

Expanding access to quality career guidance services: A community based approach in Israel

 
Rachel Gali Cinamon
Tel Aviv University

Life-long career guidance

- ∞ Social, economic and technology changes emphasize the importance of developing access to quality career guidance services throughout the life span (OECD, 2006).
- ∞ Life long career guidance services are not well established in all Western countries, especially not in Israel.
- ∞ The existing services in Israel can be characterized by :
 - * A lack of developmental and educational approaches.
 - * Focus upon work or education, disregarding an understanding of interface between work and other life roles.
 - * Based upon matching approach.
 - * Short-term services.
 - * Provided by professionals who do not necessarily come from career counseling field.

(Cinamon & Flum, 2010)

Young adults with special needs

- ✎ A vulnerable group that suffers from a lack of working and social experiences=>less exploration process.
- ✎ Suffer from prejudice and discrimination from an early age of development.
- ✎ Social focus is upon their disabilities rather than their abilities.
- ✎ The career services they receive usually focus on “secured jobs” or even special stipends that they will not have to work.
- ✎ Depend upon others (parents and teachers) to make decisions for them.
- ✎ Personal dreams, hopes and ambitions are not critical components in their career decisions.

(Cinamon, 2011)

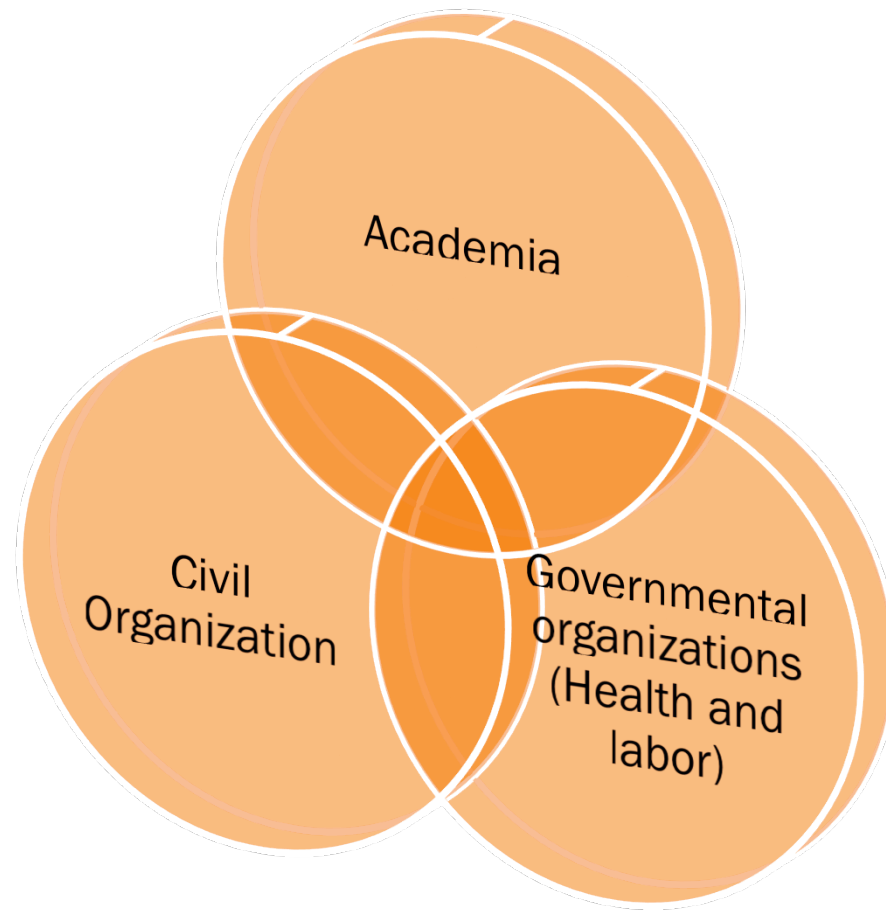
General description of the project

- ✎ To foster and facilitate career development of young adults with special needs:
- ✎ Young adults with special needs (cognitive, physical, emotional) who join the project develop a dream in at least two life roles and benefit from career guidance through their efforts to achieve it.
- ✎ Career guidance: Individual and group career guidance throughout the year of the project.

Goals and critical guidelines of the project:

- ∞ To increase awareness, knowledge and commitment among professionals with relation to career development of young adults with special needs.
- ∞ Broad definition of career: the importance of relating to work, family, community and leisure roles through the guidance process.
- ∞ Emphasizing normality and developmental aspects in the lives of young adults.
- ∞ The importance of experiences (“doing”) as a basis for exploration and understanding oneself and society.

Cooperation between social organizations



The academic unite

- ✎ Formal and informal learning process with M.A students of the Counseling Department (approximately 20 students).
- ✎ Theories in career development with an emphasis upon the role of social environment upon the individual career development.
- ✎ Meetings and conversations with young adults with special needs. Listening to and learning “their stories”.
- ✎ Experience in facilitation five sessions of group career counseling to 5-10 young adults with special needs.

The civil organization unite

- ✎ Teaching and supervising the senior professional workers regarding the guidelines of the projects by teaching a course that was developed especially for them.
- ✎ Emphasizing three subjects: social and career construction, identity construction and work-family interface.
- ✎ Strengthening and reinforcing their professional entrepreneurship.
- ✎ Collaborating with the student by giving feedback regarding the materials developed by the students.
- ✎ Monthly group supervision for the individual career counseling given to the young adults.
- ✎

The policy maker unite

- ✎ Five roundtables discussions meetings (4 hours each) with all members of the projects (representative of the academia, civil organization, policy makers, and young adults with special needs).
- ✎ Each meeting includes short lecture by one of the participants, and then a group discussion about the subject as it related to the project guidelines.

Example outcomes of the project

- ✎ Increased counseling self efficacy among the students who participated in the course (pre-post study).
- ✎ Increased numbers of “experts in career counseling” who are committed to the career development of people with special needs.
- ✎ Ministry of Labor recognized participation in the project as an professional course (like learning computer) that they are paying for.
- ✎ During the three years of the project 450 young adults with special needs got this guidance.

Thank you!!!

Grazie!!

!

∞ It is crucial to have
an active fantasy life

∞ Questions and requests:

cinamon@post.tau.ac.il