

Announcements

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AIOSP – Association Internationale d’Orientation Scolaire et Professionnelle
IAEVG – International Association for Educational and Vocational Guidance
IVBBB – Internationale Vereinigung für Bildungs- und Berufsberatung
AIOEP – Asociación Internacional para la Orientación Educativa Y Profesional



Founded in 1951

“Maximising the World’s Potential through Guidance”

What is IAEVG ?

The International Association for Educational and Vocational Guidance (IAEVG) is the worldwide counsellors’ association and represents individuals as well as national and regional associations concerned with educational and vocational guidance on all continents.

The mission of IAEVG

The aims of educational and vocational guidance are to assist students and adults in making their personal decisions about learning and work. This is achieved by helping people to:

- understand and appreciate their skills and abilities
- relate effectively with others
- explore career alternatives
- develop appropriate plans for educational and career management
- promote better vocational qualifications at all levels
- contribute to equal access for girls and women in education and work
- integrate successfully in society and the labour market

The objectives of the Association are

- to promote and improve communication between people and organizations active in educational and vocational guidance
- to encourage the continuing professional development of ideas, practice and research in the field of guidance and counselling
- to collect and disseminate information on the latest educational and vocational guidance practice, study and research

Benefits of Membership of IAEVG

As a member of IAEVG, you:

- belong to the only international association for careers and educational guidance practitioners and institutions
- will be sent three informative newsletters annually, published in English, French, Spanish and German
- access three editions of the refereed International Journal for Educational and Vocational Guidance
- have the opportunity to submit articles for publication in the professional journal and worldwide distribution
- can participate in international careers and guidance conferences around the world, learning about best practices, exchanging innovative ideas and building a rich international network
- can exercise your right to vote at the 4-yearly General Assembly of IAEVG
- become involved in special projects and/or interest groups
- can stand for election for a leadership position in the Association

How to become a member?

To learn about the benefits of membership, see <https://iaevg.com/Membership#Benefits>.

To become a member of IAEVG or to renew your membership, simply proceed online at www.iaevg.com, by clicking on the IAEVG logo, then on “join us” and providing your information (even for renewal, as this is a new system). You can

then make your electronic payment in US Dollar, Canadian Dollar, Euro or British Pounds.

All rates are based on fees in Euros: Individual members, 78 €; Institutions, 100 €, Association fees depend on the number of members (<https://iaevg.com/Membership#Categories>).

If necessary, please contact the IAEVG Administrative Coordinator (membership@iaevg.com).

IAEVG Website: www.iaevg.com

Officers and Board of Directors

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Call for Papers for a Special Issue Entitled Migration, Educational and Career Guidance, and Social Inclusion

International migration has increased substantially during the two decades, increasing by with 50% between 2000 and 2017—and reaching 258 million in 2017. Most migrants tend to settle in a few countries, often neighbouring countries—10 countries hosted 51% of the international migrants in 2017 (United Nations, 2018). Furthermore, migration is concentrated by country of origin, where migrants from 10 countries with the largest diaspora population made up 36% of all international migrants in 2017 (United Nations, 2018). Migration flows are triggered by numerous factors, including natural disasters, global warming, social unrest and war, family reunions, changing employment patterns as well as a global need for skilled workers (Faber & Schlegel, 2017; Shan & Fejes, 2015). All migrants face challenges in adapting to their new life circumstances in the new host country. However, asylum seekers are often in a specifically precarious situation—often living in a refugee accommodations (or the equivalent) hoping for a positive response to their application for asylum (see e.g. Fejes et al. 2018; Eurofound, 2016).

However, no matter the reasons for leaving one's country of birth, migration is challenging in terms of inclusion, for migrants as well as for the new host country. How can migrants be supported in order to gain access to the labour market and the "host" society more widely? This question comprises a number of policy challenges and institutional innovations not only for governments, regional organizations and municipalities but also for social partners and in a broader sense civil society. Migrants, and asylum seekers especially so, are facing several problems and shifting conditions with regard to formal assessment of identity and citizenship, living conditions, the relation to local community, social networks and labour market, welfare and if needed caring institutions. From the point of view of individuals and families, the migration journey is a complex process of life transition and entails everyday learning in an effort to adapt to new conditions. Educational and occupational background, recognition of prior learning as well as language proficiency are crucial components for the adaptation to the 'host' society and the labour market. As a mediator between migrants' previous experiences of education and work, educational and career guidance becomes essential in supporting migrants on their path towards potential social inclusion. In a social justice perspective, this mediating position triggers different questions, especially in considering cultural diversity

Given such developments, the main theme of this special issue concerns the role of educational and career guidance in a context of cultural diversity and more specifically in working with migrants and refugees. More specific questions or themes that could be addressed for this issue (but not exclusively) are:

- What role does/can educational and career guidance play in supporting migrants and refugees on their path towards social inclusion?
- What are the challenges that need to be faced when it comes to providing educational and vocational guidance services for migrants and refugees?

- How do class, gender, culture, faith, and ethnicity come together in ways that define the migrants' and refugees' experience of the job search process, of occupational placement and of career development in host countries?
- What can we learn from the efforts of educational and career guidance services to respond to the needs of migrants and refugees in different countries?
- What kind of research approaches and strategies are productive when trying to understand – and cater for – the career development needs of migrants and refugees?
- Which questions related to educational and career guidance training raise these challenges faced by migrants and refugees?

Guest Editors

Professor Andreas Fejes, Linköping University, Sweden (email: andreas.fejes@liu.se)

Professor Manon Chamberland, Laval University, Canada (email: manon.chamberland@fse.ulaval.ca)

Professor Ronald G. Sultana, University of Malta, Malta (email: Ronald.sultana@um.edu.mt).

This Special Issue is limited to six to eight articles of 6000–8000 words each.

Schedule of the special issue

- June 30, 2019 Submission of abstract of about 400 words directly to guest editors per e-mail
- August 1, 2019 Feedback concerning the abstracts
- November 15, 2019 Submission of the manuscript online
- March 1, 2019 First decision
- May 1, 2020 Submission of the revised version of the manuscript
- July 1, 2020 Final decision (with request for revisions in some cases)
- September 30, 2020 Submission of final version
- Publication Issue 3 of volume 20 (October, 2020) or issue 2 of volume 21 (June, 2021)

Authors interested in contributing to this special issue should first submit an abstract. The authors of abstracts selected for inclusion in the special issue will be invited to submit a full length paper. All submitted manuscript will undergo the regular peer-review process. The use of the APA's Publication Manual's (6th ed.) style and norms are required when submitting the articles to the journal. The abstract should be emailed directly to the guest editors but the full paper needs to be submitted online via the journal's platform (<http://www.editorialmanager.com/ijvo/>).

A Call for Papers for a Special Section of the International Journal for Educational and Vocational Guidance

The Capability Approach to Career Guidance

In recent years, there has been a resurgence of interest in the role of career education and guidance in promoting social justice. To some extent, this reflects a growing inequality in work and careers, which arises from the impacts of globalisation, technological change and the dominance of neoliberal economic policies (Hooley, Sultana, & Thomsen, 2017). Social justice remains a contested concept.

Career education and guidance practitioners have been searching for models that enable them to integrate policy and practice within a moral framework. Such a framework needs to be applicable across many different disadvantaged groups in diverse cultural and economic settings. The Capability Approach of Amartya Sen (e.g. Sen, 1985) represents one perspective that some career scholars are turning to. Sen's vision offers a conception of justice that relates to the opportunities that individuals can realistically access in their lives. This gives it great resonance with the concerns of career education and guidance. It offers a starting point for thinking about ways to support socio-economically disadvantaged groups that is applicable in developing or emerging economies as well as those living in prosperous nations.

The Capability Approach has been applied to questions of education and work. For example, the transnational WorkAble project (Otto, 2012) used the Capability Approach as a framework to study experiences of disadvantaged youth across a number of European nations. More specifically, there have been a number of attempts to explore the potential contribution of the Capability Approach to career education and guidance, notably in Francophone Canada (e.g. Dionne et al., 2018; Picard et al., 2015a & b), in Denmark (e.g. Skovhus, 2016), and in the United Kingdom (e.g. Robertson, 2015, 2018; Robertson & Egdell, 2018). A joint symposium at the IAEVG conference in Gothenburg (Robertson et al., 2018) helped to establish this new perspective within the international profession. The Capability Approach is now featuring in texts addressing the theoretical basis of career guidance (e.g. Picard et al. 2019).

The special issue will further the work of bridging the gap between Sen's concept and the practice of career education and guidance.

Guest editors

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Schedule of the special section

- June 2019 Call for papers
- September 1, 2019 Submission of proposed article title and abstract by email to both the guest editors
- September 15, 2019 Feedback to authors on their abstracts and invitation to submit and article
- December 31, 2019 Submission of manuscript online
- March 31, 2020 First decision (accept, revise or reject)
- May 31, 2020 Submission of the revised manuscript
- July 31, 2020 Final decision (accept or reject)
- December 2020 Online first advanced publication
- Publication In issue 1, 2 or 3 of 2021

Submission of article proposals will require a title and an abstract of around 400 words.

Full manuscript submission will not be accepted by email, only online.

Conference

43rd International IAEVG Conference, Bratislava, Slovakia

September 11-13, 2019

Global Symposium, Brno, Czech Republic

September 9-10, 2019

“Career Guidance for Inclusive Society”

43rd International IAEVG Conference

How can career guidance contribute to the emancipation of the low-skilled, the “underclass”, the marginalised, people with disabilities, the “invisible”, the NEETs ...?



- To what extent are career guidance and career development affecting individual's position on the labour market and the mobility of individuals in their working life?
- Can career guidance and career development help to prevent social marginalisation and exclusion? Is the role of the career guidance and career development changing?
- How can career services be delivered to marginalised individuals and communities? How are we addressing the diversity of marginalised clients?
- How can guidance empower individuals and communities and support collective actions e.g. for changes in the world of work etc.?
- Career guidance should not be seen as a marginalised policy area – how can be career guidance better perceived as an all-inclusive measure for all who wish it? Preventive, interventive and compensative approaches in guidance.
- ... and other possible topics for discussion.

Submission of Proposal

See <https://iaevgconference2019.sk/for> the call for proposals and all details for submission preparation.

Four possibilities of participation (All proposals should be of a high scientific level and/or innovative practice have a significant link with the reflection areas of the conference.

- **Oral paper/paper session**
- **Workshop:** Presentation of 90 min based on innovative practices or experimentation.
- **Poster**
- **Practical tool/method/activity:** A specific tool or approach presented during the “tool fair”, aimed at practitioners.

All proposals must be submitted in English and will be reviewed by two members of the scientific committee. Paper sessions and workshops may be in English, French, German, or Spanish, but organizers cannot provide simultaneous translation.

The proposal must be submitted not later than **March 31, 2019** by sending the file to the following e-mail: **papers2019@iaevgconference2019.sk**.

IAEVG Global Symposium (10th September 2019)

IAEVG Global Symposium will be part of the preliminary event in Brno before the IAEVG Conference in Bratislava and will be held on 10th September (Tuesday) in the morning (9 h – 13 h). The Symposium will focus on the role of guidance community in the development of national guidance systems: voices of

counsellors and associations in career guidance systems development, dialogue between practitioners/associations and national guidance systems.

The discussion will focus on following topics:

- How can career practitioners and their associations be involved in developing national guidance system?
- What practices have been successful until now (e.g. National Guidance Forums, etc.)?
- Is there a dialogue and mutual learning among counsellors/associations, policy makers and all other relevant stakeholders? What could be improved in the dialogue?
- How can career practitioners/associations be engaged in implementation of career guidance policy initiatives?
- What is changing in the role of career guidance, practitioners and their associations?
- Are guidance practitioners and their associations involved enough into research of the field? Evidence, good practice, perspectives, barriers...

How we can support as much as possible inclusive and strongly democratic guidance policies and systems?

Free accommodation for Symposium participants will be provided from Monday, September 9, to Tuesday, September 10. A common dinner will be organized on Monday evening. The IAEVG Global Symposium will be open for about 50 local and regional stakeholders from the Czech Republic, Slovakia, Poland, Hungary and other countries from the region of Central and Eastern Europe. In total the Symposium will be open for about 150 participants.



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IAEVG Communiqué on Precarious Employment

Adopted by the IAEVG Board of Directions, September 30, 2018, Gothenburg, Sweden

On the occasion of the 2018 International IAEVG-Conference “A Need for Change”, the IAEVG Board of Directors publishes the following press release/statement, on precarious employment.

Employment provides people with financial resources, a source of social identities through connecting with other people, and an avenue for contributing to local and national economies. People’s access to stable employment is core to their sense of

safety and security. There are clear benefits of employment for people's mental and physical health and for maintaining a sense of hope for the future. However, fluctuations in the global economy create volatility and instability in the labour market, leading to cycles of employment/unemployment or underemployment associated with temporary positions. For many citizens, meaningful and sustainable work is unattainable. Rather than looking forward to a future with long-term security, many people are consumed with day-to-day living and managing their immediate needs for a livelihood.

The world of work has shifted from long-term employment to one in which workers are characterized as disposable, replaceable, and responsible for managing their own employment. Although it may not be possible or even desirable to return to a time when more paternalistic relationships between employers and employees existed, critical examination is required about who is at greater risk of being excluded or marginalized in the current labour market conditions. There are variations between sectors in the labour market, work tasks, and the working conditions that people face in their daily efforts to earn income to survive. It is also important to account for variations in employment conditions that occur across regions and between countries.

Precarious employment refers to the increasing risks for people in the labour market, including the temporary nature of employer-employee contracts, inadequate benefits for employees, and lack of opportunities for skill development and employment mobility. The consequences of precarious employment directly impact the wages earned by people at all levels of employment. Precarious work is unevenly distributed among the lower-paid jobs and unskilled workers who may be most at risk for job insecurity and for pressure to accept work in settings with noxious workplace conditions. However, precarious work is also a matter of concern for highly educated university graduates all around the world who may have been expecting a seamless transition to employment in their selected field. Graduates who have invested resources in obtaining higher education may have to settle for lower-paid, part-time contract work that does not match their educational qualifications or support long-term employment in their fields of study.

Precarious employment may have causes and effects differing from one part of the world to another. Although self-employment may be encouraged as an option, the rates of success and failure of small businesses make this form of employment precarious for many individuals and families. Other forms of employment, e.g., self-employment, agrarian work, farming, may involve alternative ways to organize livelihoods, but conditions such as climate or unstable political situations may add to the precarious nature of their work. Many people choose part-time work in order to balance family and other life roles, but in most cases, precarious part-time or full-time work is not chosen voluntary or preferred by workers or employees.

It is timely to question who is impacted, and how educational and vocational guidance interventions may need to be adjusted to address the needs of people who are stuck in the conditions associated with precarious employment. Without such examination, it is easy to accept current conditions as normative as opposed

to challenging the societal and political structures that contribute to precarious employment.



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IAEVG appeals to practitioners, policy makers, and employers, to recognize and act upon the individual and social costs of precarious work and insecure livelihoods. Educational and vocational guidance attests to the person and the context and strives for social justice to overcome the causes and negative effects of precarious employment. IAEVG members are encouraged to increase their efforts to design and deliver interventions that help individuals, families and communities to improve their capacity for obtaining secure and safe employment. This requires an examination of service access and to make sure that educational and vocational guidance is relevant, inclusive, accessible, and affordable. IAEVG members also have an important role to play in leading and advocating for partnerships with stakeholders such as communities, policy -makers, employers, and trade unions to call attention to precarious employment and to construct effective solutions with the aspirational goal to provide safe, sustainable, and meaningful work for all citizens.

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