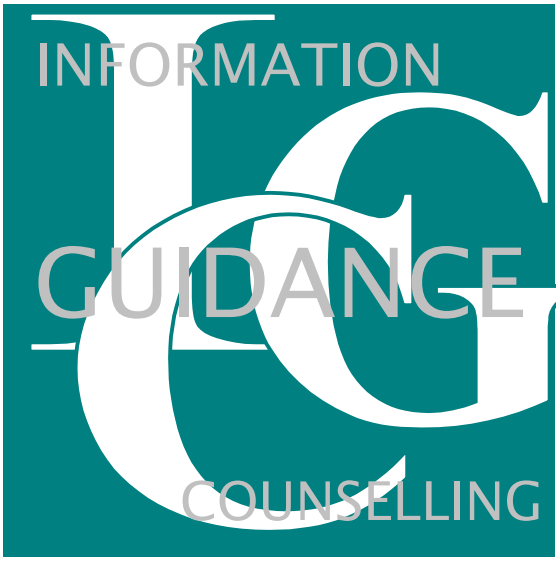
THE SKILLS, TRAINING AND QUALIFICATIONS OF GUIDANCE WORKERS



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ABSTRACT

- There are wide variations both between and within countries in the extent and nature of the training required to practise as guidance workers. In some sectors, including the private sector, there are no formal requirements. In general, requirements are more formal in the school sector than elsewhere.
- In most countries there is no mutual recognition of guidance qualifications between the education and labour market sectors, and no facility for progression from non-expert to expert guidance worker status. The development of progression paths might lead to more consistency in the services clients receive, and assist the development of more seamless guidance provision for clients within and across the education, training and employment sectors.
- The role of government in determining/influencing the content and methodology of training varies considerably across countries: in some cases it makes the decisions; in some it shares them; in some it appears to have no involvement at all.
- Little use is currently made of ICT and distance education to deliver initial and/or recurrent training for guidance workers.
- In the content of training, more attention should be paid to:
  - Use of ICT to deliver career information and guidance.
  - Working with and through non-professionals.
  - Increasing globalisation and internationalisation of education and employment.

1 INTRODUCTION

The aim of this paper is to provide an international comparative analysis of the skills, training and qualifications of guidance workers, with a view to identifying the challenges that face these dimensions of guidance provision at the beginning of the 21st century.

Professional training, qualifications and skills were one of the five transversal issues recently discussed at the Second International Symposium on *Connecting Career Development with Public Policy* held in Vancouver, Canada, in March 2001 (http://www.crccanada.org/symposium/background2001.htm). While the focus at the Symposium was on the role of policy makers with respect to this issue, several separate observations on training, qualifications and skills were made (Hiebert, McCarthy and Repetto, 2001). These were:

- Training programmes have not kept pace with the changing career context which service recipients experience; they do not address the diverse career paths and complex labour market that clients encounter.

- There is little policy regarding the need for training programmes to prepare counsellors to effectively use internet resources.

- Training related to helping guidance providers to be more effective in addressing accountability issues is mainly absent.

- Advances in ICT and the concept of lifelong learning appear to be the driving forces behind reforms of training in the very few instances where such reform in occurring.

- Regulation of entry to employment as guidance workers tends to apply to the education sector than to the labour market sector. The private sector of careers services is unregulated in most countries.

- There appears to be little linkage between training institutions and policy makers.

- Few countries have addressed the issue of diversity of qualifications versus the traditional professional qualification model.

A small number of international studies have examined issues relating to the skills, training and qualifications of guidance workers. In 1992 CEDEFOP published *Occupational Profiles of Vocational Counsellors*, a synthesis report (Watts, 1992) based on national studies from the 12 Member States of the European Community. Country reports provided details on the structures into which guidance services fitted, an analysis of guidance occupations according to a classification of 19 tasks, an analysis of the training and qualifications required or available for each guidance occupation, and a discussion of key trends likely to impact on structures, tasks, training and qualifications. The 19 tasks were divided into 7 groups as follows:

1. Information management: education and training, careers and occupations, labour market, support services.

2. Work with individuals: assessment, information-giving, counselling.

3. Work with groups: teaching/careers education, group counselling, facilitating self-help groups.

4. Placement: liaison with providers, coaching/self-presentation, insertion.

5. Follow-up.

6. Networking: supporting informal guidance sources, advocacy, feedback to providers.

7. Managing: service programme planning and evaluation, external relations.

The following are some findings from that study that are relevant to this paper:

- A trend towards developing a more open professional model of guidance, with the experts supporting and working through first-in-line guidance providers, was detected, balanced by a move in some countries towards strengthening the traditional professional model.

- Reference was made to the development of a competence-based approach to training in the UK, based on functional analysis of the tasks of guidance workers. Such an approach would influence not only the content and delivery of their training but also lead to a more flexible qualifications structure, with opportunity to progress from first-line guidance provider to expert status.

- The importance of the European dimension of guidance was widely recognised. However, its impact on training provision was limited.

This CEDEFOP study piloted a methodology for analysing occupations and tasks for guidance workers. Its findings represent a benchmark against which change, if any, can be observed over the past 10 years.

A similar methodology was used in a comparative study of guidance services in higher education in the European Union (Watts and Van Esbroeck, 1998). Guidance services were classified by focus and level. *Focus* related to educational guidance, vocational guidance, and personal guidance. *Level* referred to *first-in-line* services (as part of the formal teaching function, e.g. learner support); *second-in-line* services (as for the first but with some degree of specialisation, e.g. study adviser/counsellor); and *third-in-line* services (separated from the formal teaching function, and offered by specialists, e.g. career/psychological counsellor). There was much diversity in training, roles, and qualifications required, varying from little if any training for first-in-line to highly trained and qualified for third-in-line. Specialist career services were the fastest growth area of the guidance field in higher education across Europe. The issue of professionalism surfaced particularly for three groups - careers advisers, counsellors, and psychotherapists - with boundaries being defined through their relationship to the discipline and profession of psychology.

The new/future skill needs of counsellors identified by national correspondents were:

- Skills to respond to the increasing diversity in the student body, including diversity among EU students, i.e. multi-cultural and inter-cultural competencies in the broadest sense.

- Skills in preparing clients to select and assess available information from ICT sources (the report noted that the task profile of most counsellors had not yet been significantly affected by the use of new technologies).

- Skills to deal with increased numbers of students: brief interviews, brief therapy.

- A holistic approach in terms of guidance services to be provided to students.

A study of educational and vocational guidance services in Europe, *Educational and Vocational Guidance in the European Community*, funded by the European Commission (Watts, Guichard, Plant and Rodriguez, 1994), examined *inter alia* the changing role of professional guidance services, including the training and qualifications of guidance workers. The guidance activities identified as being undertaken by guidance workers in the Member States resembled a collapsing of the 19 tasks from the 1992 study to 9 categories of activities including a category of "advice". The authors noted "wide differences in the patterns of training and staff development between Member States, partly because of the difference between the professional identity of those occupying guidance roles: in some cases they are defined basically as psychologists, in some teachers, in some as labour market administrators, and in some as guidance specialists". They reported an increasing recognition of the limitations of the professional expert model. Their conclusion was that such a model might need to be supplemented by different forms of professionalism that were "less restrictive, more open to working with and through other agencies, and more prepared to attach priority to the active involvement of clients in the guidance process".

The issue of skills, training and qualifications of guidance workers was highlighted in a synthesis report based on the findings of the EUROCOUNSEL project and those of CEDEFOP studies on "the vocational guidance needs of various target groups aged under 28" and "the social and vocational integration of young people at local level" (Chiousse and Werquin, 1999). The authors acknowledged the diversity among the professional profiles of advice practitioners, noting "an interaction between the type of training taken and the functions that practitioners identify as priorities or as coming more strictly within their field of competence". They stressed the need for practitioners to keep abreast of labour market developments and the launching of new policies, and to have contact with various local actors and experts in local economic and community development. In terms of competencies, training practitioners in qualitative research was recommended in order to assist in obtaining a broader perspective of the individual in his/her social context.

Some associations of trainers and practitioners have set out what they consider to be good practice in the curriculum of the initial training of guidance workers. In the USA, for example, the Council for Accreditation of Counselling and Related Educational Programs (CACREP) has established national standards for such training. The Council's position is that all counsellors, regardless of their speciality, should experience curriculum in the area of human growth and development, social and cultural foundations, helping relationships, group work, career and lifestyle development, appraisal, research and program evaluation, and professional orientation (CACREP, 1993). In Europe there is a nascent coming together of trainers of guidance workers through annual conferences that to date have centred more on the theory and practice of guidance than on training issues. The sixth European Conference of Guidance Trainers was held in Durham, UK, in 2000.

The International Association for Educational and Vocational Guidance (IAEVG) is the main international forum for guidance practitioners and trainers. In a content indexing of all articles published in its *Bulletin* since 1979 (Jenschke, 2000), only two articles directly focused on counsellor training, one addressing the European dimension in counsellor training (Ertelt, 1994) and the other discussing training counsellors for work in business and industry (Bingham, 1995). The IAEVG is currently undertaking a study of the competencies needed by guidance counsellors. The aim is to define a set of competencies required by educational guidance and career services providers in different countries with the aim of developing international qualification standards. Based on a literature review and feed back from the International Steering Committee for the study, a set of core competencies have been identified together with 10 specialisations. The core competencies include:

- Ethical behaviour and professional conduct
- Advocacy and leadership
- Intercultural awareness
- Ability to apply theory and research to practice
- Ability to communicate effectively
- Designing, implementing and evaluating guidance programmes
- Awareness of one's professional limitations
- Ability to use computers
- Ability to co-operate in a team of professionals
- Knowledge of the lifelong career development process.

The 10 specialisations are:

- Assessment
- Educational guidance
- Career development
- Counselling
- Information management
- Consultation and co-ordination
- Research and evaluation
- Programme and services management
- Community capacity building
- Placement.

The following are some tentative conclusions that may be drawn from the background data presented above:

1. A mapping of guidance activities, tasks and roles of guidance workers in a variety of settings has taken place. This mapping reflects the reality of the work activities of the relevant study participants and the constructs of the researchers. The mapping is also time-bound and needs to be repeated frequently.

2. It is very difficult to measure/observe changes in roles and tasks over the past decade. Little longitudinal research of this nature has taken place.

3. The priorities that guidance workers attach to their work tasks appear more a function of the particular type of training they have undertaken. They may not necessarily be a function of the clients' needs.

4. Training has a dominant effect in establishing a professional identity.

5. Even though some movement towards an open professional model of guidance has been detected, it is significant that ability to work with and through non-expert guidance workers and non-professionals is not seen as a core competency in the current IAEVG project.

6. There appears to be little attempt nationally, UK excepted, to develop a training and qualifications structure that enables guidance workers to progress from non-expert to expert status. This does not appear to be an issue for the professionals.

7. The area of skills, training and qualifications for guidance workers is very much under-researched. This contrasts with its importance for policy makers and consumers of guidance services.

8. There are concerns that training programmes for guidance workers are lagging behind in several respects, notably in preparing guidance workers for integrating ICT into their work roles, in understanding the complexities of a fast-changing labour market, and in addressing accountability issues.

9. While there has been a recognition of the need for a European dimension (in Europe) and for an inter/multicultural approach in guidance workers' initial training, there is little evidence of this materialising.

The next few sections of this paper presents findings from an international survey undertaken by the author in Autumn 2001, which explored some of these nine conclusions and other issues related to skills, training and qualifications of guidance workers. Responses were received from 23 countries (see Appendix).

2 TRAINING OF GUIDANCE WORKERS

2.1 Within the Education Sector

Across countries and within the education sector the range of training varies considerably, from five years (France, Portugal) to several weeks (Denmark, Netherlands). The distinguishing feature here is the relationship to psychology and teaching. In France and Portugal the guidance worker possesses the equivalent of a basic degree in psychology plus a two-year postgraduate specialisation in vocational psychology. In Denmark and the Netherlands the guidance worker is a teacher and has undertaken a short course in guidance. The commonality between those apparent extremes is guidance as learner support, requiring an expert knowledge of the principles of learning and teaching (educational psychology) and the application of this knowledge to educational and vocational decision-making and transitions (vocational psychology). The differences, apart from tradition, relate to the location of the guidance service and other roles that the guidance worker may be called upon to play. In France the guidance worker is a staff member of the Centre d'Information et Orientation. In Denmark the guidance worker is a staff member of the school and will also undertake subject-teaching duties. The type of training also influences the professional title of the guidance worker. In France the worker possesses the title of *conseiller d'orientation psychologue*; in Denmark the worker may possess the title of *VET counsellor* or *school and youth guidance educator*.

Between the French and Danish examples lies a range of graduate and post-graduate qualifications. In Germany one may choose work science or social science in teacher education, enabling the possessor to provide career-related learning within the school system. In Spain guidance workers may combine first degrees in pedagogy, psycho-pedagogy or psychology with a further two-year specialisation in guidance. Guidance can be also a one-year (or two-year part-time equivalent) post-graduate specialisation for persons possessing teaching qualifications in Ireland.

The recruitment pool from which guidance workers in education can be drawn varies across countries. In Slovenia guidance workers are recruited from backgrounds in psychology, pedagogy, social work, special pedagogy, and defectology**.** This can lead to interdisciplinary enrichment in the guidance services provided. It can also lead to fragmentation of services to the client/consumer, as the focus of guidance and/or the priorities of guidance worker activities will reflect the particular training undertaken and not necessarily respond to client needs.

Very little guidance activity takes place in primary schools. Where it does occur, e.g. Austria, Czech Republic, Denmark, Slovenia, and Spain, it tends to occur at the upper end of primary school. Where primary school completion takes place at age 11/12, very little formal career related learning or guidance takes place before transition to the next stage of schooling. Guidance workers in education are most likely to function as such in second-level/secondary school. Such provision in second-chance schools and for adult participants in education is relatively underdeveloped. In the absence of guidance workers in such settings, tutors/teachers/trainers provide assistance based on their own experience and without any formal guidance training (e.g. Italy, Korea, Northern Ireland, Romania).

In tertiary/higher education, the wide variation of services across countries reflects the wide variation within countries, this reflecting the differing views of guidance within very independent educational institutions. Guidance within tertiary/higher education is provided in diverse mode, carried out by a range of expert and non-expert guidance workers. This is often evident in separate student services for careers, placement, counselling, therapy and health, and tutorial/academic advising. The training and qualifications profile of guidance workers is not as cohesive as in second-level education.

Qualifications in guidance are requirements for employment in the education sector in most countries in primary and second-level schools but not to date in other education settings.

2.2 Within the Labour Market Sector

Training for guidance workers in the labour market sector across countries is generally organised differently from parallel training in the education sector. The duration of training ranges from five years (Finland, Portugal) to several weeks (e.g. Australia, China (Hong Kong), Netherlands). The longer duration of training is related to the professional qualification of psychologist (Finland, Portugal) or guidance counsellor diplomate (Germany). There is a very wide recruitment pool from which guidance workers are drawn. A guidance qualification or a qualification in educational or vocational psychology does not tend to be a requirement. Training of short duration is given on-the-job, sometimes in an *alternance* model (e.g. France). Such training is obligatory in France in order for the worker to have the title of *conseiller a l'emploi*. Additional and/more focused training is often provided, e.g. in Ireland, to personnel working with specific target groups e.g. long-term unemployed, or youth at risk of social exclusion. Training courses of short duration tend to be job-task-focused and non-accredited.

The private sector of guidance services is unregulated in most countries in terms of training and qualifications requirements.

2.3 Training for Other Roles in Guidance Services

Within both education and labour market sectors across countries can be found a range of occupations and roles which support guidance workers in achieving the programme objectives of guidance services. Examples of these are Youth Information Officer (Ireland, Romania), Information Officer (in tertiary/higher education), and Librarian. While many may possess training and qualifications related to information science and/or communications, their support role in the guidance service is learned on the job and without any foundation in educational or vocational psychology. Given the information explosion arising from the Internet, it is likely that such persons will increasingly play a key role in mediating information for guidance support purposes. Additional and complementary training in educational and vocational psychology and other disciplines will greatly enhance the roles they currently play in the guidance services.

2.4 New Vistas

There appears to have been very little systems change in the training and qualifications provided to and required of guidance workers in the past decade, whatever the changes in the content of the training. However, a number of new training programmes have been developed that support a more open professional model of guidance. The examples below have been piloted through European Union Programmes and Initiatives, and their longer-term impact remains to be seen.

- ***Community Based Guidance Assistance*** (LEONARDO DA VINCI Programme):
  Significant adults and peers in disadvantaged communities and linked professionals, e.g. social and youth workers, have been trained in front-line guidance skills in order to provide guidance to "hard to reach" young people.

- ***Adult Guidance - Training of Trainers*** (LEONARDO DA VINCI Programme):
  Managers of adult education learning opportunities have been trained to establish, maintain, market and quality-assure adult educational guidance services.

- ***Training Youthreach Staff in Front-Line Guidance Skills*** (YOUTHSTART-Employment): Trainers and tutors working with challenging young people in second-chance schools have been trained in basic guidance skills to enable them to work more effectively with such young people.

In these pilot projects, training programmes attracted university accreditation in some countries.

2.5 Throughput

The numbers of guidance workers that are being trained nationally appears to be mainly a function of the duration of training but not entirely so. Estimates provided show Denmark topping the league within the countries responding, with 1,000 personnel completing initial training annually. This compares with 50 guidance graduates reported for Germany (University of Applied Science, Mannheim).

In the UK around 370 persons complete initial training annually; however, there has been a major drop in the past three years in applications and registration for initial training and employers are reporting inability to fill vacancies (ICG, 2001). The temporary solution used by UK careers services is to recruit unqualified staff and train them internally. This was regarded by all employers as an unsatisfactory solution, as it brought pressure on other staff, on financial resources, and on the quality of the service available to clients.

No comparative studies similar to the UK have been undertaken in other countries. Indeed, national statistics of patterns of training applications, registrations, job applications, recruitment and retention of guidance workers are very difficult to come by. This should be an issue of major concern to policy makers in national human resource planning for guidance services in all sectors of the economy.

3 VARIATIONS WITHIN COUNTRIES

3.1 Between Education and Labour Market Sectors

The most significant difference within countries lies in the degree of prescription of qualifications for employment as a guidance worker in the education and labour market sectors, echoing similar findings reported by Hiebert, McCarthy and Repetto (2001) at the Second International Symposium *"Connecting Career Development with Public Policy":*

(http://www.crccanada.org/symposium/background2001.htm).

There is tight regulation in qualification requirements for guidance workers in the education sector, particularly in primary and second-level schools. Tertiary/higher education is much less prescriptive in both careers and academic advising, with guidance training and qualifications requirements varying from none to post-graduate. Adult educational guidance and guidance in second-chance schools have traditionally been provided by tutors/trainers without any formal guidance training, though this picture is now beginning to change.

By contrast there are no guidance training and qualification requirements as pre-entry conditions for employment as a guidance worker in the labour market sector, with the exceptions noted in Section 1.2 above. Personnel are recruited from a wide range of backgrounds. Non-accredited training is often

provided subsequent to entry and is based on work tasks. As pointed out previously, the wide range of backgrounds when harnessed has the potential for interdisciplinary support and enrichment in achieving the goals of a guidance programme. At worst it can lead to clients' needs being unmet, a consequent poor perception of the services offered, and frustration for the guidance workers concerned.

The wide gap between training and qualification requirements for guidance workers has other potential negative impact. Communication between education and labour market guidance services may suffer, as both speak a different guidance language. Mutual negative perceptions increase. Both can feel threatened by the others' professional standing. Above all there is little or no occupational mobility for guidance workers between the sectors. Where such flow is possible through recognition of guidance qualifications (e.g. Czech Republic, Ireland, Korea, Luxembourg, Norway, Romania, UK), it tends to be from the education sector to the labour market sector. In many countries there is no mutual recognition of guidance qualifications between the education and labour market sectors. Such recognition and consequent mobility would greatly enhance the development of a seamless guidance provision for clients.

3.2 Progression from Non-Professional to Professional Guidance Worker

The mobility issue referred to above is further compounded by lack of training and qualifications structures that would enable guidance workers to move from non-professional to professional status. In only two countries in Europe, Ireland (labour market) and UK, is such movement possible at present. Structures facilitate movement from the equivalent of a two-year national certificate to undergraduate or post-graduate diploma levels. The initiative for developments of this kind has been government-led (UK) or organisation-led (FAS, Ireland). It is significant that progression for guidance workers from non-professional to professional status is a non-issue for trainers and professional associations in many countries. The absence of such progression pathways is a major source of frustration to guidance workers whose training has consisted of short non-accredited programmes and to other personnel who have had many years of experience in guidance roles without any training.

4 PROCESSES FOR DETERMINING CONTENT, FUNDING AND REVIEW

4.1 Decisions on Content and Methodology of Training

Across countries there is wide variation on who decides the content and methodology of initial training for guidance workers:

- by trainers alone: Australia, China (Hong Kong), Finland, Netherlands, Spain, Slovenia
- by the government ministry alone: France
- by trainers and the professional association together: Ireland (Education), Norway
- by trainers and the government ministry together: Austria, Czech Republic, Greece (Education), Luxembourg, Portugal, Romania

- by trainers, professional association and the government ministry together: Belgium fl., Denmark, Germany, Ireland (Labour), , UK

- by trainers and local authorities: Italy.

Nine approaches may be used individually or in combination for devising the content and methodology of initial training for guidance workers. These are:

I. Formal job analysis

II. Formal job review of guidance workers

III. Review of guidance training nationally

IV. Review of guidance training internationally

V. Suggestions or prescription by the professional association

VI. Suggestions or prescription by government ministry

VII. Reaction to public demand

VIII. Reaction by trainers to developments in the field of guidance

IX. Reaction by trainers to economic, social and information society developments.

Reactions by trainers, suggestion of government ministries and of professional associations appear to be the main source of shaping and developing the content and method of guidance training. Austria and Finland each combine all nine methods. Germany and Spain use all except suggestions by the professional association and reaction to public demand. Denmark, on the other hand, depends entirely on reactions by the trainers to developments in the field of guidance and to economic, social and information society developments. In overall terms, trainers play a key role in guidance curriculum development. Trainers themselves, however, are not very well organised. There are no national or international associations of trainers of guidance workers. Trainer membership of national and international associations of guidance workers provides a proxy forum.

4.2 Funding of Initial Training

The role of the government ministry is somewhat paradoxical across countries. In the six countries where decisions are left entirely to the trainers, funding is provided by the relevant government ministry (or ministries) with apparently no other input. In France the relevant government ministry decides on content and delivery of training and funds it entirely. The approximate level of government funding support for the initial training of guidance workers is high, with 100% in Finland, France, Germany, Luxembourg, Netherlands, and Norway. Some governments support a number of student places e.g. Ireland (education), UK, in addition to providing general funding for higher education.. Self-funding by participants is a strong dimension of funding of training in China, Denmark, Ireland (education), Slovenia, Spain and UK. Training programmes are often run on a shoe-string budget by training institutions. EU Programmes and Initiatives are currently a significant source of funding for training programmes in Greece.

4.3 National Reviews of Initial Training

The initial training of guidance workers has been the subject of review in five countries in 2001, namely Austria, Denmark, Finland, Korea and Romania. In the previous decade national reviews have taken place as follows :

Australia – 1992

Belgium fl. – annually

Czech Republic – 1995

France – 1991

Ireland (education) – ongoing since 1997; (labour) – 2000

Netherlands – 1997

UK – 2000

National reviews have yet to take place in Argentina, China (Hong-Kong), Estonia, Greece, Italy, Luxembourg, Norway, Portugal, Spain and Slovenia.

In general, reviews have been government led with input from trainers. In Denmark, Portugal and Romania the reviews have been undertaken by trainers. In Belgium fl. and France the relevant government ministries led the review process. The methodology of review has included the use of consultants (Australia, Ireland (labour), UK); curriculum review (Germany, Portugal, Romania), expert group (France) and student and practitioner feedback (Denmark, Korea, Romania). The recommendations of the review are binding on the trainers in several countries (e.g. Belgium fl., Czech Republic, France, Germany, Norway, Romania, UK), reflecting in many instances the high level of funding support given by government to the trainers. In most reviews the public interest is represented by the relevant Ministry, but consumer/client involvement in the reviews is largely overlooked.

4.4 Skills / Competencies Profile

The development of skills/competencies profiles for guidance workers can greatly assist the development and delivery of initial and recurrent training programmes. Such profiles have been developed for guidance workers in education in Australia, Austria, Belgium fl, Czech Republic, Estonia, Finland, Greece, Korea, Netherlands, Romania, and UK. For guidance workers in the labour market services, profiles have been developed in Austria, Belgium fl, Estonia, Finland, Germany, Greece, Ireland, Korea, Netherlands, Romania, and UK. There are variations within countries where such profiles have been developed for guidance workers in one sector but not in the other, e.g. Australia, Czech Republic, Germany, and Ireland.

5 RECURRENT TRAINING

Recurrent training is provided annually to guidance workers in most countries and participation in general is optional. The participation rate estimates vary from 100% (Finland, Slovenia) to 10% or less (France, Germany, Luxembourg). Where participation is mandatory (e.g. Finland (Labour), Ireland (Labour), Portugal (Labour)), the relevant government ministry funds the training. Where such training is an option, it is also mainly funded by government and sometimes partly by the trainees and employers (Netherlands). In Argentina recurrent training is funded by guidance workers themselves. Incentives for participation range from salary improvement (Slovenia) to penalty for non-attendance (Finland). In most cases, reward for participation is either accreditation of training (e.g. Netherlands, Romania) or higher grade of membership of the professional association (e.g. Argentina, UK).

6 USE OF ICT AND DISTANCE EDUCATION

Very little use is made of ICT and Distance Education to deliver initial and/or recurrent training for guidance workers. ICT has been used for initial and recurrent training of guidance workers in Europe mainly on a pilot project basis, funded through the LEONARDO programme in countries such as Ireland, UK, Finland, and Denmark. Distance education has been used to a limited extent in Spain and Ireland (Labour) for initial training.

The positive features cited for the use of ICT for training guidance workers are flexibility in terms of time and place of training, cost-efficiency, and uniformity of delivery (Austria). In Greece ICT and Distance Education are viewed as a means of increasing the number of training places for guidance workers. The limiting factors cited are that such approaches are not appropriate for group and interpersonal processes (Austria), and do not provide optimal conditions for behaviour shaping (Germany). Other limiting factors cited are lack of investment (UK), access and hardware problems (Ireland (Labour), Romania), and lack of expertise and experience among trainers to deliver this training approach (Greece). There is a general preference for the traditional model of training involving face-to-face meetings for the purposes of sharing and exchanging ideas and experiences and for networking.

It is clear that the use of ICT and Distance Education for training guidance workers is not a priority or even on the agenda of trainers, professional associations and government ministries in many European countries. Progress in this field requires the commitment of these key actors. Such commitment is currently lacking. The lack of interest of European countries in developing this training modality contrasts with the USA where the Association for Counsellor Education and Supervision (1999) developed and adopted guidelines for online instruction in counsellor education.

There appears to be a general unwillingness to examine the potential and experience of ICT and Distance Education for interpersonal and group processes or even to research such processes. The use of older media such as telephone and television for guidance delivery is also unlikely to appear in existing initial training programmes. It is as if training is time-bound by what is currently known about face-to-face interpersonal and group processes, with no thought being given to the psychological and social phenomena

of non-face-to-face interaction. Yet ICT possesses the capacity (via videophone) to address, for example, the issue of behaviour shaping.

Given the apparent lack of recognition of such life and technological phenomena in guidance training in Europe, one could postulate a knock-on effect on how guidance training programmes treat the issue of ICT in delivery of careers information and guidance (see Sections 8 and 9 below). There has certainly to be some modelling effect, positive and/or negative.

7 COVERAGE OF KEY ISSUES

Countries such as Denmark, France, Germany, Ireland and Netherlands report that much importance is attached in their initial or recurrent training programmes to the **use of ICT** to deliver careers information and guidance. As to the preparation of guidance workers to **work with and through non-professionals and the voluntary sector**, only two countries, Ireland (adult educational guidance and labour market services) and Greece, cited this as a key aspect in training for guidance workers. In many countries, e.g. Argentina, Czech Republic, Netherlands, Norway, Portugal, Romania, Slovenia and Spain, there appears to be a blind spot on this issue. The **increasing globalisation and internationalisation of education and employment** receives more attention in guidance training in Austria, China (Hong-Kong), Denmark, Germany, Netherlands and Norway. It does not feature in training programmes for guidance workers in Belgium fl, Portugal and Slovenia.

8 TRAINING IN USE OF ICT TO DELIVER CAREERS INFORMATION AND GUIDANCE

ICT is a significant methodology for delivering career information and guidance. Its applications and potential have been well documented elsewhere (Offer, 1997; Offer and Sampson, 1999; Watts, 2001). It does not yet appear to be attracting a significant time slot in guidance training in many countries. This can partly be explained by resistance to change in traditional methods of guidance, partly by lack of investment in providing the necessary hardware, software and internet connectivity by training institutions and government, and partly by a lack of good models of practice within countries of how the potential of ICT can be harnessed to deliver careers information and guidance.

The implications of ICT for guidance training were one of the focuses of the Fifth European Conference on Information and Communications Technology in Guidance entitled *Quality and Ethics in Web-Based Guidance* held at Gothenburg in June 2001, under the auspices of the EU LEONARDO Programme and the Swedish Presidency of the EU. Recommendations on training needs from the conference included:

- To make explicit the type of theories that are appropriate for Internet guidance and to test and evaluate those theories
- To provide access to guidance workers to training on how to use ICT for guidance
- Funding for such training
- The provision of web-based training modules for guidance workers
- To provide opportunities in initial and recurrent training for trainees to become skilled and confident in using Internet-based guidance resources
- For guidance workers to take responsibility for their continued professional development in this field.

One of the conference work groups identified a set of competencies that guidance workers should learn and develop in initial and recurrent training. These were:

- Knowledge of decision-making styles
- Knowledge of perception of information learning
- Capacity to organise information for clients coming from different backgrounds
- Ability to evaluate information, e.g. web sites, software, and client readiness
- Computer literacy especially for guidance delivery
- Self-protection against information overload
- Group facilitation skills of moderating news/chat groups
- Advice-giving and empathy within professional boundaries on the Internet
- Information-type and client-type counselling skills
- Knowledge of job-search skills using the Internet
- Knowledge of target-group needs related to Internet education and job offers
- Knowledge of quality and ethical issues related to web-based guidance
- Intercultural competency to manage transnational guidance using ICT.

Other ICT competencies and training needs were identified by Offer and Watts (1997). These included:

- Conferencing skills
- Research and information management skills
- Understanding electronic application and recruitment

- Knowledge of sources

- Technical awareness and understanding of the Internet and its facilities.

The authors noted that some of these skills would be needed by all guidance workers; some only by specialists. Sampson (2001) highlighted the need for guidance worker training not only on ICT applications to guidance but also on the implementation of applications in guidance delivery.

The biggest challenge facing both trainers, guidance workers, and guidance researchers with respect to ICT is accepting the information society framework within which we now live and reframing the concepts and constructs of guidance delivery and personal interaction within that framework. To date it appears that some energy and effort has been expended in Europe to make ICT fit the traditional concepts and constructs of guidance delivery and personal interaction, resulting in little impact on training and practice. There is a real danger that a major chasm is developing between consumer behaviour and trainer/practitioner competence, leading to a perception of irrelevance of traditional forms of both guidance worker training and of career information and guidance delivery services.

9 TRAINING FOR INVOLVING NON-PROFESSIONALS IN DELIVERY

As reported elsewhere in this paper (Section 7) there appears to be a lack of recognition of this issue in guidance training in many countries. The protection of professional identity and boundaries may partly explain this reality. It may also reflect a preoccupation in training with intrapsychic aspects of decision-making and an ignoring of the social context in which decisions are made. Educational and vocational psychology are the dominant orientations in training guidance workers. These approaches need to be complemented by sociological and social psychology perspectives.

Many examples exist of involving parents, alumni, teachers and employers in guidance programmes. Less well known is the use of significant adults and peers as intermediaries to reach the "hard to reach" (see Section 2.4). More attention needs to be paid to train guidance workers to harness the potential of all of these important actors/influences to deliver careers information and guidance. This begs the question as to whether special programmes should be devised to train non-professionals in basic guidance skills. The question may be viewed within the context of professional training for guidance workers, the potential and limits of volunteerism, and the need for some form of guidance training for linked professionals, e.g. social workers and youth workers, who interact with special target groups of adults and young people. Such training has already been designed, delivered, accredited (see Section 2.4) and well received by both volunteers and linked professionals. The limits of this pioneering work are dictated by the existence or otherwise of mechanisms that permit non-professionals to progress to professional status. As pointed out in Section 3.2, such mechanisms do not presently exist in most countries. The issue remains a challenge to government ministries, trainers and professional associations.

10 TRAINING IN GLOBALISATION AND INTERNATIONALISATION OF EDUCATION AND EMPLOYMENT

The international movement of capital and labour has acted as a stimulus to the internationalisation of education. Political ideology (as in the case of the European Union), religious faiths, push and pull economies, cultural enrichment experiences, and the information explosion through media, particularly the Internet, have been other stimuli to bring the people of the world closer both physically and virtually. The Internet facilitates teaching and learning across continents giving real meaning to the globalisation of education. There are challenges in selecting and filtering information on transnational learning opportunities. A resource network such as the National Resources Centres for Guidance under the EU LEONARDO programme has the potential for playing a key role in such a selection and filtering process. The Internet is also a major facilitator of international employment recruitment. International mutual recognition of education and training qualifications is a slow process, as the experience of the European Community/Union has shown. Qualifications of an academic/professional nature have been the major focus to date of such recognition. Much remains to be done in the mutual recognition of vocational education and training qualifications.

The developments outlined here suggest that the training of the guidance worker in an information society age should include an introduction to key concepts, structure and networks in the internationalisation of education and employment. This is complementary to the need for intercultural counselling competency mentioned in Section 1 and to developments in ICT referenced in Section 8. This international dimension, to which little attention has been paid in training to date (see Section 7), provides another overarching framework – as the information society – into which the training of guidance workers in the 21st century should fit.

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APPENDIX

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