



Moving beyond policy discourses simplified views on learning: A critical approach to existing views on and practices of learning in career and career guidance

Ingela Bergmo-Prvulovic and
Anna Bilon-Piòrko

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Career Guidance Policies and Practices in Europe: Assessing the Strengths and Addressing the Gaps

Our critical transdisciplinary approach



Aims;

To move beyond simplified views on learning, uncovering **social representations** for creating a platform for transformative learning approaches



Gaps addressed:

Based on the model of "**Learning in the Gaps**" we address the "*in-between-spaces*" identified (Bergmo-Prvulovic, 2024)



Approaches:

We use a transdisciplinary approach (*philosophy, sociology, social psychology, critical psychology, pedagogy/andragogy*)

Framing:

The three domains of educational purposes - ***qualification, socialization, subjectification*** - (Biesta, 2016) supports our examination of where learning takes place, what learning content is prioritized, why learning occurs, and for whom learning is intended.

The role of agency (Bilon, 2021) in these domains of educational purposes is critically examined, with a specific focus on learning in the identified "*in-between-spaces*" (Bergmo-Prvulovic, 2024).

Contribution:

Our critical approach highlights the role transformative learning can play in future career guidance practices if the "*in-between-spaces*", where career guidance is conducted, are recognized as pedagogical platforms.

"Learning in the Gaps" - A bridging guidance approach

