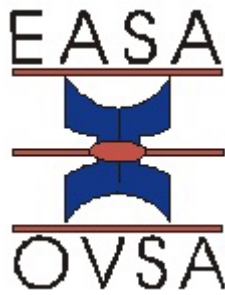


Call for papers: Special issue



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Career construction, life design, and education in changing times: Advancing meaningful, sustainable, and context-responsive career counselling

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In a world characterised by accelerating change, indecision, precarity, and deepening inequality (Maree, 2024; Silva, Taveira, Cardoso, Ribeiro & Savickas, 2022), the need to support people in mastering key developmental tasks (Erikson, 1968) and constructing meaningful and sustainable career-life trajectories has become more pressing (Hartung & Di Fabio, 2024; Rosen & Di Fabio, 2023). Career counselling is increasingly understood as a contextually embedded and socially mediated process, shaped by factors such as inequality, cultural expectations, environmental challenges, and access to opportunity (Hartung & Di Fabio, 2024). A paradigm shift from individual career accomplishment to sustainable, relational, and environmental well-being characterises contemporary career counselling in the fourth paradigm (Hartung & Di Fabio, 2024). This paradigm is called upon not only to respond to shifting labour-market demands but also to engage more deeply with the evolving complexities of people's career-lives and environmental contexts (Blustein & Allan, 2025; Cohen-Scali, 2024), a view supported by the notion of a counsellocene perspective (Maree, 2024).

In this special issue of the *SAJE* we foreground career construction theory and life-design counselling as powerful, integrative approaches to supporting career counselling within educational settings (Wang & Li, 2024), highlighting their pedagogical, psychological, career-developmental, and sociological relevance, as well as their potential to foster reflexivity, agency, adaptability, and a sustained sense of meaning and purpose (Davis, Davies, Liu & Burnett, 2025; Di Fabio & Rosen, 2020; Maree & Mahlalela, 2025; Savickas, 2022). In this regard, there is a growing need for approaches that are not only theoretically robust but also context-responsive, socially just, and oriented towards sustainable futures (Hartung & Santilli, 2025). Accordingly, for this issue we invite contributions in which authors critically and creatively explore how career construction and life design principles can be embedded in educational practices to support career counselling and development within educational settings (Cohen-Scali, Drabik-Podgórná, Podgórný, Duarte, Guichard, Aisenson, Di Fabio, Maree, Masdonati, Nota, Pouyau, Ribeiro & Antonio, 2025; Maree, 2026).

Submissions should address, among others, the following topics:

- ✓ The integration of career construction and life-design approaches into educational practice;
- ✓ Pedagogical processes that promote the formation of career identity, reflexivity, and agency;
- ✓ Narrative and dialogical approaches to career development in schools and higher education;
- ✓ The role of education in fostering career adaptability, resilience, and sustainability;
- ✓ Contextual influences on career development, including inequality, culture, and systemic constraint;
- ✓ Innovative and integrative frameworks linking education, counselling, and the sociology of education; and
- ✓ Career development in the Global South and Global North, with attention to relevance and responsiveness.

Empirical and conceptual contributions are welcome.

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Acknowledgements

I used Chat Generative Pre-trained Transformer (ChatGPT) (OpenAI, 11 December 2024 version) to enhance language and review content, maintaining an acceptable word count.

Submission Guidelines

The manuscripts should show meaningful engagement with career construction and/or life design perspectives, demonstrate scholarly rigour and originality, not exceed 6,500 words (including abstract, references, and tables), and conform to SAJE submission requirements.

Deadline for Submissions

Complete manuscripts should be submitted to estelle.botha@up.ac.za before 30 November 2026. SAJE is published by the Education Association of South Africa.

All manuscripts submitted will undergo (double-blind) peer review and authors will receive the review result within 12 weeks from the start of the peer review depending on the schedules and availability of the reviewers. We intend to complete the editing and proofreading of the special issue by 30 November 2027. The issue will be published online in a fully citable form.