



Newsletter

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

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EU Council Resolution on Guidance on its way

'Education, training and employment are continuously intersecting cycles and systems in the professional life of the European citizen. Information, guidance and counselling have a key role to play in facilitating access, progression and transitions between these cycles and systems over the individual's lifetime.'

European Commission 2002

If all goes according to plan, the European Council of Ministers of Education, in late May 2004, will pass a Resolution on Guidance: the first one ever to be passed in the EU. A Resolution is a document which urges Member States and the European Commission to take action. This is a significant step forward in highlighting the importance and pivotal role of guidance in modern learning and working life, and the links between public policy and guidance.

The Resolution is being put forward by the Irish Presidency of the EU. The current Minister for Education and Science, Mr. Noel Dempsey, is a former guidance counsellor. This helps. The way forward for the Resolution has been paved by OECD's recent Careers Guidance Review (see Newsletter # 48, JAN 2004), and by the parallel work by the World Bank, CEDEFOP, and the European Training Foundation, as well as the work in the EU Commission's Lifelong Guidance Expert Group.

The final 'Council Resolution on Strengthening Policies, Systems and Practices in the field of Lifelong Career Guidance in Europe' may differ somewhat from the draft text reported here - this is after all a political process - but the main argument is that, in the context of lifelong learning, career guidance contributes to the achievement of the European Union goals of economic development, labour market efficiency and occupational and geographical mobility by enhancing the efficiency of investment in education and vocational training, lifelong learning and human capital and

workforce development. In addition, effective career guidance provision can promote social inclusion, social equity, active citizenship and personal and professional fulfilment. Thus, two political notions run together here: (1) global competitiveness and (2) active citizenship.

The backdrop for this is:

- That a knowledge-based economy creates new challenges in the areas of human resource development and of policies, systems and practices for career guidance
- That a knowledge-based society and the need for lifelong learning require a paradigm shift in career guidance policy. Services need to be available at times and in forms which will encourage all citizens to continue to develop their skills and competencies throughout their lives, linked to changing needs in the labour market.
- That increased co-operation in career guidance at all levels should be pursued within a lifelong learning perspective. Such perspective is necessary to overcome fragmentation between different forms of provision and to make full use of the diversity of systems currently to be found in the EU Member States
- The results of studies of policies for career guidance in European countries jointly undertaken by the European Commission and the OECD through the European Centre for the Development of Vocational Training (CEDEFOP) and the European Training Foundation (ETF), and in association with the World Bank which show that policies, systems

and practices for career guidance in Europe do not match the demands of the knowledge-based economy and society.

On this basis, the EU Member States will be asked

- To review existing career guidance provision nationally in the context of the results of the Commission, OECD and World Bank studies of policies for career guidance in Europe
- To refocus career guidance provision, to develop citizens' learning and career management skills; where appropriate as an integral part of education and training programmes
- To identify areas where co-operation and support at European level can enhance national developments in career guidance
- To seek to ensure effective co-operation between providers of career guidance at national, regional and local levels in a lifelong learning policy framework
- Where appropriate, to reform the structure and content of initial and continuing education and training for guidance practitioners
- To support and promote the development at national level of better quality assurance mechanisms for career guidance services, information and products, particularly from a citizen/consumer perspective
- To develop stronger structures for policy and systems development at national and regional levels by involving the key players (ministries,

social partners, consumers, service providers, guidance practitioners, parents and youth)

- To improve the information base for policy and systems development decisions for career guidance
- To enhance co-operation, where appropriate, with relevant international organisations, in particular the OECD, ILO, UNESCO, and World Bank, in the development of policies and concrete actions
- To continue to support the follow-up of career guidance policy issues within the Education and Training 2010 work programme
- To ensure maximum return in terms of impact on policies, systems and practices at Community and national levels from collaborative activities in the field of career guidance funded by existing and future education and training instruments and the European Social Fund
- To monitor progress in career guidance policies as part of any joint Council/Commission report on the follow-up of the Education and Training 2010 programme
- To build on and adapt existing structures and instruments at community and national levels to follow-up on the Resolution.

International Centre for Career Development and Public Policy (ICDP) on its way

Lifelong learning, developing a skilled and knowledgeable workforce and labour market efficiency are high national priorities in many countries. Career guidance, as defined by OECD, comprises services intended to assist people, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. The contributions of well-developed career guidance systems to supporting lifelong learning, labour market and workforce goals are increasingly being recognised

Perhaps these lines ring a bell? Well they would, as they follow the same lines of thinking as the article above (on the EU Guidance Resolution). Behind these initiatives you will find the same group of dedicated professionals from the World Bank, OECD, EU's Lifelong Guidance Expert Group, CEDEFOP, ETF - and the IAEVG.

In most countries, a number of challenges occur simultaneously, including:

- skill shortages in critical areas of the economy
- marginalised groups of young people

- unemployment and social exclusion
- underemployed and underskilled adult workers
- underdeveloped links between learning and work
- demographic changes
- international migration

However, collaboration and consultation between policy developers and the career guidance sector has been limited. Knowledge transfer between countries with well-developed career guidance systems has been restricted; knowledge transfer

within countries in the early stages of developing their own systems has been unsystematic.

With this backdrop, an International Centre for Career Development and Public Policy (ICDP) is proposed in order to promote and support collaboration and knowledge transfer, in terms of policy development and implementation in the field of career development, linked to lifelong learning and workforce development.

Two sets of pivotal initiatives in the past 5 years are the drivers for the establishment of the ICDP. The first is the International Symposia on Career Development and Public Policy (1999 and 2001) which were convened with the explicit goal of increasing dialogue between career guidance research, practice and policy. At the 2001 International Symposium, which involved 17 countries, there was a unanimous endorsement of the importance of sustaining this dialogue. It became apparent that a more permanent arrangement would be needed to provide a mechanism for ongoing international partnerships on specific initiatives, dissemination of research and practice, and a forum for ongoing collaboration on policy development.

The second driver is the OECD Career Guidance Policy Review and the parallel reviews by the European Commission and the World Bank. 36 countries have invested considerable resources in participating in these reviews; countries which did not participate can benefit from the considerable volume and range of data gathered during the review process.

The proposed mission of the ICDP is:

- *To promote and support international transfer of knowledge for the betterment of public policies, systems and services for career guidance*
- *To promote norms and methods for evidence-based policy-making in the field of career guidance through international collaboration*

During its initial 3-year pilot phase (2004-2007) the ICDP will focus on:

International knowledge/information exchange

- Facilitate and strengthen an integrated knowledge transfer partnership between policy developers, career guidance researchers, practi-

tioners, employers, collaborating institutions and countries

- Sustain the momentum from the recent symposia and reviews by gathering and disseminating policies, practices and follow-up action plans undertaken by all participating countries
- Expand the number of countries participating in knowledge exchange

Applied research to support policy development and implementation

- Gather, synthesise and make available, at an international level, research in career guidance, including:
 - Information and ICT
 - At-risk and marginalised populations
 - Emerging workplace issues
 - Delivery methods
 - Innovative service models
 - Quality assurance
 - Cost-benefit assessment
- Expand the career and workforce development research base to include applied research from social and economic policy
- Expand the network of international researchers to facilitate research partnerships, innovation and cost sharing

Co-ordinate initiatives resulting from the symposia

- Outcome measurement
- Quality service standards
- Standards and guidelines for professional practice
- Glossary of terminology
- International website and clearing house

The Centre will be a resource and support to policy developers, career guidance researchers and practitioners, and employers, in developing and improving career guidance systems that support lifelong learning objectives and workforce development goals.

The physical resource of the Centre will be small; where it will be situated is not decided, and this is, in fact, less important. Its main role will be to act as an enabler for its member countries to build upon and add value to their own resources, and to assist in the transfer of this knowledge to other countries.

New EU web-site on guidance

In order to disseminate the results of the work of the Commission's Lifelong Guidance Expert Group, CEDEFOP has created a new web-site on guidance. In addition to the work of the Expert Group, the web-site contains information on related EU policy developments and programmes, the results of the OECD career guidance policy review, papers from past international guidance events and information about forthcoming events. A section on examples of interesting policy and practice is in development. See: <http://www.trainingvillage.gr/etv/>

'Careers in context: New tasks and challenges for guidance and counselling'. An appetizer for the IAEVG Conference in Lisbon, 2005

Educational and Vocational Guidance in Portugal has a longstanding history. In 2005, the Portuguese Institute for Career Guidance and Counselling (Instituto de Orientação Profissional, IOP) celebrates its 80th anniversary with colleagues from all corners of the world. Professor Helena Rebelo Pinto, Director of the Portuguese Career Guidance and Counselling Institute, gives this glimpse of Portuguese guidance:

Educational and Vocational Guidance in Portugal had a bright start during the 1920s, in close connection with the development of experimental psychology. In 1925, the Portuguese Institute for Career Guidance and Counselling (Instituto de Orientação Profissional, IOP) was formed. Faria de Vasconcelos, Professor of general psychology in the University of Lisbon and his staff equipped the Institute with the best available testing instruments of the time in order to diagnose aptitudes and to study occupational activities.

Unfortunately, after this promising start, Portugal experienced an extended period of a political regime that did not favour the development of social and behavioural sciences, and guidance and counselling research suffered from this. Career guidance and counselling was absent from schools until the late 1970s when the Ministry of Education commissioned the IOP to train former school teachers to develop vocational guidance for pupils in the third cycle of basic education (a point of educational and vocational decisions). This training programme had a short life, but it had some impact in the development of educationally based guidance. Other steps forward included the creation of the National Employment Service under the auspices of the Ministry of Labour (Ministério das Corporações). Here, occupational guidance counsellors delivered mainly adult guidance, along with producing occupational information.

In the early 1980s, Faculties of Psychology and Educational Sciences were established in Coim-

bra, Lisbon and Porto, and this opened new research opportunities for the career guidance and counselling field. These faculties included services for vocational guidance and counselling, which created close ties between theory and practice. Thus, from 1982, school psychologists with a specialised training in career guidance and counselling appeared for the first time in Portuguese schools. Over the last few years, Portuguese researchers have been studying vocational behaviour and career development of both young people and adults, focusing on career exploratory behaviour, career decision making, motivational, affective and cognitive components of career development, based mainly on quantitative methods, and, more recently, on qualitative ones. Some of these studies were part of international research programmes.

Current research includes the adaptation and construction of measurement instruments in terms of interests, values, attitudes, expectancies, aptitudes, etc. Another line of research has been to develop career development programmes for specific populations (e.g., basic education students, secondary and tertiary students, and working adults). Furthermore, research has been conducted to evaluate the impact and quality of integrated career services in schools. Likewise, the Ministry of Labour has developed and evaluated career guidance for people with special needs, such as long-term unemployed, early school leavers, older workers with low educational and vocational qualifications, and ethnic minorities.

Book Reviews: Two Great Canadians

Posthumous book by R.Vance Peavy

Vance Peavy was much loved and respected for his groundbreaking work in terms of constructivist guidance and counselling. He labelled this approach SocioDynamic Counselling to underscore the importance of the dynamic nature of the relationship between individuals and society - and among individuals. He was a teacher in the real sense of the word, founder of the Counselling Programme in Educational Psychology at the University of Victoria, Canada, and received numerous awards over the years. In particular, his influence was profound in the Nordic countries. The posthumous book 'SocioDynamic Counselling: A Practical Approach to Meaning Making' represents a distillation of a lifetime's work in teaching, research, and practice in counselling. Rich in insight, the book gives clear and practical examples of the intricate processes of relationship in guidance and counselling. Vance Peavy often used metaphors in his work. His own personal metaphor was a willow: 'The willow will live through the winter. It will bend in the ice and it will come back up. Bend but not break. Stand there. Live in the harsh. Live in the sun'. This is how he saw himself. This is how we remember him.

Peavy, R.V. (2004): *SocioDynamic Counselling: A Practical Approach to Meaning Making*. Ohio: Taos Institute Publications. www.taosinstitute.net ISBN 0-9712312-4-9

'The Physics of Living' by Norman Amundson

Following his recent enlightening and inspirational book 'Active engagement: enhancing the career counselling process', Norman Amundson continues to explore new aspects of guidance and counselling interaction. This time he ventures through three dimensions of the counselling process: length, width, and depth. Together, the chapters on Billiard Balls and Waves, Direction and Magnitude, Quantum Thinking, Energy Transfer, and Electricity all introduce challenging and surprising insights into guidance and counselling methods.

Thus, Norman Amundson challenges the reader, as he challenges himself: he explores uncharted guidance and counselling waters. Incidentally, he would love this metaphor: he brings metaphors into play constantly. The title of the book is one in itself. The counselling Back Swing is another: it helps to take a few steps back to have the strength to go forward. Simple, yet sophisticated techniques, along with practical exercises: these are truly Norman Amundson approaches. He uses poetry when a poem tells more than a hundred scholarly words. A physical and spiritual book.

Amundson, N.E. (2003): *The Physics of Living*. Vancouver, Ergon Communications. www.ergon-communications.com ISBN 0-9684345-3-3

International Journal for Educational and Vocational Guidance

The International Journal for Educational and Vocational Guidance (IJEVG) is one of the main vehicles for IAEVG to promote research and professionalism in guidance. It publishes articles on career development, career counselling and guidance and career education with an international content (e.g. comparative studies, multi or cross-cultural perspectives, regional surveys, etc.) or topics of broad international interest (e.g. theoretical developments, ethical issues, etc.).

Readers' downloading of articles are monitored electronically. The top 3 articles August-October 2003 were:

1 (2002, Vol 2, Issue 1, pp. 51-66)

Using Qualitative Assessment in Career Counselling

by Mary McMahon & Wendy Patton

2 (2001, Vol 1, Issue 1-2, pp. 49-57)

A Developmental Perspective on Vocational Behaviour: Career Patterns, Salience, and Themes

by Mark L. Savickas

3 (2003, Vol 3, Issue 2, pp. 85-100)

The Five Swans: Educational and Vocational Guidance in the Nordic Countries

by Peter Plant

Three ways in which the IAEVG can help increase the usage and raise the profile of IJEVG:

1. Encourage colleagues, students and associates to access Kluweronline by adding the hyperlink www.kluweronline.com/issn/0251-2513 to your emails
2. Encourage people to sign up for Kluweralert. They will receive a table of contents of each issue and may click through to read more
3. Distribute or display sample copies and/or promotional material at conferences/meetings.

Conferences

International Conference, September 15 - 17, 2004, A Coruña, Spain

'Guidance, Social Inclusion and Career Development'

Situated in beautiful Galicia in Northern Spain, this conference will focus on Social inclusion and guidance.

Conference languages: Spanish, English and French.

Arranged by the Spanish Association on Guidance and Psychopedagogy, Galicia.

Contact: J. Miguel Muñoz Cantero. Email: munoz@udc.es. Website: www.udc.es/occ

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

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

Arranged by the Portuguese Institute for career Guidance and Counselling, Faculty of Psychology and Education (University of Lisbon); Faculty of Psychology and Education (University of Coimbra), Education and Psychology Institute (University of Minho), University of Évora, Portuguese Career Guidance and Counselling Association, Institute for Employment and Professional Training (Ministry for Social Security and Labour) and Ministry for Education. Contact: Prof. Helena Rebelo Pinto (Univ. Lisbon) rebelopinto@iop.ul.pt

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*.

Organiser: Nordic Association for Educational and Vocational Guidance, NFSY. Contact: www.nfsy.org

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