



A MESSAGE FROM THE CHAIR

Dear NICE community,

Welcome to this newsletter, which introduces some fascinating projects, books and news.

Later this month, some of us will be meeting in Dublin for this year's ECADOC supporting doctoral students. This is always a great occasion as new researchers contribute to the knowledge and understanding we need as careers work evolves and adapts for a rapidly changing landscape.

At the end of the month, the Board members of the NICE Foundation will be meeting to discuss how NICE can also grow and develop to serve the guidance community. The outcomes of the meeting will be shared at the academy in Athens, the details of which you can find below.

We are at an exciting and important juncture at NICE, and we will be inviting members of the community to join us in several ventures. So we hope to see you in Athens.

If you are not able to join us this year, please feel free to reach out through the contact function on the website and watch out for the next newsletter.

Enjoy your summer break and hope to see you soon.

Warm wishes,

Dr. Anne Chant
Chair of the board of the NICE Foundation

SUMMARY OF THIS ISSUE

NICE Life: *updates on NICE Academy 2026 in Athens*

International Projects: *Recent developments in EU*

- GREEN CAREER'S EDUCATION
- BRIDGES: Building Relationships, Inspiring Development, Guiding Empowerment and Sustainability

Culture Club: *Two new books for Polish and Greek speaking contexts*

- *Indeterminate Entanglements*: Anna Bilon-Piórk
- *Work, Vulnerability and Social Inclusion: Career Guidance in Contexts of Social Exclusion*: Nikos Drosos and Argyro Charokopaki (eds.)

NICE LIFE

NICE Academy 2026 in Athens

Green Guidance: *Interpretations and Implications*

16th - 19th September, 2026



Useful Links

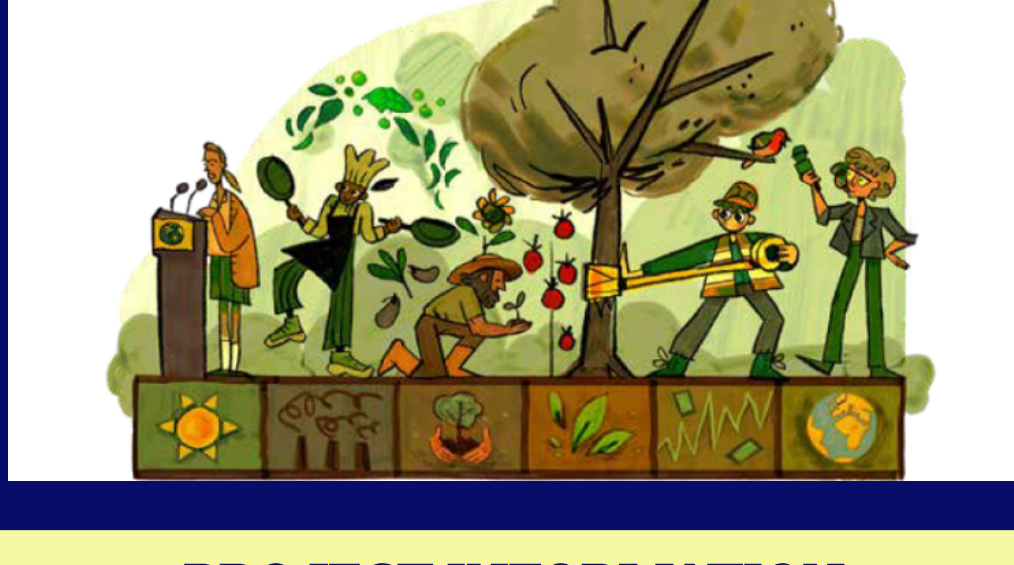
[Register here](#) [Program of the Academy](#) [Welcome to Athens Booklet](#)

Keynote Speakers

- **Mariana Lucas Casanova & Tomas Sprňák** (online) 'Meaningful Careers in Times of Uncertainty: Integrating Social Justice and Green Guidance' (*17 Sept.*)
- **Tomas Sprňák** (online) 'Beyond Green Jobs: Sustainable Career Guidance in Practice' (*17 Sept.*)
- **Peter Plant** 'Green Guidance: Trends and Tensions' (*17 Sept.*)
- **Eva Kavková** 'Beyond Green Jobs: Sustainable Career Guidance in Practice' (*18 Sept.*)
- **Cynthia Harrison** 'Green ambitions for a sustainable future' (*18 Sept.*)
- **Mary McMahon** 'Sustainable Development and Green Guidance: What does systems theory have to offer?' (*19 Sept.*)

INTERNATIONAL PROJECTS

GREEN CAREER'S EDUCATION



PROJECT INFORMATION

Name: Green Career's Education

Project ID: 2023-1-CZ01-KA220-SCH-000158528

Program: Erasmus +

Period: November 2023 - April 2026

Coordinator: Lenka Němcová

[Click here to contact via e-mail](#)

Partners:

- Zavod sv. Stanislava (St. Stanislav's Institution) - Slovenia
- Vasa Ovningskola - Finland
- Abo Akademi University - Finland
- Živica - Slovakia

This project is coordinated by:

EKS, a Czech organization specializing in adult education and career counselling

OBJECTIVES

Representatives from the Czech Republic, Slovakia, Slovenia, and Finland collaborated on this project, combining expertise in environmental education, primary schooling, and career education.

The project's aim is to develop innovative training methods and help teachers understand the various dimensions of eco-psychology and green career counselling, to in turn support their students in contributing to sustainable development through their future careers by:

- Developing innovative training methods in eco-psychology and green career counselling for use in primary education
- Equipping teachers with the tools and understanding needed to help students connect climate awareness to their future education and career choices
- Supporting students in seeing how their careers can contribute to sustainable development
- Testing and promoting new teaching approaches directly in primary schools across all four partner countries

[Click here for project's website](#)



PROJECT OUTPUTS

A handbook and accompanying resource pack on green career guidance education, developed specifically for primary school teachers.

Each partner country applied the new methods locally, testing and refining the approach in real classrooms before wider promotion.

Available languages:

- English, Czech, Slovak, Slovenian, Swedish

Outputs in English:

- **Green Career Education** handbook
- **Green Career Education** worksheets

Outputs in other available languages:

- **CZ** – Publikace – Vzděláváním k udržitelné kariéře
- **CZ** – Pracovní listy – Vzděláváním k udržitelné kariéře
- **SK** – Zelené kariérové vzdelávanie – pracovné listy
- **SL** – Izobraževanje za zelene poklice – zbirka delovnih listov
- **SV** – Grön karriärbildning – klassrumsarbetsblad

[Click here](#)
for an online library of
Green Career Education by EKS

BRIDGES: Building Relationships, Inspiring Development, Guiding Empowerment and Sustainability



PROJECT INFORMATION

Name: BRIDGES: Building Relationships, Inspiring Development, Guiding Empowerment and Sustainability

Project ID: No. 101195708 – BRIDGES – ERASMUS-EDU-2024-POL-EXP

Program: Erasmus+, KA220-SCH

Period: April 2025 - 2027

Coordinator: Institute of Educational Policy of the Greek Ministry of Education and Religious Affairs (IEP)

Click [here](#) for more information on the Coordinator

[Click here for project's website](#)

Partners:

- [Unit of Education for the Environment and Sustainable Development, Cyprus Ministry of Education, Sport and Youth](#)
- [University of Bayreuth – Germany](#)
- [University of Cyprus](#)
- [Dublin City University – Ireland](#)
- [Ellinogermaniki Agogi – Greece](#)
- [NÚCLIO – Portugal](#)
- [Sigtunaskolan Humanistiska Läroverket – Sweden](#)
- [Science View – Greece](#)
- [European School Heads Association – The Netherlands](#)
- [European Countries Biologists Association – The Netherlands](#)



OBJECTIVES

BRIDGES is a Policy Experimentation Action helping education systems build sustainability competences through **teaching for Sustainability Citizenship (SC)**; integrating sustainability into citizens' roles, responsibilities, and rights across economic, social, and environmental dimensions. Its methodology rests on three pillars: a whole-school approach, a redefined teacher role, and a standardised assessment methodology.

- Develop a standards-based approach to teaching for SC
- Define and select best practices in teaching and learning for SC
- Build a community of SC practitioners to help shape national reform
- Deliver professional development for teachers and school heads to embed SC in national curricula
- Disseminate results to ensure they spread and grow beyond the project's lifetime

BRIDGES Community Portal

Continuous dialogue with school communities and policymakers is central to BRIDGES' methodology. The project has launched the **BRIDGES Community Portal**, where educators can connect, share practices, and stay involved.

Scan the QR Code to register for the **BRIDGES Community Portal**



PROJECT OUTPUTS

As a newly launched project, BRIDGES' concrete deliverables are still taking shape.

International Development Courses

Designed to explore how to build a genuine learning continuum toward sustainability, strengthen ties across learning settings, turn schools into "living labs," and measure impact.

Planned outputs include a standards-based assessment framework and educational materials co-created with the project's community of practitioners.

Summer School: BRIDGES International Course

BRIDGES held its first International Development Course from **28 June to 3 July 2026** in Greece, part of the European School Innovation Academy's 2026 training activities.

It brought together school heads and teachers to explore Sustainability Citizenship, the Whole School Approach, open schooling, and ways to re-imagine school infrastructure, curricula, and teaching. Click [here](#) for more information.

[Click here for the project leaflet](#)

CULTURE CLUB

Indeterminate Entanglements

by **Anna Bilon-Piórk**



About the Author

Anna Bilon-Piórk is an Associate Professor at the DSW University of Silesia, Poland, and collaborates with Jönköping University (Sweden).

She also serves as an Alternate National Expert in Careers Net (Cedefop). Her research focuses on adult education, career guidance, post-qualitative methodology, new materialism, and the pedagogy of agency for social justice.

A Summary of the Book:

This book offers a rethinking of career guidance through the lens of Karen Barad's new materialist philosophy. Challenging individualistic and human-centred perspectives, it conceptualises guidance as an emergent practice produced through the intra-actions of human and more-than-human agencies, material environments, technologies, affects, discourses, and temporalities. It argues that career guidance is not merely informed by social justice but constitutes a practice through which diverse forms of social justice are materially enacted.

The book extends the conceptual and empirical boundaries of career guidance by examining practices beyond schools and labour market institutions. Drawing on research conducted in Poland, it explores guidance in social work centres, NGOs supporting people with disabilities, organisations working with individuals experiencing homelessness participating in vocational support programmes, and other community settings.

Although situated in a specific national context, these cases address challenges shared internationally, including social inequality, labour market precarity, migration, and institutional transformation.

Methodologically, the book advances post-qualitative inquiry by employing diffractive analysis to read theory and empirical material through one another. In doing so, it provides an innovative theoretical and methodological framework that contributes to international debates on the future of career guidance and invites scholars and practitioners to rethink guidance as a relational, materially enacted practice of social justice.

[Click here](#)
to download the book
in Polish

Work, Vulnerability and Social Inclusion:

Career Guidance in Contexts of Social Exclusion

by **Nikos Drosos and Argyro Charokopaki**



About the Authors

Nikos Drosos is an Associate Professor in Career Guidance and Counselling in the European University Cyprus and the Coordinator of its relevant master (MA) programme.

He is the Scientific Coordinator of the Scientific Committee of the European Doctoral Programme in Career Guidance and Counselling (ECADOC), member of the Board of Directors of the Pan-Hellenic Union for Psycho-social Rehabilitation and Work Integration (PEPSAEE), and Vice-President of the Greek Union for Supported Employment (ELETYPÉ).

Dr. Argyro Charokopaki is a Laboratory Teaching Staff Member (Special Teaching Personnel – E.D.I.P.) in the Department of Social Work at the University of West Attica, Greece, specializing in Psychosocial Approaches to Career Guidance.

She is an External Scientific Associate at the European University Cyprus, where she teaches in the Master's Programme in Career Guidance and Counselling (MA).

A Summary of the Book:

The volume, available from **September 2026** in Greek, seeks to contribute to this discussion by bringing together researchers and practitioners from diverse disciplinary and professional backgrounds.

The volume adopts a contextual and socially informed perspective, viewing career development as a dynamic process that unfolds within interconnected personal, social, economic, and institutional environments. Consequently, effective career guidance requires collaboration with mental health services, social welfare agencies, educational institutions, employers, and local communities.

The volume explores how career guidance can contribute to social inclusion by supporting access to meaningful and sustainable work while promoting participation, agency, identity development, and recovery. Work is presented as an important context for belonging, recognition, personal growth, and community participation.

The book consists of twenty-five chapters addressing a broad range of populations and contexts, including people experiencing mental health challenges, individuals recovering from substance addiction, persons with disabilities, refugees and migrants, Roma communities, NEETs, LGBTQ+ individuals, long-term unemployed adults, and other groups who face social exclusion.

Contributors examine both the barriers individuals encounter and the career guidance practices that can foster inclusion and meaningful vocational participation.

By bringing these diverse populations together within a single framework, the volume demonstrates that vulnerability is not a characteristic of particular groups but a contextual condition requiring flexible, inclusive, and socially responsive career guidance practices.

Several themes run throughout the volume:

- highlights the importance of interdisciplinary collaboration, recognising that complex career challenges rarely fall within the expertise of a single profession.
- emphasises strengths-based, person-centred, and recovery-oriented approaches that acknowledge individuals as active agents in constructing their lives despite structural constraints.
- integrates contemporary career theories – including contextual, constructivist, systemic, and social justice perspectives – with practical interventions applicable across diverse service settings

A particular contribution of the volume lies in its attempt to connect career guidance with fields that have traditionally developed somewhat independently, such as psychosocial rehabilitation, supported employment, social work, community mental health, and disability support.

In doing so, it argues that career guidance has an essential role to play in promoting equity, participation, and decent work for individuals facing multiple forms of disadvantage.

Many of the challenges described transcend national contexts and reflect broader European priorities regarding lifelong guidance, decent work, and the reduction of social inequalities.

