

Maximising the world's potential through guidance



Newsletter

of the International Association for Educational and Vocational Guidance

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This Newsletter is the last one before the next IAEVG International Conference, titled *“Guidance as a Proposal for Social Ecology”*, which will be held soon (September) in Buenos Aires. As you know, our yearly International Conferences are one of the main vehicles to promote professionalism and research in guidance with an international content or topics of broad international interest. Don't miss this opportunity to meet and exchange ideas with colleagues from different parts of the world, and to visit fascinating Buenos Aires. We are looking forward to meeting you.

Suzanne Bultheel and Beatriz Malik General Editors

The Executive Board (EC) held a meeting in Toronto, Canada on February 7th, 2008. Amongst the many issues addressed in relation to IAEVG's activities, one of the outcomes of the meeting was the production of IAEVG 2007 Report which was circulated to the membership at the end of February.

The EC has also had a teleconference on 21 April and made some very useful progress in shaping the future conference programme with tentative plans for conferences in some exciting new venues in the next few years.



Left to right from the back: Bryan Hiebert; Lester Oakes, Michel Turcotte, Linda Taylor, Julio González, Karen Schober



After the February meeting, the EC proposed to the Board of Directors to recognize the considerable contribution to the work of IAEVG made by Dr Bernhard Jenschke over many years, by granting him honorary lifetime membership of the Association, which was fully supported by the Board. In the picture, Karen Schober, Vice-president of IAEVG, and a smiling Dr. Jenschke, former IAEVG President, receiving the document accrediting IAEVG Honorary Membership, during the celebration of his 70th birthday. Congratulations Dr. Jenschke!

The American Psychology Association (APA) - division 17 of Counselling Psychology) created a committee for awarding the "2008 Distinguished Contributions to the International Advancement of the Counseling Profession", as part of a multi-year project focusing on different regions of the world each year. For year 2008, they have focused on Europe, East Asia, and the Middle East, and the awards were granted at the 2008 International Counseling Psychology Conference in March. We are very pleased to inform [you](#) that **Prof. Jean Guichard** and **Prof. Raoul van Esbroeck** are among the European honored personalities.

GOAL of the award: "To honor international colleagues around the globe for their exceptional contributions to the counseling profession for decades. It is hoped to enhance recognition of such individuals'

accomplishments, and in essence, begin to promote greater communication within the profession around the world".

CRITERIA:

1. Long standing contributions to promoting the development of counseling and/or counseling psychology in his/her home country in terms of practice, research, training, professional organizations, and/or policy.
2. Achievements are exceptional, visionary, creative, and courageous.
3. Demonstrated wisdom and leadership in promoting cross national collaboration.
4. Many and long-standing contributions that have affected numerous people in his/her home country".

Our most sincere congratulations to Prof. Guichard and Prof. van Esbroeck for these achievements!

Following a year of raising awareness among concerned decision makers and practitioners, the Voluntary National Task Force is happy to see two ministries already onboard. The Ministries of Education as well as Manpower and Migration have taken steps to revive career guidance services, each within its own mandate. Several other initiatives (MKI-2 and PVTD both supported by the Germans and TVET Reform funded by the EU) are already piloting career guidance activities in Giza and Port Said. Today I am reporting on behalf of the Task Force on developments in the Ministry of Education:

The National conference on structuring secondary education and higher education admission policies (May 2008) recommended introducing career guidance in Basic, Secondary and Tertiary education, covering a total of about 19 million students. It also recommended taking immediate action to start building the capacity of planners and practitioners to implement it. This step follows an earlier decision by the Technical Education Sector of the Ministry, responsible for about two million students in secondary technical schools, to change the current "score-based" system of assigning students to available programmes according to their scores in the Preparatory School Certificate to a new system that takes into consideration other criteria. In fact the intention is to enable the students to make their own educated career decisions. Instead of assigning students to programmes (occupations) from day one, the first year of the three-years school will be used to allow the

students to choose what is more appropriate for them. Three main career guidance interventions are planned:

- 1- An "Orientation Programme" at the beginning of the First year would be provided by CG Counselors to acquaint the new entrants with the alternatives available in the school, the labour market and hopefully the student's profile. Following this programme the students have to choose, assisted by the counselors, one "Family of Occupations" of their preference;
- 2- Through the first year, the curricula (currently under revision) will expose students to skills and knowledge related to the different aspects of the selected family of occupations. Career guidance services will continue through the year to assist the students in linking things together and fostering their choice; and
- 3- Following the first year's examination, the students will have to choose their specific programme (occupation) for which they will be prepared through

years two and three. Counselors will also help the students during this phase.

The details of what would be offered? How would it be offered? What about the labour market information? Any aptitude tests? Any employability testing, etc. are all now under-consideration, but no decisions yet.

The Ministry is exploring the possibility of starting a "Pilot Implementation" in five Governorates, out of the 26 Governorates in Egypt, by the beginning of the school year 2008-09. Time allowed for planning, preparing CG material and training the counselors is no doubt less than adequate, but sometimes it is

better to start rolling the wheel before losing the momentum for change.

Now, the National Task Force, that became an official one, is urging you; each of you the readers of the newsletter; to be kind enough to provide us with your experience to support the pilot implementation. Examples of orientation programmes, CG material, training programmes for counselors, first year TVET curricula, etc. would be highly appreciated. Your own comments, remarks and lessons learned are also welcome.

Dr. Engineer AbouBakr Abdeen Badawi - HRD Specialist (TVET, Quality, Career Guidance and SME Training)

A pilot project offering career guidance by telephone in New Zealand, has shown that the telephone can be a very valuable guidance tool for experienced career consultants.

The telephone guidance pilot achieved very positive results, according to Gill England, from New Zealand's Career Services. The pilot ran for eight months, from 1 July 2007 to the end of February 2008 and involved consultations with over 250 clients, aged from 15 to 29. The telephone service continues to run as part of the Career Services' range of career information, advice and guidance services.

The main finding is that telephone guidance can have real advantages for clients. It's convenient and accessible for those who are geographically or socially isolated, or have physical disabilities. The pilot also made Career Services' staff more positive about the potential of the telephone to meet client needs. "Initially we saw it as perhaps a step along the road to guidance, but experience showed us that it presents a platform for a genuine guidance interaction".

An independent external evaluation of the pilot found that 79% of people taking part in the survey found the service extremely useful. In fact, most participants said that they were unaware of what options they had before the telephone guidance conversation.

In the telephone guidance the interaction has its own distinct characteristics. It provides visual anonymity, which some younger clients feel more comfortable with, and it also tends to result in a focused, intensive interaction. On average,

calls last for 26 minutes and in a number of cases clients have called back for follow-up sessions.

Astrid Van Holten is the Career Services' consultant who provided the guidance service for the pilot. She agrees that the biggest benefit of telephone guidance is its potential to reach people who are isolated for one reason or another: *"I spoke to a lot of people who would not have been able to access career guidance from any other source. That could be because they live in an isolated area or they are socially isolated. For example, mothers with young children find it difficult to get out of the house and see somebody, and it's much easier for them to talk on the phone. There were others who were recovering from illness and looking to return to work or people facing significant health issues. I also spoke with quite a few students who were being home-schooled or doing some form of distance education. There are a lot of situations where people cannot access face-to-face career guidance. The telephone is a great option for them and there are really no significant differences to a face-to-face session."*

Astrid found telephone career counselling a rewarding experience and believes it has great potential to be used as one of a number of career guidance tools. She says, however, that it did provide a few challenges for the consultant: *"I had to further develop my questioning and listening skills and I wasn't able to use tools such as card sorts. But actually I found it faster to establish a rapport because clients were keen to get to the point of the session straight away and rapport was developed during the conversation. Overall the sessions were solutions-focused with clients tending to present their issues up front."*

Career Services' advice line has ten trained staff and deals with about 45,000 callers every year. During the pilot, callers to advice line who were looking for more help with their career direction and were within the target audience, were offered face-to-face counselling or the telephone guidance service. The pilot was introduced after a research and development phase that included a literature review, consultation with staff at the 'LearnDirect' telephone advice line in the United Kingdom, and consultation with New Zealand telephone helplines.

Gill England says any future telephone service would be complementary to face-to-face guidance and integrated into Career Services' full suite of services. By the end of June the full evaluation of the pilot and recommendations about the future of the service will be made: "We are committed to making it as easy as possible for

people to access career information, advice and guidance in whatever ways suits them best. Our research has found that young people and their influencers want personal support to help them understand information about tertiary and trade training. With 96% of New Zealand households having access to a telephone, we were keen to explore the possibility of extending our services by offering career guidance by telephone."

Telephone guidance involves using a telephone to help a caller:

- Explore a range of career options
- Relate information to their needs and circumstances; and
- Make decisions about learning and work.

Submitted by Katie Brannan, Marketing and Communications Advisor, Career Services, New Zealand (Published in Career Edge, May, 2008)



In the framework of the celebrations of the Latin-American Counselling Day (April 27), two activities were carried out the next day, April 28, at the University of Carabobo, Venezuela. One was a Symposium aimed at undergraduate students in relation to Guidance and Counseling in Latin-America. Key-note speakers were Dr. Margarita Villegas, Dr. Francesco Petricone, Dr. Grisel Vallejo and Magister Luisa Rojas. The other activity was a meeting with authorities from the Ministry of Higher Education (HE), in which the proposal on the System of Access to HE presented by the Venezuelan government was discussed.

As a conclusion from this meeting, the following issues were agreed: 1) To extend the proposal of the System of Access to Higher Education to the stages of Continuation, and Graduation, 2) To develop a National System of Guidance and Counseling in Venezuela, delivering guidance services from Primary Education to Higher Education, and throughout life, 3) To provide

public guidance services, supported by a Public Policy of the State, 4) To conduct a needs analysis to describe the situation of counselors and guidance services in the country, 5) To promote undergraduate studies in Guidance and Counseling at the Venezuelan universities, 6) To foster the creation of a Permanent National Career-Observatory, 7) To include modules on the role of Guidance in the educational system, in the initial training of students of Pedagogy or Education in all universities.

Julio González also invites all those colleagues who are interested in knowing more about the production and situation of Guidance in Latin-America, to visit the website of the *Mexican Journal of Educational Guidance*: <http://www.remo.ws/> where they can read the most recent publications, in Spanish.

Julio Gonzalez, Venezuela – Vice-President of IAEVG

**IAEVG International Conference 2008: “Guidance as a Proposal for Social Ecology”
September 18-20, Buenos Aires, Argentina. Upcoming!!**

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. As informed in previous Newsletters (numbers 59 & 60), the conference will cover a wide range of topics, bringing together the themes from past IAEVG conferences.

If you have not registered yet, we encourage you to do it! Deadline for submission of abstracts has been extended until **14 July, 2008**. For further information you can visit the Conference website: www.aiospcongreso2008.org.ar, send an e-mail: info@aiospcongreso2008.org.ar, or by Tel-Fax: (54 11) 4813-3400 and (54 11) 4813-3404.

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 cooperation 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. Call for proposals will be on the website by mid-June: <http://ktl.jyu.fi/ktl/IAEVG2009fin>

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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. Keep a watch on www.careers.govt.nz for more details.

Presentations of the Conference “**Professionalisation of Career Guidance European mobility – Chance and Challenge**”, held on 17-18 April this year, in Mannheim, Germany, are now available at the website of the University of Applied Sciences (Germany): <http://www.hdba.de/conference-documents.htm>

Arthur, N. & Pedersen, P. (eds.) (2008). *Critical Incidents In Counselling For International Transitions*. Alexandria, VA: American Counselling Association. ISBN: 978-1-55620-269-8

This book explores the nature of international and cross-cultural transitions, with clients from around the world. It addresses common issues in crossing cultures, teaching cultural sensitivity from a global perspective. To support the practical knowledge and applications required in counselling practice, the book is organized around critical incidents, providing practical examples of counseling strategies. These portray vivid client experiences of making international transitions and highlight both contextual influences and specific client concerns. Each case incident has been responded to by two or more experts in the field, bearing in mind the context of the incident, and proposing plausible lines of action and intervention strategies, based on the the authors’ preferred theoretical frameworks.

There are 19 critical incidents, focusing on the many opportunities and challenges faced by international workers, international students, immigrants, refugees, and military personnel, at various transitional stages from initial entry to the host culture to returning home. Some of the issues addressed are culture

shock, acculturation, dual career transitions, isolation, family expectations, identity confusion, career concerns, immigration obstacles, posttraumatic stress syndrome, and readjustment on returning home. This book is a must-read for professionals interested in cross-cultural and international transitions, helping them to better understand these issues, and will greatly contribute to the advancement of the field.

Santana Vega, L. (2007, 2ª edición). *Orientación educativa e intervención psicopedagógica. Cambian los tiempos, cambian las responsabilidades profesionales. (Educational Guidance and Psycho-pedagogical Intervention. Times change, so do professional roles.)* Madrid : Pirámide (2nd edition) ISBN: 978-84-368-2125-3.

This book addresses guidance and counselling within the educational context, in which learning, teaching and organisation play a central role, although it also deals with other contexts, such as transition to the labour market, or professional practice, configured by unique academic and life experiences, as well as a specific cultural background. The new edition incorporates contents that will undoubtedly contribute to enhance quality of education. It analyses the most recent Educational Law in Spain, and how it deals with guidance, providing as well new resources to be used by teachers and guidance teams.

Although focusing on the Spanish context, many of the contents of this book are relevant for guidance professionals and students in other parts of the world (in Spanish). Written in a didactic way, it is structured around seven chapters, with a summary at the end, and proposals of activities. It starts with a historical background and a conceptual framework, including definitions, questions, metaphors, analogies, and common beliefs and assertions. The second chapter presents theoretical perspectives and traditional models in educational guidance. The third one describes the main principles of guidance, and the process of institutionalisation in Spain, continuing in the fourth chapter with the current situation and structure of guidance services in the Spanish context. The fifth one covers more general issues related to traditional intervention models, guidance programs and the changing roles of guidance workers, highlighting the need for collaborative work and innovation. The sixth chapter addresses issues of transition to the labour market, in relation to different populations, and within a European perspective, as well as the uses and risks of the Internet. The last chapter discusses training, research and evaluation as basic dimensions of professional practice.

Careers Services in New Zealand publishes Career Edge, an interesting publication in the Careers Industry: http://www2.careers.govt.nz/career_edge.html

The French association of Guidance Counsellors-Psychologists (ACOP-F) offers useful information about guidance services, news, and conferences on its website: <http://www.acop-asso.org/>

We invite you to submit websites you consider interesting and relevant to guidance and counselling, and recommend you to visit the Counsellor Resource Centre: www.crccanada.org, providing resources with an international scope.

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