



***Case study – A program for the
development of guidance counselors' skills in Greece***

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Session 4: The right skills for guidance professionals

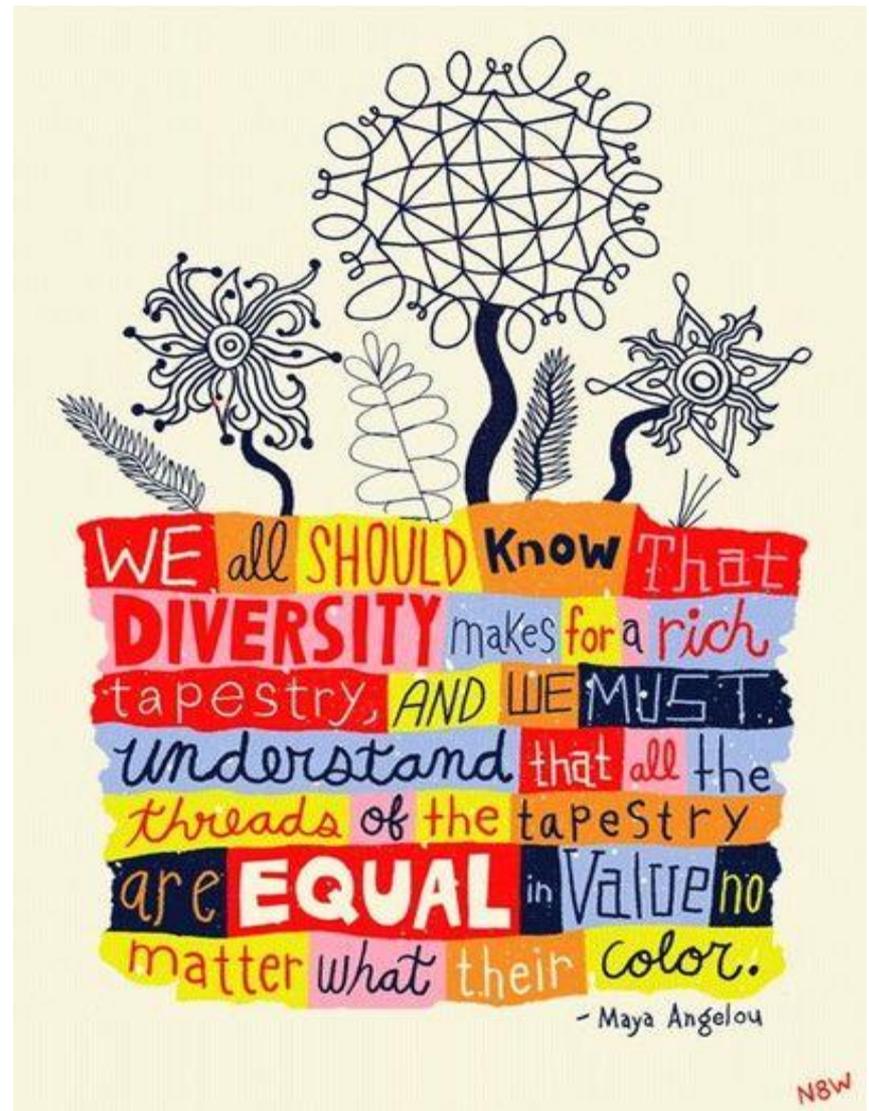
PEER LEARNING EVENT :

Guidance for immigrants: The labour market potential of diversity

Thessaloniki, 2 November 2013



***Short Introduction:
Working with diversity
in guidance counselling
and practice***



Working with diversity in guidance counselling and practice

➤ **Dealing with diversity is part of the Career guidance practice**

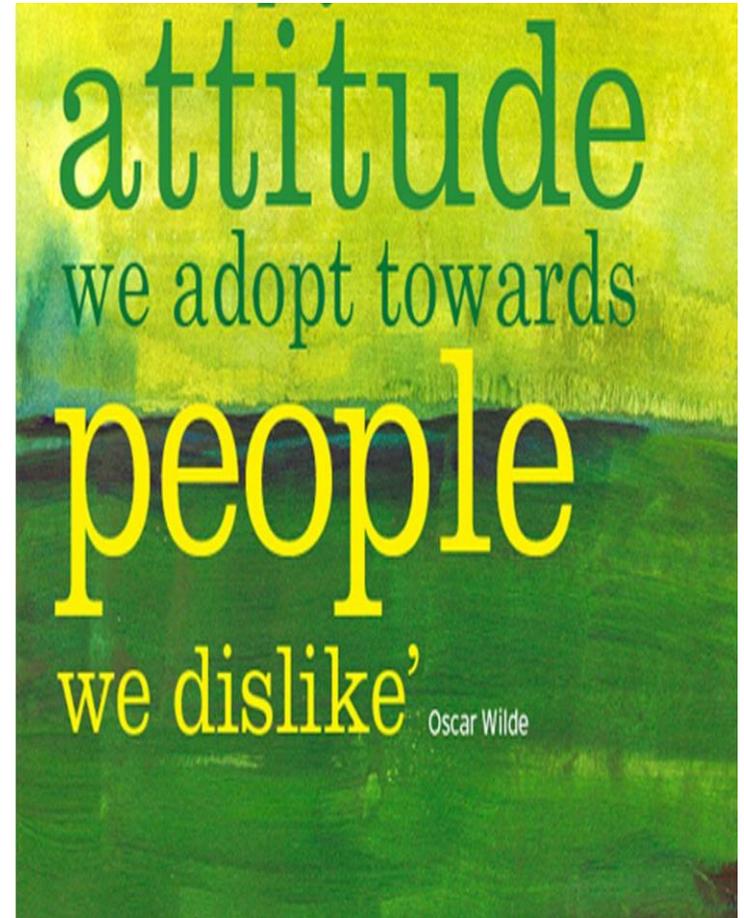
- interacting with socially vulnerable and diverse groups.
- developing empathy might be even more difficult - more demanding role for the counselor

➤ **Issues affecting the counselling relationship :**

- intense emotions (fear, embarrassment, anxiety, sadness, pity, sympathy, affection, admiration, a trend for protection etc.).
- Silent personal thoughts, perceptions, experiences, stereotypes, prejudices, cultural shock
- Interact with people from different cultures (symbols, codes and interpretations) bias understanding, cultural constraints

➤ **Greek society towards multiculturalism:**

- a relatively closed cultural system recently developed into a cultural mosaic
- unfamiliar reality for organisations and not so well prepared guidance practitioners
- multicultural issues recently integrated in training programs targeted to guidance practitioners



Preparing the cultural aware counsellor:

Develop multicultural counselling skills through training

Adequate training of guidance practitioners should enhance:

✓ acquisition of specialised knowledge for

- the diverse profiles and specific needs, characteristics of culturally different clients (demographic, cultural, religious, biological, social, etc.).
- the broader socio-economic context as well as policies implemented as compensatory measures to strengthen these groups at local, national and European level.
- the prevailing culture and attitudes of the wider community towards these groups and vice versa

✓ cultivating specialised skills & competences towards

- developing culturally sensitive attitudes by realizing personal beliefs, values, stereotypes and constraints in meeting the *different*
- developing the appropriate professional skills and effective intervention strategies and culturally sensitive methods and techniques in training, facilitating, counselling a culturally different client.



***A program for the
development
of guidance counselors'
skills in Greece
(EKEP – EOPPEP 2006 /2012)***



**ΣΕΜΙΝΑΡΙΟ ΕΥΑΙΣΘΗΤΟΠΟΙΗΣΗΣ
ΣΤΗΝ ΠΟΛΥΠΟΛΙΤΙΣΜΙΚΗ ΣΥΜΒΟΥΛΕΥΤΙΚΗ**

ΕΠΙΣΤΗΜΟΝΙΚΟ ΥΠΟΣΤΗΡΙΚΤΙΚΟ ΥΛΙΚΟ



ΝΟΕΜΒΡΙΟΣ 2011



The background:
a project on promoting multicultural guidance & counselling
funded by LLP / Euroguidance

- ✓ **2006 – 2007 (EKEP) Phase I:** Standardization of the Multicultural Counseling Inventory - MCI) by Sodowsky, Taffe, Gutkin, και Wise (1994).
- ✓ **2008 (EKEP) Phase II:** Survey for profiling the multicultural guidance competences, knowledge and training needs of the Guidance Practitioners in Greece.
- ✓ **2009 (EKEP) Phase III:** Preparation of a training curriculum and a collection of scientific training material regarding multicultural counselling based on the outcomes of the study on the guidance counsellors' multicultural competences.
- ✓ **2010 (EKEP) Phase IV:** Implementation of a train-the-trainers seminar of 120 hours targeted at 50 Guidance Counsellors, in the topic of Multicultural Counselling.
- ✓ **2011 (EKEP - EOPPEP) Phase V :** Organisation of regional training seminars targeted to guidance counsellors working in different sectors (education, training and employment) all over Greece, in the subject of Multicultural Counselling.

Phase I: Standardization of the Multicultural Counseling Inventory - MCI) by Sodowsky, Taffe, Gutkin, και Wise (1994)

MCI assesses multicultural competences of guidance practitioners working with cultural diversity clients :

- 1. multicultural counselling skills,***
- 2. multicultural awareness,***
- 3. multicultural counselling relationship and***
- 4. multicultural counselling knowledge.***

Methodology:

- ✓ Translation and linguistic and conceptual accreditation to adapt it from English to Greek language.***
- ✓ A group of 261 of guidance practitioners working with cultural diversity clients participated at the psychometric adaptation of MCI to the Greek context.***

Phase II: Survey for profiling the multicultural guidance competences, knowledge and training needs of the Guidance Practitioners in Greece.

Methodology

- *research was based on the theoretical framework of the Multicultural Counseling Inventory*
- *a **focus group** was formed, with the aim to investigate and record the basic principles underlying the counselors' profession as well as the unique characteristics that govern the interrelationship between the counselor and counselees coming from different cultural, social and economic backgrounds.*
- *Based on the results of the focus group an **inventory** was designed that was distributed to 247 guidance practitioners from all regions of Greece.*

Phase II: Survey for profiling the multicultural guidance competences, knowledge and training needs of the Guidance Practitioners in Greece.

The aim of the study was to investigate:

- ***the level of realization, sensitization and attitude of counselors towards individuals that come from different cultural, social and economic environments.***
- ***the level of training, education and readiness of counselors to handle individuals coming from different cultural, social and economic environments.***
- ***infrastructure issues***
- ***relationships and interaction between the counselor and the client***

Phase II: Survey for profiling the multicultural guidance competences, knowledge and training needs of the Guidance Practitioners in Greece.

Indicative outcomes - findings

- ✓ ***Multiculturalism is highly developed*** within the organizations and guidance practitioners providing counselling in several settings throughout Greece.
- ✓ ***Organizational culture often affects – not necessarily positively - the effectiveness of counseling provision*** towards clients that come from different cultural, social and economic environments.
- ✓ ***Infrastructure needs: the need for independent counseling rooms*** that ensure an adequate counseling environment, adequate recourses and discretion, which are highly important in providing counseling services to vulnerable social groups.
- ✓ ***Most guidance practitioners believe that relationship and interaction between the counselor and the multicultural client will improve following a counselor's attitude change towards the client - accepting the client without conditions.***
- ✓ ***It was found that some basic counseling techniques e.g. active listening, empathy etc. are not fully integrated within the counseling competences used by most guidance practitioners in providing counseling services to vulnerable social groups.***

Phase II: Survey for profiling the multicultural guidance competences, knowledge and training needs of the Guidance Practitioners in Greece.

Indicative outcomes - findings

- ✓ *38% of guidance practitioners believe that they don't have adequate knowledge of multicultural issues.*
- ✓ *92% of guidance practitioners express their need for further information regarding multicultural issues.*
- ✓ *60% of guidance practitioners stated that they are not adequately educated regarding multicultural issues.*
- ✓ *53% of guidance practitioners stated that they were not satisfied of the conditions within which counseling services are provided to clients that come from different cultural, social and economic environments.*
- ✓ *Although **40% of guidance practitioners believe that they possess sound counseling knowledge, there is a need for specialized further counseling training, as many counselors confuse counseling with the cultivation of good climate and consolidating mutual trust between the two sides.***

Phase III: “Preparation of a training curriculum and training material on multicultural guidance and counselling for guidance counsellors”

Training curriculum - Blended Learning :

- ***Includes / supports / facilitates :***
 - ***face-to-face enriched experiential critical training based on the methodology of adult education (55% of the total training hrs)***
 - ***practical exercises (25% of the total training hrs)***
 - ***preparation of synthetic reports using critical action research (20% of the total training hrs)***

Training folder includes :

- ***Theoretical and scientific background of multicultural issues in relation to guidance and counseling practice, work sheets of individual and group activities, teaching scenarios, case studies etc.***
- ***Scientific material, in print and electronic format for further reading***

Phase IV: “Implementation of a train-the-trainers seminar on multicultural guidance and counselling for guidance counsellors”

- ***Purpose:*** training of experts - multipliers in multicultural counseling theory and practice to be able to provide training to guidance practitioners
- ***Seminar venue:*** Ministry of Education and Religious Affairs
- ***Duration of training:*** October – December 2010
- ***Structure:*** 120 hrs (70 hours face to face education - 20 hours of distance learning - 30 hours practical exercises)
- ***Scientific responsibility:*** Mr. Michalis Kassotakis, Professor of the Athens University in the field of Career Guidance & Counselling – 20 trainers familiar with issues related to multicultural counselling and related themes.
- ***Outcome:*** 50 Guidance Counselors educated as Trainers of Guidance Practitioners in the field of Multicultural Counselling
- ***Participants evaluated by:*** written projects
- ***Evaluation of the seminar:*** interim – final evaluation by the participants

Phase IV: “Implementation of a train-the-trainers seminar on multicultural guidance and counselling for guidance counsellors”

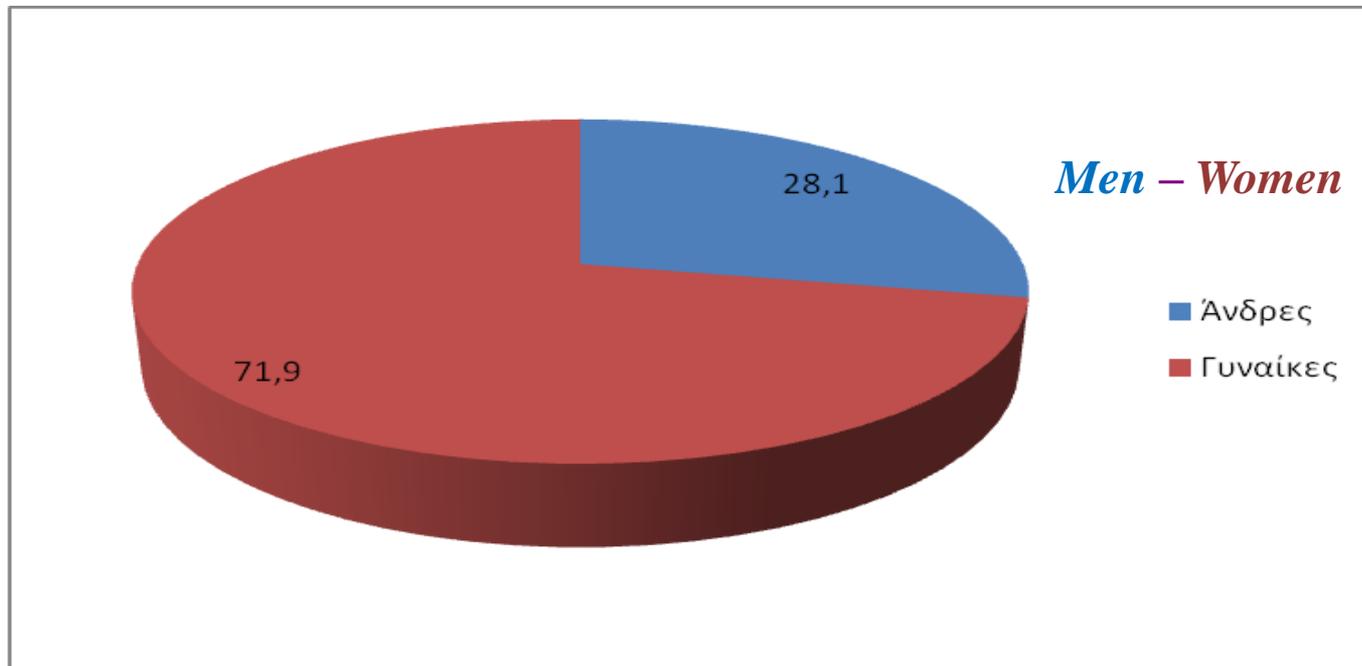
Training topics

- 1. Basic concepts of cross-cultural theory***
- 2. Communication theory***
- 3. Cross-cultural Counselling in practice***
- 4. Information on Counselling, Career and Labour Market in multicultural context***
- 5. Self-exploration and activation of cultural awareness***
- 6. Content, objectives, theoretical approaches to adult education***
- 7. Educational methods of adult education with an emphasis on experiential involvement***
- 8. The counselor as trainer and as trainee***
- 9. Religious, cultural and other minorities: Roma, Muslims Pomaks, repatriates, immigrants (theory and exercises)***
- 10. Individuals with delinquent behavior***
- 11. Disabled and mentally ill persons***
- 12. Children’s Integration problems of repatriate and foreign families into the education system and ways to address them.***

Phase IV: “Implementation of a train-the-trainers seminar on multicultural guidance and counselling for guidance counsellors”

Indicative results of the Final evaluation of the seminar

- Participants*

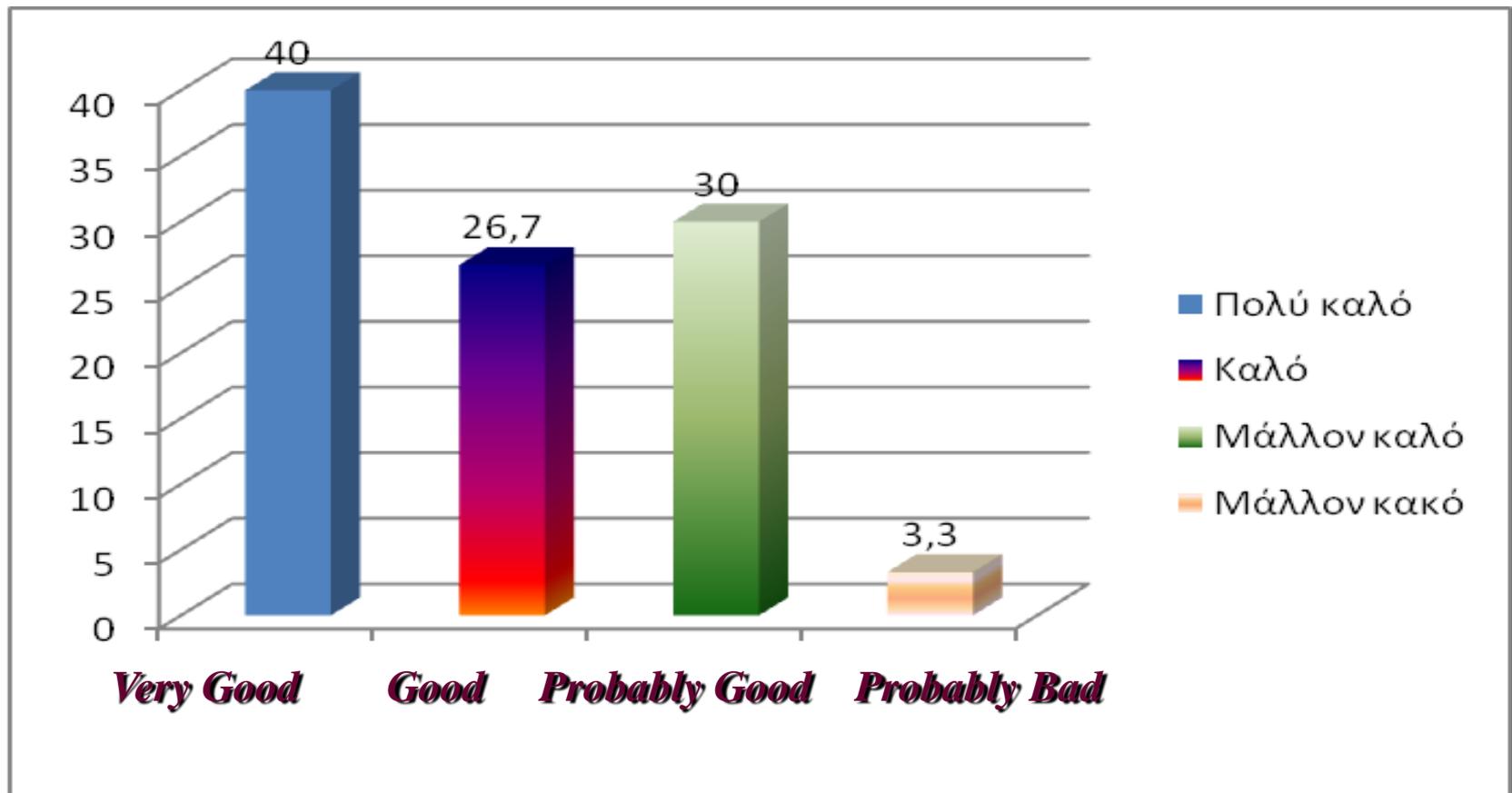


- Age of the participants: 24-60 years old*

Phase IV: "Implementation of a train-the-trainers seminar on multicultural guidance and counselling for guidance counsellors"

Indicative results of the final evaluation of the seminar

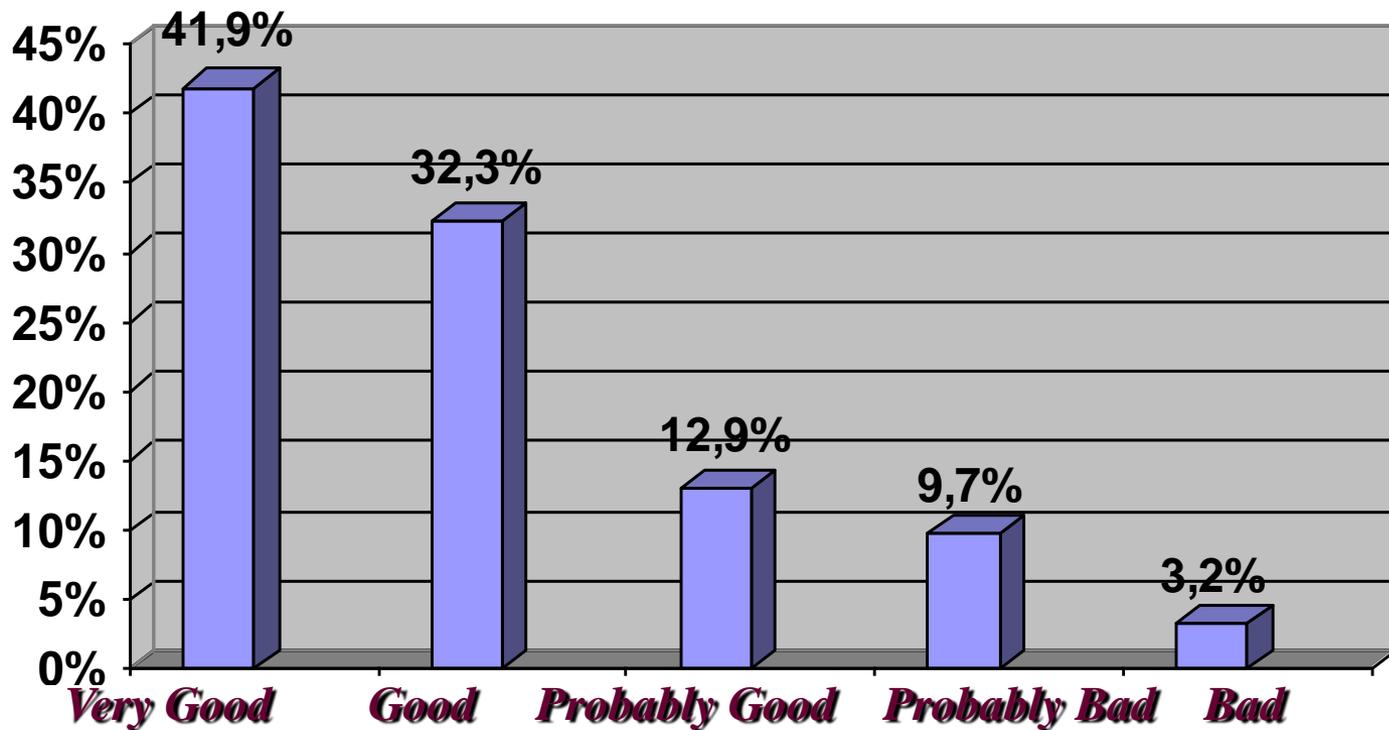
General assessment of the seminar



Phase IV: "Implementation of a train-the-trainers seminar on multicultural guidance and counselling for guidance counsellors"

Indicative results of the final evaluation of the seminar

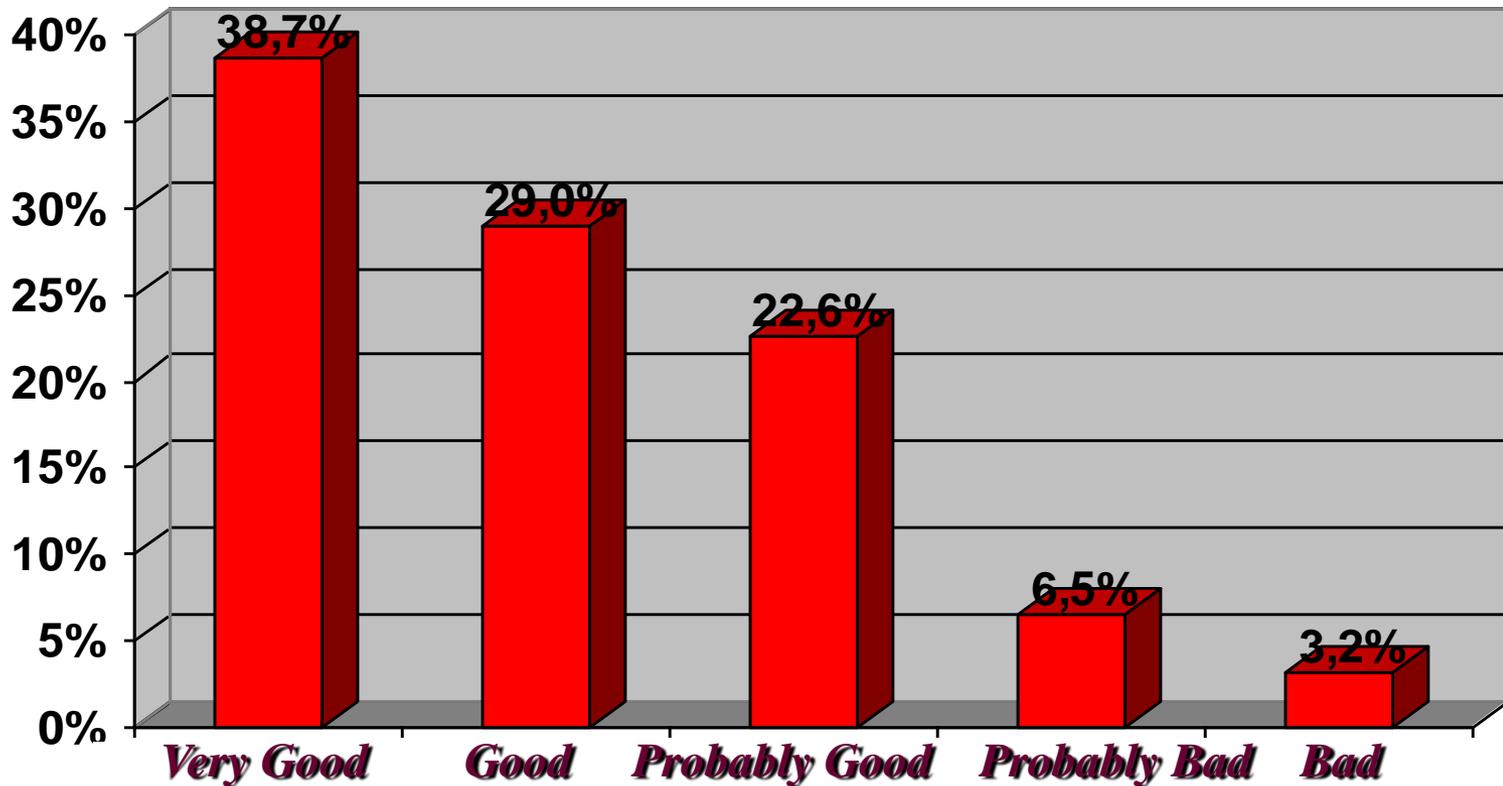
Content of the seminar



Phase IV: "Implementation of a train-the-trainers seminar on multicultural guidance and counselling for guidance counsellors"

Indicative results of the final evaluation of the seminar

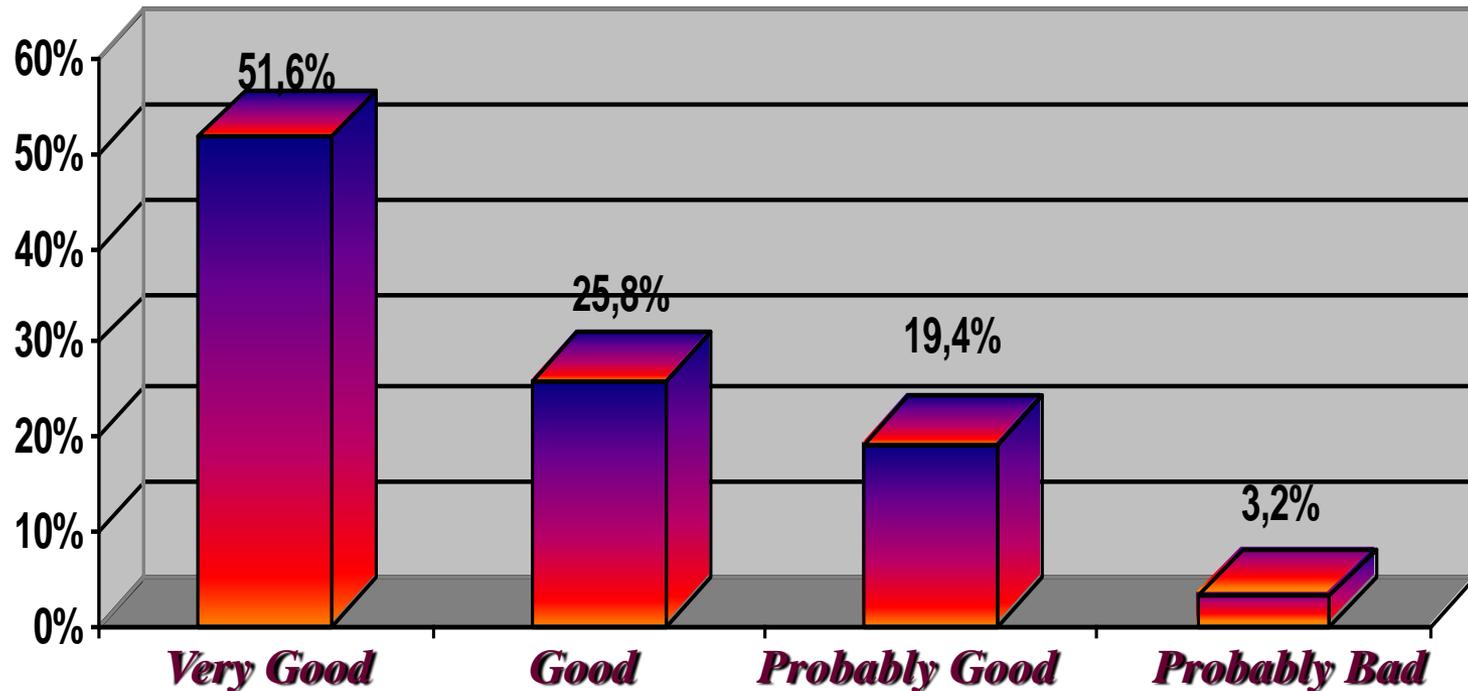
Training Material of the seminar



Phase IV: "Implementation of a train-the-trainers seminar on multicultural guidance and counselling for guidance counsellors"

Indicative results of the final evaluation of the seminar

Organization and structure of the seminar



Phase IV: “Implementation of a train-the-trainers seminar on multicultural guidance and counselling for guidance counsellors”

Indicative results of the final evaluation of the seminar

Strong and weak points of the seminar:

Strong points

- 1. The Trainers*
- 2. The new fields of knowledge*
- 3. The organization*
- 4. The training material*

Weak points

- 1. The tight schedule of the seminar courses*

Phase IV: “Implementation of a train-the-trainers seminar on multicultural guidance and counselling for guidance counsellors”

Indicative results of the final evaluation of the seminar

Benefits acquired by attending the seminar

- ***Knowledge of multicultural issues***
- ***Changing of attitudes and prejudices for people who do not belong to the dominant cultural group***
- ***Networking with colleagues and others***
- ***Opportunities to exchange ideas, opinions, concerns and their personal reflections***

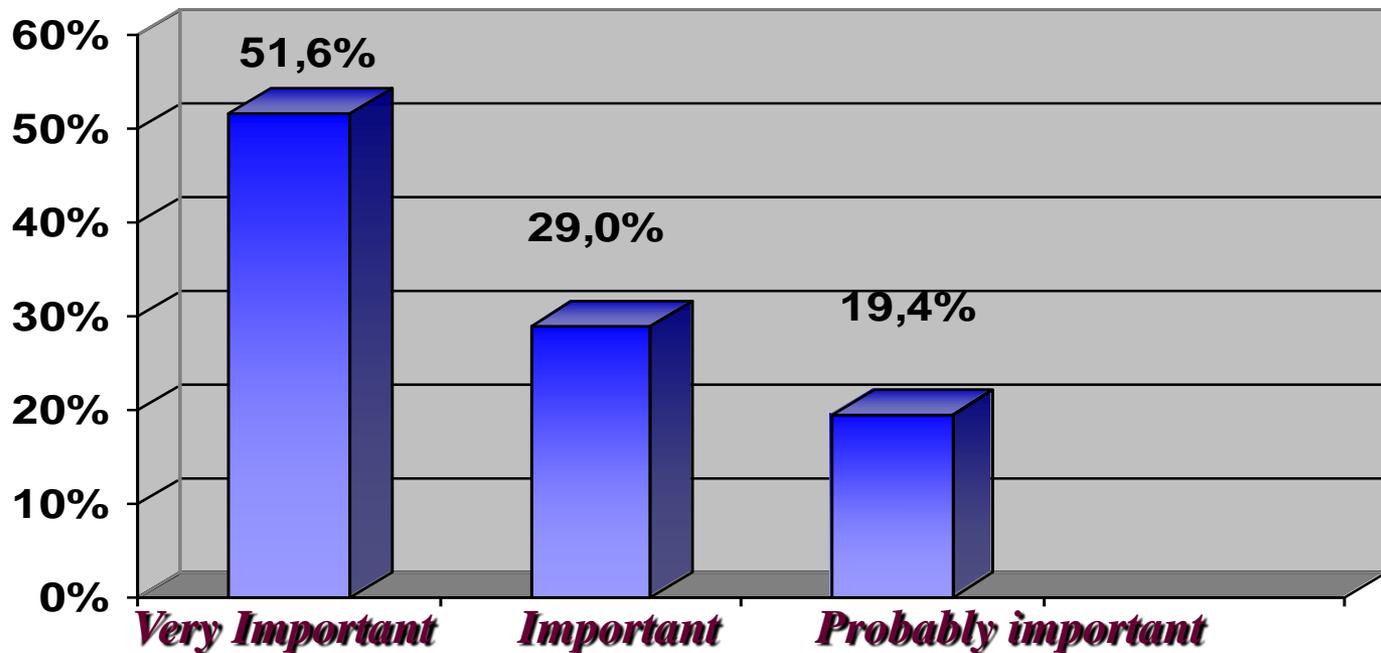
Suggestions for further improvement

- ***Focus on practical exercises, experiential involvement and connection between theory and practice***
- ***Establish an information exchange network***
- ***Creation of a database for multicultural counseling***

Phase IV: "Implementation of a train-the-trainers seminar on multicultural guidance and counselling for guidance counsellors"

Indicative results of the final evaluation of the seminar

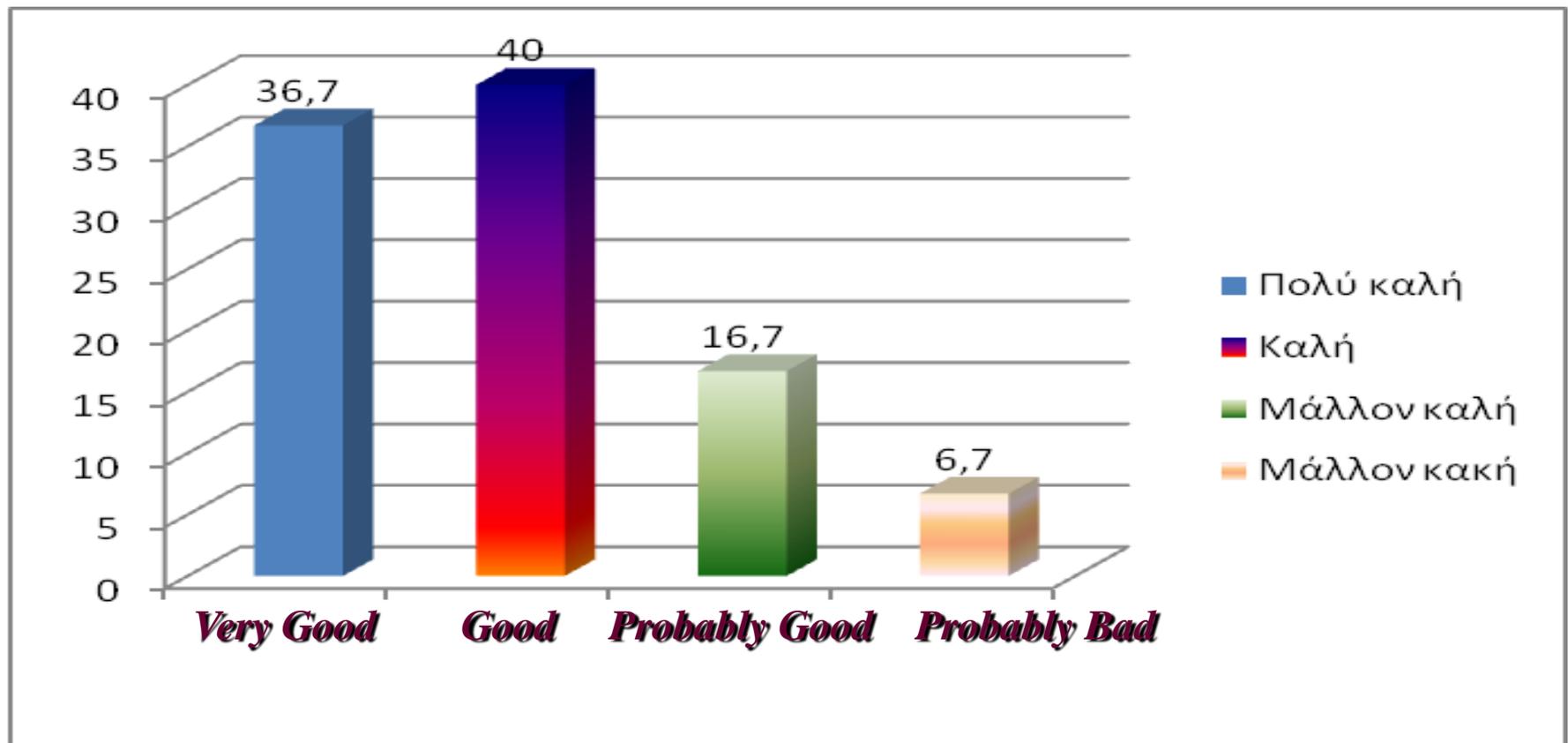
*Contribution of the seminar
to the participants' personal development*



Phase IV: “Implementation of a train-the-trainers seminar on multicultural guidance and counselling for guidance counsellors”

Indicative results of the final evaluation of the seminar

***Contribution of the seminar
to the participants’ acquiring of new knowledge and skills***



Phase V: Organization and implementation of 20 regional seminars all over Greece targeted to guidance and other related professionals

- ***Duration: 20 training seminars in 13 regions of the country - 30 hrs each***
- ***Trainers: 50 Guidance Counsellors educated as Trainers of Guidance Practitioners in the field of Multicultural Counselling***
- ***Date: October – December 2011***
- ***Purpose: to raise awareness of the guidance community and other related professionals on the aspect of multicultural counselling.***
- ***Outcome: approx. 400 professionals working in different sectors (education, training and employment) providing counseling and support to multicultural end users all over Greece benefited.***
- ***Seminars included theoretical, practical and distance training along with the preparation of a report – written thesis***
- ***main topics of the training programs :***
 - ***Basic concepts of intercultural theory***
 - ***Communication Theory***
 - ***Intercultural Counseling in practice***
 - ***Self-exploration and activate cultural awareness***
 - ***Adult education***
- ***Apart from the common topics, the special characteristics of each region in terms of dominant special target groups and local counselors' needs to better confront them, were taken into account for each seminar.***
- ***Participants' evaluation: better knowledge and skills acquired - more confident and effective in the provision of guidance services to people coming from different cultures and special groups***

Conclusion

The long term project of guidance practitioners' upskilling in Multicultural Counselling:

- covered a serious gap in guidance counselors' training providing them with better knowledge, competencies and skills in order to be able to deal with the diverse and culturally different groups.
- contributed to quality services to special target groups
- the trainings and scientific material is still being used

http://www.eoppep.gr/images/SYEP/polipolitismiki_symvouleftiki_20_seminars.pdf

http://www.eoppep.gr/images/SYEP/Ekpaideutiko_Yliko_Symvoulon_Polypolitismiki.pdf

A Greek quote/proverb: A picture = **1000 Words**





Thank you for your attention!

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Guidance for immigrants:
The labour market potential of diversity
Thessaloniki, 2 November 2013***

