



Newsletter

of the International Association for Educational and Vocational Guidance

Number 60 February 2008

Editorial As General Editors, in our second Newsletter we would like to thank the translators who are doing a great job in a short time. Thank you H el ene, Maite, Jean-Luc, Rainer, and Annamaria, without you, many IAEVG members could not read the Newsletter in their own language. We also take the opportunity to thank the translators of previous issues of the Newsletter, as well as all contributors.

Beatriz Malik and Suzanne Bultheel General Editors

IAEVG Membership Report:

February 2008

IAEVG continues to grow, and thanks to the ongoing work of our administrative centre, we now are able to track the numbers more easily. The following tables provide a summary of the members of IAEVG as of August 2007.

Breakdown by Category of Membership:

| Member | # of Individuals Represented |
|----------------------|------------------------------|
| Individual | 229 |
| Institutional | 240* |
| National Association | 21,845 |
| Supportive | 20* |
| TOTAL | 22,334 |

- Assumes average organizational size of 5 individuals.

Members come from 53 different countries.

Primary Language:

| | | | | |
|--------------------|-------------|-------------|------------|------------|
| % Primary Language | English 67% | Spanish 13% | French 10% | German 10% |
|--------------------|-------------|-------------|------------|------------|

Guidance Counselling for Students: Department of the University of Buenos Aires

There are 39 public universities and 46 private ones in total in Argentina. Below you will find some of the orientation services and programs offered by the **Guidance Counselling for Students Department of the University of Buenos Aires** for secondary school and university students. This guidance counselling center, for which UNESCO provided consulting services, has been functioning since 1958.

Although orientation services have been available in Argentina since 1925, they have lacked continuity and there has never been a

systematic public policy for applying them in schools.

The number of marginalized young people who have failed, repeated and finally dropped out of secondary school has become so large that efforts are being made to establish links between university and secondary school in order to improve the quality of the education provided, thus reducing inequality.

In the last two decades we have concentrated on constructing and putting into practice orientation programs and services for helping young people

construct work and study projects, in partnership with municipalities and the Ministry of Education secondary schools and the University of Buenos Aires Guidance Center and training centers. As a result, in 2005 a series of programs entitled "Educating for Orientation", was sponsored by the Federal Ministry of Education and the University of Buenos Aires, for students in 12 secondary schools. . From that point on, the University of Buenos Aires and the Ministry of Education of the city of Buenos Aires have continued the programs. A brief description of some of these programs follows:

A. - Guidance and Information Department

I. Guidance Programs:

"Constructing my study/work projects"
"Getting prepared for the working world"
"Getting acquainted with university life and higher education"
"Thinking about my future orientation"
"Approaching the working world"
"Guidance workshop for choosing a career"
"Reorientation workshops"

II. Consultation and Information Center:

In person; by telephone; by email; on website

B. - Department of Community Guidance

Vocational Guidance services for public and private educational institutions and NGOs.

LATIN-AMERICAN COUNSELING DAY

Counseling Professionals gathered in Bento Gonçalves (Porto Alegre) city for the Latin-American Conference celebrated on August 16-18, 2007 in Brazil. On 16 August approximately 600 participants from Latin-American countries gathered in the framework of the Latin-American Conference summoned by the Brazilian Professional Counseling Association and agreed on the following :

CONSIDERING THAT:

- This Conference represents the continuance of Conferences realized with the presence of representatives of Latin American countries, in the last years,
- the geographic region known as Latin America, including the region between the south of Río Grande (México) as far as the south part of Argentina, and the Caribbean countries specifically: Cuba, Dominican Republic and Puerto Rico, have always been considered as Land of Future and Hope, and in these times have developed a major potential and importance,

C. – Documentation Department

1. A 1,000-page Student Guide is published each year that includes all higher education opportunities offered in Argentina.
2. Design and publish guidance manuals for secondary school teachers and guidance psychologists.

D. - Training and Research Department

I. The training program "Guidance Education"

1. Training programs for teachers, guidance personnel and psychologists in public secondary schools of the city of Buenos Aires Ministry of Education, and follow-up of the Program: "*Exploring the work of world and educational possibilities*" in the above schools.
2. Virtual network for consulting with teachers, guidance personnel and psychologists in public secondary schools of the city of Buenos Aires Ministry of Education.

II. Research

Analyzing and evaluating different guidance programs and constructing new intervention models and questionnaires.

Dra. Diana Aisenson.

Director of the *Guidance Counseling for Students Department of the University of Buenos Aires*

- the Counseling Professionals constitute a source of support and enlightenment regarding world issues, for the development of those on whom the life of the region depends now and in the future,
- the integration of the region, in every aspect constitutes an urgent need and priority, and,
- that on **April 27**, 1986, the First Latin American Conference of Counseling Professionals was celebrated in Cholula, Puebla in México.

AGREE TO:

Make a public acknowledgement of the endorsees, coordinators and participants of that First Latin-American Conference:

**To celebrate every April 27 as the
Latin-American Counseling Day.
Suggesting that every Professional
Counseling Association from each country of
the region prepare activities
to celebrate that day.**

By the Latin American Network of Counseling Professionals. Board of Directors (2006-2008)
Latin American Network of Counseling Professionals. <http://www.rlpo.org>

Guidance for Lifelong Learning – a current issue in Germany’s “Expert Group Innovation in Further Education” of the Federal Ministry of Education

In Germany issues of further education and lifelong learning were usually discussed merely under the following aspects:

- High selectivity of participation in further education
- Low participation rates of persons with poor educational background
- Insufficient transparency of educational opportunities and courses
- Deficits in quality management systems within the educational sector
- Lack of financial support for participants in further education.

The importance of easy access to comprehensive high quality educational and vocational guidance for a successful lifelong learning strategy has been underestimated by policy makers for a long time. Guidance therefore has not been on the agenda of public policy. On the contrary, many of the early initiatives in the 80s and 90s to provide educational guidance by municipalities had to close down or at least diminish their services due to budgetary reasons. In addition, policy changes in the guidance and placement services in the labour offices tended to focus the service on immediate placement of the unemployed into jobs or on short term courses to improve the integration into the labour market instead of improving the long term employability through further education or training. Educational and vocational guidance for unemployed adults therefore tended to decrease.

Currently it seems that neglect of guidance has come to an end. The “Learning Regions Programme” which has been initiated and funded by the Federal Ministry of Education since 2001 has established among the 75 Learning Regions an “Educational Guidance Network”. Seven “Regional Qualification Centres” were built up in order to support practitioners and provide further training for them. A research network of three universities (“Educational Guidance in Dialogue”)

financed also by the Federal Ministry of Education is analysing guidance tools and developing business models and quality assurance systems for guidance service providers.

In 2006 the Federal Ministry of Education established an “Expert Group Innovation in Further Education” as an advisory committee to the Federal Minister Annette Schavan on further education and lifelong guidance policy. The Expert Group has recognised the outstanding importance of guidance as a key element in a policy to increase participation rates in further education and lifelong learning activities and has agreed to establish a separate “Working Group Educational and Vocational Guidance” which started its work in March 2007 developing recommendations for the further development and professionalisation of guidance services, including financing and cooperation models. Members in the Working Group come from all relevant actors and stakeholders (schools, universities, social partners, labour offices, research institutions, private service providers etc.). The group’s recommendations were discussed with a broader audience of experts, policy makers and practitioners at the International Symposium “Future of Further Education” organized by the Federal Ministry of Education on 6 – 7th of November 2007 in Ahlen, Germany. They focus on better access, increased transparency about guidance services and intensified cooperation. The official announcement of the recommendations, including a proposal for a nationwide hotline combined with an internet portal on guidance services linked to educational opportunities will be presented in spring 2008.

For more information see: www.bmbf.de ; www.lernende-regionen.de ; www.bb-dialog.de

Karen Schober, Germany

IAEVG Vice-President

Raising the Profile of Career Guidance: Educational and Vocational Guidance Practitioner (EVGP)

In April 2007 IAEVG launched the Educational and Vocational Guidance Practitioner (EVGP) credential. The EVGP is one way in which IAEVG is working to raise the profile of career guidance and to provide a means for those

working in the career guidance field to have formal acknowledgement of the knowledge and skills they use to provide quality services to clients.

The EVGP is built on several basic observations. First, is the recognition that people seek assistance with career-life planning for different reasons and therefore need different types of services. Some need advice to address an immediate problem, often regarding where to find relevant information or how to use information. Others need guidance, which is more personalized service that often is psychoeducational in nature and tailored to a client's unique needs. Others need counselling, which most often is more intense service to help clients explore, examine, and clarify their thoughts, feelings, beliefs, values, and behaviours to arrive at plans for action. In order to be able to meet the broad range of client needs, different types of services need to be offered, and agencies need practitioners that collectively have a broad range of competencies (keeping in mind that it is not necessary for each practitioner to be able to address all client needs).

A second basic observation underlying the EVGP is that most countries tend to see client services on a single continuum (from less service to more service) rather than as intersecting domains (different types of services, requiring practitioners with different types of competencies). Conceptualizing services on a single continuum tends to promote a hierarchical view of professional training and the perspective that more training is better than less and people with a masters degree are more capable of providing career services than people with a bachelors degree or a college diploma. Implicit in the EVGP is the belief that different types of services are best provided by people with different types of training (not necessarily more training). To provide quality career counselling, it might be necessary to have a masters degree in counselling, but to provide quality information management services it might be better to have a bachelors degree in library science, to provide educational guidance a teaching credential would be appropriate, and to provide quality placement services a college diploma might be more important than a masters degree in counselling. To provide the different types of services that clients are seeking, it is important for practitioners to have different (not necessarily more) training that is directed at the type of service being sought.

The EVGP embraces the idea that in order to meet the broad scope of client needs, agencies need to offer different types of services, matched to the different types of needs that service seekers demonstrate, offered by practitioners with different types of training. Further, that different types of services and different types of training are best viewed as non-hierarchical:

no one type of training is better than another and no one type of service is better than another. In order to provide comprehensive services agencies will need to be sure that amongst the staff as a collective, all competency areas are covered. Consistent with the above observations, the EVGP is built on a competency framework consisting of core skills and knowledge that all practitioners should have regardless of their areas of practice, and specialized competencies that are applicable to the area of service being provided. The framework was developed empirically in a multi-year project coordinated by a research team from Madrid under the leadership of Dr. Elvira Repetto. The competency framework was formally adopted by the IAEVG General Assembly in 2003, and is reproduced below.

Core Competencies

- Demonstrate appropriate ethical behavior and professional conduct in the fulfillment of roles and responsibilities
- Demonstrate advocacy and leadership in advancing clients learning, career development and personal concerns
- Demonstrate awareness and appreciation of clients' cultural differences to interact effectively with all populations
- Integrate theory and research into practice in guidance, career development, counselling, and consultation
- Skills to design, implement and evaluate guidance and counselling programs and interventions
- Demonstrate awareness of him/her own capacity and limitations
- Ability to communicate effectively with colleagues or clients, using the appropriate level of language
- Knowledge of updated information on educational, training, employment trends, labor market, and social issues
- Social and cross-cultural sensitiveness
- Skills to cooperate effectively in a team of professionals
- Demonstrate knowledge of lifelong career development process

Areas of Specialization

1. Assessment
2. Educational Guidance
3. Career Development
4. Career Counselling
5. Information Management
6. Consultation and Coordination
7. Research and Evaluation
8. Program/Service Management
9. Community Capacity Building
10. Placement

The EVGP is the result of a collaboration between IAEVG, NBCC-International <http://www.nbccinternational.org/> and the Center for Credentialing in Education <http://www.cce-global.org/>. The CCE administers the EVGP on behalf of IAEVG, and close contact is maintained between the CCE staff and the IAEVG Executive Committee. Currently application materials are

available in English and Spanish, with work in progress on the French and German versions of the application materials. More information on the EVGP application process can be obtained from the IAEVG web site <http://www.iaevg.org> under the "About IAEVG" window, or by connecting to the appropriate CCE link directly <http://www.cce-global.org/review-management/evgp>

Future Conferences:

IAEVG International Conference 2008 : "Guidance as a Proposal for Social Ecology" September 18-20, Buenos Aires, Argentina.

Organized by Universidad del Salvador (USAL), Fundación OVO (Orientación de las Vocaciones y las Ocupaciones), Asociación de Psicólogos de Buenos Aires (APBA), Horwarth, Argentina, and IAEVG.

This conference will cover a wide range of topics, bringing together the themes from past IAEVG conferences: economy and social ecology, policies for work and social development, family counseling, vocational guidance at different developmental stages, health assistance and prevention, educational and vocational occupational guidance, guidance in ethics and values learning, guidance mission in non-governmental organizations, social responsibility for companies and their contributions to holistic guidance, and guidance for social inclusion. Conference languages: English, Spanish, and French in case of enough participants

Call for papers

Proposals must be sent **by May 5, 2008**. They must include: (a) title, name(s) of presenter(s), (b) title of presentation or poster, (c) a 300 to 350 word abstract (the abstract should in both conference languages - English and Spanish), (d) relevance to the symposium themes, (e) description of the needed AV equipment.

Value tourist packages are available Until the end of March

Information and contact: Marcelo T. De Alvear 1314, 1º Piso (C1058AAV), Ciudad Autónoma de Buenos Aires, Argentina
Tel-Fax. (54 11) 4813-3400 or (54 11) 4813-3404 E-mail: info@aioispcongreso2008.org.ar
Conference website: www.aioispcongreso2008.org.ar

International Conference "Professionalisation of Career Guidance", 17-18 April, 2008, in Mannheim, Germany

The conference is organised by the University of Applied Sciences of the PES Germany and focuses on the following issues:

1. Challenges and changes in curricula for initial and further training of career guidance counsellors with special regard to increasing European mobility,
2. Transfer of findings from guidance research to guidance practice,

3. Implications of organisational changes in service provision.

The conference will provide the opportunity to exchange and discuss experiences among experts: representatives from universities, renowned researchers and senior managers from providers in Europe and Canada.

For more information see www.hdba.de
Contact for registration: Susanne Kraatz (Susanne.Kraatz@arbeitsagentur.de)

IAEVG International Conference 2009 "Coherence, Co-operation and Quality in Guidance and Counselling" June 3-5, 2009, Jyväskylä, Finland

Organized by the University of Jyväskylä in co-operation with the National Board of Education, Ministry of Education and Ministry of Labour. The focus in this conference is on guidance provision as a systemic entity, taking into account both guidance practice and policy. The goal is thus to enhance congruence between strategic planning and the implementation of

guidance services. It will focus on the different dimensions with key strategic questions as follows: 1) The guidance policy development dimension; 2) The contextual dimension; 3) The organisational dimension 4) The content and methodological dimension

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IAEVG International Conference 2009: 19-21 November 2009, Wellington, New Zealand

Career Services (New Zealand) in association with the Careers Practitioner Association of New Zealand (CPANZ) and the Career and Transition Educators (CATE) will be hosting an IAEVG international careers conference in Wellington from 19 – 21 November 2009. “The conference will provide a valuable opportunity for career practitioners, educators, employer, industry and

union representatives, policy makers and researchers to meet, learn and share their knowledge, not to mention experience our beautiful country,” says Lester Oakes, IAEVG Vice President and Chief Executive of Careers Services.

Keep a watch on www.careers.govt.nz for more details, as keynote speakers and conference registration details are finalised.

Book reviews

Guichard, J. and Huteau, M. (Eds.) (2007). *Orientation et insertion professionnelle- Guidance and vocational insertion* - Published by Dunod, Psycho Sup collection ISBN : 978-2-10-048975-6

Edited by Jean Guichard and Michel Huteau, Professors of Psychology at CNAM (France), this book includes, in its 75 sections, the main key concepts of guidance and professional insertion. Sorted alphabetically, the articles discuss the topic of succession: alternation, apprenticeships, skills assessment, human capital, the guidance board, employment, the school system...

For more information, please visit the following webpage:

<http://www.decitre.fr/livres/Orientation-et-insertion-professionnelle.aspx/9782100489756>

Rodriguez-Moreno, M^a L. (2006). *Evaluación, balance y formación de competencias laborales transversales. Propuestas para mejorar la calidad en la formación profesional y en el mundo del trabajo*. Barcelona: Laertes. (*Evaluation, balance and training of generic work skills. Proposals to improve the quality in vocational training and the world of work*) ISBN: 84-7584-576-2.

Written by our colleague M^a Luisa Rodriguez-Moreno, University Professor of Vocational Guidance at the University of Barcelona (Spain), it provides an interesting and insightful discussion of generic work skills. The book has deserved the prize AULA 2006 of the Spanish Ministry of Education and Science. It is a useful resource as it explains the underlying theory to the competencies and their balance, and in addition it specifies the didactic methodology to develop the seven more usual skills in the bibliography of the European Union. More information can be found in the Web site of this well-known counselor:

www.asesoramientoprofesional.org

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