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MTF, A Possible EAS Framework (Leonardo Evangelista, Forcoop, 12th March 2007)

1. A definition of MTF

In suggesting a possible EAS framework, I am working on the perspective B of my previous Comment (see Appendix 2): ‘In developing EAS framework we must define:

- A. the main tasks¹ a career practitioner must accomplish
- B. optimum² level of performance for each of them and
- C. how to assess them.’

In the framework I am suggesting each main task is accredited/certified³ for a single kind of clients

Table 1. Clients typology
<ul style="list-style-type: none">• mainstream⁴ students (same culture of the practitioner)• mainstream unemployed adults (women included) (same culture of the practitioner)• mainstream adults (women included) (same culture of the practitioner)• immigrants• disabled• offenders and ex-offenders• native minorities• gypsies

As the framework is based on main tasks, from now onward I call it in short MTF (Main Tasks based Framework). MTF here is further refined on the base of our discussion in Madrid. The main tasks have been identified by some of the existing frameworks Hazel listed in WP1 report, but is worth describe more in deep what a main task is here. In MTF, main tasks are defined as:

‘The main identifiable and self standing activities career guidance practitioners can accomplish.’

Some examples will help to clarify.

1. To manage personal caseload (meaning here keeping records of clients) is a well identifiable activity and lets admit one of the main activities a guidance practitioner spend its time on, but is not self standing. Manage personal case load doesn’t exists on its own but it is always part of another activity (1:1 interview, small group work, etc.). For this reason is not considered a main task in MTF. If to manage case load is considered important for a good

¹ Not sure if ‘main task’ is the best wording. Other possibilities are ‘activities’ and ‘functions’. I leave it to our English Colleagues.

² In the previous version was ‘minimum’, now changed in ‘optimum’ after Chris’ suggestion.

³ Not sure which of the two (accredited/certified) is the best, I leave it to our English Colleagues.

⁴ Meaning ‘ordinary’, most common

work, how a practitioner is doing it will be assessed. But the practitioner will not be certified as a good personal case load manager.

2. Informing is a well identifiable activity and one of the main activities a guidance practitioner spend its time on, but not always is self standing. For example informing is a self standing activity only in the information interview (a 1:1 face to face interaction of few minutes where the practitioner doesn't examine in deep the personal situation of the client). On the contrary informing is embedded (meaning is one of the several activities that are part of) in advice and guidance interview, guidance educations activities, group work and so on. For this reason the last version of MTF lists it only as: 'Deliver information related to career guidance as a separate activity'.

In practice a task can be listed as a MTF main tasks when/if is A. identifiable, B. self standing C. requires significant distinct knowledge and skills to be carried out, D is prominent (important)

As for prominence, we have two options: prominent for the career guidance practitioner (and its employers: for example collect, organize, disseminate information related to career guidance to be used on a stand alone base, design programs or services and so on) or prominent for the client (the person looking for information, advice or guidance, design programs or services). The two options are mutually exclusive (not possible at the same time). In the second option the main tasks related to the 'back office of activities' (for example collect, organize, disseminate information related to career guidance to be used on a stand alone base, design programs or services and so on) are not relevant for the client and can be omitted. The second option must be considered if we address the EAS Framework to the clients. In this case the description of the main tasks has to be intelligible to the client. I start with a list of main tasks for the for the career guidance practitioner and at the end of this paper I will show a possible list of main tasks addressed to the client.

The advantages of MTF: A. its simple to understand (both for the practitioners than for the public), B. is shorter in assessing because it allows an overall assessment rather than a factor by factor one as in EVGP C. bypasses the accreditation of occupational profiles that in Europe can be very different D. is different on respect to EVGP: should the EAS framework be very similar and difficult as EVGP, why people will choose ours?

2. MTF revised

What follows is a list of main tasks revised on the base of our discussion in Madrid and of further study.

Table 2. Main tasks and areas (The main activities are the one with numbers. The one with letters are areas of main activities and are listed only to help the Reader)

<p>A. Information management</p> <ol style="list-style-type: none"> 1. deliver information related to career guidance as a separate activity face to face on 1:1 base 2. deliver information related to career guidance as a separate activity at a distance on 1:1 base 3. collect, organize, disseminate information related to career guidance to be used on a stand alone base 4. design information materials for use in the service <p>B. Career guidance interview</p> <ol style="list-style-type: none"> 5. develop interactions with advice and guidance clients on a 1:1 base. 6. interact at a distance with advice and guidance clients on 1:1 base <p>C. Follow up and mediation</p> <ol style="list-style-type: none"> 7. follow up of people involved in job search and/or educational paths on a 1:1 base 8. follow up of people involved in job search and/or educational paths on a small group base 9. mediation. <p>D. Career education</p> <ol style="list-style-type: none"> 10. design career education activities 11. facilitate job search techniques courses 12. facilitate other career education activities delivered to small groups <p>E. Program/ service management</p> <ol style="list-style-type: none"> 13. design programs or services other than 9 14. coordinate programs or services

3. Comments on table 2

1. We know that information can be delivered not only face to face on 1:1 base but also. a. face to face with groups of clients b. at a distance by telephone or email. Do you think both are A. identifiable, B. self standing C. requires distinct knowledge and skills to be carried out. D prominent? Personally I think a. satisfies A, B, C but not D, while b. satisfies all, but please let me know your opinion. Do you think ‘deliver information related to career guidance as a separate activity at a distance on 1:1 base’ must be accredited only if deliver information related to career guidance as a separate activity face to face on 1:1 base has been accredited?

2. To me ‘Interact at a distance with advice and guidance clients on a 1:1 base’ satisfies all the four conditions and it must be accredited only after develop interactions with advice and guidance clients on a 1:1 base has been accredited. Agree?

3. In my experience a career guidance interview can be followed by A. an availability of the practitioners to meet or to answer by telephone or email to further questions if needed by the client B. periodic further meetings to support the client while is implementing his/her action plan (for example a meeting every fortnight to review a job search). In this case the support given by the practitioner is mostly informational and psychological, and doesn’t imply carrying out a job search on behalf of the client. It can be carried out on 1:1 or in a small group base C. periodic further

meetings to support the client while is implementing his/her action plan PLUS continuous contacts with educational authorities or employers on behalf of or to advocate the client with educational authorities or potential employers. A happens with about 70% of clients, B. can be called 'follow up' and defined as: direct support to clients while implementing their action plan C. can be called 'mediation' and defined as advocating the client with educational authorities or potential employers. The contacts with potential employers can also be started before meeting the client (the practitioner contacts potential employers looking for job openings for future clients) and include a matching between the clients in charge and the available job offers. B and C are necessary when working with clients of medium or low employability. To me, both follow up on 1:1 base and mediation are A. identifiable, B. self standing C. requires significant distinct knowledge and skills to be carried out. D prominent (important). I have some doubts about the prominence of follow up on a small group base. I list follow up together with mediation (and not with guidance interview) because follow up and mediation together form the 'take charge' area. The previous version included also 'networking', defined as 'connecting with other practitioners or agencies for referring or collecting information purposes' but I deleted it here because is not a self standing activity. Please let me know your opinion on these.

4. Career education is defined here as career guidance activities designed to increase the knowledge of self, occupations, training paths and to develop in clients career skills (including job search skills) so to enable them to carry out informed decisions about their study and/or work options and effective participation in working life. Is usually delivered in small groups. Not to be confused with educational guidance that can be defined as 'assisting individuals to select courses, make educational plans, overcome learning difficulties, and prepare for post-secondary education, training or entry in the workforce' (EVGP). In MTF educational guidance comes out by crossing main tasks with 'students' as group of clients. Please note information (delivering information on occupations and/or training paths) as self standing activity is not listed here because is already listed under the A. Information management area at the top of the table 2. For this reason it could be wrong to use here the words 'Career education', as only some of the career education activities (the ones that develop career skills) are listed here. The area D 'Career education' could instead be called 'Career skills development' defined as 'career guidance activities designed to develop in clients career skills (including job search skills) so to enable them to carry out informed decisions about their study and/or work options and effective participation in working life.' Please let me know your opinion on this.

5. 'To identify the needs of the client and communicate the need of a referral when needed' is usually not a standing alone activity, so I omitted it here. The only exception is where guidance activities are delivered together with other services (for example in Public Employment Services in Italy). At the entrance of the office in Italian PES there is a person that perform this duty referring people to career guidance services and to the other services available in the PES. Can this person be considered working in career guidance? I would say no. In services where only career guidance is delivered, is there a main task of this kind? In some there is, but again I would say this task alone is not part of career guidance. Agree?

6. Assessment. As we know for many years career guidance consisted in assessing clients' skills, and giving an advice. This can be done even without meeting the client: a psychologist gives a teacher an interest or attitude test for its students, then scores the tests filled by the students, write a short profile of each of them containing some advice on future career paths that the teacher transmits to each student. Time ago assessment was A. identifiable, B. self standing C. requires distinct knowledge and skills to be carried out D is prominent (important). Actually assessing the client is often carried out without tests and as a part of the guidance interview. For these reasons assessment has become a less self standing and specialized activity, so I have omitted it. Agree?

4. MTF option 2 (addressed to clients)

In chapter 1 I say the main tasks could be drawn selecting (and accrediting) only the main tasks that are prominent for the client. The list than will look this way. Please let me know your opinion on this option.

Table 3. Main tasks and areas (The main activities are the one with numbers. The one with letters are areas of main activities and are listed only to help the Reader)

A. Information management

1. deliver information related to career guidance as a separate activity face to face on 1:1 base
2. deliver information related to career guidance as a separate activity at a distance on 1:1 base

B. Career guidance interview

3. develop interactions with advice and guidance clients on a 1:1 base.
4. interact at a distance with advice and guidance clients on 1:1 base

C. Follow up and mediation

5. follow up of people involved in job search and/or educational paths on a 1:1 base
6. follow up of people involved in job search and/or educational paths on a small group base
7. mediation.

D. Career education

8. facilitate job search techniques courses
9. facilitate other career education activities delivered to small groups

Thanks for your attention.

Appendix 1

activity (WORK) Show phonetics

noun [C or U]

the work of a group or organization to achieve an aim:

He was found guilty of terrorist activity.

criminal activities

function (WORK) Show phonetics

verb [I]

to work or operate:

You'll soon learn how the office functions.

The television was functioning normally until yesterday.

I'm so tired today, I can barely function.

functional Show phonetics

adjective

1 (of a machine, system, etc.) working in the usual way:

Is the central heating functional yet?

2 performing a particular operation:

a functional disorder (= when an organ does not work as it should)

task (WORK) Show phonetics

noun [C]

a piece of work to be done, especially one done regularly, unwillingly or with difficulty:

*We usually ask interviewees to **perform** a few simple tasks on the computer just to test their aptitude.*

*The government now faces the **daunting** task of restructuring the entire health service.*

area (SUBJECT) Show phonetics

noun [C]

a subject or activity, or a part of it:

Marketing is Paul's area.

Software is not really my area of expertise.

accredit Show phonetics

verb [T]

to officially recognize, accept or approve of someone or something:

The agency was not accredited by the Philippine Consulate to offer contracts to Filipinos abroad.

accredited Show phonetics

adjective

officially recognized or approved:

an accredited drama school

accredited war correspondents

accreditation Show phonetics

noun [U]

The college received/was given full accreditation in 1965.

certify Show phonetics verb

1 [I or T] to state something officially, usually in writing, especially that something is true or correct:

[+ (that)] I hereby certify (that) the above information is true and accurate.

[+ noun or adjective] The driver was certified (as) dead on arrival at the hospital.

The meat has been certified (as) fit for human consumption.

certification Show phonetics noun [U]

certified Show phonetics

adjective [before noun]

having a document that proves that you have successfully completed a course of training:

a certified teacher/nurse

Appendix 2

(what follows is the last version before the meeting in Madrid held on the 8th of March 2007)

A comment on WP2 (Leonardo Evangelista, Forcoop, 6th March 2007)

To accredit career guidance practitioners requires several steps.

The first step is to define in advance what is shown when competence is in action or what is related to competence (singular, not countable), here defined as the ability to carry out a good work performance.

As already said there are two options to say that a person is competent:

A. to identify several personal features and knowledge which are considered related to good work performance and assess each practitioner against them or

B. to verify which are the main tasks a career practitioner must accomplish, to define a minimum level of performance for each of them and assess each practitioner performance against the standards.

Both factors (personal features and knowledge and minimum level of performance for the main tasks can be called competences (plural, countable)⁵, even if, due to their origin, the first are spelled competencies (American English) and the second competences (UK English). The first option is used in recruiting and educational settings, when is usually impossible to observe the candidate at work; the second for granting qualifications acquired on the job as in NVQ. The second option is the one best related to EAS, ad the Projects wants to grant a qualification 'not academic, but based mostly on informal and not formal learning' and in my view is the one we must use in EAS. Some existing competency-based framework for career guidance practitioners adopt a pure Option 2 approach (for example in ENTO UK and OCCOPQ CA), some others a mixed approach (as EVGP). I personally prefer pure (or only mildly mixed, as EVGP) Option 2 approaches because they are shorter, the competences are easier to verify and they give value to non formal learning that in Europe is very common amongst guidance practitioners. To limit misunderstanding, in EAS internal communications I suggest not to use the words competences or competencies and always to

⁵ This way competence depends on competences/competencies. Weird, but works this way. This is the reason why in the UK the word competences is very little used, and the main activities of ENTO are called 'units' (of competence) rather than competences.

refer to ‘main career guidance tasks’ when adopting option 2 and to ‘personal attributes’ when adopting option 1.

Options 1 and 2 require to define

- A. the main tasks a career practitioner must accomplish and, related to this,
- B. minimum levels of performance for each of them and
- C. how to assess them.

Step A: defining the main tasks of a career practitioner

As we want to develop a European wide framework, the definition of the main tasks a career practitioner must accomplish is not an easy task, because as we know ‘career guidance activities’ are declined in many different ways in Europe. In my view the best way to identify the main tasks is to compare the main activities listed in the different national competency based framework. The table 1 below has been built using this approach, using table pp.84-86 of WP1 Report (thanks Hazel) and re-examining original sources. Four frameworks have been considered: NTO (used in UK), EVGP (the IAEVG scheme), OCCOPQ (used in Quebec (Canada)), CIC (used in Australia).

Table 1. A Taxonomy of main typical career guidance activities⁶	NTO	EVGP	OCCOPQ	CIC
Main activities (the main activities are the one listed with one digit numbers. The letters show areas of main activities)	The numbers below (not tightly controlled) refer to the main activities listed in each framework			
A. Information management 1. find and deliver information related to career guidance, face to face and at a distance 2. collect, organize, disseminate information related to career guidance to be used on a stand alone base 3. design information materials for use in the service	2.3., 19, 20, 21	5	3.6., 6.5.	
B. Assessment and referral 4. identify the needs of the client and communicate the need of a referral when needed	2.3. 12, 13, 18	Most of 1, 4.8., 6, 9.1., 9.5.	1, 2.4., 3.5.,4.4.	1
C. Career guidance interview 5. Develop interactions with advice and guidance clients on a 1:1 base. 6. interact at a distance with advice and guidance clients ⁷	1, 2, 3, 4, 5, 6	1, 2, 3, most of 4, 10.3	2, 3.1., 3.2.	2
D. follow up ⁸ , networking ⁹ and mediation ¹⁰ 7. Network effectively 8. follow up and support to people involved in job search and/or educational paths on a 1:1 base 9. follow up and support to people involved in job search and/or educational paths on a small group base 10. Mediation.	7, 8, 9, 10, 11, 28, 29, 30, 12, 13, 18	, 4.8., 6, 9.1., 9.5. 10	4.4., 2.4., 3.5.,4.4.	6
E. Career education ¹¹ 11. design career education activities 12. facilitate job search techniques courses 13. facilitate other career education activities delivered to small groups	22, 23, 24, 25, 27	2.2., 4.4.,	3	3

⁶ Our English Colleagues will help with wording

⁷ the accreditation of this main activity is possible only after accreditation of the previous main activity Develop interactions with advice and guidance clients on a 1:1 base.

⁸ Informational / psychological support to people involved in job search and/or educational paths other than mediation

⁹ to liase with other practitioners or agencies that can help the client

¹⁰ to deal directly with educational authorities or employers on behalf of clients or to advocate clients with educational authorities or employers

¹¹ a systematic program of activities and experiences designed to increase knowledge of self, occupations, training paths, job-search skills and decision-making strategies.

http://www.google.it/url?sa=X&start=0&oi=define&q=http://www.career-symposium.org/act_Defs.html&usg=__HnpSYINd2IQE92NmV9rDKFIwTk= Or The development of knowledge, skills and attitudes through a planned program of learning experiences in education and training settings which will assist students to make informed decisions about their study and/or work options and enable effective participation in working life (Ministerial Council for Employment, Education, Training and Youth Affairs, 1998).

F. Program/ service management	14, 15,	6.5., 7, 8	4.1., 4.2.,	5
14. design other programs or services	16, 17,		4.3, 5.1.,	
15. coordinate programs or services	26		5.2., 5.3.,	
			5.4., 6.10	

The following activities have been excluded by the career guidance field:

- Research¹²
- Community Capacity Building¹³
- Recruiting
- Personnel: help organizations in Human Resources practices
- Counselling on personal issues¹⁴

Table 1 is wide, and for making it more readable it can be useful to synthesize:

<p>Table 2. Main activities and areas synthesized (Same as table 1. The main activities are the one with numbers. The one with letters are areas of main activities and are listed only to help the Reader)</p> <p>A. Information management</p> <ol style="list-style-type: none"> 1. find and deliver information related to career guidance, face to face and at a distance 2. collect, organize, disseminate information related to career guidance to be used on a stand alone base 3. design information materials for use in the service <p>B. Assessment and referral</p> <ol style="list-style-type: none"> 4. identify the needs of the client and communicate the need of a referral when needed <p>C. Career guidance interview</p> <ol style="list-style-type: none"> 5. develop interactions with advice and guidance clients on a 1:1 base. 6. interact at a distance with advice and guidance clients¹⁵ <p>D. Follow up¹⁶, networking and mediation¹⁷</p> <ol style="list-style-type: none"> 7. network effectively 8. follow up and support to people involved in job search and/or educational paths on a 1:1 base 9. follow up and support to people involved in job search and/or educational paths on a small group base 10. mediation. <p>E. Career education¹⁸</p> <ol style="list-style-type: none"> 11. design career education activities 12. facilitate job search techniques courses 13. facilitate other career education activities delivered to small groups <p>F. Program/ service management</p> <ol style="list-style-type: none"> 14. design other programs or services 15. coordinate programs or services
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¹² Included in EVGP

¹³ Not clear what it means. Included in EVGP

¹⁴ Included in EVGP

¹⁵ the accreditation of this main activity is possible only after accreditation of the previous main activity Develop interactions with advice and guidance clients on a 1:1 base.

¹⁶ support of people involved in job search and/or educational paths other than mediation

¹⁷ to deal directly with educational authorities or employers on behalf of clients or to advocate clients with educational authorities or employers

¹⁸ a systematic program of activities and experiences designed to increase knowledge of self, occupations, training paths, job-search skills and decision-making strategies.

Or even shorter:

Table 3. Main activities (same as table 1 and 2) alone

1. find and deliver information related to career guidance, face to face and at a distance
2. collect, organize, disseminate information related to career guidance to be used on a stand alone base
3. design information materials for use in the service

4. identify the needs of the client and communicate the need of a referral when needed

5. develop interactions with advice and guidance clients on a 1:1 base.
6. interact at a distance with advice and guidance clients¹⁹

7. network effectively
8. follow up and support to people involved in job search and/or educational paths on a 1:1 base
9. follow up and support to people involved in job search and/or educational paths on a small group base
10. mediation.

11. design career education activities
12. facilitate job search techniques courses
13. facilitate other career education activities delivered to small groups

14. design other programs or services
15. coordinate programs or services

In invite the Reader to comment this proposal for a taxonomy of main activities.

To agree and list the career guidance main activities is not enough. We know that a rising attention is now given in the career guidance field to cultural diversity, and that the same activity must be carried out differently with diverse populations. For this reason EAS accreditation should also consider the culture if the clients looking for career guidance help (see table 4 below). This way, accreditation will be double fold: each practitioner will be accredited against certain main activities carried out with certain kind of clients.

http://www.google.it/url?sa=X&start=0&oi=define&q=http://www.career-symposium.org/act_Defs.html&usq=_HnpSYINd2IQE92NmV9rDKFIwTk= Or The development of knowledge, skills and attitudes through a planned program of learning experiences in education and training settings which will assist students to make informed decisions about their study and/or work options and enable effective participation in working life (Ministerial Council for Employment, Education, Training and Youth Affairs, 1998).

¹⁹ the accreditation of this main activity is possible only after accreditation of the previous main activity Develop interactions with advice and guidance clients on a 1:1 base.

Table 4. Clients typology
<ul style="list-style-type: none"> • mainstream²⁰ students (same culture of the practitioner) • mainstream unemployed adults (women included) (same culture of the practitioner) • mainstream adults (women included) (same culture of the practitioner) • immigrants • disabled • offenders and ex-offenders • native minorities • gypsies

Not all the main tasks are accredited against clients typology. Some main tasks can be considered not client specific.

Table 5. Not client specific main tasks
4. identify the needs of the client and communicate the need of a referral when needed
Any other?

Again, I invite the Reader to comment the choice to accredit practitioners against main activities and populations, and the list of diverse population at table 4.

Step C. How to assess minimum standards
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The following are not main activities, but in any case they must be assessed²¹ because they assure that the main functions are carried out well.

1. comply with legislation and where existing codex of ethics			6.1.,	
2. constantly upgrade your knowledge			6.3.,	
3. integrate theory and research into practice			6.11	
5. master ICT				
6. manage personal caseload				
7. evaluate the effectiveness of your action				

5. Develop interactions with advice and guidance clients on a 1:1 base. To demonstrate mastering of this activity, the practitioner will be assessed against the following:

- 5.1. identify the needs of the client and contract modality of delivery
- 5.2. help clients to clarify their requirements²²
- 5.3. enable clients to plan a course of action²³
- 5.4. assess client's features and potentialities and client's action plan²⁴
- 5.5. planning of follow up

²⁰ Meaning 'ordinary', most common

²¹ In carrying out the main activity number xx, how do you deal with.....

²² counselling skills

²³ counselling skills

²⁴ assessment at a higher level

5.6. evaluate the effectiveness of your action

10. Mediation. To demonstrate mastering of this activity, the practitioner will be assessed against the following:

- 10.1. look for job openings also contacting potential employers directly
- 10.2. Match individuals to particular vacancies in employment, education or training
- 10.3. advocate clients with educational authorities or employers
- 10.4. evaluate the effectiveness of your action

15. coordinate programs or services. To demonstrate mastering of this activity, the practitioner will be assessed against the following:

- 16.1. supervise programs or services
- 16.2. supervise / support colleagues
- 16.3. evaluate the effectiveness of your action
- 16.4. evaluate the effectiveness of programs or services

There are some factors that make assessment easier, meaning more sure that the person is really able to carry out the main activities. In this case the assessment could be easier/shorter. These could be:

- Many hours of experience in paid work (one year work correspond to about 1000 hours)
- A degree in career guidance, psychology, sociology, economics, law, political sciences
- A training in counselling skills (to be measured in hours)
- A specialised training in career guidance (to be measured in hours)

We could also decide to accredit only people with at least 2 years (2000 hours) paid work in career guidance.

Appendix

Main activities as listed in each framework

ENTO UK	EVGP	OCCOPQ CA	CIC AUS
AG3 Develop interactions with advice and guidance clients AG14 Manage personal case load AG16 Evaluate and develop own contribution to the service AG18 Operate within networks	1. Assessment 2. Educational Guidance 3. Career Development 4. Counselling 5. Information Management 6. Consultation and Coordination 7. Research and Evaluation 8. Program/Service Management 9. Community Capacity Building 10. Placement	1. Assess the situation rigorously 2. Plan guidance counselling activities 3. Take direct action 4. Act as an advisor to other concerned parties 5. Assess the impact of action 6. Run a rigorous, relevant practice that meets current standards	1. Assessment 2. counselling 3. program delivery 4. working with people with disabilities 5. project management 6. employer liaison