



Newsletter

of the **International Association for Educational and Vocational Guidance**

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Towards an Achieving Society

In his address to the Canadian 2005 NATCON (National Consultation), former IAEVG Vice-president Stuart Conger stressed that there is a need for a career achievement movement that prompts all citizens to be better and to do better. In an achieving society citizens achieve more in their lives for themselves, their careers, their families, their communities and their country by means of utilizing their own talents more effectively and making efficient use of resources available to them. These are Stu's main points:

In an achieving society all organizations - business, educational, voluntary, entertainment, fraternal, religious, governmental, social and sporting - accept responsible roles in furthering the achievement of citizens and society, and they have ready access to appropriate forms of assistance in fulfilling this role. A society which embodies a career achievement culture is characterized by governments and organizations that base their programs on principles such as the following:

1. Every citizen has ready access to career planning by a professionally qualified career practitioner backed up by a fully equipped and staffed career resource centre.
2. Every student, at every level of learning, receives training in appropriate career development tasks, and makes responsible use of them.
3. Every employer ensures that the work experience of every worker involves undertaking relevant career development tasks.
4. All parents have ready access to career planning for themselves and their children
5. Every teacher at every level of education receives instruction in mentoring and coaching students.
6. All supervisors receive instruction in career mentoring and coaching of their workers.
7. Every career practitioner meets the standards and guidelines for career practitioners
8. There are standards and guidelines for career services and all organizations ensure that their service and program meet the criteria

In the pursuit of an achievement society we would reframe current career programs in terms of achievement rather than equity, regional balance, anti-poverty, etc. We need programs that prepare all citizens to achieve all they can, and we need the country to truly want to be an achieving society. As career practitioners we, and our employers, must be active members of the education, social and economic development industry and work at transforming the current culture of social services from a culture of poverty to a culture of achievement. We need to identify with and be identified by our allegiance with organizations that are oriented to helping people succeed rather than just subsist.

Features of a Career Achievement Culture

To accommodate the needs of the entire population there must be a self-managed career development process that is appropriate to most workers and can be taught to them through a public education program, through their employers, through a mass media campaign and through the Internet. A career development mobilization program would aim to promote the empowerment of individuals in helping themselves, their friends, neighbours and relatives to achieve education and career goals.

A number of activities would be promoted under this 'achieving society' umbrella, including:

- * how to: do your own career check-up; identify your talents; learn; control your anger; assess what's going on at work; help your spouse's ca-

reer; get ahead in your job; help your children study; and, start your own business

* a campaign to raise awareness of the value of thinking and acting positively about self, studies and careers. It could be organized by a department of employment and focus on such a theme as: 'Take control of your life', and citizens would be helped to develop a greater sense of 'self as active agent' through addressing factors such as self-talk.

* a campaign to encourage people to count the number of times they support themselves and the number of times they knock themselves. It is a fun thing to do; and an eye-opener. We criticize ourselves many more times than we praise ourselves.

* a family career development process that families can use in their own homes 'around the kitchen table' to help each other. Parents typically understand the talents of their children, but are unaware of how these talents can be used most profitably in education and in work. A complicating factor is that most parents, themselves, are haunted by feelings of doubt about their own careers and lives. Thus, many parents need assistance more than they are able to give it.

* encourage people to check out jobs that they see and might like, how to find out what skills they require, how closely their talents match them, and what they need to do to qualify. People can be encouraged to enrol in evening classes, or other self development activities, which teach skills that they can use in their present job, or in their next one.

Career achievement at work

A department of employment is in an ideal position to increase the job retention rate through promoting a career achievement program for new employees to help them orient themselves to their new organization and to learn career development tasks and apply them appropriately. This is a service that career development offices can readily

provide to employers and their new hires; especially in the case of small firms that do not have the resources to conduct such a program. On the other hand, medium and larger firms may need only to be encouraged to offer such a service to their employees and perhaps given some useful resources for the program.

A part of the career achievement program for new employees would be to train established workers in the firms how to mentor and coach new employees. Many successful people credit part of their achievement to the assistance of a somewhat older and more successful person who took a special interest in guiding them at a crucial stage of their careers. This process of mentorship is the sharing of knowledge about how to learn; how to work with others; how to be results oriented in managing one's own tasks; and how to estimate what one can accomplish in various circumstances. A mentor also opens doors to new opportunities for a person.

Organisations do not particularly want a career development culture because it sounds like it is intended for the employee rather than organization, but they would actively promote an achievement culture which holds promise to enhance the performance of the organization through employees knowing the intent of their work better, getting help to match their talents to the opportunities in the organization, getting help, learning, and enthusiasm to attain targets.. There are many good business reasons for an organisation to have a career achievement culture that reaches all employees and serves the accomplishment of the mission of the organisation including productivity and profit.

The creation of an achieving society is my plea to our leaders today

This is an abridged version of Document No. XX in the Food for Thought series produced by the Canadian Career Development Foundation (CCDF) and published on www.crccanada.org/symposium. A print version of the article is also available from The Canadian Career Development Foundation, 119 Ross Avenue, Suite 202, Ottawa, K1Y 0N6, Canada. This short version has been printed with the permission of CCDF. The author may be contacted at stu.conger@sympatico.ca

2004 was a busy year for IAEVG with two major events in North America and Europe. The year saw another increase in membership, the further development of electronic communication and the setting up of a new administrative base to improve services to members.

Productive contacts continue to be maintained with other organisations, UNESCO, ILO, EU, OECD and the Council of Europe.

During 2004 IAEVG through Vice-President Bryan Hiebert continued to be involved with the Technical and Vocational Education and Training Section of *UNESCO*.

President Bernhard Jenschke and Vice-president Peter Plant have both been active as part of the *European Lifelong Guidance Expert Group*, including a project on 'Guidance Quality Metacriteria' and a policy maker's handbook. A Europe-wide Council Resolution on Guidance was endorsed in May 2004.

IAEVG continues to work closely with NBCC (National Board for Counselor Creditation, USA) on joint NBCC/IAEVG certification to demonstrate the competencies developed in 2003.

International Journal for Education and Vocational Guidance (IJEVG)

IAEVG's professional publication edited by Professor Raoul Van Esbroeck was published in 3 editions in 2004, Volume Nos. 4 1-3. Key themes were Educational Guidance, Practice and Research including ICT and an edition on Public Policies for Career Development. Electronic distribution of the IJEVG will take place from by January 2006.

Newsletter

The IAEVG Newsletter continues to be the organisation's major tool for communicating with the membership. In 2004 three Newsletters were published, numbers 48, 49 and a 50th anniversary edition, by the Editor, Professor Peter Plant. The Newsletter is also available through our website www.iaevg.org

Website

In 2004 the website was updated by webmaster Michel Turcotte, Canada, supported by Human Resource Development Canada (HRDC).

Improving Services for Members of IAEVG

Counsellor Resource Centre (CRC)

This is a joint initiative of IAEVG with Human Resource Development Canada (HRDC) and under www.crccanada.org it provides important support for counsellors in terms of their professional development and communication.

Conferences

San Francisco, June 2004

Working with the American counselling organisations NCDA, a jointly arranged and led symposium took place in San Francisco USA in June 2004 on 'International Perspectives in Career Development'.

A Coruña, September 2004

The main IAEVG Conference took place at the University of A Coruña and was attended by 278 people from 32 countries on the theme of 'Solving, Preventing, Coping: Guidance and Social Inclusion'. Keynote speakers included IAEVG Vice-presidents Peter Plant and Bryan Hiebert.

Membership has continued to grow through new Associations joining and an increase in individual membership. In September 2004 the Board agreed that administrative functions should be put in a *professional administrative base*. The Canadian Career Development Foundation (CCDP) has agreed to take over membership and other administration functions. IAEVG looks forward to working in partnership with them.

Revision of the IAEVG Statutes

During 2004 the Executive Committee together with Board members worked on reviewing the Statutes of the organisation. These were last reviewed in 1991 and it was felt then that the time had come for a full revision; in order to keep business up to date and relevant. A formal presentation of the new Statutes will take place at an Extraordinary General Assembly in Portugal in 2005.

The full 2004 Report is available from the IAEVG General Secretary, Linda Taylor, lindataylor@connexions.south-london.org.uk

From January 2005 IAEVG has established an administration base hosted by the Canadian Career Development Foundation (CCDF) in Ottawa, Canada. This moves IAEVG's core member services out of volunteer hands and will allow a number of significant improvements to member services

- Improved IT services, including a password-controlled members-only area on www.iaevg.org
- Electronic issue of invoices and receipts for membership payments [unless you notify us that you still need a paper copy by post]
- Electronic access to our journal, the International Journal for Educational and Vocational Guidance. [Paper copies will be available by post, subject to a postage and packing cost]

For you, the member, the changes offer choices and opportunities that you did not have before. About two-thirds of you have chosen to receive the International Journal for Educational and Vocational Guidance electronically. And, by now, most people who have paid will have their membership confirmation.

Your first point of contact is Marie Anne Bédard, who will provide administrative support for members. She is responsible for general reception and customer service, at membership@iaevg.org

Robert Lamoureux is CCDF's technical advisor, at info@iaevg.org

Sareena Hopkins is CCDF's Co-Executive Director. Along with her colleague, Lynne Bezanson, she manages business development, project delivery and operations at CCDF at s.hopkins@iaevg.org.

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The Development of Standards at l'Ordre des Conseillers d'orientation et des psychoéducateurs du Québec

The occupation of career counsellor has been regulated for more than 40 years in Québec. The profession has evolved from a school-based type of occupation to cover a wide range of applications and settings. Michel Turcotte reports:

In Quebec, we find 50% of career counsellors at the three levels of the educational system, 30% in employment organizations and rehabilitation settings, and 20% percent in human resources branches of large organizations and in private practice. In 2004, the membership of the College was around 2200 guidance counsellors and 3400 psychoeducators for a population of 7.5 million.

The Ordre's responsibility is to protect the public by ensuring the quality of services. One way to do this is to make sure that the candidate meets the admission standards. To be licensed as a career counsellor by the Ordre, you must meet the requirements of the regulation under the Professional Code of Quebec, which states that you must

have a master's degree in career guidance and counselling. A framework of six major areas covering 22 competencies and benchmarks to determine the acquisition of the competencies in relation to the university credit system includes: Needs Assessment, Career Development, Individual and Group Career Counselling, Consultation, Practice Analysis, and Management of Practice.

The lessons learned from the Quebec process are:

- Involve all partners from the beginning;
- Compare with other existing competency frameworks: it validates the process;
- Plan a validation process with the academic AND the practitioners' community;

Guidenet –a transnational network for guidance practitioners and experts

The Guidenet website, database and virtual discussion forum continue after the end of a successful EU-funded pilot project. Over a three-year period, the project partners established a transnational network of expertise, compiled a wide range of guidance initiatives, research and examples of good practice, and disseminated information about them widely within the guidance community

The website – www.guidenet.org - provides introductions to Guidenet in eight languages and gives access to overviews of guidance services in the nine original partner countries (Czech Republic, Denmark, France, Ireland, Italy, Norway, Slovak Republic, and United Kingdom). The overviews include information about types of guidance services, training of guidance counsellors and recognition of foreign qualifications, along with links to relevant websites and contact details of relevant organisations and authorities.

The Guidenet *database* includes more than 170 brief descriptions of national and international guidance initiatives, research reports and examples of good practice. Users can search by country, theme, title, or target group. Users may also submit a project, example of practise or resource

for consideration for inclusion in the Guidenet database.

Currently, there are 470 registered members of Guidenet who have access to the virtual discussion forum (username and password required). Membership is open to individuals and organisations working in the field of career guidance. It is free and offers an opportunity to network with colleagues from across Europe and beyond, sharing ideas on good practice and innovation in guidance.

Contact:

Inge Langberg Kjær, CIRIUS/Euroguidance, Denmark (ilk@ciriusmail.dk)

Mick Carey, Careers Europe/Euroguidance, UK (mick.carey@careersb.co.uk)

Book review:

Multicultural Guidance and Counselling in Europe

The Centre for International Mobility CIMO (Helsinki, Finland) has produced a handbook on *Multicultural Guidance and Counselling - Theoretical Foundations and Best Practices in Europe* (Eds. Mika Launikari and Sauli Puukari, 2005). This publication (all in English) is a compilation of articles written by European experts (mostly Finnish) on prevailing theories and practices in multicultural guidance and counselling in Europe. The handbook aims at meeting the needs that culturally diverse societies have in terms of providing their migrant and ethnic groups with better information, guidance and counselling services. Until now Europe has benefited from professional literature on multicultural counselling published in the USA and Canada. It is the first time that practice and theories of multicultural counselling in the contexts of education and employment are

introduced from a European perspective. The book is intended for guidance counsellors who work with migrant clients, trainers of guidance counsellors and human resources personnel in multinational/multicultural settings.

The handbook - funded by CIMO, the Finnish Ministry of Labour, the Finnish National Board of Education and the European Commission - is available free of charge in pdf (375 pages) from <http://www.cimo.fi/english> | [Publications](#). Further details from the editors: Mika Launikari, CIMO (mika.launikari@cimo.fi) and Sauli Puukari, University of Jyväskylä (puukari@edu.jyu.fi).

Bernhard Jenschke, President of IAEVG

Conferences

International Conference, September 14-16, 2005, Lisbon, Portugal

'Careers in Context: New Challenges and Tasks for Guidance and Counselling'

Contact: Helena Rebelo Pinto, Chair of the Conference, rebelopinto@iop.ul.pt

Website: www.aiospconference2005.pt

International Conference, April 6-8, 2006, Cuernavaca, Morelos, Mexico

"Guidance - Alternatives of Support for the Human Development "

In Cuernavaca, state of Morelos - South of Mexico City - this conference will analyse alternative aspects of career development and present alternative methods and ways of different guidance programmes.

Conference languages: Spanish, English (and French if participation is sufficient).

Organiser: Autonomous University of the State Morelos UAEM, Cuernavaca.

Contact: Daniel Pellycer. Email: pellycer@buzon.uaem.mx

International Conference, August 23-25, 2006, Copenhagen, Denmark

'Cross-over: Guidance in Transition'

Cross-over exists in art (fusion music), in food (fusion kitchen), and in other cultural phenomena, such as language, ethnicity, and gender. In a global society, cultures mix. This also applies to career guidance which faces the challenges of becoming increasingly:

- cross-cultural: across cultural barriers
- cross-national: across national boundaries
- cross-medial: across different media, including various forms of ICT
- cross-methodological: across and beyond well-established guidance methods, including philosophy

This is what this conference is about: *cross-over*.

Pre PDI (Professional Development Institute) on Philosophical Guidance & Counselling, 22 AUG 2005.

Organiser: The Joint Council of Danish Guidance Associations (FUE) on behalf of the Nordic Association for Educational and Vocational Guidance (NFUE). Conference website www.iaevgconference2006.dk/

International Conference, June 6-8, 2007, Napoli, Italy

including the General Assembly

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