



## International Competencies for Educational and Vocational Guidance Practitioners

*Approved by the General Assembly, Bern, 4<sup>th</sup> September 2003*

### Competency Framework

#### Core Competencies

- C1 Demonstrate appropriate ethical behavior and professional conduct in the fulfillment of roles and responsibilities
- C2 Demonstrate advocacy and leadership in advancing clients learning, career development and personal concerns
- C3 Demonstrate awareness and appreciation of clients' cultural differences to interact effectively with all populations
- C4 Integrate theory and research into practice in guidance, career development, counselling, and consultation
- C5 Skills to design, implement and evaluate guidance and counselling programs and interventions
- C6 Demonstrate awareness of him/her own capacity and limitations
- C7 Ability to communicate effectively with colleagues or clients, using the appropriate level of language
- C8 Knowledge of updated information on educational, training, employment trends, labor market, and social issues
- C9 Social and cross-cultural sensitiveness
- C10 Skills to cooperate effectively in a team of professionals
- C11 Demonstrate knowledge of lifelong career development process

#### Specialized Competencies

1. **Assessment:** Analysis of the characteristics and needs of the individual group to whom the program is addressed, and also of the context where they are inserted, including all agents involved. The aim is to integrate and evaluate data from inventories, tests, interviews, scales and other techniques that measure an individual's abilities, aptitudes, barriers, life roles, interests, personality, values, attitudes, educational achievements, skills and other relevant information. This specialization includes the related but distinct competency of test interpretation, that is, explaining to a client the results of an assessment and their implications.
  - 1.1. Accurately and thoroughly conceptualize and diagnose clients' needs based on different assessment tools and techniques
  - 1.2. Use the data derived from assessment appropriately and according to the situation
  - 1.3. Identify situations requiring referral to specialized services
  - 1.4. Facilitate effective referral by means of initiating contacts between referral sources and individuals
  - 1.5. Maintain up-to-date listings of referral sources

- 1.6. Conduct a needs assessment of the clients' contexts
2. **Educational Guidance:** Assisting individuals to select courses, make educational plans, overcome learning difficulties, and prepare for post-secondary education, training or entry into the workforce. Guidance is often done in large groups, in contrast to counselling which is more often done with individuals or small groups.
  - 2.1. Demonstrate concern for students' potential and the skills to facilitate its achievement
  - 2.2. Guide individuals and groups of students to develop educational plans
  - 2.3. Assist students in their decision making process
  - 2.4. Assist students to improve their self-awareness
  - 2.5. Assist students in their course selection
  - 2.6. Assist students to overcome learning difficulties
  - 2.7. Motivate and help students to take part in international exchange programs
  - 2.8. Consult with parents on their children's educational progress and development
  - 2.9. Assist teachers to improve teaching methodologies
  - 2.10. Assist teachers to implement guidance within the curriculum:
3. **Career Development:** Fostering the attitudes, beliefs, and competencies that facilitate mastery of vocational development tasks, the ability to plan and adaptation to work-role transitions over the life-span. It typically uses a developmental model.
  - 3.1. Knowledge of career developmental issues and the dynamics of vocational behavior
  - 3.2. Demonstrate knowledge of pertinent legal factors and their implications for career development
  - 3.3. Plan, design and implement lifelong career development programs and interventions
  - 3.4. Knowledge of decision making and transition models to prepare and plan for transitional stages: School to work transition, Career shifts, Retirement, Job dismissing, Downsizing.
  - 3.5. Identify influencing factors (family, friends, educational and financial opportunities) and biased attitudes (that stereotype others by gender, race, age and culture) in career decision making
  - 3.6. Assist individuals in setting goals, identifying strategies to reach them, and continually reassess their goals, values, interest and career decisions
  - 3.7. Knowledge of state and local referral services or agencies for job, financial, social and personal issues
  - 3.8. Knowledge of career planning materials and computer-based career information systems, the Internet, and other online resources
  - 3.9. Skills to use these career development resources and techniques appropriately
  - 3.10. Skills to use career development resources designed to meet the needs of specific groups (migrants, ethnic groups and at risk populations)
  - 3.11. Help clients to build their career and life project:
4. **Counselling:** Prompting self-reflection to clarify self-concepts, identify options, make decisions, and resolve difficulties.
  - 4.1. Understand the main factors related to the personal development of clients and the dynamics of their individual behavior
  - 4.2. Demonstrate empathy, respect and a constructive relationship with the client
  - 4.3. Use individual counselling techniques
  - 4.4. Use group counselling techniques

- 4.5. Address the needs of at-risk students
- 4.6. Assist clients in:
  - 4.6.1. Prevention of personal problems
  - 4.6.2. Personality development
  - 4.6.3. Personal problem solving
  - 4.6.4. Decision making
  - 4.6.5. Sexual identity
  - 4.6.6. Social skills
  - 4.6.7. Health education
  - 4.6.8. Use of leisure time
- 4.7. Help clients to develop a personal life plan
- 4.8. Detection and referral of cases to other specialized services:

**5. Information Management:** Collecting, organizing, maintaining, and disseminating information pertinent to education, training, occupations, and employment opportunities; coaching clients in its effective use.

- 5.1. Knowledge of legislation, pertaining to education, training, and work at local, national and international level
- 5.2. Knowledge of equivalence of degrees and professional qualifications obtained in different countries
- 5.3. Collect, organize, disseminate and provide up-to-date career, educational and personal/social information on:
  - 5.3.1. Education and training
  - 5.3.2. Occupational information
  - 5.3.3. Employment opportunities
  - 5.3.4. Others (Health, Leisure...)
- 5.4. Use Information Technologies to provide educational and occupational information (Data-bases, Computer-based educational and career guidance programs and the Internet)
- 5.5. Assist clients to access and use educational and occupational information in a meaningful way

**6. Consultation and Coordination:** Providing information, guidance, and professional advice to parents, teachers, school administrators, and employers who wish to facilitate the educational progress and career development of their charges. Organizing and managing school and community personnel to create referral sources for students regarding programs, services and networks.

- 6.1. Consult with parents, teachers, tutors, social workers, administrators and other agents to enhance their work with students
- 6.2. Demonstrate interpersonal skills needed to create and maintain consultation relationships, goals, and desired behavior change
- 6.3. Demonstrate skills in working with organizations (universities, business, municipalities and other institutions)
- 6.4. Interpret and explain concepts and new information effectively
- 6.5. Coordinate school and community personnel to bring together resources for students
- 6.6. Use an effective referral process for assisting students and others to use special programs, services, and networks
- 6.7. Skills to coordinate and stimulate the student's creativity to build their own programs (studies and work)
- 6.8. Skills to build up a good image as a professional

7. **Research and Evaluation:** Studying issues related to guidance and counselling, such as learning processes, vocational behaviour and its development, values, etc. Examining the effectiveness of interventions.
  - 7.1. Knowledge of research methodologies, data gathering and analysis techniques.
  - 7.2. Promote research projects in relation to guidance and counselling
  - 7.3. Use presentation methods to report the outcomes of the research
  - 7.4. Interpret the results of this research
  - 7.5. Integrate the results of this research into the guidance and counselling practice
  - 7.6. Evaluate guidance programs and interventions, applying up-to date techniques and program evaluation models
  - 7.7. Keep up-to date with current research findings
8. **Program and Service Management:** Designing, implementing, supervising and evaluating interventions to address the needs of a target population.
  - 8.1. Identify target populations
  - 8.2. Conduct needs assessment
  - 8.3. Inventory resources relevant to program planning and implementation
  - 8.4. Knowledge about relevant current literature, trends and issues
  - 8.5. Promote community awareness of the programs and services
  - 8.6. Manage (design, implement, supervise) programs and interventions
  - 8.7. Evaluate effectiveness of the interventions
  - 8.8. Use results to effect program enhancement by recommending institutional/agency improvements
  - 8.9. Skills to organize and manage the educational, counseling, guidance and placement services
  - 8.10. Manage and supervise personnel
  - 8.11. Promote staff development
9. **Community Capacity Building:** Encouraging collaboration between community partners to assess human capital and community needs, as well as developing plans to address the economic, social, educational, and employment goals of the community.
  - 9.1. Skills to develop relationships with key community partners
  - 9.2. Conduct analysis of human and material resources
  - 9.3. Conduct needs assessment of the community
  - 9.4. Work with the community to effectively use these resources to meet their needs
  - 9.5. Work with community to develop, implement, and evaluate action plans to address economic, social, educational and employment goals
  - 9.6. Work with local, national and international resource networks for educational and vocational guidance (e.g. IAEVG)
10. **Placement:** Supporting individuals in their efforts to obtain occupational positions by teaching job search skills and creating employment opportunities.
  - 10.1. Coach clients in work search strategies
  - 10.2. Use of the Internet in the job search process
  - 10.3. Present work opportunities to clients and facilitate their appropriate job selection
  - 10.4. Liaison with employers and with education and training providers to obtain information on the opportunities they offer
  - 10.5. Consult with policy makers
  - 10.6. Follow-up on placement suggestions

- 10.7. Match individuals to particular vacancies in employment, education or training
- 10.8. Support clients with employment maintenance