Chapter 12
CAREER GUIDANCE AND COUNSELLING IN PRIMARY AND SECONDARY EDUCATIONAL SETTINGS

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Career guidance and counselling began to emerge in countries around the world in the first part of the 20th century as a result of the growth of industrialisation (Keller & Viteles, 1937; Watts, 1996). Super (1974) pointed to the work of Parsons in the United States in the early 1900s, Lahy's work in personnel selection in France in 1910, Gemelli's efforts in personnel selection in Italy in 1912, Christiaens' focus on vocational guidance in Belgium in 1911 and 1912, and the pioneer work in Geneva and London in 1914 and 1915 described by Reuchlin (1964) as early beginning efforts to establish career guidance and counselling in the United States and Europe.

In 1937 Keller and Viteles provided a worldwide vision of career guidance and counselling when they published their comparative survey covering countries in Europe, Asia, and Africa. These authors noted common purposes for career guidance and counselling but many different patterns of organisation and service delivery depending upon countries' social, economic, and political traditions.

As the decades of the 20th century unfolded, work continued on developing and implementing career guidance and counselling in educational settings in countries around the world. A review of these efforts revealed some unity in purpose. However, a great deal of diversity in administrative practices and methods of delivery was also noted (Super, 1974).

During the last decade of the 20th century and this the first decade of the 21st century, work on developing and implementing career guidance and counselling in educational settings has intensified. This chapter focuses specifically on this time period and describes the career guidance and counselling work being done in primary and secondary education settings generally covering ages 5 to 18. The chapter opens with some background information concerning the administrative authority for career guidance and counselling and whether or not that authority is centralised or decentralised. With that background information in mind the chapter continues with a sampling of career guidance and counselling programs and practices from

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J.A. Athanasou, R. Van Esbroeck (eds.) *International Handbook of Career Guidance*,

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around the world. This section of the chapter focuses on what career guidance and counselling knowledge, skills, and attitudes (learning outcomes) children and adolescents are being asked to acquire as well as the delivery systems and methods being used to provide career guidance and counselling. The chapter closes with discussion of some unresolved issues noted in the literature that effect the ways in which career guidance and counselling is conceptualised, delivered, and practised in primary and secondary educational settings.

Background

Before a sampling of career guidance and counselling programs and practices is presented however, it is first necessary to understand that different governmental organisational patterns exist for career guidance and counselling in various countries. Is career guidance and counselling a part of countries' educational systems or is it administered from outside their educational systems? Is the authority for career guidance and counselling centralised nationally or is it decentralised across regions, providences, or states?

Administrative Authority

As early as 1937, Keller and Viteles pointed out that there were different administrative patterns used by various countries to manage career guidance and counselling. At that time they noted that national philosophy dictated administrative practices which sometimes placed authority for career guidance and counselling in ministries of education and sometimes in ministries of labour. Later, Super (1974) in his analysis of administrative practices, noted similar patterns of placing authority for career guidance and counselling in either ministries of labour or education. Current literature finds that these two patterns exist today (Plant, 2006; Watts & Fretwell, 2004; Watts & Sultana, 2004).

Why is the placement of authority for career guidance and counselling important? It is important because it can impact the type of delivery systems and methods used to provide career guidance and counselling in primary and secondary educational settings.

Centralised or Decentralised

Another issue is whether or not the authority for career guidance and counselling is located at national, regional, province, or state levels. In the United States education is a state matter although the federal government is increasingly expanding its role

causing some confusion as to the placement of authority for career guidance and counselling. In other countries education is a national matter and policies and curriculum for career guidance and counselling emanate from central government sources, either ministries of education or labour.

Learning Outcomes, Delivery Systems, and Methods for Career Guidance and Counselling

Given the variety of organisational patterns for career guidance and counselling that exist in various countries, what kinds of learning outcomes, delivery systems, and methods for career guidance and counselling are being used today. The first part of this section describes examples of learning outcomes for career guidance and counselling. Specific attention is given to the domains of learning outcomes being used. Then attention turns to how learning outcomes are delivered in educational settings. Finally, example career guidance and counselling methods are described.

Before these topics are presented however, it is first necessary to address the differing terminology that has evolved to label career guidance and counselling. A review of the literature revealed that authors around the world use a variety of terms. For example, Guichard (2001) used the term career education while Patton and McMahon (2002) used the words educational and vocational guidance or career guidance. Plant (2003) identified it as "Educational and vocational guidance, nowadays commonly labelled careers guidance or (support for) career development…" (p. 87). The Paris 2001 IAEVG Declaration on Educational and Vocational Guidance (Van Esbroeck, 2002) stated it is educational and vocational guidance and counselling. Watts & Fretwell (2004) used several terms including career education and guidance in the schools and career guidance services. Bimrose and Barnes (2006) used the term career guidance in the title of their article but only used the word guidance in the text of the article. Finally, Richard (2005) used the title career development programs.

Is the terminology used to identify and describe career guidance and counselling important? The answer is yes (Hughes & Karp, 2004; Maddy-Bernstein, 2000). It is beyond the scope of this chapter however to attempt resolution of the terminology issue. Thus, for purposes of this chapter the solution proposed by the Organisation for Economic Co-operation and Development (2004) is used.

> In some countries terms such as "vocational guidance", "vocational counselling", "career counselling", "information, advice and guidance" and "career development" are used to refer to the range of activities that is included here within the term career guidance. In this report career guidance encompasses all of these, and no attempt is made to distinguish between them. (p. 18)

To this solution the word counselling was added. Thus, in this chapter, the term career guidance and counselling is used to encompass all of the terms found in the current literature.

Learning Outcomes

What knowledge should students acquire, what skills should they develop, and what attitudes should they form as a result of participating in the activities of career guidance and counselling? These are important questions because they presuppose that there are learning outcomes for career guidance and counselling. This is a critical presupposition because it assumes that career guidance and counselling has important content to provide to students that contributes to their overall growth and development. This means that career guidance and counselling can be conceptualised as a mainstream, ongoing, and systematic developmental program with its own curriculum, similar to those in other educational disciplines (Gysbers & Henderson, 2006).

During the past 30 years theorists and practitioners in many countries have accepted the presupposition that there are learning outcomes for career guidance and counselling by focusing on identifying these learning outcomes. This has resulted in a number of lists of learning outcomes (knowledge, skills, attitudes) students in primary and secondary educational settings should acquire as a result of participating in career guidance and counselling activities. Some countries such as the United States use the word standards to label these learning outcomes paralleling the use of that word in the academics disciplines (American School Counselor Association, 2005).

The lists of learning outcomes are typically grouped by broad domains and often titled career development, academic development, and personal-social development. Each of the broad learning outcomes is usually then further subdivided by age, stage, or grade level. Sometimes the words goals and indicators are used to specify learning outcomes at particular ages, stages, or grade levels. Also, sometimes these specific learning outcomes are arranged by learning stages such as knowledge acquisition, application, and reflection.

To illustrate, example titles of the domains of learning outcomes from Australia, Canada, Hong Kong, the Nordic countries (Denmark, Sweden, Norway, Finland, and Iceland), the United Kingdom, and the United States are provided below. References are provided for each country for individuals who wish to obtain more detailed information about the specifics of these learning outcomes and how they are grouped and used.

The Australian Blueprint for Career Development (Haines, Scott, & Lincoln, 2006) contains 22 career competencies, each with a set of performance indicators grouped into three domains. These domains are Personal Management, Learning and Work Exploration, and Life/Work Building. Each of the 11 competencies has a number of performance indicators grouped into four levels (elementary school, middle/junior high school, high school, and adulthood). The performance indicators detail the specific knowledge, skills, and attitudes that individuals should master at each level to effectively manage their lifelong career building tasks.

In the Hong Kong secondary schools, career development is one of the titles of the domains found in an overall life skills curriculum that also includes the domains

of academic development and personal-social development. In the career development domain various topics are covered including career planning, gender issues in career, vocational training selection, job hunt preparation, job hunting, and career goals setting. Under each of the topics, student competencies are provided. While career development is a separate domain in Hong Kong it is important to note that it is part of an overall education for life curriculum. "Senior secondary graduates are expected to master a set of generic transferable skills to enhance their functioning in various life roles such as learners, friends, workers, parents, and citizens" (Yuen et al., 2003, p. 5).

In the United Kingdom the DOTS model remains the dominant framework for career guidance and counselling (career education) (McCash, 2006). It has four aims or broad statements of learning outcomes. They are decision learning, opportunity awareness, transition learning, and self-awareness (Law, 1996; Law & Watts, 1977).

While the DOTS model for career education remains the dominant model in the United Kingdom, McCash (2006) described a number of new framework formulations that are emerging. These formulations include SeSiFoUn with its outcomes of sensing, sifting, focusing, and understanding and CPI that includes coverage, process, and influences. In addition Law (2006) introduced a new approach called life-role relevance in curriculum (LiRRiC). According to Law this approach is "a set of proposals for reforming how we help school-and-college students learn to manage their lives" (p. 1).

The Nordic countries use the same aims or learning outcomes (DOTS model) as the United Kingdom. However the emphasis is different. According to Plant (2003) Opportunity awareness is emphasised most followed by Self awareness. Decision learning and Transition learning receive much less attention.

In the United States multiple lists of learning outcomes for career guidance and counselling are available. Several lists are national in scope having been developed by national organisations. Other lists were developed by various organisations at the state level.

The National Career Development Guidelines (America's Career Resource Network, 2006) use the titles Personal Social Development, Educational Achievement and Lifelong Learning, and Career Management to organise learning outcomes. Goals are then identified for each group of learning outcomes. Learning stages including Knowledge Acquisition, Application, and Reflection are used to identify the phases of learning. Finally, indicators are provided coded by domain, learning stage, and then numerically.

The American School Counselor Association (ASCA, 2005) developed a list of learning outcomes organised by the domains of Academic, Career, and Person/Social Development. The Association uses the term standards to identify broad areas of learning followed by specific learnings titled competencies and indicators. The grade groupings of K-2, 3–5, 6–8, and 9–12 are used to display the learning sequence of the standards, competencies, and indicators.

A final example for the United States is a list of learning outcomes developed by the state of Missouri (Department of Elementary and Secondary Education, 2003). The learning outcomes for the state of Missouri are grouped into three broad domains titled Personal and Social Development, Academic Development, and

Career Development. Under each of these domains three standards are identified. The standards are further subdivided into Grade Level Expectations K-12.

Delivery Systems

Countries around the world have developed and are using a variety of organisational systems to provide career guidance and counselling to children and adolescents. Some systems are complex and contain a number of subsystems. Others have a single focus with no subsystems. This section of the chapter presents descriptions of several of these systems currently in use.

Career Education

The term career education is used in Australia to define a program concerned with "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 Education, Employment, Training and Youth Affairs, 1998, p. 4). It is curriculum based and provides students with a variety of career guidance and counselling activities and experiences (Prideaux, Patton, & Creed, 2002).

In the United Kingdom career education has been defined as having four purposes: self awareness, opportunity awareness, decision learning, and transition learning (Watts, 2001). According to Watts (2001) career education has been incorporated within the guidelines of the personal, social, and health program. It is a component of this program, and, as a result, is curriculum based.

The idea of career education as a program is increasingly popular in a number of European countries. Denmark, Germany, Greece, Netherlands, and Portugal use curricular programs to deliver career guidance and counselling to students. Sometimes career education activities taught as separate subjects and sometimes they are integrated into the curriculum of academic subjects (Watts, 2001).

Curricular Approaches

While career education is curriculum based, there are a number of countries that do not use that term but do use the curriculum to deliver career guidance and counselling. For example, in Italy, Nota, Soresi, Solberg, and Ferrari (2005) described the Master Educator Series designed to help educators design and

carry out a comprehensive vocational guidance curriculum. In another example, career guidance and counselling in Hong Kong is embedded in a Life Skills Development Curriculum. The overall Life Skills Development Curriculum is designed to enhance students' academic, personal-social, and career development in well-structured and systematic lessons and activities in the classroom. The Life Skills Curriculum is part of a larger developmental comprehensive guidance program that is being developed and implemented in Hong Kong (Yuen et al., 2003).

Real Games

A recent innovation in the delivery of career guidance and counselling in education settings is the Real Game. In the Real Game series there are six programs for grades 3–4, 5–6, 7–8, 9–10, and 11–12. While the programs in the series represent a type of methodology, they also are a delivery system, and, as a result, are included in this section of the chapter.

What is the Real Game? According to Jarvis and Keeley (2003) the Real Game "is a comprehensive, developmentally sequenced series of career building programs, set in the context of non-threatening, engaging, fun, real-life adult situations that assist students in thinking through and determining life planning, choice, and challenges" (pp. 247–248). Currently the Real Game Series is being used in Australia, Canada, Denmark, France, Germany, Hungary, Netherlands, New Zealand, the United Kingdom and the United States.

Comprehensive Guidance and Counselling Programs

In the United States, the major way to organise guidance activities and services in schools is the comprehensive guidance and counselling program (ASCA, 2005; Gysbers & Henderson, 2006; Myrick, 2003). The use of the comprehensive guidance and counselling program approach began as early as the 1980s (Gysbers & Moore, 1981), based on work undertaken in the 1970s (Gysbers & Moore, 1974). The American School Counselor Association endorsed the concept by publishing the ASCA National Model (ASCA, 2005).

A comprehensive guidance and counselling program as described by Gysbers and Henderson (2006) consists of four elements: content, organisational framework, resources, and development, management and accountability. The content element identifies competencies considered important by school districts for students to master as a result of their participation in the district's comprehensive guidance and counselling program. The organisational framework contains three structural components (definition, rationale, assumptions), four program components (guidance curriculum, individual student planning, responsive services, system support), along

with a suggested distribution of school counsellor time by grade levels across the four program components. The resource element consists of the human, financial, and political resources required to fully implement the program. Finally, the development, management, and accountability element describes the process of putting a program into place, managing it, and evaluating and enhancing it.

Lehr and Sumarah (2002) reported on the implementation of comprehensive guidance and counselling programs in Nova Scotia, Canada. The program in Nova Scotia schools uses the model described previously in this chapter. Lehr and Sumarah stated that "The program reflects a strong developmental approach, systematically presenting activities appropriate to student developmental levels and including achievable and measurable outcomes in the area of personal, social, educational, and career domains" (p. 292). The guidance curriculum and individual student planning components of the overall guidance and counselling program provide the delivery system for these activities.

Methods

For purposes of this section of the chapter the word method is used to describe the ways that are used in educational settings to assist students to master career guidance and counselling competencies or learning outcomes. Career guidance and counselling methods are logical and systematic ways of instruction. They are ways of helping students acquire career guidance and counselling knowledge, skills, and attitudes.

A review of the literature revealed that there are a wide variety of career guidance and counselling methods being used in various countries to help students acquire career guidance and counselling competencies or learning outcomes. In some countries career guidance and counselling methods are embedded in and carried out through career education programs (e.g., Australia, Denmark, Finland, Germany, Greece, Sweden, United Kingdom). In other countries these methods are carried out through comprehensive guidance and counselling programs (e.g., Canada, United States). In still other countries methods are part of a curriculum such as the Life Skills Curriculum in Hong Kong.

What are some examples of career guidance and counselling methods being used in countries around the world? In Canada (Blueprint for Life/Work Designs, n.d.) a number of methods are used including counselling, assessment, instruction, information, work experience, consultation, referral, placement, and follow-up. Instruction involves group presentations, lessons, infused into the curriculum, classroom life/work simulations, role playing, and peer support groups. Nota et al. (2005), from Italy, created a number of interventions or units to be taught in the curriculum. The topics included "Choice for the Future: No Problem!", "First Commandment: I Believe in Myself… also Because it is in My Interest", "Difficulties: No Problem!", "Assertive Training for Indecisive Students", and "Achieving Success Identity Pathways (ASIP)".

Additional examples of career guidance and counselling methods were provided by Watts and Fretwell (2004) based on case studies of the countries of Chile, Philippines, Poland, Romania, South Africa, and Turkey. They identified an extensive list of methods used in many of these countries. The list included career information, assessments, interviews, work experience, work place study visits, work taster programs, career fairs, and work world visits. Sometimes these methods were part of career education programs and sometimes they were integrated into academic subjects.

In early 2001 the Organisation for Economic Co-operation and Development (OECD) undertook a review of career guidance policies in 14 OECD countries. In that report descriptions of a variety of career guidance and counselling methods were provided. These methods included class talks, career fairs, workshops, test interpretation, and personal interview.

Australia has established career education lighthouse schools which use a wide variety of career guidance and counselling methods. These methods include students being paired with mentors, workshops, mock interviews, work simulation, the real game, and visits to industry. In addition these schools feature work placement, information sessions, job interviews, and individual counselling.

Another method that is receiving increased attention is the use of planning devices to assist students to organize and take action on their plans. Plant (2003) described the use of individual action plans or portfolio-like devices in the Nordic countries. The use of portfolio systems was also described in the publication titled "Career Guidance and Public Policy" by the Organisation for Economic Co-operation and Development (2004). Descriptions of portfolio systems being used in the Netherlands, Australia, Canada, and Denmark were provided.

Planning devices for students are a major method being used in the United States to deliver career guidance and counselling. Planning devices are part of the Individual Student Planning Component of Comprehensive Guidance and Counselling Programs. The purpose of the individual student planning component of the guidance and counselling program is to provide all students with guidance and counselling activities to assist them to plan for and then monitor and manage their personal-social, academic, and career development. The focus of the activities in this component is on students developing life career plans consistent with their personal-social, academic, and career goals. Through the activities of this component, school counsellors and others with guidance and counselling responsibilities serve students and parents as facilitators of student's personal-social, academic, and career development.

The life career plans that students develop and use are both processes and instruments. As processes, students' plans evolve throughout the school years responding to successions of the learning activities in the overall school program as well as the guidance and counselling activities provided through the guidance curriculum and individual planning components of the guidance and counselling program. As instruments, plans provide structured ways for students to gather, analyse, synthesise, and organize self, educational, and occupational information. As processes,

plans are vehicles through which this information is incorporated into short- and long-range goal setting, decision-making, and planning activities. As instruments, plans are not tracks to be plotted and followed routinely; they are, instead, blueprints for life quests.

The foundation for student planning is established during the elementary school years through guidance curriculum component activities. Self-concept development, the acquisition of learning-to-learn skills, interpersonal relationship skill development, decision-making skill building, and awareness and beginning exploration of educational and occupational possibilities are sample subjects that are covered during these years. Subjects such as these continue to be covered through the guidance curriculum component during middle school and high school, providing new information and experiences to enable students to regularly update, monitor, and manage their plans effectively.

Building on the foundation provided in elementary school, beginning planning for the future is undertaken during the middle school years through the individual student planning component. During this period, students' plans focus on high school course selection, taking into account graduation requirements and the requirements of their postsecondary educational and occupational goals. Guidance curriculum activities continue to support and guide the planning process.

During the high school years, plans developed in the middle school are reviewed and updated periodically in accordance with students' postsecondary personal, educational, and career goals. The individual student planning component provides time for regular individual work with students as well as group sessions focusing on individual student planning. Guidance curriculum activities continue to support student planning by giving emphasis to the development and use of decision-making, goal-setting, and planning skills. The importance and relevance of basic academic and occupational preparation skills are stressed. The goal is for students' plans to become pathways or guides through which students can use the past and present to anticipate and prepare for the future.

Unresolved Issues

In reviewing the literature for this chapter it was apparent that there are a number of unresolved issues concerning how career guidance and counselling is conceptualised, organised, labelled, and practised that require the attention of career guidance and counselling professionals worldwide. One issue is whether or not career guidance and counselling is a stand alone program or a program integrated with personal-social and academic concerns. Another issue is dosage. How much career guidance and counselling is required to make a difference in the learning and behaviour of students. Still another issue is whether or not career guidance and counselling is viewed as a personal service, or a developmental program embedded in part in the curriculum. Finally, a last issue focuses on the perspective of human

growth and development used to theoretically anchor career guidance and counselling delivery systems and methods.

Stand Alone or Integrated

Should career guidance and counselling be a stand alone program, or, should it be integrated with other aspects of guidance and counselling? Watts and Fretwell (2004), in their study of career guidance and counselling in Chile, the Philippines, Poland, Romania, Russia, South Africa, and Turkey, stated that within integrated approaches "there is consistent evidence across the seven countries that career guidance tends to be marginalized…" (p. 10). They identified several reasons for career guidance and counselling being marginalised. One reason was counsellors spending too much time on learning and behavioural problems at the expense of spending time on career guidance and counselling. Another reason was counsellors being assigned administrative tasks that consumed much of their time. The Organisation for Economics Co-operation and Development report titled "Career Guidance and Public Policy" also commented on this issue by stating "The tendency for personal and study counselling to squeeze attention to career guidance within holistic roles has also been observed in the current review in Australia (Queensland), Ireland, and Korea, as well as in other countries" (p. 41).

In the United States and some provinces of Canada, career guidance and counselling is integrated into a comprehensive program of career guidance and counselling. It is the responsibility of school counsellors to provide career guidance and counselling to all students along with academic and personal-social guidance. A holistic model of human growth and development drives this integrated program. The model is based on the assumption that in theory career, personal-social, and academic can be separated, but, in practice they cannot be. Thus, a holistic approach is required.

Dosage

A nationwide sample of 293 youth from 20 high schools in the United States were assessed on a number of variables including their participation in 44 career guidance and counselling interventions (Dykeman et al., 2002). The purpose of the study was to investigate the relationship of students' participation in career guidance and counselling activities and their academic motivation or academic self-efficacy. Dykeman et al. (2002) also assessed the specific dosage provided in the 44 career guidance and counselling interventions. They found very low dosage rates across all students and all interventions. In addition to the dosage issue, Dykeman et al. (2002), raised the questions of the sequencing of interventions in time as well as relative to each other, both very important questions.

A Personal Service or a Curriculum/Program

Is career guidance and counselling a personal service or is it a curriculum/program? Apparently career guidance and counselling in some countries has been viewed as a personal service consisting of personal interviews supported by psychometric testing at key decision points in the lives of students. The authors of the Organisation for Economic Co-operation and Development (2004) raised a question about the adequacy of the personal services approach. The authors of the report felt that the personal services approach was inadequate because it focused on educational decision-making with little attention being given to occupational and longer-term career choices. This report stated that:

> To develop students' career self-management and career decision-making skills, an approach based upon personal interviews is not enough. It needs to be supplemented by a developmental approach, embedded in the curriculum and with a strong experiential component. Such programs need to involve community members as well as school staff. They have significant implications for the organisation of the whole school: the curriculum; resource allocation; and teachers' skills. (p. 39)

A Perspective of Human Growth and Development: Life Career Development

What perspective of human growth and development should anchor career guidance and counselling? Super (1974) raised this question years ago when he asked "Is guidance to be for occupational choice or for career development?" (p. 76). Super's question remains an important question today. How broad should the human growth and development perspective be? In keeping with Super's view that career development should be the focus, Gysbers and Henderson (2006) proposed a broad perspective called life career development.

Life career development is defined as self-development over the life span through the integration of the roles, settings, and events in a person's life. The word *life* in the definition indicates that the focus of this conception of human growth and development is on the total person – the human career. The word *career* identifies and relates the many and often varied roles in which individuals are involved (student, worker, consumer, citizen, parent), the settings in which individuals find themselves (home, school, community), and the events that occur over their lifetimes (entry job, marriage, divorce, retirement). The word *development* is used to indicate that individuals are always in the process of becoming. When used in sequence, the words *life career development* bring these separate meanings together, but at the same time a greater meaning evolves. Life career development describes total individuals, each of whom is unique with his or her own lifestyle.

Added to the basic configuration of life career development are the influencing factors of gender, ethnic origin, spirituality, race, sexual orientation, and socioeconomic status. All of these factors play important roles in shaping the life roles, life

settings, and life events of all ages and circumstances over the life span. These factors are important to the conception of life career development because we live in a nation that is part of a world economy; it is increasingly diverse racially, religiously, and ethnically, and yet has common themes that connect us all. Our nation continues to change its views on what it means to be female or male, educationally and occupationally. Socioeconomic status continues to play an important role in shaping an individual's socialization and current and future status.

Summing Up

It is clear from a review of the current literature that the need for career guidance and counselling in elementary and secondary schools has never been greater (Savickas, Van Esbroeck, & Herr, 2005). As a result career guidance and counselling is increasingly a part of the public policy agenda in countries around the world (Watts & Sultana, 2004). In turn this has caused countries to join together to discuss common themes in the theory and practice of career guidance and counselling.

> The dynamics of globalization have led to a great deal of inter-country convergence in the practice of career guidance: all countries face a similar set of broad challenges for education, labour market and social policies related to career guidance systems. (Watts & Sultana, 2004, p. 107)

At the same time it also is clear from a review of the current literature that why and how career guidance and counselling is conceptualised and practised still reflect countries' social, economic, and political traditions. Where career guidance and counselling is placed administratively, who provides the services involved, what activities are used, and what resources are provided however, depend on these social, economic, and political traditions. Thus while there are increasing similarities in career guidance and counselling provisions, differences in conceptualisations and practices across countries remain. Perhaps it is time for career guidance and counselling professionals from across the globe to come together to address common themes, individual differences, terminology, and unresolved issues.

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