

7th ECADOC Summer School

in Career Guidance and Counselling

Lifelong guidance in contexts
of Lifelong learning

8 JUNE - 12 JUNE 2020



Dear Friends and Colleagues,



We are delighted to welcome you to the 7th International Summer School of ECADOC, for the first time, *online*! As you all know, the initial plan was to welcome you all to our beautiful city of Jönköping, and we prepared a Summer School located at the venue of Gränna, near Jönköping. We were really looking forward to seeing all of you here. A lot of planning had already taken place, when we suddenly experienced the Corona pandemic. This is a challenging situation for the whole world, and many of our countries have suffered in many ways as a result of the virus.

Because of this tragic and scary situation, we were also faced with new challenges such as the closure of borders between countries. As a result, our opportunities for international mobility could no longer be taken as a given. Therefore, we as this year's hosting university of ECADOC needed to revisit the original plan. We had two choices, either cancel the Summer School given these new circumstances, or adjust the event to the new conditions. We decided on the latter – and we are very grateful to offer you this year's ECADOC Summer School online!

As in all challenging situations, where change calls for transformation, we decided to take on a perspective of innovative thinking, where we wanted to search for solutions in order to embrace the challenge presented to us from a perspective of learning.

This standpoint furthermore fits well into the overall theme of this year's ECADOC Summer School:

Lifelong guidance in contexts of lifelong learning.

Exploring effects and implications for career guidance and counselling in an age of uncertainty.

When this theme was formulated, we had another type of *uncertainty* in mind, which referred to the transformation of working life, globalization effects with implications for both people, organizations and employers. These global trends have caused a tremendous transformation of working-life, with increasing uncertainty and difficulties for many people in understanding the rules of this new world-of-work, and how to navigate their careers. However, with the Corona pandemic we have experienced this spring, the mention of an age of uncertainty took another shape. We are now facing another transformation in addition to the previous uncertainties experienced, and this requires us all to reflect on what this Corona pandemic will bring to the world, to people, to working life, and to careers.

The age of uncertainty is a fact. How can we handle uncertainty, both in private lives, at work, as career supporters in guidance practice, and as researchers within the field?

We will explore these questions together during the week.

Our ambition is to bring together researchers who are interested in career guidance and counselling with researchers holding different perspectives on lifelong learning. Our goal is to explore and highlight the effects of changes and challenges that exist in lifelong learning contexts and their relationships to lifelong guidance. We will also explore how lifelong guidance can be positioned in relation to praxis and research. This year's ECADOC Summer School will focus on the role and function of career guidance in an age of uncertainty and how individual's learning processes in career development can be supported by career guidance. These issues will be discussed in relation to existing research on lifelong guidance in contexts of lifelong learning.

The Summer School presentations will address three subthemes of the overall theme of lifelong guidance and lifelong learning. We initially start out with a focus on *contextualizing lifelong guidance in contexts of lifelong learning broadly*. In this subtheme, we will discuss how these fields are interrelated and how changes and trends on structural levels find their ways into policies and practices, which create new challenges and possibilities for practice and research. We are delighted to start up the Summer School with presentations addressing this subtheme from different angles (**Rie Thomsen, Jenny Bimrose, and Kjell Rubenson**). Moreover, we will receive a contribution on career guidance from a post-corona perspective (**Nikos Drosos**). Thereafter we move slightly into two other subthemes, concerned with *learning processes for different target groups of clients for career guidance practice* (**Christer Langström, Claudia Gillberg, Ingela Bergmo-Prvulovic, Cecilia Bjursell**), and *learning in the formation of becoming a researcher* in the field of guidance. We will experience learning exchanges between peers in the Collective Academic Supervision sessions (in which many of the contributors will participate as supervisors, along with **Joel Hedegaard** and **Annika Engström**). During the ECADOC week, all the participants will present their doctoral projects in oral presentations, and provide written material as preparatory reading for the members of the CAS groups. There will also be presentations concerned with publishing strategies to get published in different scientific journals, along with presentation of ongoing research projects within the field of career guidance (**Jérôme Rossier, Fredrik Hertzberg**). The end of the week will focus on how to change perspective towards continued learning for all parties involved in the understanding of both the field, issues in the career guidance and counselling field, and in the transitions towards becoming a researcher (**Sanna Toivainen, Anouk- Jasmine Albien, Ingela Bergmo Prvulovic**).

Finally, we would like to express our gratitude for the support we have received from the *School of Education and Communication, Jönköping University*, our CEO **Marie Öhman**, the *Research school*, **Elisabet Sandblom** and **Ylva Lindberg**, and the *National Center of Lifelong learning (Encell)*, **Cecilia Bjursell**, to actualize, create, adapt and transform the ECADOC Summer School to an online event, together with our ECADOC colleagues, **Rie Thomsen, Nikos Drosos** and **Anouk Jasmine Albien**.

We also would like to express our gratitude to the support and help we have had from our colleagues **Sara Bref**, and **Karolina Boberg** in the organizing committee.

We really look forward to meeting you all online and to create a wonderful week of learning exchanges together, where we will be encouraged to create sustainable networks for future collaboration and engagement in pursuing joint research collaborations within this important field of research.

With warm regards,
Dr. Ingela Bergmo Prvulovic
 Coordinating Host
 of the 7th ECACOC Summer School

Introduction

The vision of the European Doctoral Programme in Career Guidance and Counselling (ECADOC) project is to set up a sustainable European Doctoral Programme specialized on career guidance and counselling (CGC) which offers highly promising doctoral candidates (DC'S) of European higher education institutions (HEI) the opportunity of becoming the spearhead of CGC-related research in Europe and worldwide. The yearly ECADOC Summer school creates the opportunity to train future academic and practitioner leaders in the CGC field to become interdisciplinary researchers with exceptional leadership and teaching competences. There are diverse actors involved in ECADOC such as HEIs, policymakers, senior and junior researchers, and trainers of CGC practitioners who all share the mutual goal of investing in the development of early career researchers in CGC multi-disciplinary research and training arenas. The ECADOC consortium involves HEI's from 15 European countries, which offer academic and innovative training in CGC and bring together a multitude of disciplinary perspectives. The ECADOC programme is a joint initiative of the European Society for Vocational Designing and Career Counseling (ESVDC) (www.esvdc.org) and the Foundation of the Network for Innovation in Career Guidance and Counselling in Europe (NICE Foundation) (www.nice-network.eu), and is supported by ECADOC network members from more than 30 European countries. Specifically created by the ECADOC scientific committee, ECADOC is guided by a jointly crafted European Research Agenda for Career Guidance and Counselling, which continues to be updated regularly in the future and can be found here <http://larios.psy.unipd.it/ecadoc/wp-content/uploads/2017/11/Chapter-13-European-Research-Agenda.pdf>

ECADOC Scientific Committee:

Anouk Jasmine Albien (University of Bern, Switzerland and Stellenbosch University, South Africa),
Valérie Cohen-Scali (Institute for the Study of Work and Career Counselling -INETOP of the Conservatoire National des Arts et Métiers-CNAM, Paris),
Nikos Drosos (National & Kapodistrian University of Athens),
Laura Nota (University of Padova),
Jérôme Rossier (University of Lausanne),
Rie Thomsen (Aarhus University), and
Peter C. Weber (University of Applied Labour Studies - HdBA, Mannheim).

ECADOC Scientific Coordinator:

Rie Thomsen (Aarhus University),

ECADOC Program Manager:

Anouk Jasmine Albien (University of Bern, Switzerland and Stellenbosch University, South Africa)

Summer School's Organizing Committee:

- **Host:** Ingela Bergmo Prvulovic (Jönköping University)
- **International Committee:** Nikos Drosos (National & Kapodistrian University of Athens),
Rie Thomsen (Aarhus University), and
Anouk Jasmine Albien (University of Bern)
- **National Organizing Committee (Jönköping University):** Ingela Bergmo Prvulovic,
Cecilia Bjursell, Sara Bref, Karolina Boberg

Speakers/Lecturers /Supervisors



Dr. Anouk Jasmine Albien is an early post-doctoral researcher based at the Psychology Department in the work and organizational Division at the University of Bern, Switzerland and is a research fellow at Stellenbosch University. She has expertise in both quantitative and qualitative research and aims to contribute to advancing the career-life course development of children, adolescents, youth and adults in marginalised contexts to create new career-life narratives that transcend vulnerability and foster resilience. She has a keen interest in contributing to career psychology research that will understand decisions to migrate and facilitate migrant career adjustment, as well as to examine changes in the world-of-work that manifest in agile working practises and management strategies. Anouk has received several awards based on consistent academic excellence, of which the most recent are selection to the Emerging Psychologists Programme at the International Congress of Psychology (2021), the European Commission Seal of Excellence for her Marie Curie Research Proposal (2020), Academy of Management Career Division Outstanding Reviewer Award (2019), Completion of the prestigious COMET Career Programme for female academic leaders at the University of Bern (2019/20), and the Early Career Researcher's award from the European Society for Vocational Designing and Career Counselling (ESVDC) as the first African to receive this award (2018). As a proud Alumni of the ECADOC programme, she has a keen interest in sustaining the success of the ECADOC summer school as ECADOC Programme Manager. Her future aims are to foster further initiatives to facilitate international research collaborations and skill transfer in the field of career psychology and vocational guidance globally.



Dr. Ingela Bergmo Prvulovic has been involved in the career guidance counselling program and the Master's program of Career guidance and Career Development, at Stockholm University the past years. At present, she is Director of the Human Resource Program at Jönköping University, and part of the research group Lifelong learning within Encell – National Centre for lifelong learning.

Bergmo Prvulovic focuses her research interest on the meaning of career and how it is influenced and affected by various changes in working life. Bergmo-Prvulovic is interested in how current transformations and trends in working life affect workplaces and career practices, different phases throughout individual's career trajectories, and what implications these transformations have for educational and vocational career guidance and counselling practices, and educational-, labour market and work place settings. In her studies, she uses multiple levels of analysis, such as the structural level, the individual level and the intermediate level, in which career guidance and counselling practice is embedded. Moreover, she is exploring the relations between education and working life, and how career guidance counselling and Human Resource practice share a common interest in individual's careers, and professional learning and development, and what implications this shared object bring to these different vocational areas. She uses the theory of social representation as the basic theory in her studies, from which she has further developed the theoretical and analytical framework *career as social and professional representation*, used in recently conducted and published studies. In 2015 she was awarded with the Career Guidance Award, by The Swedish Association of Guidance Counsellors for her thesis *Social Representations of Career and Career Guidance in a changing world of working Life*. She acts as a reviewer for several International scientific journals within the field such as the International Journal for Educational and Vocational Guidance, Nordic Journal of Work Life studies, British Journal of Guidance and Counselling, and Adult Education Discourses, of which she is also a member of the Scientific Board. Bergmo-Prvulovic is a frequently hired key-note speaker and expert at international conferences and events within the field.



Professor Jenny Bimrose, Emeritus. With over forty years' experience in higher education, researching, managing and teaching at post-graduate level, Jenny Bimrose has extensive experience of research management and consultancy, both in the UK and Europe. She is a Legacy Fellow of the Career Development Institute and was awarded the UK Development Award, 2020. She is a Fellow of the Higher Education Academy, has been: a member of various government convened reviews and is currently a member of the Boards of both the Journal for Vocational Behavior and the International Journal of Vocational & Educational Guidance. One of her ongoing research strands relates to the role of careers guidance in the career biographies of young people and adults making transitions into and through the labour market across Europe. She also took to the lead on an international comparative study of the career trajectories of older women across nine countries, including China, Argentina and Canada (2009-2015). Publications include: five co-authored books, 55 chapters in books; 37 articles in academic journals; 52 research reports and articles in professional journals. She has delivered 63 invited keynote addresses.



Professor Cecilia Bjursell is the Director of Encell, the Swedish National Centre for Lifelong Learning at the School of Education and Communication at Jönköping University. Her research interests are organization, learning, metaphors, organizational ethnography and narrative perspectives in various empirical contexts. Her earlier studies focused on post-merger integration processes and women's enterprise in family businesses. Current research projects involve stories and older-adult learning, intergenerational learning, knowledge management in technology companies, quality work in adult education, and collaboration as part of an academic portfolio. Bjursell has received several awards for her research.



Dr. Nikos Drosos is a researcher in the Laboratory of Career Guidance and Counseling, National and Kapodistrian University of Athens. He is an instructor in the Master's programs "Career Counselling & Guidance" of the National & Kapodistrian University of Athens; "Career Guidance & Counselling" of the European University Cyprus; and "Special Education" of the National & Kapodistrian University of Athens. He has been working for several years in the field of counselling and career guidance, having undertaken the supervision, development, implementation and assessment of many career counselling projects. He is currently in charge of 4 European projects regarding work re-integration of socially vulnerable groups. He is a member of the Board of Directors of the Panhellenic Association for Psychosocial Rehabilitation & Work Integration (PEPSAEE) and of the Hellenic Association for Supported Employment (ELETYPE). He has received numerous awards for his social activity, and for academic excellence. He is the co-creator (with Prof. Dr. Sidiropoulou-Dimakakou) of the "ARIADNE" career interests' questionnaire that has facilitated the career choices of more than 13,000 students in Greece and Cyprus. He is a founding member of the NICE (Network for Innovation in Career Guidance and Counselling) Foundation, and a member of the Scientific Committee of the European Doctoral Programme in Career Guidance and Counselling (ECADOC).



Dr. Annika Engström teaches courses in communication, leadership and organizational development. In 2014, Annika defended her thesis "Learning Interaction for effectiveness - A study of work groups in a medium-sized industry". Her research interests include interaction in importance for task management and learning in groups and organizations. Her interests focus on leading and organizing the interpersonal communication and meetings in order to master as well as develop various tasks and assignments. Previous research, "InPot", has focused on leaders' utilization of innovation power in the day-to-day management of lean-inspired industrial companies. Today, Annika is managing the research project "Innovate", where she, together with four other researchers and six manufacturing companies, investigates organizational ambidexterity. This means managing the balance between effective management of what is already planned, while at the same time also managing the organization to be innovative and development-oriented. She also participates in a research project "The Whispering Game" which focus communication and management of information customization settings. The research is carried out in close collaboration with companies and organisations in both the private and public sector, where the exchange of knowledge between researchers and practitioners is central.



Dr. Claudia Gillberg has recently been awarded a fellowship with the Carnegie Institute of Education, University of Leeds Beckett, United Kingdom. She is currently involved in several research projects about transitioning phases in life for disabled and chronically ill young adults and a number of other collaborative projects on disabled people's agency and participation in society. Moreover, she is newly appointed Head of Lifelong Learning and Active Citizenship at the Centre for Welfare Reform, UK, and a research associate at the Centre for Lifelong Learning (ENCELL) at Jonkoping University, Sweden.



Dr. Joel Hedegaard is a part of Encell, the Swedish National Centre for Lifelong Learning at the School of Education and Communication at Jönköping University. He defended his doctoral thesis "The Production and Maintenance of Inequalities in Health Care - A communicative perspective" in 2014. His dissertation focused on communication *with*, as well as *about*, patients, and highlighted gender and ethnicity. His research involves social justice, gender and older adults learning processes.



Dr. Fredrik Hertzberg is a part of Encell, the Swedish National Centre for Lifelong Learning at the School of Education and Communication at Jönköping University. He defended his doctoral thesis "The Production and Maintenance of Inequalities in Health Care - A communicative perspective" in 2014. His dissertation focused on communication *with*, as well as *about*, patients, and highlighted gender and ethnicity. His research involves social justice, gender and older adults learning processes.



Dr. Christer Langström has been associated with the study and vocational counseling program at Stockholm University since 2001. Prior to that, he worked as a practitioner for ten years as a career guidance counselor. In 2017 he defended his doctorate: *Learning in Professional Counseling, Conditions for adult job seekers career processes*. His research interest is primarily focused on relational and dialogic learning in interpersonal communication. This research focus is also reflected in teaching areas that focus on leadership, learning, group processes, career guidance and counseling, coaching, mentoring and process supervision.



Dr. Jérôme Rossier is full professor of vocational and career counseling psychology at the Institute of Psychology of the University of Lausanne. He is the editor of the *International Journal for Educational and Vocational Guidance* and member of several editorial boards of scientific journals such as the *Journal of Vocational Behavior* or the *Journal of Research in Personality*. His teaching areas and research interests include counseling, personality, psychological assessment, and cross-cultural psychology. He published a great number of articles and book chapters and recently co-edited the *Handbook of life design: From practice to theory and from theory to practice*. He participates actively in many international research projects, such as personality across culture research or the international career adaptability project.



Professor Kjell Rubenson is Emeritus at University of British Columbia. Before coming to UBC he held the first chair in adult education in Sweden. His research has focused on developments in lifelong learning, participation in adult education and comparative adult education. Recently he has been working on the Global Report on Adult Learning and Education (GRALE). Lifelong learning which came into focus in the 1970s, has been interpreted in different ways with far reaching consequences for the role of career guidance and counselling. In his talk Kjell Rubenson will first focus on the understanding of lifelong learning and then look at the unequal participation patterns in lifelong learning and the challenges this creates for counsellors.



Professor Rie Thomsen is the scientific coordinator of the Guidance Research Unit at the Danish School of Education (DPU) at Aarhus University in Copenhagen. She is professor II in career guidance at USN in Norway and visiting professor at ULS in Poland. She takes part in peer review processes for international journals in the field of career guidance and in the professional development of high ranked journals as a member of the international advisory board for The British Journal of guidance and Counseling, the Journal of Counselology and she has co-founded the Nordic Journal for Transitions, Careers and Guidance. She has experience diverse methods of disseminating research results; through more than 100 invited lectures and workshops and in more creative ways through short animated movies. She is currently a member of 4 international networks and scientific coordinator of the European Doctoral programme in career guidance and counseling (ECADOC). She is also the co-founder and coordinator of The Danish national network for research in guidance and the Nordic Network for research in Transition, Careers and Guidance NoRNet as well as the Norwegian research Network KarriereForsk. In 2013 she was awarded the Danish national Guidance award for her research and communication and in 2016 she was appointed NICEC international fellow.



Dr. Sanna Toiviainen is currently working as a research coordinator and a postdoctoral researcher in *AGORA – for the Equality and Social Justice in Education* -Research Centre at the Faculty of Educational Sciences, University of Helsinki. Her research has focused on young people's life transitions, social exclusion and questions of agency in the context of guidance and counselling. Her research interests include youth transitions, youth agency, politics of knowledge production in career guidance and issues of social justice in career guidance. Theoretically and methodologically she engages with feminist and post-structural theories, narrative theory and ethnography.



Alyane Audibert has a PhD in Psychology. In 2019, she was a participant member in the 6th ECADOC Summer School. She is part of the current board of the Brazilian Association of Professional Guidance (ABOP). Since 2013, Alyane is Professor and Career Counselor at ESPM-Sul (Brazil), and also performs, as a private practice, online appointments in Career Counselling. Currently on leave from her activities at the University, she is living in Lisbon, where she works as a Senior Technician at NOVA IMS, which is part of the NOVA University of Lisbon. Her main topics of interest as a researcher and consultant are career education along the life cycle, career adaptability and career success.

Early Stage Researchers



Ahmet Ayaz I'm Ahmet Ayaz from Turkey. I graduated from the Guidance and Psychological Counseling undergraduate program in 2014. In the same year, I started working as a research assistant at Hasan Kalyoncu University in Gaziantep. In 2015, I started my master's degree in career counseling. In 2017, I graduated with a thesis in which I examined Career Adaptability, Grit and Psychological Needs of university students. I have been continuing my doctorate education since 2017. I am working on career adaptability, career success, career resources, career values and career renewal process in my thesis. Generally I focus on university students and adults in my academic work. I use both quantitative and qualitative methods in my research.



Akouèté Dankou was born in Aklakou (Togo) in December 1987. In 2013, he obtained a bachelor's degree in Psychology in Education and Training at the University of Lomé. Subsequently, had been accepted one year later by an ERASMUS scholarship programme, where he acquired a Master's degree in Research in Education and Training in 2016. This was followed in 2018 by the title of Practitioner in Guidance, Integration and Counseling Psychology at the University of Aix-Marseille. He is currently a psychologist for the French National Education system. In addition, since December 2018, at the CNAM of Paris, he has been doing his doctoral thesis in guidance psychology at the National Institute for Work Studies and Professional Orientation (INETOP). He is therefore looking forward to contributing to the advancement of knowledge in guidance and work psychology. That is the reason why he is interested in the processes of identity construction and career adaptability among young higher education apprentices in school-to-work transition; in INETOP's Research Center on Work and Development (CRTD)



Andrea Zammitti Andrea Zammitti is a Psychologist, Career Counselor and PhD Student in “Educational processes, theoretical-transformative models and research methods applied to the territory” at the Department of Science of Education, University of Catania, Italy. He is member of the board of the Italian Society for Vocational Guidance (SIO) and member of the Italian Association of Psychology (AIP). He provides training and supervision services in the context of career counseling and career education, drawing on Life Design approach. His professional and research interests focus on two areas: career counseling, with particular reference to the construction of tools and experimentation of paths for the enhancement of the new dimensions of career counseling (risk intelligence, courage, optimism ...) aimed at different categories of users (secondary school or university students, foreigners, prisoners, people with disabilities, unemployed); work and organizational psychology, with particular reference to organizational well-being.



Anne Holm-Nordhagen My name is Anne Holm-Nordhagen, and I am 41 years old. I`ve worked at the University of South-Eastern Norway (USN) since January 2017. My workplace is located in Drammen, Norway. At USN, I am the program-coordinator of the master of career guidance, where I`m involved in teaching, supervision and research. Currently my main research interest is career guidance in schools, and it`s within this interest my PhD-project is located: A study of various collective approaches (the whole school approach) to career guidance in Norwegian high schools.



Emma Bridges is a Senior Lecturer at Canterbury Christ Church University in Kent, England. She teaches on MA Career Management; BA Counselling, Coaching and Mentoring and is the Programme Director for the Education Foundation Year. Emma has an MSc in Career Coaching from University of East London and has worked as a careers practitioner for 15 years. She freelances as a career coach working with a range of clients and is particularly interested in working with career changers. Emma is in the early stages of a PhD which will explore the possible effectiveness of career coaching and which factors may contribute positively or negatively towards this. Emma's other research interests include widening participation and 'non-traditional' students, career confidence and career decision-making.



Esther Galfalvi I am a student at the International Centre for Guidance and Education Studies at the University of Derby, UK. I am in the final phase of my project on young people and the gig economy, and am now writing up the results of my research. I also participate in developing and teaching the MA course offered by iCeGs to train careers professionals.

I am especially interested in the intersection between careers, philosophy, and personal meaning; practical application of new careers strategies among careers professionals; and of course technology.



Gill Frigerio My name is Gill Frigerio and I am an Associate Professor at the University of Warwick, also working towards a Doctorate in Education there.

In my work, I am based in the Centre for Lifelong Learning, where we offer a range of professional and personal development programmes to adult learners at a range of levels. In my particular team, Career Studies and Coaching, we offering introductory coaching courses through to Masters programmes in careers work and doctoral supervision. I enjoy teaching about reflective practice and supervising masters dissertations where students are integrating their learning with their professional practice across the widest range of career development work, from schools based careers work to organisational talent management.

My doctoral thesis is in the area of 'calling', looking at how both career development and theological perspectives on it can be used to equip and support Christian women in their working lives. My interest in women's experiences to me seeing career development as an emancipatory practice through the facilitation of learning. In both participation in the workforce and in churches, particular barriers have been in place for women and this has affected their ability to both discern and live out callings. As a woman career development practitioner and educator of practitioners, as well as Christian with my own understanding of call, I have designed an action research project to greater understand how selected Christian women use calling to navigate their working and spiritual lives.



Jason Brown I am a lecturer in careers and employability learning at La Trobe University in Melbourne, Australia. This is a new role for me, having started in January 2020. In this I teach undergraduate courses on service learning, career development, and work integrated learning. I also collaborate with colleagues to embed careers and employability learning into courses across the university. Prior to starting my academic career, I was the head of the university careers service for 10 years. One of my biggest achievements in that role was designing and implementing a university-wide employability program called Career Ready Advantage. Overall, I worked as a career development manager for 20 years.

My PhD candidature is through the Australian Collaboratory for Careers Employability and Learning for Living research lab based at the University of Southern Queensland. For my research I am examining the psychosocial factors that contribute to graduate employability. I am undertaking my PhD on a part-time basis and am expecting to complete within the next 9 months. I have completed all of my data collection and am in the process of finalising three journal articles to submit for publication. These papers will form one chapter of my thesis.



Jonna Linde Jonna Linde is a PhD student in educational work at Umeå University in Sweden. Her research interest is newly arrived young people in Sweden who participate in language introduction programs, as well as career counselling and the importance of the local context. Lately she has been focused on “high-stakes counselling” and when career counselling includes whether asylum-seeking youths may get residence permit or not. She is a member of a research project called “Moving on, Youth attending an introduction program and their career support in varying local contexts”. Jonna is also a member of “Nordic Research Network on Transitions, Career and Guidance”, as well as the research network “After the crisis. Migration, education and work-life in interdisciplinary light”.



Jude Che Jude Che is a doctoral student in Educational Psychology at the University of Pretoria in South Africa. Che worked as a middle and high school teacher in rural and marginalized communities for several years during which he developed an interest in assisting students unlock career challenges before switching to Educational Psychology. Che is currently working on his dissertation under the supervision of Prof. Kobus Maree. The main research focus of the dissertation is to explore the influence of life-design counselling on learners with career indecision who hail from resource-constrained communities. A mixed methods design (QUAL + QAUN) will be used to gather and analyse data from Grade 11 students.



Kalle Vihtari is working as a guidance counsellor in the high school for adults in Helsinki, Finland. He is conducting his PhD research to University of Lapland. "Adult students's career narratives of in the general upper secondary school from the point of view of career theories" is his PhD Project name. He is using narrative methods in his research. Mr. Vihtari is interested in career theories (Super, Savickas etc), Hope-Centered career counselling, narrative as a research method and counselling method.



Karim Kobre Abdou I am a married, economist with over 21 years experiences in projects and programs management in sub Saharan Africa. I have a solid experience in the area of employment, social protection and vocational training. I also have a Master Degree in economics, management with specialization in training and employment engineering from the University of Toulouse 1, France.

I have undertaken studies in PhD degree in the field of labour economy and education at the National Conservatory of Arts and Crafts (Cnam) of Paris, French. My research topic is focus on the: "Analysis of the determinants of the professional integration of university graduates in Burkina Faso: How effective are the different job recruitment channels used by graduates and enterprises?". I am now in my third-year study and intend to finalize my thesis in 2021 at the latest.



Laura Cordes Felby is a third-year PhD.-student at the Centre for Teaching Development and Digital Media at Aarhus University, Denmark. She earned her degree as Bachelor of Education in 2013 and a master's degree in Educational Sociology in 2016. Her main research interests include career learning, teaching, education, policy and Nordic/German didactics in a sociological framework. Her PhD focuses on how career learning is constructed, communicated and practiced as a didactical matter in Danish upper secondary school. She conducts an ethnographic, empirical investigation on three curricular levels: the political, the programmatic and the practical.



Leena Itkonen I have a long experience as a career practitioner at the University of Helsinki Career Services. Career planning is a mandatory part of every degree at our university and I have been in charge of the career planning modules, lectures and workshops to students at all levels. I am very interested in how to better integrate career research with practice. Right now we are adopting a new theoretical model as a basis of our careers' education and my research is based on this very same model. At the practical level, this means building a digital tool based on two different theoretical models in order to better recognize the career concerns that puzzle students.

I started my PhD on the career counselling of students in higher education institutions in January 2020 at the University of Jyväskylä. I focus on the challenges of supporting students' career planning and future prospects in Finnish higher education. I look for a profound understanding of the individual and social processes in order to better support the university students with their career planning. I am in the very beginning of my PhD path and look forward to the learning. I enjoy spending time with my family. I am an enthusiastic knitter and I enjoy painting icons. During this time of the year, a dear hobby has been rowing and competing in a multi-rower boat.



Luca Fusco I'm a Developmental Psychologist currently enrolled in the PhD program in "Mind, Gender and Language" in Università di Napoli Federico II. In the last years, I've also worked as a career counselor and as a clinical psychologist in public health services. My main research interest is related to career choices in a developmental perspective. I'm also very interested in studying identity processes, identity flexibility and intervention methods for helping people in their career decision-making. I'm very much committed into understanding how people make career choices in a difficult job market context as the South of Italy. My main research project aims to define "good choices", career choices which are related to positive indicators of well-being, and also to identify predictors of "good choices" in high school choices.



Mara Šimunović My name is Mara Šimunović and I work as a research assistant at the Ivo Pilar Institute of Social Sciences in Zagreb, Croatia, where I am currently involved in a longitudinal project, titled "The model of free career choice: The role of autonomous career motivation and protective and risk factors in adolescent professional development". I am also attending my final year of Doctoral Degree Program in Psychology at the Faculty of Humanities and Social Sciences in Zagreb. Through my Ph.D. thesis, I am interested in exploring family influences in adolescent career and educational aspirations in the STEM fields. I believe that parenting factors are very important in taking a life-span perspective in the research of vocational development. My research interest includes parental socialization in adolescence, career guidance and counselling, educational psychology, and research methodology and statistics.



Mihai Iacob has been a researcher at the Institute of Educational Sciences (Bucharest, Romania) since 2008. For over 10 years he has worked in the area of counselling and lifelong learning. His research interests were particularly focused on the use of digital technology in counselling and innovative pedagogies. He has been working for the Euroguidance Romania Centre since 2009. He holds a BA in Psychology, and a MA in Psychotherapy and is currently undertaking doctoral studies at the University of Bucharest.



Miika Kekki I am currently preparing my doctoral thesis as an early stage researcher at the University of Eastern Finland in Joensuu. Before my doctoral studies I have been working several years in different jobs and roles within guidance and counselling field, also as a self-employed supervisor and career counsellor. My background is in political sciences, and therefore I am interested in what kind of role and position guidance and counselling has in the society. As I have worked a lot with various minorities, including immigrants, I am also keen on understanding what kind of significance guidance and counselling may have for the marginalized groups and people in our societies. Apart from the academic sphere, I enjoy outdoor life, hiking, learning languages, science fiction in all forms, and cooking.



Miriam Bassi I am a Ph.D student in Lifelong Learning, attending an Italian doctoral programme with both the University of Roma 3 and Foggia. I was born in a small seaside town in Apulia, Trani and this is still the place where I live nowadays. Since February 2020 I become a Junior Member of the Italian Society of Pedagogy (SIPED). At the moment I strongly collaborate with the Center of Career Guidance and Bilan de Compétences of the University of Foggia, as an active member of the teaching and designing activities. Last December I took part at a Lego Serious Play workshop, which gave me the opportunity to design an activity to develop Emotional Intelligence. Since the sanitary emergency started, I cooperate with the research centers of my University to provide online guidance services and lessons in order to support our students.



Petra Røise I am a PhD candidate in career counselling at the University of South-Eastern Norway, the faculty of Humanities, Sports And Educational Science. Hopefully I will finish my dissertation by the end of 2021. The campus I work at is located in Drammen, which lies 45km west from Oslo.

A central ambition for my PhD research is to challenge and develop educational practices and discourses on career learning, by providing complementary perspectives on today's efforts and debates related to career learning in lower secondary school in Norway.

Through policy analysis and participatory research, I seek answers to the research questions:

- What problem representations about career education are represented in the curriculum for the subject Educational Choice [Utdanningsvalg]?
- How can collaborative research in a research circle help to open and close for liberating and critical reflection on the subject Educational choice?
- How can career education in the subject Educational Choice help to open or close the pupils' liberation, critical awareness and career learning?



Tirza Willner I am a PhD candidate in the School of Education at the Hebrew University in Jerusalem, with an approved PhD proposal; Dr. Lipshits—Braziler and Prof. Gati are my advisors. My research addresses the purpose work plays in young adults' lives as a way of creating meaning. Specifically, I focus on whether attributing various meaning to work as part of ones' career development can lead to different educational and work outcomes. I am particularly interested in how transitions in ones' career may effect and change the relative salience of their work orientations. Drawing on the tripartite concept of work orientation proposed by Bellah and colleagues (1985) and conceptualized by Wrzesniewski and colleagues (1997), I focus on an expanded five-dimensional model and test it on individuals prior to and at the beginning of their career decision-making process, as well as at additional critical points in their career (e.g., entering higher education, transition from college to work). I hope to show that using the work meaning paradigm is relevant for young adults as early as during their career-decision making process. This can assist them in creating a clearer vision of their future that will guide them throughout adulthood.



Veronika Motlova is a lecturer at the Department of Managerial Psychology and Sociology as well as the career guidance counsellor at the Development and Counselling Centre of the University of Economics in Prague in the Czech Republic. She is a PhD candidate at the Faculty of Business Administration. Veronika has more than 15+ years of experience in human resources within international companies.

Programme

Monday 8 June

8-9:30

7th ECADOC Welcome Reception by the Organizing committee, and team (ECADOC, JU/HLK and Encell)

9:30-10:00

Coffee break/Digital Meet and Greet

10:00- 11:00

Professor Rie Thomsen:

Lifelong Guidance in communities

11:10-12:30

Professor Jenny Bimrose:

Learning from research: Lifelong Guidance Policy and Practice in the European Union: Trends, challenges and opportunities.

12:30-13:30

Lunch

13:30-15:30 (Incl. break)

Student presentations – Targeted Reading (Assignment 1)

15:30-16:00

Coffee Break

16:00 -17:00

Professor Kjell Rubenson:

Lifelong learning: ideals and realities

Tuesday 9 June

9-10

Dr. Nikos Drosos:

Career counselling, career guidance and lifelong learning in the post-COVID-19 society: Challenges, perspectives and possibilities

9:30-10:00

Coffee break /Digital /Free time

11:30-11:30

Student presentations – Targeted Reading (Assignment 1)

11:30-12:30

Professor Jenny Bimrose:

Older women's retrospective accounts of career development

12:30-13:30

Lunch

13:30-15:30 (Incl. break)

CAS supervision

in smaller groups (separate document on Canvas)
Two candidates present their research

15:30-16:00

Coffee Break

16:00 -17:00

Professor Jerome Rossier:

Publishing in an academic journal: Meet the editor(s) of the International Journal for Vocational and Educational Guidance

Wednesday 10 June**9:30-10****Ass. Professor: Fredrik Hertzberg:**

Transitions, inclusion and career guidance counselling for newly arrived migrants.

10-11:30

**CAS supervision
in smaller groups (Assignment 2)**

11-11:30

Coffee break /Digital /Free time

11:30-12:30

**Student presentations – Targeted Reading
(Assignment 1)**

12:30-13:30

Lunch

13:30-16:00**Dr. Christer Langström:**

Conditions for learning in professional conversation

Adult jobseekers' learning in career counseling and career coaching

Dr. Claudia Gillberg:

Professional knowledge production in times of uncertainty: identifying, analysing and sustainably resolving underrepresentation and marginalisation in career guidance and HR (pre-recorded lecture)

15:30-16:00

Coffee Break

16:00 -17:00

**Student presentations – Targeted Reading
(Assignment 1)**

Thursday 11 June**9-11****Introduction to Workshop in groups:****Dr. Ingela Bergmo-Prvulovic****Professor Cecilia Bjursell**

Instructions for group discussion of cases:

The relevance of lifelong learning theories for career guidance

**Group discussions in zoom Break-out-rooms
(Assignment 3)**

11-11:30

Coffee break /Digital /Free time

11:30-12:30

**Follow up - discussion in large group
assignment: Group presentation**

12:30-13:30

Lunch

13:30-14:30**Dr. Sanna Toivianinen:**

My Journey as a doctoral student

– from process to dissertation and beyond

15:00-15:30

**Student presentations – Targeted Reading
(Assignment 1)**

15:30-16:00

Coffee break

16:00-17:00**Dr. Anouk Jasmine Albien:**

The challenges and quandaries of migrant career adjustment: presenting the case study of Switzerland. Workshop

Friday 12 June

9-10:30

Introduction: Dr. Ingela Bergmo-Prvulovic

Learning to become a researcher

– the formation of a new professional identity?

Instructions for group discussion

(Assignment Individual learning process)

10:30-11:00

Coffee break /Digital /Free time

11:00-12:30

Group discussions in zoom Break-out-rooms

(Assignment 4)

12:30-13:30

Lunch

13:30-15:30

Follow up in large groups

Key learning outcomes

15:30-16:00

Closing of the week, Farewell mingle

Presentations and workshops during the week

Monday 8 June

Professor Rie Thomsen

Lecture: *Lifelong Guidance in communities*

The aim of Rie Thomsen's research and theory development on Career guidance in communities is to inspire practitioners and professionals (and researchers) to leave their offices to bring career guidance into communities. This keynote considers the collective as the starting point for the development of meaningful career guidance activities and introduces a social practice theory of career guidance from a critical psychological standpoint. The participants are encouraged to discuss whether career guidance can be seen as a collective practice in which people can join forces with career guidance practitioners to analyse their situation and based on these insights create new opportunities in relation to their future educational or vocational participation in society (Thomsen 2012). And consequently support the development of a critically reflexive career guidance practice. Further participants are asked to consider their view of communities in their own research and theories related to it.

Professor Jenny Bimrose

Lecture: *Learning from research: Lifelong Guidance Policy and Practice in the European Union: Trends, challenges and opportunities.*

This presentation focuses on the results of a recent research study (2019 – 2020) into Lifelong Learning and Guidance policies and practices across the European Union (EU), which was commissioned because the topic was being viewed by the EU as a crucial part of the current policy initiatives around validation of learning and the Pillar of Social Rights. The research study was carried out by a consortium led by the University of Warwick's Institute for Employment Research, based in England, in partnership with the University of Jyväskylä's Finnish Institute for Educational Research and was commissioned by European Commission DG Employment, Social Affairs and Inclusion.

The aims of the study were to:

- Look at how policies and practices on lifelong guidance and learning could be promoted by the Commission providing an evidence base for priority-setting;
- Improve organisational knowledge and support dialogue with stakeholders on LLG and, more widely, skills strategies; and
- Identify potential, relevant EU interventions in the area of LLG.

The study adopted a forward-looking aspect and provides proposals and directions for the new Commission after 2020.

Eleven key features of LLG systems in the EU provided the framework for analysis for this study, specifically: lifelong guidance legislation; strategic leadership; scope of provision in different guidance contexts; lifelong guidance and lifelong learning strategies and policies; coordination and cooperation; delivery of guidance; labour market information; ICT strategy; ICT operationalism; professionalisation; and evidence of impact of lifelong guidance.

This framework provided a structured evidence base to improve understanding of how LLG is variously organised, coordinated, funded, delivered and structured across the EU member states. Each feature can be implemented differently within LLG systems, so no single model of good practice in LLG could be identified, due to different political, social, economic and cultural contexts across the member states. Across and within countries, differences were found at sectoral and/or regional level in how LLG is organised and delivered.

Features of a LLG system presented in the study enable a dialogue between stakeholders around how and in what ways LLG can evolve based on activity in other EU member states.

Professor Kjell Rubenson

Lecture: *Lifelong learning: ideals and realities*

Lifelong learning which came into focus in the 1970s, has been interpreted in different ways with far reaching consequences for the role of career guidance and counselling. In this talk I will first focus on the understanding of lifelong learning and then look at the unequal participation patterns in lifelong learning and the challenges this creates for counsellors.

Kjell Rubenson is Professor Emeritus at University of British Columbia. Before coming to UBC he held the first chair in adult education in Sweden. His research has focused on developments in lifelong learning, participation in adult education and comparative adult education. Recently he has been working on the Global Report on Adult Learning and Education (GRALE).

Tuesday 9 June**Dr. Nikos Drosos**

Lecture: *Career counselling, career guidance and lifelong learning in the post-COVID-19 society: Challenges, prospectives and possibilities*

In this lecture, Dr. Nikos Drosos will provide a presentation that address the challenges, prospectives, and possibilities we face due to the corona-pandemic, and what this new situation will bring to the fields of career counselling, career guidance and lifelong learning in the post-COVID-19 society.

Professor Jenny Bimrose

Lecture: *Older women's retrospective accounts of career development*

Equality is a basic human right yet gender inequality continues to be persistently pervasive in labour markets across the world. Gender based economic, political, education and health disparities are evident internationally (World Economic Forum, 2020). Thus, women remain a vulnerable group in society, more likely to experience poverty,

social exclusion and a reduced quality of life in older age. Although contested, the concept of intersectionality (Crenshaw, 1991) provides a useful exploratory framework, since the intersection of different dimensions of inequality can exert a profoundly negative impact at the level of the individual. For example, where gender and age intersect, together with other factors, such as race and socioeconomic status, structural factors determine the basis on which older women enter the labour market (Buchmann et al. 2010; Dex et al., 2008) and influence their employment destinations (Moore, 2009). As a result, economic resources are unequally distributed among older women (Del Bono et al., 2007) compared with older men.

In today's world of work, employment transitions are frequent and may be difficult. Those suffering structural labour market disadvantage, such as women, are likely to require formal support that is sympathetic to their particular needs. One form of support, career guidance and counselling, aims to support individuals to realise their full potential in learning and work, irrespective of their circumstances or constraints. However, career guidance and counselling has been dominated by traditional psychological paradigms that assume homogeneity and take little account of context in theory, research and practice. In addition, policy has to date, been slow to respond with career guidance and counselling service provision often targeted for budget cuts in times of austerity, even though demand for support services has increased.

Against this background of gender inequality, women's labour market disadvantage and the provision of limited career guidance and counselling, an international, comparative qualitative research study was conducted to investigate the career stories of older women (aged 45 to 65) in the countries of Argentina, Australia, Canada, China, England, Germany, Italy, Portugal and South Africa. In depth interviews with each participating woman gave them a voice to tell their retrospective career stories which provided rich and deep insights into how they navigated learning and employment, labour markets, political and social upheaval, economic boom and bust, and their life cycles of production and/ or reproduction.

In this presentation, the broad context of women's position in international labour markets is reviewed, the qualitative research methodology employed is described and an overview of the key findings presented. Based on the women's stories and, in the light of the findings, the relevance of existing support for women is considered, with a particular focus on career development theory, policy, practice, and gendered research.

Professor Jerome Rossier

Lecture: *Transitions, inclusion and career guidance counselling for newly arrived migrants.*

In this session we aim to demystify the editorial process of scientific journals of our International Journal for Educational and Vocational Guidance publishes. The role of the editors, the editorial board, the advisory board, and reviewers will be detailed. We will present how manuscripts are assessed and how editorial decisions are made. We will also discuss which kinds of manuscript are usually assessed positively and are evaluated as interesting for our audience. We will present the criteria typically used by reviewers and editors to make their suggestions and make their decisions. Finally, we will address how to best format a manuscript in order to maximize its chances to be sent out for review and considered positively for publication. This presentation will be followed by an open discussion.

Wednesday 10 June

Associate Professor, Fredrik Hertzberg

Lecture: *Transitions, inclusion and career guidance counselling for newly arrived migrants.*

In this lecture, we will learn more about an ongoing research project (that runs over the years 2018-2021), of which Ass. Professor Fredrik Hertzberg and colleagues received funding for from the Swedish Research Council. The project aims to study career guidance and counseling for newly arrived youth and young adults in upper secondary education and adult education, with special attention to the conditions for social inclusion and

recognition. Moreover, Ass. Professor Fredrik Hertzberg, will present the newly established scientific journal; The Nordic Journal of Transitions, Careers and Guidance.

Dr. Christer Langström

Lecture: *Conditions for learning in professional conversation Adult jobseekers' learning in career counseling and career coaching*

Career counseling and coaching in the Western world is often seen as a way to support the unemployed's path to employment. This study examines the possible contribution of career guidance and coaching to adult learning. The aim of the study is that job seekers' narratives could contribute to increased knowledge of learning processes in professional conversations.

Dr. Claudia Gillberg

Lecture: *Professional knowledge production in times of uncertainty: identifying, analysing and sustainably resolving underrepresentation and marginalisation in career guidance and HR*

Claudia Gillbergs research and literature draws on her research in the fields of Adult Education, Learning in Organisations, Lifelong Learning and Professional Development. How do we know what we know? And how do we know that it is professionally speaking valid knowledge? The answers to such questions are always going to be complex so today's lecture and ensuing seminar will provide some hallmarks for how we can think about knowledge production in professional settings and for the development of professions, particularly that of career guidance counsellors.

We will also reflect on the multiple meanings of uncertainty with regard to the choices we make, based on our assumptions and expectations of future requirements and individuals' societal contributions.

Underrepresentation and marginalisation are two fascinating theoretical concepts with serious material consequences for organisations and people. In my lecture

I will give some empirical examples of underrepresented and/or marginalised groups of people in professional settings and workplaces against the backdrop of knowledge production and its meanings for career guidance. This opens up for reflections about ethics and the moral dimensions of inclusion/exclusion and who we consider of value to the labour market as well as who and what we perceive as valuable citizenship. Career guidance has a pivotal role to play in overcoming existing divides built along lines of we/they, able/disabled, by challenging deep rooted and often unchallenged prejudices.

Thursday 11 June

Workshop: *The potential relevance of lifelong learning theories for career guidance*

This workshop is related with the third assignment of the week. In this workshop, Dr. Ingela Bergmo Prvulovic will provide some case descriptions of different people's life situations related to career issues of different kinds, containing their various challenges, experiences, and feelings. Based upon preparatory readings for the workshop, these case descriptions will be discussed and explored, in relation the potential relevance of lifelong learning theories for career guidance practice and research.

Dr. Sanna Toivianinen

Lecture: *My Journey as a doctoral student – from process to dissertation and beyond*

In my presentation I will invite you to a reflective journey into my own doctoral dissertation process. A finalized PhD, as a narrative, often provides the listeners and readers a polished, coherent 'hero story' about the whole journey, whilst silencing the challenges faced and paths unfollowed, which are often crucial parts of the overall process. In my presentation I hope to tell you 'another kind of story', highlighting some of the key dilemmas, dead-ends and critical learning experiences I came across during journey as a doctoral student. In doing this, I hope my presentation will make visible some of the tacit processes in becoming a doctorate which are often left unreported.

Dr. Anouk Jasmine Albien

Workshop: *The challenges and quandaries of migrant career adjustment: presenting the case study of Switzerland.*

The Workshop "The challenges and quandaries of migrant career adjustment: presenting the case study of Switzerland" examines adjustment processes amongst migrants in Switzerland with regard to their work-related outcomes. In this workshop we would like to explore the challenges and opportunities migrants experience in their career transitions and how they can be supported to actively shaping their careers. With your participation, we aim to help migrants adapt to their new working environment and host country.

Friday 12 June

Dr. Ingela Bergmo-Prvulovic

Lecture: *Learning to become a researcher - the formation of a new professional identity?*

In this lecture, Dr. Ingela Bergmo Prvulovic will address the different stages we pass through in our doctoral journeys, from a perspective of learning in transitions. Based upon biographical approaches, and transformative learning perspectives, she will discuss the formation of our professional/vocational identities throughout our career's, both in terms of being and becoming. The doctoral journey contains both learning the task, the academic craft towards the final product of delivering a thesis, and the process of learning concerned with personal development, and identity formation. Challenges we experience, and how these can compose a base for strengthening one's arguments and one's formation of becoming an independent researcher, will be addressed. Moreover, experiences of different approaches of supervision will be elucidated.

Recorded lecture:**Dr. Alyane Audibert Silveira**

Alyane Audibert Silveira is a previous participant of ECADOC, and she will provide a lecture about her own doctoral project, which she finished in January 2020. She will also tell us more about her experiences of ECADOC and how she has benefited from being a part of the ECADOC Summer School's community and network.

Recorded lecture:**Professor Cecilia Bjursell**

PhD, Professor of Education at the School of Education and Communication, Jönköping University

Cecilia Bjursell introduces the topic Lifelong learning in two mini lectures. In the first lecture, she presents three perspectives on lifelong learning: policy, theory and educational system. In the second lecture Bjursell addresses ideology and lifelong learning. To encourage further reflections, she ends with three questions:

How do ideologies help you understand the rules of working life?

What ideologies are dominant in guidance practice?

How can insights into different ideologies be of value to your research?

Reading list for the 7th ECADOC Summer School

Lifelong guidance in contexts of Lifelong learning

Bergmo-Prvulovic, I. (2018). *Conflicting Perspectives on Career. Implications for Career Guidance and Social Justice*. In (Eds.) Hooley, T., Sultana, R. G., & Thomsen, R. (2018). *Career Guidance for social justice. Contesting neoliberalism*. Routledge Taylor and Francis Group: New York and London.

You will find the publication on this link, when you are logged in with your JU-account: https://primo.library.ju.se/permalink/46JUL_INST/1kh77vo/alma998066304203831

Bimrose, Jenny. (2020) *The interplay between career support and career pathways*. In Jerry W. Hedge., & Gary W. Carter (2020). *Career Pathways: From School to Retirement*. Oxford University Press. New York, US. Soon available through our library. You will find the publication soon, via our library, when you are logged in with your JU-account.

Barnes, S., Bimrose, J., Brown, A., Kettunen, J., & Vuorinen, R. (2020) *Lifelong guidance policy and practice in the EU: trends, challenges and opportunities: Final report*. European Commission
<https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8284&furtherPubs=yes>

Drosos, Nikos (In process). *Career in the post-corona world*. Document for reading will be provided separately.

Gillberg, Claudia, (2019). *Working in knowledge-intensive organisations when it is impossible to be physically present: female employees who suffer from chronic illnesses*. In (Eds.) Ahl, H., Bergmo-Prvulovic, I., & Kilhammar, K. (2019). *Human Resource Management: A Nordic Perspective*. Abingdon, Oxon. Routledge.

You will find the publication on this link, when you are logged in with your JU-account:

https://primo.library.ju.se/permalink/46JUL_INST/1kh77vo/alma998082710403831

Haug, E. Hooley, T., Kettunen, J., & Thomsen, R (2020). *Setting Nordic career guidance in context – The five co's of*

Nordic career guidance. In Haug, E. Hooley, T., Kettunen, J., & Thomsen, R., *Career and career guidance in the Nordic countries*. Leiden: Brill

Soon available through our library. You will find the publication soon, via our library, when you are logged in with your JU-account.

Illeris, Knud (Ed.) (2009). *Contemporary theories of learning. Learning theorists....in their own words*. Abingdon, Oxon: Routledge. Selected chapters (1,2,6, and 8).

You will find the publication on this link, when you are logged in with your JU-account:

https://primo.library.ju.se/permalink/46JUL_INST/1kh77vo/alma998066304603831

Kazmierska, Kaja. (2006). *Migration Experiences and Changes of Identity. The analysis of a Narrative*. Historical Social Research. Vol. 31., No. 3, pp. 72-89.

Langström, Christer. (2019). *Conditions for learning in professional conversation*. In Garrino, L., & Bruschi, B. (2019). *'Togetherness' and its discontents. Connectivity (as well as belonging, cooperation, conflict and separation) in biographical narratives of adult education and learning*. pp. 113-125. Pensa Multimedia s.r.l.; Lecce & Rovato, Italy.

Mäkinen, S. & Vanhalakka-Ruoho, M. (2017). *Guidance centers as sites for construction of agency among young people on the educational margins*. In V. Cohen-Scali & J. Rossier & L. Nota (Eds.) *International perspectives on current research in career counseling and guidance*. Cham: Springer, 167–185. <https://www.springer.com/gp/book/9783319614755>

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

Rubenson, K. and Desjardins, R. (2009). The Impact of Welfare State Regimes on Barriers to Participation in Adult Education: A Bounded Agency Model. *Adult Education Quarterly* 59(3). DOI: 10.1177/0741713609331548

Rubenson, K. (2017). Conceptualizing participation in adult learning and education: Equity issues. in Marcella Milana et. al. (Eds.) *The Palgrave international handbook on adult and lifelong learning*, 337-357) Palgrave: London December 2016. DOI: 10.1057/978-1-137-55783-4_18

Rubenson, K. (2009). Lifelong learning: between humanism and global capitalism. In Peter Jarvis (ed.), *The Routledge International handbook of lifelong learning*, 411-422. London: Routledge. Print of last version for publication will be available through pdf.

Thomsen, R. (2017). 'Career Guidance in Communities: A Model for Reflexive Practice'. Derby: International Centre for Guidance Studies, University of Derby.
https://derby.openrepository.com/bitstream/handle/10545/621596/Career+guidance+in+communities+final_02052017+.pdf?sequence=1
 Additional readings:

Bergmo-Prvulovic, Ingela. (2012). Subordinating careers to market forces? A critical analysis of career guidance policy. *European Journal for Research on the Education and Learning for Adults*, Vol. 3, No. 2.

Bergmo-Prvulovic, Ingela. (2014). Is career guidance for the individual or for the market? Implications of EU Policy for career guidance. *International Journal of Lifelong Education*, Vol. 33, No. 3.

Gillberg, Claudia, (2020) Pyjamas-wearing mentors: dissolving the inclusion/exclusion divide in professional development. <https://www.leedsbeckett.ac.uk/-/media/files/schools/school-of-education/collective-issue-10.pdf?la=en>

Gillberg, Claudia, Vo, Linh Chi (2014). Contributions from Pragmatist Perspectives towards an Understanding of Knowledge and Learning in Organisations. <https://link.springer.com/article/10.5840/pom201413210>