

# PAPERS part 1

## A NEED



## FOR CHANGE

2 – 4 October 2018  
Gothenburg Sweden



## Part 1 – Key-notes and Symposiums

Papers presented at the International Conference A  
Need for Change, 2 – 4 October 2018, Gothenburg  
Sweden

Conference organizers:

The Swedish Association of Guidance Counsellors (Sveriges  
Väglärdarörening) in cooperation with International Association of  
Educational and Vocational Guidance (IAEVG) and the Career  
Guidance Centre in the City of Gothenburg

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# Conference Key-notes

**Mats Trondman**, Professor in Cultural Sociology at the Department on Cultural Sciences, Linnaeus University, Sweden

**"I never want to lose that key": On School as opportunity structure for school achievement in multicultural society**

**Abstract:**

In his lecture Mats Trondman, professor in cultural sociology at Linnaeus University, and guest professor in Childhood and Youth Studies at Stockholm University, explores the meaning of an enacting opportunity structure for school achievement in multicultural society. So how can we understand such phenomena as opportunity structure, schooling, school achievement and multicultural society? Especially so from the perspectives and experiences of young people themselves. And what is happening when students become school achievers? What? Why? How? For Whom?

One of Trondman's many answers are cognitive: to learn so that you learn that you can learn! Another one concerns a deep feeling of belongingness in society and school. So, what can school, again, as an opportunity structure, do? Or, as one of the students in his study puts it: I feel a belong here now, and I got it, so I got that I can get it" Do you get it? And I know, I was not always easy to handle".

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## **Migration, learning and social inclusion**

### **Abstract**

Current migration patterns in Europe, and particularly the historically high number of refugees coming to Sweden and other member states of the European Union in the period of 2015-2016, are challenging in terms of social inclusion. How can refugees and migrants be supported in gaining access to the labour market and society more widely? Such question has in Sweden partly been addressed by a range of language learning initiatives related to (young) adult migrants. The hope is that by introducing migrants to courses in the Swedish language as well as to the Swedish society, integration will become easier. The question, then is, does it?

In this presentation, I introduce an ongoing research programme on migration, learning and social inclusion. The program asks the question: In what ways does different language learning practices for (young) adult migrants contribute to their social inclusion? By interviewing (young) adult migrants participating in language learning courses, we are interested in how they make meaning of such participation in relation to their past, the here and now, as well as their future. By conducting follow up interviews 3 and 6 years later, we can begin to map out different trajectories of inclusion and/or exclusion, and some potential reasons for such trajectories to emerge.

During my presentation, some empirical examples will be provided from the first study conducted within the research program. The focus was here on asylum seekers participation in study circles called “Swedish from day 1”. Such circles were funded by the government aimed at providing asylum seekers introduction to Swedish language as well as to Swedish society. Approximately 2/3 of all asylum seekers arriving to Sweden 2015-2017 participated in at least one such study circle.

**Zinat Pirzadeh**, Iranian born Swedish Comedian, Writer, Lecturer, Actress and Career Counsellor

## **"How strange is a stranger"**

### **Abstract**

Zinat Pirzadeh is an Iranian-born Swedish comedian, writer, speaker and actor who is well known for her work in combatting child marriage, repressive honour culture and racism, as well as her involvement in integration, female rights, and education issues.

In Zinat's speech you can hear about her life and choices in her new home country of Sweden. Having fled a forced, violent marriage in Iran together with her young child, the odds were stacked against her in Sweden. Not only were she and her child denied a residence permit, they were also denied shelter and protection from her husband, who soon tracked her down all the way to northern Sweden. Evading the police as well as her husband and other people who were looking for her, she worked as a berry-picker, cleaner and seamstress to support herself and her child. During this stressful period of her life she met some amazing people, whom she still refers to as "angels". They helped her with everything – from providing her with food and babysitting her child, to hiding them from the police.

She quickly learned Swedish with the help of good people, and she was eventually granted a residence permit after her case was reviewed. While still holding down two or three jobs, she graduated from university with a degree in career counselling, and she went on to work in that field in some of the most segregated areas of Greater Stockholm. This gave her invaluable experience and insight into the Swedish education system, bureaucracy and politics, and it also brought her into direct contact with emerging social inequality, failing integration, and growing problems with honour culture. The chasm between all that Sweden officially stands for and what many of her mostly female pupils were experiencing in their daily lives, was impossible to accept. She realised that something needed to be fixed on a much larger scale, as she had heard many similar stories from other parts of the country. All whilst politicians and bureaucrats continued to turn a blind eye.

One day she accidentally found herself in a stand-up comedy beginner's class, and was hooked. She started out in sleazy cellar bars, often bombing badly, stumbling over Swedish words, and being booed by a drunken audience. But she couldn't just quit, even though a lot of people advised her to do so. Something made her fight on, and it definitely wasn't the money, as there was no money – just late nights, cab fares and problems finding a babysitter. And it wasn't that her family and relatives were pushing her, as they weren't at all pleased with her new career choice. She had simply caught the bug and she couldn't shake it off. And then one night more people in the audience laughed than booed, and they laughed with her and not at her. People started asking for her, and better venues booked her at



better times. Radio stations called her and she was suddenly on TV. One day she found that the wheels had started to turn so quickly that either she had to give up her new-found stable life as a career counsellor or abandon stand-up comedy. She risked it all and chose stand-up. But in reality, she has never given up anything (other than the security of a respectable public sector job), as she is still in contact with many of her former pupils, and she constantly meets up with and inspires young people regarding their choices and opportunities in life.

Then just what was it that made her love stand-up so much? The short of the short is probably that she had finally found a way to really speak her mind in the guise of stand-up-comedy. A way to really tell things the way they are without having to worry about how the boss will react, nor the next government or local council grants, nor anyone else. On the stage she is truly free. If the audience doesn't like what she says, she will know it in an instant, and there is always another audience waiting for her

Today she is not just a career counsellor and she is not just a stand-up comedian – she also speaks on important and very serious matters, and with a strong feeling for comic effect that can turn a tearful audience into a laughing audience in seconds

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## **Career guidance theories and practice working for change**

### **Abstract**

Career guidance and counselling has a long history of theory that frames our understanding of career development and underpins our practice. Essentially theory is a perspective or explanation that helps us to account for a phenomenon such as career development and also has predictive value. Disciplines such as vocational and organisational psychology, sociology, education, and management offer differing perspectives on career development. Career guidance and counselling has primarily been informed by theories emanating from vocational psychology. The best known early theoretical perspective on career guidance based on matching individuals with jobs was proposed by Frank Parsons, who at a time of rapid societal change proposed a model of assisting individuals with career decision making that has persisted to the present day. Subsequently, a range of career theories was developed, some of which became seminal in the field. Theories however, reflect the times and contexts in which they were proposed. Towards the end of the 20<sup>th</sup> century at another time of rapid change, career guidance and counselling began to seek new perspectives on career development that took into account the changing times as well as factors which had not figured strongly in previous psychological career theory. Such factors included the impact of context on career development, the agency of clients, and culture. A more contemporary body of career theory emerged that was primarily influenced by constructivism and emphasises agency, cultural context, and meaning making. The abundance of career theories can at first seem daunting to newcomers to the field and to practitioners because of their varied emphases. This symposium aims to assist practitioners to make sense of career theory in relation to their practice; it considers the role of career theory in responding to changing times and contexts and informing contemporary practice. In particular, systemic, cultural contextual, and organisational theoretical perspectives and their application to practice will be overviewed, together with concepts of professional identity.

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With Commentary by

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## **Social Media and the Evolving Role of the Counselor: Opportunities and Challenges**

### **Presentation Abstract**

The 2018 Conference of the International Association of Educational and Vocational Guidance focuses on “A Need for Change” in five thematic areas. This keynote presentation addresses four of the five thematic areas. The main theme for this presentation is Theme 4 - *The role of ICT and social media in career guidance and counselling*. The theme is examined by focusing specifically on the role of practitioners in promoting effective client use of social media. Theme 1 - *A need for change in delivery and/or access to career guidance and counselling* is explored in terms of the outcomes that are possible through the use of ICT in career interventions. Theme 2 - *A need for change in the training of career guidance professionals* is examined in terms of the type training practitioners will need to make effective use of ICT and social media. Theme 3 - *New theories, models and strategies in career guidance and counselling for migrants and refugees* is considered related to the ethical issue of equality of access for migrants and refugees who often have limited financial resources to devote to mobile devices and wireless connectivity.

Information and communication technology (ICT) has promoted change in the delivery of career interventions for over fifty years. The role of counselors and other practitioners has been key in helping persons make effective use of ICT in career interventions. Given our long experience with ICT and the delivery of career interventions, it seems to be an appropriate time to reexamine the role of practitioners in helping persons make effective use of ICT. With changes in technology, which practitioner roles remain relevant today? Which practitioner roles are no longer needed? What new practitioner roles have emerged as a result of developments in social media?

The presentation begins with a review of the assumptions that underpin the roles of ICT and practitioners in service delivery. The presentation then examines five potential benefits in using ICT in career interventions, including: 1) increased access to career services, 2) increased access to assessment, 3) increased access to information, 4) the availability of distance counseling, and 5)

improved cost-effectiveness. Eight potential limitations in using ICT in career interventions will then be explored that include: 1) assessment quality, 2) information quality, 3) practitioner support for clients when needed, 4) distance counselling, 5) confidentiality and security of client records, 6) equality of access, 7) practitioner competencies and credentials, and 8) implementation of ICT in organizations. Given the potential benefits and limitations in using ICT, ten specific roles of the practitioner in promoting effective use of ICT in career interventions will be described, including: 1) assessment, 2) information, 3) practitioner support for clients when needed, 4) distance counselling, 5) confidentiality and security of client records, 6) ensuring equality of access, 7) ensuring adequacy of practitioner competencies, 8) implementation of ICT in organizations, 9) contributing to the design and evaluation of ICT applications, and 10) educating the consumer to recognize quality ICT resources and services.

Recent developments in social media are having an important impact on the role of the practitioner in delivering career interventions. The presentation goes on to examine: 1) the emergence of social media in career interventions, 2) social media and interaction among clients and practitioners, 3) career information in a social media context, 4) the evolving role of the practitioner related to social media, 5) emerging practitioner competencies related to social media, and 6) specific practitioner strategies for social media participation with clients. The presentation concludes with implications for theory, research, training, supervision, and policy.

# Conference Symposia

Symposium chair:

**Gideon Arulmani**, professor Director, The Promise Foundation, India

Presenters:

**Gideon Arulmani**, India;

**Mark Watson**, South Africa;

**Asa Sundelin**, Sweden

**Ronald Sultana**, Malta

### **Through the Looking Glass: Shifting perspectives to promote cultural sensitivity**

*Through the Looking-Glass and What Alice Found There* is a novel by Lewis Carroll (1871), the sequel to Alice's *Adventures in Wonderland* (1865). In the book, Alice climbs through the mirror to enter a new world of beings she has never seen or experienced before.

When one looks at a mirror, ones sees oneself! It is not uncommon for counsellors to (perhaps unconsciously) engage with their clients from the view point of their personal cultural preparedness. This symposium invites participants to consider the implications of moving away from their own perspectives to view the counselling engagement from the cultural perspective of their clients. The symposium will examine the issues that surround the development of cultural sensitivity by shifting personal perspectives. Gideon Arulmani begins the symposium and overview of his model of cultural preparedness with examples drawn from a variety of Asian countries. Mark Watson examines the dynamics of macro-micro systemic influences and draws attention to intra and inter personal cultural sensitivities. Ronald Sultana draws upon his extensive experience of the global South and argues that paying attention to localisms and particularisms could promote cultural sensitivity. The symposium draws to a close with Asa Sundelin provoking us to consider the feasibility of a culturally sensitive approach in day-to-day meetings with vulnerability posed by migration. The symposium aims to leave some time at the end for a discussion and a question-answer interaction.

### ***Gideon Arulmani: Cultural Preparedness and the Alteration of Equilibrium***

The cultural preparation process model proposes that the manner in which individuals and groups are prepared by their cultures influences their engagement with work and career. Based on constructs drawn from a wide range of disciplines, the model proposes that while the socializing forces of enculturation create a cultural preparation status equilibrium, the forces of acculturation alter this equilibrium. This presentation will draw upon the authors experiences both of Western and non-Western cultures and will argue that while guidance pertaining to work, occupation and career may be a universal requirement spanning many cultural groups, the idea of career itself may need to be

redefined. The cultural preparedness model will be presented as a framework that would allow the context to define career development. The presentation will include interview excerpts from different cultures to illustrate the model.

***Mark Watson: Intercultural and intracultural sensitivity: Career counselling in culturally chauvinistic times***

It was John Donne in the 1600s who advised us that no person is an island, that we are all part of the mainland, that we need to move from a cultural specific to a cultural relative worldview. In the present times, we seem to be moving internationally in a reverse direction, with cultural sensitivity challenged by cultural chauvinism, an exaggerated and even aggressive patriotism which has resulted in an excessive and protective loyalty for national interests. This paper explores macro- and micro-systemic influences defining the issue of cultural sensitivity in career counselling and guidance practice. In particular, the interplay of intercultural and intracultural sensitivity is described within the career counselling and guidance relationship. This interplay creates complex challenges for career practitioners in interpreting issues of cultural sensitivity within themselves and their clients. The paper considers several of these challenges: the need to differentiate the universality and specificity of cultural concerns; the cultural embeddedness of the trained career practitioner role; the fluidity of cultural transitions; and the subjugation of cultural beliefs and perceptions.

***Ronald Sultana: Responding to diversity: lessons for career guidance from the global South.***

This paper draws on the fund of regional and international knowledge about career guidance that comparative research has generated in contexts that can be referred to as ‘non-Western’, or more appropriately as the ‘global South’. The focus here is specifically on the Middle East and North Africa, a region in which the author has carried out research, policy consultancy and practitioner training for the past two decades. The goal of the paper is to challenge the universalising language that characterises career guidance theory and practice, arguing that serious attention needs to be given to ‘localisms’ and ‘particularisms’ so that responses that are sensitive to context and culture can emerge. The paper pulls together some of the key themes, issues and insights which, while speaking specifically to the Arab Mediterranean Countries, resonate with what we know about other contexts in the developing world, as well as in the economically depressed regions in the global North.

***Asa Sundelin: Cultural sensitivity in times of migration – the (im)possible claim?***

This presentation addresses the complex issues of cultural sensitivity in career guidance and counselling practice in the context of contemporary patterns of migration. Career counsellors’ cultural sensitivity for clients who either by choice or compulsion occupy the migrant position is of particular importance. Cultural sensitivity in this sense has a broader meaning than merely an attunement to individuals’ cultural context, it is about awareness about how these global trends affect individuals’

meaning making about the future. Studies show that the central meaning making resource for migrant students in career conversations is the emotion of not belonging in the new context. Migration influences individuals' career narratives and challenges career counselling practice. Scholars point out that while counselling provides an opportunity to contribute to social justice for migrants, this depends on whether counselling services are able to adapt their practices in relation to the challenges of migration and migrants. Following this, counsellors need to develop cultural sensitivity to the impact of migration on clients' career narratives. The claim for cultural sensitivity though seems to clash with the conditions of migration in career counselling practice. With the 'politics of belonging' (asylum legislations etc.) in western society today follows inhuman situations for many migrants and counsellors testify that, to cope with their daily work, they have to 'turn off' their emotional perception of the migrant situation. This emotional dilemma is discussed in the presentation with examples from empirical studies of career counselling conversations with young migrants and strategies for the CGC practice are suggested.



Symposium chair:

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Presenters:

**France Picard**, Professeur, Université Laval, Québec, Canada;

**Michel Turcotte**, Doctorant, Université Laval, Québec, Canada;

**Simon Viviers**, Professeur agrégé, Université Laval, Québec, Canada;

**Patricia Dionne**, Professeur, Université de Sherbrooke, Québec, Canada;

Dr **Randi Skovhus**, Associate Professor, VIA University College, Denmark;

**Jo-Anni Joncas**, PhD student, Université Laval, Québec, Canada;

**Annie Pilote**, Professor in education, Université Laval, Québec, Canada.

## **Application of the Capability Approach to Career Guidance Practice**

### **Introduction to the symposium:**

#### **The Capability Approach - from concept to practice.**

Dr Pete Robertson, Associate Professor, Edinburgh Napier University, Scotland, UK.

#### **Abstract**

The Capability Approach offers a fresh starting point for thinking about career guidance interventions. In contrast to most conceptual approaches in the field, it does not derive from psychology or sociology. Rather, it originates in the work of economist and philosopher Amartya Sen (e.g. 1985; 2009). It is an approach that seeks ways to support people to access lifestyles that they have reason to value. It represents a way of thinking about human rights that places choice and freedom as central. As such it has great resonance with the contemporary focus on social justice in career guidance (e.g. IAEVG, 2013).

This symposium brings together authors who have sought to highlight the potential of the Capability Approach to contribute to our understanding of career experiences. This symposium seeks to take the work one step further, by exploring what it means to apply the Capability Approach to guidance practice. The Capability Approach presents opportunities for innovation in, but its abstract and underspecified nature also present substantial challenges for those seeking to translate it into practice (Robertson & Egdell, 2018). Ways of overcoming these challenges will be explored.

**Key words:** Capability Approach; social justice; career guidance.

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Paper 1:

### **Career guidance practice from a social justice perspective**

*Une pratique professionnelle de l'orientation sous l'angle de la justice sociale.*

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**Abstract:** This presentation is based on a qualitative research in a case study conducted in Québec, Canada. The study aims to test an approach to social justice - Amartya Sen's Capability Approach (2009) - applied to guidance practices in two CEGEPs (colleges of general and vocational education: the first level of higher education in Québec), and to provide guidance counsellors with an analytical framework to foster the adoption of more socially equitable practices in their work with students. The demonstration of the Capability Approach is built on two illustrations comparing the organization of guidance services as well as the practices of guidance counsellors and other psychosocial professionals in two different institutions: one in a privileged area, the other in a socioeconomically disadvantaged area.

The results show how both the organization of guidance services, and the division of roles among professionals in different disciplines can help prevent inequity, for example among students with disabilities. It can also counteract discrimination and inequality. We will provide some principles to operationalizing the capability approach in educational guidance and some leading questions to foster “enabling” guidance practices.

**Keywords:** Social justice; capability of finding one's path; guidance practice in schools; Advocacy.

**Introduction:** Sociological studies in the field of guidance have shown that the freedom to choose an educational and vocational path is both socially and unequally distributed. Inequities can have their roots in characteristics inherited at birth such as gender, social status and/or ethnocultural affiliations (e.g. Brinbaum & Primont, 2013; Duru-Bellat, 2012; Landrier & Nakhili, 2010). These inequities can interfere with school aspirations and the process of making decisions in choosing a stream, discipline, programme of study or even a career (Brinbaum & Primont, 2013; Duru-Bellat, 2012; Landrier & Nakhili, 2010). As a result, pupils and students tend to go into programs that more or less mirror what they really want. As with Hooley, Sultana and Thomsen (2018), we sought to learn whether social justice issues are given sufficient consideration in guidance practice.

The concept of social justice has spanned the history of guidance practices. At the beginning of the 20th century, Frank Parsons, a pioneer in vocational guidance in North America, highlighted the unequal distribution of goods and wealth in American society and went on to assist some of its most disadvantaged citizens (Davis, 1969). Many researchers since have examined guidance practices within contexts of inequality or discrimination. Studies have revealed situations where practices themselves can be the bearers of inequity, often without practitioners even being aware of it (Arthur, 2014; Audet et al., 2014; Paré, 2014; Picard, Olympio, Masdonati, & Bangali, 2015a). Indeed, guidance counselling which obscures inequality—be it gender, social, economic, cultural, or related to sexual orientation or disability—to focus solely on individual challenges tends to intensify the problem and sustain inequalities that impact the well-being and development of the individual.

**Objectives:** The objective of the present paper is twofold:

- 1) To test an approach to social justice - Amartya Sen's Capability Approach (2009) - applied to guidance practices in a school setting;
- 2) To provide guidance counsellors with an analytical framework to foster the adoption of more socially equitable practices in their work with students.

**Methodology:** The data used were taken from qualitative research in a case study conducted in Québec, Canada (Picard et. al., 2015). The demonstration of the Capability Approach is built on two illustrations comparing the organization of guidance services as well as the practices of guidance counsellors and other psychosocial professionals in two different higher education institutions: one in a privileged area, the other in a socioeconomically disadvantaged area. The first one is a large CEGEP situated in an affluent urban area with a student population who, for the most part, had high academic achievement in secondary school. It has guidance services that are instrumental in the success of the greatest number of students possible. The second one is an average-sized CEGEP in an urban, working-class neighbourhood implements a policy on student accessibility and support, given that nearly a quarter of its population is made up of students enrolled in programs other than their first choice, students with learning disabilities and adjustment difficulties, parent-students and even students returning after an interruption of studies.

**Results:** The results show how both the organization of guidance services, and the division of roles among professionals in different disciplines can help prevent inequity, for example among students with learning disabilities or handicaps. It can also counteract discrimination and inequality. This could be done by adopting a policy on accessibility and support for students in a socioeconomically disadvantaged area to ensure that at-risk students can fully benefit from guidance services and increase the number of possible educational and vocational options.

**Conclusion:** The capability approach bids us to look beyond the metrics of inequality and question injustices and reflect on how it could be done otherwise. On an operational level, summoning such an approach in guidance practices would undoubtedly require from the outset integrating a critical awareness of the rights of the people served, public services and resources that are effectively accessible to the target populations. To this end, guidance counsellors need to examine the underlying objectives and approaches of a policy, strategic plan or allocation of resources in the organization of their work, to validate whether the laudable and generous intentions found therein truly serve the interest of the people for whom these rights and resources are intended (Berthet, 2016; Bonvin & Farvaque, 2008).

When necessary, guidance counsellors need to undertake advocacy actions to ensure fair access to guidance resources. In addition, during counselling sessions, they need to ensure that there is room for deliberation, so individuals can be heard (capability for voice) and articulate the life course they have reasons to value. Guidance counsellors need to be sensitive to the range of possible options considered during the making of an educational or vocational choice, as well to adaptive preferences (individual internalization of a preference in response to constraints, shifting areas of interest and keeping aspirations at bay driving the expression of a given area of interest). In sum, the aim of guidance counselling sessions should be to give everyone more real freedom to choose.

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Paper 2:

### **A focus on educational choice in the light of the Capability Approach**

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**Abstract:** This presentation is based on empirical research exploring how career guidance unfolds in Danish lower-secondary schools in interaction with the school and structural conditions, and how the students perceive the guidance offered to them. The analysis shows that the way in which students understand the purpose of career guidance plays a crucial role for their participation in guidance activities. A focus primarily on the next stage of education seems to inhibit rather than encourage young people's curiosity to discover more about education, jobs, and themselves. The discussion of findings draws on the Capability theory centred on freedom and opportunity (Sen, 2009). It is argued that it is important that career guidance supports a broad and well-reflected foundation for educational choice and expand the options that young people consider relevant and worthy of recognition.

**Keywords:** Freedom; youth career guidance; participation in career guidance.

**Introduction:** Much of the literature on career development and social justice is primarily conceptual in nature and gives little attention to the challenges and successes experienced by career guidance practitioners. We need to focus on social justice in relation to, rather than detached from, practice (Arthur, Collins, Marshall & McMahon, 2013; Irving, 2015), and to give due attention to what is actually to be done in practice (Hooley, 2015), based on empirical observations (Berthet, 2010).

This presentation is based on empirical research into youth career guidance in Denmark. One of the roles of youth guidance centres in Denmark involves supporting students in lower secondary education (ages 14-17 years) in choosing upper-secondary education programmes. In the evaluations, surveys, research reports and articles produced on these youth guidance centres there is no focus on researching

social justice issues (Skovhus & Thomsen, 2017). The empirical examples are discussed using Amartya Sen's Capability Approach as an analytic lens.

**Objectives:** The main objective of the presentation is to discuss the contribution of Amartya Sen's Capability Approach in relation to the focus on educational choice in career education and career guidance.

**Methodology:** The methods used for the empirical research were participant observation and situated conversations with lower secondary students, career guidance practitioners, and teachers. In addition, selected students were interviewed. The fieldwork was carried out on days spread throughout the school year and in relation to guidance activities arranged for the students, either by guidance practitioners or teachers. Empirical data was also collected during lessons and breaks.

**Results:** Taken as a whole, the analysis provides insight into students' sense-making processes in relation to school-related career guidance activities. The analysis shows that the way in which students understand the role of career guidance plays a crucial role for their participation in guidance activities. When students view the primary role of guidance activities as supporting them in the process of choosing an upper secondary or vocational education programme, this shapes their participation and leads them to assess the meaningfulness of guidance activities based on whether or not they provide such support in educational decision-making processes. Students who were yet undecided regarding their educational future generally valued career guidance activities such as visits to educational institutions offering programmes they were considering. Most of the students found it less meaningful to participate in guidance activities that they considered irrelevant in terms of their own educational choices or that took place after they felt they had made their decision (Skovhus, in press).

A focus entirely on the next stage of education seems to inhibit rather than encourage young people's curiosity and exploration of potential career pathways. Through the voices of young people, we learn that participation in activities does not automatically lead to career learning. Furthermore, the analysis shows that focusing on the next stage of education makes it difficult for career guidance practitioners to justify why the students should participate in guidance activities, which they do not see as contributing to their choice of educational programme, or which take place after this choice has been made (Skovhus, in press).

**Conclusions:** The findings can be understood in the light of Sen's Capability theory, placing freedom and opportunity as central. Sen points out that being able to reason and the freedom to choose between different things that you value doing have an intrinsic value and is a significant aspect of human life and have implications for social justice. According to Sen, it is important to focus on people's actual opportunities to choose to live different lives, and not exclusively on the final result of a choice (Sen, 2009). Drawing on Capability theory, it is argued that it is important – and has social justice implications – that career guidance supports a broad and well-reflected foundation for educational choice. Guidance

expands the options that young people consider relevant and worthy of recognition, and that this is as important as the individual's educational choice (Skovhus, in press).

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Paper 3:

### **The Capability Approach in guidance counselling: An innovative, respectful and empowering approach to work with disadvantaged groups**

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**Abstract:** The presentation is based on the doctoral thesis of Jo-Anni Joncas (2018), which bears on issues of educational justice for indigenous women in Canadian higher education institutions. According to the intersectional analytic tool, the study of the school career of indigenous women is particularly enlightening to better understand the justice -or injustice- of Canadian educational systems

because of the complexity of the multiple forms of oppression they face (Collins et Bilge, 2016; Crenshaw, 1989). The theoretical framework used is the Capability Approach from Amartya Sen (e.g. 2010). The concept of capability refers to the real possibilities available for individuals to be and to do what they want. Overall, the authors argue that the Capability Approach in guidance counselling is an innovative, respectful and empowering approach to work with disadvantaged groups. Among other reasons, this approach leads to a profound respect of human diversity by focusing on individuals' choices of being and doing.

**Key words:** Educational justice; disadvantaged groups; school and career guidance.

**Introduction:** The social justice theory of Amartya Sen (2000, 2010), founded on the Capability Approach, and the main concepts to which it relates, shape the basis of this study's theoretical and conceptual framework. During the presentation, we will explain the challenges faced by indigenous women that the thesis seeks to address (Andrade, 2014; Lavell, 2011), the articulation of the Capability Approach within this context of research, and the methodology (Bertaux, 2010; Femmes autochtones Québec, 2014).

**Objectives:** The main objective of this thesis is to assess the influence of the context of studies on the possibilities of indigenous women to achieve the school career they want.

**Methodology:** The research is based on a multi-case study (Yin, 2012). The case of study method is used to study a phenomenon in depth, taking into account the context and the many variables that can reveal the relationship between the individuals and the structural conditions. We investigated two universities in the province of Quebec (Canada). One of the universities offers very limited support to indigenous students, while the other has numerous measures, policies and services directed towards indigenous students.

**Results:** The results identify the effects of international, national, provincial and local initiatives on the deployment of our participants' educational possibilities. Depending on their conception of justice, educational measures and services impact in different ways on the school career of indigenous women.

**Conclusions:** We argue that the justice conception of equal freedoms articulated through the Capability Approach could possibly lead to educational justice for indigenous women, particularly through the concept of conversion factors. Secondly, we will explain the relevance of using the Capability Approach in the field of guidance counselling in the interest of social justice, especially when we work with discriminated groups (ethnolinguistic minorities, women, etc.). The Capability Approach was specifically chosen for its focus on individuals' choice of being and doing, which differs significantly from other approaches of social justice that focus on resources, treatments or achievements.

This approach respects human diversity by recognizing that individuals are socially and culturally situated (Otto & Ziegler, 2006). It therefore considers the diverse needs of individuals and their need to



use different resources to achieve the same outcomes (Müller, 2014; Sen, 2003). It provides the opportunity to concretely assess the effectiveness of measures and services address to discriminate people (Børhaug, 2012). Furthermore, it integrates the levels of structural and individual analysis, in the sense that it gives individuals the choice to define the life they want, in a context where systems, institutions and their services (such as guidance services) have to strive to open up as many life choices as possible (Bonvin & Farvaque, 2008). Finally, we will give concrete examples of how the Capability Approach could inspire the work of guidance counsellors that are in a privileged position to open up the range of opportunities for discriminated people through their intermediary position between the individual and the systems.

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## **Lifelong Guidance Practice and Policy Development in the Nordic Countries**

### **Abstract:**

During the last decade the Nordic countries have to large extent been inspired by recent lifelong guidance (LLG) policy development in the European Union and other OECD countries. However, they have followed slightly different, yet complementary paths in terms of practice, research and policy development. The Nordic co-operation within the Nordic Network for Adult Learning (NVL) and within the European Lifelong Guidance Policy Network (ELGPN) has raised the awareness of the transversal nature of lifelong guidance policies and the common understanding of shared terminology and goals for a coherent national lifelong guidance system. In all the Nordic countries there seems to be a consensus on the importance of lifelong guidance as an important vehicle in promoting lifelong learning, labour force development as well as in social equity. Communication with national stakeholders have led to continuous processes of exchange of information on guidance-related initiatives and have resulted in developing measures which make co-operation between ministries more efficient.

This workshop examines success factors and challenges in the Nordic countries in promoting these sustainable foundations and operational preconditions for wider access to professional guidance as a citizen entitlement and an element of social contract. The workshop introduces concrete examples of national initiatives and policy measures from different countries such as integration of career education and acquisition of career management skills in education, integrated adult guidance services, cross-sectoral local one-stop-career centers, development of national quality frameworks and national online services as well as national and regional level co-operation and co-ordination mechanisms. Based on the Nordic examples, the workshop will discuss key questions for consideration in improving the consistency in local and regional policy developments by means of international or cross-boarder co-operation.

The Workshop will include short panel presentations from each Nordic country and the NVL on the above mentioned initiatives and policy measures as a catalyst for table discussions. The workshop participants are invited to reflect the feasibility of the presented measures in their own national and local conditions. They are also invited to examine options to establish or strengthen exiting regional or national representative structures for practice and policy dialogue. A third discussion topic would focus on cross-boarder co-operation in mutual policy learning.

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## **Career Guidance for Social Justice: Contesting Neoliberalism**

### **Abstract**

This interactive symposium will examine the intersections between career guidance, social justice and neoliberalism. Contributors will offer an original and global discussion of the role of career guidance in the struggle for social justice and evaluate the field from a diverse range of theoretical positions.

Hooley, Sultana and Thomsen position career guidance within a neoliberal context and present theories to inform an emancipatory direction for the field. The symposium include interventions by Bimrose, McMahon & Watson, Wong & Yip, Wikstrand, Pouyaud and Skovhus & Poulsen will address five key strategies that emerge in the consideration of career guidance and social justice.

1. conscientisation
2. the naming of oppression
3. problematising norms, assumptions and power relations
4. building solidarity and collective action
5. working at a range of levels and scales from the individual to the global.

The symposium will explore this ‘turn to social justice’ and consider what are the next steps for policy, research and practice.

### **Background**

The link between career guidance and progressive politics goes back, as Zytowski (2001) has argued, to the origins of the field. We can also find it represented in strands of critical writing found in the work of the National Institute for Career Education and Counselling (NICEC) in the UK particularly between the late 1970s and 1990s, in Scandinavian research informed by critical psychology (Thomsen, 2014 ) and by sociology (Buland & Mathiesen, 2014; Lundahl & Olofsson, 2014), in the work of David Blustein and his colleagues in the USA (2006), and, increasingly, in voices coming from the global south (e.g. Ratnam, 2011; Da Silva, Paiva, & Ribeiro, 2016 ; Sultana, 2017).

Perhaps most visibly we saw the standard being raised in Irving and Malik’s (2004) *Critical Reflections on Career Education and Guidance: Promoting Social Justice within a Global Economy*. Career guidance, they argued, sits in a complex relationship with neoliberalism, at times enculturating people into a neoliberal sensibility and at others offering a space for critical engagement with power.

In recent years there has been renewed effort to explore the link between career guidance and the politics of social justice. Both NICEC and the IAEVG have produced special issues of their journals focusing on social justice and it has been the focus of a number of conferences and events. Hooley, Sultana and Thomsen’s (2018) recent volume draws much of this debate together.

Such interventions are not simply calls for a shift in policy but rather challenge some of the theoretical assumptions that have been key to the development of career guidance as a field. Career theory has been highly individualistic often seeking to diminish the importance of individuals relationships with their social and organisational contexts. Careers have been characterised as “boundaryless” (Arthur &

Rousseau, 1996 ) and “protean” (Hall, 1996) and individuals encouraged to be “adaptable” (Savickas, 2013) in the face of this changing world.

This interactive symposium will explore the ‘turn to social justice’ in career guidance and provide participants and opportunity to debate its implications for the field.

### **Interactive approach**

The session will begin with a short introduction Tristram Hooley, Ronald Sultana & Rie Thomsen introducing the session.

It will then proceed with a series of short (7 minutes, 3 slides) presentations. The slides will answer the following questions:

- How does the author define social justice?
- What are the key injustices that are being addressed?
- How can career guidance contribute to this?

The session continues with discussion with opportunity for participants to interact in the session.

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## **Integrating ICT in career practice: Shaping the directions**

### **Abstract:**

Rapid advances in information and communication technology (ICT) have fundamentally transformed society over the past two decades. As technological advances change how individuals explore and acquire information about education, training and work opportunities, there is a pressing need to align new technologies more closely with career services and associated professional practices. This symposium draws on current research into the process of integrating new technologies into career practice.

It presents an overview of the practitioners' approaches to social media and competency for social media, explores the experiences of International summer course on ICT in guidance and counseling and introduces the use of on-line collaborative learning on supporting the continuing professional development of career practitioners. In this symposium, a panel of international experts shares their experiences and discusses key questions relating the integration of ICT in career practice. This session will be an opportunity to get acquainted with recent research and strategies that may facilitate the integration of technology into organizations, and subsequent implications for workforce and their professional preparation and training.

**Keywords:** technology; career practice; challenges; opportunities





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