterbury Summit certainly remember they received a postcard to return to the organisation at the end of our work with their comments. Considering participants' comments, some reflections are briefly provided in this article.

What was mostly appreciated at this European Summit was that different professionals with different visions on career issues spoke a common language in designing a mission for the future. And by doing so, shared help, projects and ideas about the future of career guidance and counselling. This is especially important with the existing on-going changes in the European labour market. Participants were happy to see that initiatives at the EU level are on the right track and are being supported by effective research. Practice, policy and research were felt to be in good hands.

The presentations were alternated with interaction in groups. This was highly appreciated and is also highly desired for the coming event in Bratislava.

Some participants recognized they had difficulties with the speed and the length of some presentations because of their moderate level of the English language. If, on one hand, these participants are aware to have a translator for every language is too expensive, on the other hand, a recommendation came out that could be considered in future meetings. Sharing handouts of the presentations beforehand is suggested to help everyone to join the (lively) discussions.

Most people were pleased with the academic orientation of the summit. It was very interesting to hear about the various research projects that are going on in Europe. Some participants proposed to invite employers and maybe even clients to the next summit. In that way, we might be able to create some “constructive conflict”: apart from some groups, people were generally holding the same side and shared their points of views. If we could look at the issues from more and different angles, it would perhaps help us to move forward in a more efficient way. It was also suggested to involve more private sector counselling organisations in the future, who could bring in an additional perspective to the focus on social inclusion and education, and promote the value of career guidance and counselling for high potentials and enterprises, as well.

Another summit in the future, with a broader group of participants, would be welcomed to exchange ideas about the different levels (i.e. political frameworks of our work, methods, partners, challenges of today and tomorrow) of career guidance and counselling.

With a broader group, we would also have more input on the question how many levels of competences are required and what the best name of our profession would be: A couple of participants argued that “counselling” doesn’t quite seem to cover what we are doing!

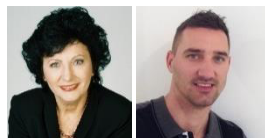
Also, a few request were made:

- Could a list of all participants be given to us before the start of the summit?
- Especially for new participants, some introduction on the NICE network is wanted.
- Would it be possible to have some handouts ready at the start?

No less important of course were the many compliments for the organising committee, for facilitating the event in such a splendid way, combining business with pleasure and allowing us enough time for socializing and networking.

Thanks once again team Canterbury!

Sixth NICE Conference in Bratislava



By Laura Gressnerová and Ivan Prelovský

The [Slovak University of Technology in Bratislava](#), a modern European educational and research institution, the largest and most significant university of technology in the Slovak Republic is pleased to host this conference.

The conference will begin on May 28, 2015 at 9:00 o'clock and end on May 30 at 14:00 o'clock. We have already prepared a great programme for the event and made all necessary arrangements to welcome us as their guests in a warm and comfortable atmosphere.

[Bratislava](#), a modern city with a rich cultural Heritage, is the capital city of the Slovak Republic. It is situated in the South-West of Slovakia on both banks of the Danube River.

Some highlights:

- Endorsement of the European Competence Standards for the Academic Training of Career Professionals
- Keynote: Prof Tristram Hooley (Derby, UK) on “The Evidence-Base of Lifelong Guidance”
- Keynote: Prof Maria Eduarda Duarte (Lisbon, Portugal) on “Innovation in Career Counselling; Myths and Realities”
- Parallel Symposia on Innovation in the Training of Career Professionals, Research around Guidance for Youth Employment, and Doctoral Training in Career Guidance and Counselling
- ESVC Award and General Assembly 2015
- Gala Dinner at the Castle Restaurant with Slovak Folk Music and Dance Performances
- Workshops on peer-learning and mobility for the collaborative development of degree programmes and international exchange
- Foundation of NICE as an open network of degree programmes in career guidance and counselling



News from around Europe

News from Austria



by Monika Petermandl

Revision of curricula based on NICE competences

Danube University Krems has undertaken a revision of its post-graduate study programs in career guidance and counselling. The updated curricula are based on the NICE competence standards and are related to the development of career counselling, career education, career assessment & information competences, as well as management competences and generic professional competences.

The study courses are offered as part-time studies on 3 levels, in each case the lower level being an integrated part of the higher level.

Level 1 "Certified program" (CP, 30 ECTS, 2 semesters)

Level 2 "Academic expert" (AE, 60 ECTS, plus 1 semester and a Project Thesis in addition to the CP)

Level 3 "Master of Arts" (MA, 90 ECTS, plus 2 semesters and a Master-Thesis in addition to the AE)

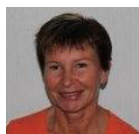
Doing the revision of the curricula, we experienced the Nice competence standards as a very helpful reference tool which gave us an orientation for our development work.

The courses start in March 2016. The language is German. The enrolment is open to graduates from relevant studies and/or to persons with professional experience in career guidance and counselling.

Program director: Dr. Ulrike Kastler, responsible for the academic program: Prof. Dr. Monika Petermandl

www.donau-uni.ac.at/wbbm

News from Finland



by Seija Koskela

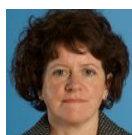
Applying The NICE competence standards

At JAMK University of Applied Sciences, Jyväskylä, Finland we have made plans how to apply the new NICE standards to our continuing and further education. Since we have built our career guidance and counselling education curriculum around the NICE competences it was not too difficult a task to separate certain modules and build a course of 25 credits. It is offered for persons working on different kind of positions offering career guidance and counselling but not as professionals but rather as advisors or supporters.

In future, if a person applies for our career guidance and counselling education program he/she can get these advisor-level studies acknowledged and accredited and thus lessen the load during the studies.

We will offer these studies for the first time this spring so we don't have yet any experience concerning them but we are quite pleased with our plan and are looking forward to seeing how it will work out.

News from Ireland



by Lucy Hearne

National Career Guidance Seminar hosted by University of Limerick, 10th October, 2014.

Seminar Title: *Challenging Times - Professional resilience for career guidance practitioners working in Ireland's Public Employment Services (PES)*

The University of Limerick co-hosted a national seminar on professional practice in PES on 10th October in collaboration with Geraldine Lambert, Co-Ordinator of the Limerick Local Employment Service Paul Partnership. The seminar was funded by the Irish Research Council (IRC). The focus of the Symposium was to examine the implications of the economic downturn on the current work practice of career practitioners' in the Irish Public Employment Service (PES) through the lens of policy, research and practice.

The Symposium was officially opened by Kevin Humphreys TD, Minister of State at the Department of Social Protection with Responsibility for Activation. The Keynote Speaker was Professor Jenny Bimrose, Institute for Employment Research, University of Warwick. Further presentations on recent research on practitioner's experiences were given by Dr. Lucy Hearne, UL, and Siobhan Keogh, Limerick Local Employment Service. Geraldine Lambert also provided input on the realities of practice on the ground for approximately 300 career guidance practitioners and support staff working in the Local Employment Services Network (LESN).

A range of different stakeholders were in attendance such as career guidance practitioners, employment support workers, case officers and managers from the Irish PES, course directors of guidance counselling programmes; academic researchers and post-graduate students and representative of professional bodies and organisations. The Symposium was very timely and provided an opportunity for stakeholders from different sectors who are involved in working with and advocating on behalf of unemployed clients to network and engage in constructive discussions on the very real issues in current practice.

The event proceedings, photos and presentations are available at: <http://www.ul.ie/eps/node/621>

News from Denmark



by Rita Buhl and Randi Boelskifte-Skovhus

The European Competence Standards used at the Diploma Programme in Educational and Vocational guidance in Denmark

In Denmark, we have started a revision of the curriculum for the Diploma Programme in educational and vocational guidance in relation to quality assurance of the education. A common working day in the autumn for teachers at the Diploma Programme was a prelude to this work. Here we initially presented the NICE-European Competence Standards with a special focus on 'Career Guidance Counsellors' since most of our students belong to this group.

Our teacher colleagues were very interested in the material and in the width of the competence standards. The material now forms the background carpet for and qualifies the work with revision of the curriculum including development of the individual modules and the Diploma Programme in Educational and Vocational guidance as a whole.

Also in our close colleague group, which is the largest group of teachers at the Diploma Programme in Educational and Vocational guidance in Denmark, we benefit from the NICE material. We have let the material be the basis for discussions of whether and how the way we in our organization translate the curriculum into the specific planning, implementation and evaluation of the teaching corresponds to the competences for counsellors in a European perspective.

The students at the Diploma Programme in Educational and Vocational guidance in Denmark are at the same time practitioners. After the NICE meeting in Canterbury, on several occasions we have presented the material to our students. The response from both career guidance practitioners and leaders of services is that they find the material meaningful and useful. We experience that the material is helpful for the students at the Diploma Programme in order to contribute to

an overall perspective on their own practice and on how the guidance task is organized in the organization, that the individual is a part of. We also experience that analysing your own practice and the practice in the organization that you are a part of both contribute to strengthening the identity of the professionals and to develop aspects of the role of the career counsellor – aspects that are too little in focus in the organization and in the career guidance practice.

News from Spain



by Luis M. Sobrado Fernandez

Doctoral Thesis presented on Guidance and European mobility: The Erasmus project

Rebeca García-Murias, assistant professor and researcher at the research group *Diagnosis and Educational and Vocational Guidance*, from the University of Santiago de Compostela (Spain), has publicly presented her Doctoral Thesis on the Erasmus project "Guidance for mobility in Europe", directed by Luis Sobrado and Elena Fernández. She has obtained the highest academic qualification outstanding *Cum Laude*.

The exchange and mobility represent a unique opportunity for Higher Education to adapt to the demands of society and the labour market in Europe.

The long duration Erasmus program is the action of greater importance and impact carried out by the European Union with respect to promote students and teachers mobility in the University context.

In this situation, Lifelong Guidance is emerging as one of the factors necessary to provide students with the support and advice they need in their decision making process to address successfully academic and professional mobility actions and is a key element to strengthen and increase these initiatives in Europe.

News from EU Projects



Shared by Nadezhda Paunova, Business Foundation for Education, Sofia, Bulgaria

The Bulgarian Business Foundation for Education, together with its partners CIAPE (Italy), BEST (Austria), IED (Greece), Aspire-i Ltd. (UK) and CIT (Ireland) is implementing the Prometheus project. The project is funded with the support of the Erasmus+ Programme of the European Union.

Prometheus is the Greek god that gave fire and hope to the people. Hope helps human beings to struggle to improve their lives while fire, as the source of technology, makes success in that struggle possible.

What better metaphor can one find for the nowadays career counsellors and guidance practitioners? Their expertise and experience ensures that they can transfer the hope of better personal and professional realization to the people they work with and for. The rapid technologies' development changes the dimensions of the learning and counselling environments and methodologies and the fire they need to make the counselling process more relevant and adequate to the new virtual generation's needs and attitudes is the next logical step in the development of their profession – the online environment.



PROMETHEUS-EU.NET is that One Stop Virtual Space for Career Counselling and Guidance Services they need. All the project's products will be available on and via the platform - Career Pathways Research and Analysis Report, 100+ Enlightenment Best Practices e-Book, PROMETHEUS Peer Network, PROMETHEUS-EU.NET, Online Career Counselling Guide and PROMETHEUS Toolkit with career counselling mobile apps.

The PROMETHEUS Intellectual Outputs will facilitate the enhanced participation in learning as well as the employability by developing quality career guidance, counselling and support services.

Career counsellors, guidance practitioners, human resources professionals and all other interested people are most welcome to follow the Prometheus project on its Facebook page <https://www.facebook.com/prometheuseu> and its LinkedIn group <https://www.linkedin.com/groups/Prometheus-Project-One-Stop-Virtual-6936869/about>.

News from Turkey



by Banu Cirakoglu

Turkish Translation of NICE handbook

Istanbul Technical University (ITU) has completed Turkish translation of NICE Tuning Handbook in cooperation with the Career and Talent Management Association. Regarding primary needs of career practitioners in Turkey, we have translated chapters 1-6 and 9 of the Handbook. After graphic design and editorial studies, we are planning to publish hard copies of the Handbook.

NICE outcomes will be discussed in 3rd national career workshop

At the 26th and 27th of February, ITU Career Center will be organizing 3rd National Career Workshop by the coordination of Prof. Salim Atay and his team. This year, the subject of the workshop is "What Should be The Competences of Career and Talent Management Experts in Turkey?". All shareholders in career and talent management

including private companies, NGOs, universities, high schools and public organizations will participate in the workshop.

During the workshop, Prof. Bernd Joachim Ertelt will present NICE Professional Roles and Competences in order to provide information to the participants about best practices in Europe and our network.

News from Finland



by Raimo Vuorinen

Research feeding into NICE Social Systems Intervention Competences

In January 2015, the Finnish Institute for Educational Research at the University of Jyväskylä has launched free online versions of two recent research reports on multi-administrative and multi-professional co-operation in the design of lifelong guidance services. The research reports combine qualitative evaluation of existing services, staff development projects and action research educational and employment settings. The outcome of the research is a systemic framework for networked guidance services. This framework acts like a quality manual for the strategic design and further development of the services. The materials include also a framework for management and leadership of guidance networks with key questions for consideration in developing policies, organising services and working with citizens and different stake holders. These materials provide relevant background materials to the NICE Career Systems Development Competences. The reports are available online at:

Nykänen, S., Karjalainen, M., Pöyliö, L., Vuorinen, R. (2011) The Networked Guidance Service Provision (NEGSEP) Model. Jyväskylä: University of Jyväskylä
<https://ktl.jyu.fi/en/publications/dog5>

Nykänen, S. (2011) Towards leadership and management in guidance and counselling networks in Finland. Jyväskylä: University of Jyväskylä
<https://ktl.jyu.fi/en/publications/dog6>

News from ELGPN



Shared by Raimo Vuorinen

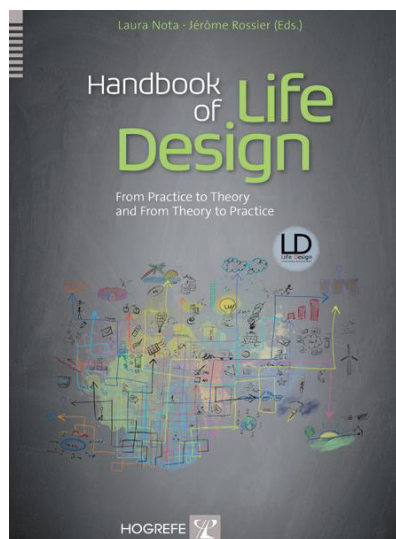
New ELGPN Publications 2014

The ELGPN Progress Report 2013–14 and three versions of the ELGPN Evidence Guide (Evidence Base on Lifelong Guidance: A Guide to Key Findings for Effective Policy and Practice) were published in October 2014. Two new Concept Notes on work-based learning and lifelong guidance (No. 5) and on early school leaving and lifelong guidance (No. 6), the first ELGPN Research Paper on the PISA 2012 findings in career guidance-related items and a printed version of the ELGPN Glossary were also published on 16 December 2014. The ELGPN Concept Note No. 7 on career guidance in teacher training will be published online in early 2015. Both the printed and online versions are available to use for promoting lifelong guidance at European and national levels, in line with the overall aims of ELGPN. The ELGPN Progress Reports, Short Reports, Concept Notes, the Resource Kit and the ELGPN Glossary have been translated to several languages and the translated publications are available on the ELGPN publications website. For example, the Resource Kit is available in 16 languages and the Glossary in 7 languages. All ELGPN publications are available on the ELGPN website: <http://www.elgpn.eu/publications>

Advertisement for NICE Members' Book Publications

Handbook of Life Design

From Practice to Theory and from Theory to Practice



Laura Nota & Jérôme Rossier (Eds.)

Our lives and careers are becoming ever more unpredictable. The "life-design paradigm" described in detail in this ground-breaking handbook helps counselors and others meet people's increasing need to develop and manage their own lives and careers. Life-design interventions, suited to a wide variety of cultural settings, help individuals become actors in their own lives and careers by activating, stimulating, and developing their personal resources. This handbook first addresses life-design theory, then shows how to apply life designing to different age groups and with more at-risk people, and looks at how to train life-design counselors.

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European Doctoral Programme in Career Guidance and Counselling

First Summer School in Padova – PhD Students' Voice

By Rebeca Garcia, Silke Grossen, Andronikos Kaliris, Iris Oliveira, Sara Santilli, Laurie Simpson, Maria Soares

We, young researchers, often think about our future in a changing world, where the linearity of professional trajectories can no longer be considered a convenient way to plan the future. According to several studies, there are various tough challenges, which scientists, researchers and career counsellors will face in the future, including urbanization, the overall aging of the population, migratory phenomena, and technological development. In addition, change in our economies and societies seems to have attained such a high level that the traditional methods used to adapt educational institutions to their environments (focused on teaching and research contents, and inspired by developments in the disciplines) are no longer trusted to result in curricula that fit with current demands of society and labour market.

If Europe wishes to find solutions to the challenges society will face in the future and stimulate growth and competitiveness at the same time, the development of an international network of excellent researchers is essential.



To promote the development of an academic discipline around career guidance and counselling (CGC) in Europe means filling this discipline with life: We need a vibrant community of individuals and organizations involved in research and scientifically based training related to career guidance and counselling – a community of career experts.

To this end, our community needs to act as an organized movement for excellence, innovation and quality in research and training related to career guidance and counselling. As NICE has stressed: Whatever professional roles career experts specialize in, they will have to demonstrate substantial authority, scholarly and professional integrity, autonomy and innovation. This will be the case, whether they act as managers of large career services, whether they supervise or train career guidance counsellors and career advisors or work in research and development.

The First Summer School on Career Guidance and Counselling hosted by the University of Padova (Italy) from September 15 to 20, 2014, represents the first effort developed by European scholars in career counselling to shape a profile of a "European researcher" who is an expert in this specific field. Moreover, it is expected to facilitate the design of a European Doctoral Program in Career Guidance and Counselling (ECADOC).

ECADOC is a joint venture of the European Society for Vocational Designing and Career Counseling (ESVDC) and the Network for Innovation in Career Guidance and Counselling in Europe (NICE).

The scientific committee that organizes ECADOC is made up of Valérie Cohen-Scali, Johannes Katsarov, Rachel Mulvey, Laura Nota, Jérôme Rossier, Rie Thomsen, and Peter C. Weber. Another international group of experts and professors constitutes the advisory board of the program, i.e. Jean-Pierre Dauwalder, Maria Eduarda Duarte, Jean Guichard, Alicja Kargulowa, Christiane Schiersmann, Salvatore Soresi., Raoul van Esbroeck, and Annelies van Vianen.



The primary aim of ECADOC is to promote career guidance and counselling as a unique academic discipline and to support doctoral candidates to become top-notch academics and leaders in this field.

27 PhD candidates from 18 European countries participated in the first summer school, coming from Belgium, Denmark, Finland, France, Germany, Greece, Hungary, Iceland, Italy, Latvia, Lithuania, Malta, the Netherlands, Portugal, Spain, Sweden, Switzerland, and the United Kingdom.



Innovative workshops on qualitative research and meta-analysis and a keynote on the crucial role of cooperative enterprises in contemporary society were coordinated by Professors Jenny Bimrose, Wolfgang Viechtbauer and Vera Zamagni.

On Tuesday, September 16, Jenny Bimrose, Professor at the University of Warwick, conducted a one-day workshop on qualitative research methodology (QRM) and its role in CGC, which was introduced by Rie Thomsen. Participants performed an exercise for designing a project about the nature of effective CGC using longitudinal QRM. Group discussions and presentations highlighted quality and ethical criteria that QRM must address in order to increase its competitiveness for funding and its coherence with a post-

positivist scientific paradigm (e.g. new roles for researchers and participants, including cooperation).

On Wednesday the 17th, Laura Nota introduced "The Role of Research for Innovation and Development", followed by a keynote from Vera Zamagni, which focused on the question: What is its appeal in the present conditions of crisis of the world economy?

Vera Zamagni presented the theory of the cooperative form of enterprise from an historic perspective, whilst assessing its appeal for the current economic environment. She showed that cooperatives are enterprises acting in harmony with the market economy, and explored "how" cooperatives achieve solidarity in integrating elements normally considered to be in conflict and "why" the cooperative enterprise is not as widely known as the capitalist enterprise. There are in fact very many cooperative enterprises, but that they aren't perceived as relevant publicly, at least not in comparison to other types of enterprises.

On Thursday, September 18th, Lea Ferrari, Maria Cristina Ginevra, Laura Nota, and Teresa Maria Sgaramella introduced the relevance of meta-analysis for studies in the field of career guidance and counselling. Over the rest of the day, Wolfgang Viechtbauer focused on methodological aspects in systematic reviews and the statistical methods used for meta-analyses. Participants were invited to practice the theory through computer exercises using the statistical package R.



In addition to the mentioned workshops, several lectures were offered during the Summer School. Rachel Mulvey presented the importance of reflection for professional development; Jean-Pierre Dauwalder offered invaluable advice on how to prepare for post-doctoral programs; Raoul van Esbroeck discussed theoretical considerations for the development of a European research agenda; and Jérôme Rossier presented an editor's

perspective on publishing in an academic journal.

On Friday, Peter Weber introduced the European Research Agenda for Career Guidance and Counselling to the participants. The goal of this sub-project of ECADOC is to describe the *status quo* of research in our field, to highlight important research questions for the future, and to encourage international research collaboration. Consequently, the doctoral researchers were invited by Valérie Cohen-Scali and Johannes Katsarov to share their thoughts on important research questions and to build small research teams to test the possibility of collaborative research for themselves.

The ECADOC's first summer school also offered the opportunity to the participants to come together and share their common interest in advancing research and practice in career guidance and counselling.

The emphasis on multicultural aspects underlying the Summer School enabled students and the organizing committee to acknowledge several things: different European academic pathways to pursue a doctorate in the Career field; current European strengths and challenges for research and practice in our field; the importance of considering each country's cultural expectations and requirements when planning and implementing multicultural studies.

Both formal and informal opportunities were created to sustain the participants' intercultural exchanges. These opportunities were of high importance to promote the development of students' multicultural awareness and reasoning, the accomplishments of which will be highly valuable in pursuing collaborative career projects and to stimulating the researchers' adaptability while working in and with current globalized educational and work environments.

Still, the summer school was much more than a learning opportunity; it gave birth to a community of European career researchers and practitioners. The importance of international cooperation within our field of



Career Guidance and Counselling cannot be underestimated. Working together internationally, sharing ideas, knowledge, and collaboratively investigating actual themes within CGC, are needed to improve career research, theory, and practice in the future. Another advantage of international cooperation entails the possibility of discussing both policies and practices in different countries. It gives the opportunity to learn from each other.

Although the different countries have different points of view regarding CGC, the huge needs for experts on career guidance and counselling and continuous innovation in the field are common across all European countries (and perhaps even worldwide) – especially given the continuously changing society we are living in today.

Our afternoon cultural activities were absolutely in line with ECADOC's values and goals. For instance, it was striking when we visited the University's old building, Palazzo del Bo', how the goal of *International Cooperation* had characterized this university from the early beginning as demonstrated by the names of students, afterwards famous scholars, who came to Padova from various European countries providing a basis for a European culture. *Active participation and freedom of thought* had brought them together to set up a free body of scholars in which students, besides other rights and duties, also shared research, study and leisure time while pursuing *innovation in research topics and methods*. Additionally, a distinguishing feature became defending freedom of thought in study and teaching, as well as freedom from prejudices, as testified by the statue to one of the most famous students who graduated here, the first graduate woman in the world, Elena Corner Piscopia.

During the week, the cultural visit to the Scrovegni Chapel immersed us in the colours, poetry, and sense of nature and history of Giotto's paintings and more specifically in thinking about values such as hope and justice, which are just re-emerging in our scientific awareness as virtues and values, which future professionals and researchers will need in order to face the challenges of our times.

The cultural context and the history of the University of Padova committed more participants to the goal of building a community of future European researchers,

making the ECADOC "a workshop of ideas and the home of figures" who may change "the cultural and scientific history of humanity", as some participants expressed their feelings.

In summary, the Summer School in Padova was cherished as a great opportunity to start building international relationships and thinking about future research together. Endless opportunities arose and great enthusiasm of the participants was displayed regarding these international collaboration. A second summer school will be organized in Paris in June/July 2015. The summer schools,

and consequently the international collaboration resulting from them, can be regarded as a step towards a much needed European Doctoral Programme in CGC, that can bring the strengths of the different countries together. It will help making our field known as an important academic discipline and will have wide practical implications.



ECADOC First Summer School September 15th-20th



European Doctoral Programme
in Career Guidance and Counselling





**From Padova ...
First Summer School
September 15-20, 2014**

**... To Paris
Second Summer School
June 29-July 4, 2015**

**European Doctoral Programme
in Career Guidance and Counselling**

Programme of the Second Summer School in Paris



by Maria Cristina Ginevra

The European Doctoral Programme in Career Guidance and Counselling (ECADOC) project is organizing its second summer school to take place in Paris from June 29 to July 4, 2015.

The second summer school will be hosted by Valérie Cohen-Scali at the Conservatoire National des Arts et Métiers (CNAM), who is organising the event together with the other members of the Scientific Committee of ECADOC: Laura Nota, Rachel Mulvey, Jérôme Rossier, Rie Thomsen, Peter Weber and Johannes Katsarov.

As for the first summer school, the event aims at supporting doctoral researchers in the development of their dissertation projects and in the development of their competences for qualitative and quantitative research methodologies in our field. In this respect, a workshop on cross-cultural research methodologies (Fons van de Vijver with Sif Einarsdóttir) and a workshop on the elicitation interview technique (Anne Cazemajou) are highlights of the programme. Moreover, the summer school will include keynotes on the use of international resources for information on labour markets, vocational and educational systems (Patrick Werquin) and comparative international research in the field of career guidance and counselling (Ronald Sultana). At a joint event at the UNESCO, Jean Guichard will introduce global research perspectives on lifelong guidance and counselling, before the Scientific Committee presents a draft for a European Research Agenda for general discussion and collaborative development.

28 doctoral researchers from 22 countries will attend this year's summer school, after a competitive call for applications in January 2015. The large interest from many researchers of high potential, including from outside of

Europe, clearly demonstrates how timely the ECADOC programme is.

The summer school, which will also include activities to develop an international research community, will also welcome a number of guest professors from the ECADOC team, as well as from Brazil and Japan: Marcelo Afonso Ribeiro (University of São Paulo), Jean-Pierre Dauwalder, Maria Eduarda Duarte, Alicja Kargulowa, Joanna Minta, Jacques Pouyaud, Hazel Reid (who will be evaluating the summer school), Salvatore Soresi, Hanako Suzuki (University of Tsukuba), and Raoul van Esbroeck.

For more news and the latest version of the programme, please visit:

<http://larios.psy.unipd.it/ecadoc>

To foster a sense of community and stimulate growth in Europe, some videos and materials from the summer schools will be available in a reserved area of the ECADOC website. Students, researchers and practitioners interested in viewing the presentations and materials of the workshops will receive access upon request to Maria Cristina Ginevra (mariacristina.ginevra@unipd.it).



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

Newsletter #1/2015

Edited by:

Dr Lea Ferrari, University of Padua
Dr Nikos Drosos, University of Athens
Johannes Katsarov, Heidelberg University
Monika Kukyte, Heidelberg University
Inge van der Putten, Fontys University of
Applied Sciences

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and Counselling in Europe (NICE), 2015

The Network for Innovation in Career Guidance and Counselling in Europe (NICE) involves 45 partners from 29 European countries. Most of them are higher education institutions that offer degree programmes in career guidance and counselling or engage in related research. Supported financially through the European Commission, the members of NICE 2 engage in several activities to enhance academic cooperation in our field from 2012 to 2015.

Important projects within the "NICE 2" programme are:

- the formulation of a joint memorandum on the role of higher education in career guidance and counselling,
- the development and testing of common points of reference for the academic training of career guidance and counselling professionals (e.g. the NICE Core Competences),
- activities to support the exchange of lecturers, researchers and students between the participating institutions, and
- the development of a sustainable infrastructure for future networking, including an online community and database.

For more information about NICE, please visit the homepage www.nice-network.eu



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