

Application for

Educational and Vocational Guidance Practitioner

EVGP

offered by



International Association for Educational
and Vocational Guidance (IAEVG)

Educational and Vocational Guidance Practitioners

Origin and Development

In 1999, IAEVG began the development of a set of international competencies that practitioners need in order to provide quality educational and vocational guidance services. The set of competencies was validated with a pool of 700 practitioners working in a variety of different jobs, in 38 countries (Argentina, Australia, Austria, Azerbaijan, Belarus, Belgium, Belize, Brazil, Canada, Chile, Colombia, Denmark, Estonia, Finland, France, Gambia, Georgia, Germany, Guatemala, Ireland, Israel, Italy, Japan, Latvia, Mexico, New Zealand, Nigeria, Poland, Slovenia, Spain, Sweden, Switzerland, Togo, United Kingdom, United States, Uruguay, Venezuela, Zimbabwe). These competencies were adopted by the General Assembly in September, 2003.

The EVGP competencies are made up of a set of core competencies which focus on the knowledge, skills and attitudes needed by all practitioners and a set of *specialized competencies* required for some practitioners depending on the nature of their work. Although only the core competencies and one area of specialization are necessary to satisfy the minimum requirements for the EVGP, the diverse and changing work settings where people with an EVGP will be employed likely will necessitate continuing professional development to demonstrate competence in most, or all, of the specialized competencies. The set of core competencies includes an introductory level of awareness of many of the specialized competencies. To demonstrate competence in the areas of specialization, applicants will be expected to demonstrate extensive training and/or professional experience in the areas of specialization. The EVGP certificate will indicate the specialized competencies that have been approved, and as practitioners can demonstrate additional specializations, they may submit an application to have their certificate amended to indicate their new areas of competence. Applications may be submitted at the time of annual renewal.

In November 2002, IAEVG and NBCC-I created a joint task force to develop a process for achieving an international credential in Education and Vocational Guidance Practice that reflects the competencies adopted by IAEVG. Over many months the joint task force implemented the following framework, which was endorsed by the IAEVG Executive Committee in 2005 and by the Board of Directors in 2005 and 2006.

The Center for Credentialing and Education (CCE) manages the EVGP application process on behalf of IAEVG.

EVGP Competency Framework

Core Competencies

1. Demonstrate ethical behavior and professional conduct in the fulfillment of roles and responsibilities
2. Demonstrate advocacy and leadership in advancing clients' learning, career development and personal concerns
3. Demonstrate awareness and appreciation of clients' cultural differences to interact effectively with all populations
4. Integrate theory and research into practice in guidance, career development, counselling, and consultation
5. Skills to design, implement and evaluate guidance and counselling programs and interventions
6. Demonstrate awareness of his/her own capacity and limitations
7. Ability to communicate effectively with colleagues or clients, using the appropriate level of language
8. Knowledge of updated information on educational, training, employment trends, labor market, and social issues
9. Social and cross-cultural sensitiveness
10. Skills to cooperate effectively in a team of professionals
11. Demonstrate knowledge of lifelong career development process

Specialized Competencies

1. **Assessment:** Analysis of the characteristics and needs of the individual group to whom the program is addressed, and also of the context where they are inserted, including all agents involved. The aim is to integrate and evaluate data from inventories, tests, interviews, scales and other techniques that measure an individual's abilities, aptitudes, barriers, life roles, interests, personality, values, attitudes, educational achievements, skills and other relevant information. This specialization includes the related but distinct competency of test interpretation; that is, explaining to a client the results of an assessment and their implications.
2. **Educational Guidance:** Assisting individuals to select courses, make educational plans, overcome learning difficulties, and prepare for post-secondary education, training or entry into the workforce. Guidance is often done in large groups, in contrast to counseling which is more often done with individuals or small groups.
3. **Career Development:** Fostering the attitudes, beliefs, and competencies that facilitate mastery of vocational development tasks, the ability to plan and adaptation to work-role transitions over the life-span. It typically uses a developmental model.
4. **Counselling:** Prompting self-reflection to clarify self-concepts, identify options, make decisions, and resolve difficulties.
5. **Information Management:** Collecting, organizing, maintaining, and disseminating information pertinent to education, training, occupations, and employment opportunities; coaching clients in its effective use.
6. **Consultation and Coordination:** Providing information, guidance, and professional advice to parents, teachers, school administrators, and employers who wish to facilitate the educational progress and career development of their charges. Organizing and managing school and community personnel to create referral sources for students regarding programs, services and networks.
7. **Research and Evaluation:** Studying issues related to guidance and counseling, such as learning processes, vocational behavior and its development, values, etc. Examining the effectiveness of interventions.
8. **Program and Service Management:** Designing, implementing, supervising and evaluating interventions to address the needs of a target population.
9. **Community Capacity Building:** Encouraging collaboration between community partners to assess human capital and community needs, as well as developing plans to address the economic, social, educational, and employment goals of the community.
10. **Placement:** Supporting individuals in their efforts to obtain occupational positions by teaching job search skills and creating employment opportunities.

Requirements to Become Acknowledged as an Educational and Vocational Guidance Practitioner

Education and Experience

The professionalization of guidance and counselling varies greatly from one country to another, and the availability of specialized training and supervised practice in guidance and counselling also varies greatly. Further, it is important to recognize the role played by natural aptitude and informal education in acquiring competency in guidance and counselling. Recognizing this, the EVGP is available to people who have obtained the following combination of formal education and experience related to the core competencies and one of the specialized competency areas. This is deemed to be normally the minimal entry level needed to be designated as an EVGP. Applicants must document completion of one of the following combinations of education and experience. Educational content must be in career development, guidance, counselling, psychology, or a related field.

Education	Experience
High School Diploma (or equivalent)	4,000 hours (estimated 4 years)
College Diploma (2 years of study, i.e., 30 credit hours, in guidance and counselling, or equivalent)	3,000 hours (estimated 3 years)
Bachelor's Degree in guidance and counselling, or equivalent	2,000 hours (estimated 2 years)
Graduate Degree in guidance and counselling, or equivalent (e.g., Master's, Doctorate)	1,000 hours (estimated 1 year)

Training

Documented training shall be in the Core Competencies and one or more of the following sets of Specialized Competencies:

<i>Assessment</i>	<i>Consultation and Coordination</i>
<i>Educational Guidance</i>	<i>Research and Evaluation</i>
<i>Career Development</i>	<i>Program and Service Management</i>
<i>Counselling</i>	<i>Community Capacity Building</i>
<i>Information Management</i>	<i>Placement</i>

Option 1: Completion of EVGP training formally endorsed by the IAEVG as meeting the core competencies and/or specialized competencies where indicated. A certificate of completion from IAEVG, or an officially IAEVG endorsed training program, is required. IAEVG-endorsed training programs are currently under development. Information will be available on the IAEVG Web site when program development is complete.

Option 2: Show documented training in the EVGP competency areas. Documentation must be in the form of a recognized certificate of attendance, transcript from college, university or other recognized training institute, etc. Agencies and organizations shall have non-exclusive rights to index their training programs to the IAEVG competencies.

Application Guidelines

Applicants seeking designation as an EVGP must apply to the Center for Credentialing & Education (CCE) with a portfolio containing at least the following components:

- A Personal Reflective Statement outlining the candidate's career guidance philosophy.
- Documentation of formal or informal education relating to this credential. (optional)
- Self-assessment of competencies.
- Verification of career development experience.
- Artifacts (evidence) applied to each of the competencies with rationales.

NOTE: Applicants should indicate on the self-assessment, or in another similar way, which documentation supports their conclusion that they have achieved an acceptable level of competence for each of the competencies they rate as acceptable (i.e., 2, 3, or 4). Applicants must do this for all of the core competencies, and for the competencies in each of the specializations that they wish to have reviewed. The self-assessment need not be completed for specializations which applicants do not want reviewed.

- Copy of diploma, degree, or transcript for highest educational level completed.
- Open-book Jurisprudence Assessment documenting the applicant's familiarity with the ethical standards. The Jurisprudence Assessment is under development and will not be required of initial applicants.
- Competency Review by two individuals qualified to assess the applicant if no formal transcripts are available.

Criteria for the review of portfolios has been developed by the CCE in order to assure rater reliability and validity. A portfolio provides an opportunity for applicants to explain their individual career path and demonstrate professional content knowledge acquired through coursework and related professional experience. While it can act as a basis for self-reflection it also communicates evidence of the candidate's knowledge and growth in the field.

Application Submission

EVGP applications are available in the four recognized IAEVG languages: English, French, German and Spanish. Translated documents must be accompanied by an official statement indicating that the translation is a true and accurate representation of the original.

Application Review, including portfolio assessment, will be provided by the CCE at a cost of \$90.00 (USD) per applicant. The application fee is non-refundable and non-transferable. CCE will send a response to applicants six to eight weeks from the date the application was received. Applicants who have had legal or ethical difficulties may expect a longer response time.

Adding Areas of Specialization After Initial Certification: After initial certification, an EVGP can add new areas of specialization at the time of their annual renewal. An application for adding areas of specialization is being developed and will be available on CCE's Web site by March 2008. There will be a \$20.00 fee for each area of specialization added following initial certification.

Certification Maintenance, Recertification and Continuing Education

EVGP certification is valid for three years. To maintain EVGP certification, you must pay a \$50.00 (USD) annual maintenance fee. Recertification at the end of each three-year period requires documentation of at least 30 hours of continuing education in at least one of the EVGP competency areas. A \$15 late fee will be assessed for annual maintenance fees not received by the due date. Certification status will become "inactive" if fees are not received on time. A \$50 reinstatement fee plus the past due balance must be paid to reactivate an inactive account.

If fees and/or continuing education requirements are not current at the time recertification is due, the certification will expire and the former EVGP will be required to reapply and meet all current requirements in order to regain EVGP status.

IAEVG is developing a registry of mini courses, publications, workshops, distance education modules, and professional conferences that can be used to maintain the EVGP. Once developed, this registry will be available on request.



FOR OFFICE USE ONLY

REF.#: _____

DATE: _____

BATCH #: _____

AMOUNT: _____

EVGP Application Form

IMPORTANT: PLEASE PRINT CLEARLY

1. Family Name: _____

Given Name: _____

2. Other Name(s): _____

3. Print name as you wish it to appear on your certificate: _____

4. Mailing Address: _____

5. E-mail Address: _____

6. Gender: Female Male

7. Date of Birth (mm/yyyy): _____

8. Education:

Include Official Verification	Date Graduated	Name & Address of Institution
High School Diploma		
College Diploma: Associate's Degree		
College Diploma: Bachelor's Degree		
College Diploma: Graduate Degree		
Further Education & Training		

9. Ethics Attestation/Disciplinary History:

I confirm that I do not have a criminal record and have never been refused professional liability insurance or been the recipient of disciplinary action by a professional governing body. (If you cannot answer YES to this question, provide a full explanation on a separate page and if applicable, an official copy of the final decree. Place these items in a sealed envelope marked "ETHICS" and include it with your application.)

YES NO

Mail Completed Application
Packet & Payment to:
CCE
3 Terrace Way
Greensboro, NC 27403

10. Release Authorization (The EVGP Ethical Standards are available through the CCE Web site, www.cce-global.org):

I, _____, hereby certify that all information contained in my application for certification as an Educational and Vocational Guidance Practitioner by the International Association for Educational and Vocational Guidance (“IAEVG”) is true and accurate to the best of my knowledge. I hereby apply for certification offered by IAEVG in accordance with and subject to its rules. I understand that the information resulting from the certification process will be treated confidentially. To the best of my knowledge, the information contained in this application is true, complete, correct, and is made in good faith. I understand that IAEVG reserves the right to verify any or all information on this application and that any incorrect or misleading information may constitute grounds for rejection of my application, revocation of my certification or other disciplinary action.

I authorize IAEVG, its officers, directors, employees, agents, and assigned examiners to review my application and to determine whether I have met IAEVG’s standards for certification.

I understand and agree that, if I am granted EVGP certification, it will be my responsibility to remain in compliance with all IAEVG maintenance and certification standards. I understand that IAEVG certification is awarded for a three year period, and that if I seek recertification, it is my responsibility to maintain eligibility of recertification and to comply with all recertification requirements.

By signing this Authorization, I acknowledge that I have received, read, and understand the Educational and Vocational Guidance Practitioner (EVGP) Ethical Standards, patterned after the IAEVG Ethical Standards. I understand that if I am granted certification as an EVGP, it will be my responsibility to remain in compliance with the IAEVG Ethical Standards and to accept the United Nations Declaration of Human Rights. I understand and agree to the rejection of my application, revocation of my certification, or other disciplinary action if I violate any of the rules of the Standards.

I agree to cooperate promptly and fully in any review of my certification by IAEVG, including such submitted documents and information as may be required in the sole discretion of IAEVG to confirm the information in this application. I authorize IAEVG and IAEVG designated parties to communicate any and all information relating to my IAEVG application and review thereof.

By signing, I acknowledge that I have read and understand this information, and agreed to abide by these terms.

Signature (original ink signature required)

Date (dd/mm/yyyy)

Before you submit your application, be sure you have included each of the following required documents:

- Complete and Signed Application (Required) [pages 6-7]
- Personal Reflective Narrative (Required) [page 8-9]
- Self-Assessment of Competencies (Required) [pages 10-19]
- Verification of Career Development Experience (Required) [page 20]
- Artifacts (evidence) applied to each of the competencies with rationales (Required)
- Copy of Diploma, Degree, or Transcript for highest educational level completed (Required)
- Open book Jurisprudence Assessment (not required of initial applicants)
- Payment Voucher and Fee (Required) [page 28]

Any of the following that are deemed relevant:

- Competency Review Form completed by two people (if no formal transcripts are available) [pages 21-27]
Please photocopy the blank form for distribution to your two reviewers.
- Documentation of Formal or Informal Education



Personal Reflective
Narrative
REQUIRED
(Page 1 of 2)

EVGP Applicant's Personal Reflective Narrative

IMPORTANT: PLEASE PRINT CLEARLY

Applicant's Name: _____

The Personal Reflective Narrative will help substantiate extensive experience and distinction in the Career Development Field. The Personal Reflective Narrative must include at a minimum: an outline of the specific educational and vocational guidance assessments in which you are proficient, the educational and vocational guidance theory that you feel best matches your own practice identity, your personal practice goals, your lifelong continuing education plan, and your significant contributions to the field of educational and vocational guidance. **Please include a copy of your curriculum vitae with your narrative.**

Educational and Vocational Guidance Assessment Proficiency:

Assessment	Date(s) Trained	Trained By:

Educational and Vocational Guidance Theory: Describe the theory or theories that best match your own practice identity with rationale.

Personal Practice Goals:



Personal Reflective
Narrative
REQUIRED
(Page 2 of 2)

EVGP Applicant's Personal Reflective Narrative

CONTINUED

Lifelong Continuing Education Plan:

Contributions to the Field of Educational and Vocational Guidance:

I attest that the information provided is true and accurate to the best of my knowledge.

Applicant's Signature

Date (dd/mm/yyyy)

International Competencies for Educational and Vocational Guidance Practitioners

REQUIRED
(page 1 of 10)

Approved by the General Assembly, Bern, 4th September 2003

Applicant Self-Assessment

_____ (Applicant Name)

For each competency listed below, please assess the degree to which you know, understand and are able to perform each competency. Please use a two-step process. (A) decide on whether your knowledge, understanding, or ability to perform is acceptable or unacceptable, then (B) assign the appropriate rating using the 5-point scale below:

- (0) Negligible (1) Inadequate (2) Competent
- (3) Significant (4) Outstanding

If you are using a course/training to verify competency fulfillment, please list the course/training information and provide documentation. If you are providing a competency review, please check the corresponding box.

Graphically, the scale looks like this:	
Unacceptable	Acceptable
0 1	2 3 4
<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Core Competencies	0	1	2	3	4	Hours	Course/Training Title	Date Completed	Institution where course/training was taken	Competency Review	Office Use Only
C1 Demonstrate appropriate ethical behavior and professional conduct in the fulfillment of roles and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
C2 Demonstrate advocacy and leadership in advancing clients' learning, career development and personal concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
C3 Demonstrate awareness and appreciation of clients' cultural differences to interact effectively with all populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
C4 Integrate theory and research into practice in guidance, career development, counselling, and consultation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

Core Competencies- continued	0	1	2	3	4	Hours	Course/Training Title	Date Completed	Institution where course/training was taken	Competency Review	Office Use Only
C5 Skills to design, implement and evaluate guidance and counselling programs and interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
C6 Demonstrate awareness of his/her own capacity and limitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
C7 Ability to communicate effectively with colleagues or clients, using the appropriate level of language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
C8 Knowledge of updated information on educational, training, employment trends, labor market, and social issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
C9 Social and cross-cultural sensitiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
C10 Skills to cooperate effectively in a team of professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
C11 Demonstrate knowledge of lifelong career development process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Specialized Competencies (must complete at least one Specialized Competency)	0	1	2	3	4	Hours	Course/Training Title	Date Completed	Institution where course/training was taken	Competency Review	Office Use Only
1. Assessment											
1.1 Accurately and thoroughly conceptualize and diagnose clients' needs based on different assessment tools and techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
1.2 Use the data derived from assessment appropriately and according to the situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
1.3 Identify situations requiring referral to specialized services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

Specialized Competencies- continued	0	1	2	3	4	Hours	Course/Training Title	Date Completed	Institution where course/training was taken	Competency Review	Office Use Only
1.4 Facilitate effective referral by means of initiating contacts between referral sources and individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
1.5 Maintain up-to-date listings of referral sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
1.6 Conduct a needs assessment of the clients' contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
2. Educational Guidance											
2.1 Demonstrate concern for students' potential and the skills to facilitate its achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
2.2 Guide individuals and groups of students to develop educational plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
2.3 Assist students in their decision-making process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
2.4 Assist students to improve their self-awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
2.5 Assist students in their course selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
2.6 Assist students to overcome learning difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
2.7 Motivate and help students to take part in international exchange programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
2.8 Consult with parents on their children's educational progress and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
2.9 Assist teachers to improve teaching methodologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

Specialized Competencies- <i>continued</i>	0	1	2	3	4	Hours	Course/Training Title	Date Completed	Institution where course/training was taken	Competency Review	Office Use Only
2.10 Assist teachers to implement guidance within the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
3. Career Development											
3.1 Knowledge of career development issues and the dynamics of vocational behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
3.2 Demonstrate knowledge of pertinent legal factors and their implications for career development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
3.3 Plan, design and implement lifelong career development programs and interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
3.4 Knowledge of decision making and transition models to prepare and plan for transitional stages: School to work transition, Career shifts, Retirement, Job dismissal, Downsizing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
3.5 Identify influencing factors (family, friends, educational and financial opportunities) and biased attitudes (that stereotype others by gender, race, age and culture) in career decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
3.6 Assist individuals in setting goals, identifying strategies to reach them, and continually reassess their goals, values, interest and career decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
3.7 Knowledge of state and local referral services or agencies for job, financial, social and personal issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
3.8 Knowledge of career-planning materials and computer-based career information systems, the Internet, and other online resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

Specialized Competencies- continued	0	1	2	3	4	Hours	Course/Training Title	Date Completed	Institution where course/training was taken	Competency Review	Office Use Only
3.9 Skills to use these career development resources and techniques appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
3.10 Skills to use career development resources designed to meet the needs of specific groups (migrants, ethnic groups and at-risk populations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
3.11 Help clients to build their career and life project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
4. Counselling											
4.1 Understand the main factors related to the personal development of clients and the dynamics of their individual behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
4.2 Demonstrate empathy, respect and a constructive relationship with the client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
4.3 Use individual counselling techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
4.4 Use group counselling techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
4.5 Address the needs of at-risk students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
4.6 Assist clients in:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
4.6.1 Prevention of personal problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
4.6.2 Personality development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
4.6.3 Personal problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
4.6.4 Decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
4.6.5 Sexual identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

Specialized Competencies- <i>continued</i>	0	1	2	3	4	Hours	Course/Training Title	Date Completed	Institution where course/training was taken	Competency Review	Office Use Only
4.6.6 Social skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
4.6.7 Health education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
4.6.8 Use of leisure time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
4.7 Help clients to develop a personal life plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
4.8 Detection and referral of cases to other specialized services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
5. Information Management											
5.1 Knowledge of legislation, pertaining to education, training, and work at local, national and international level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
5.2 Knowledge of equivalence of degrees and professional qualifications obtained in different countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
5.3 Collect, organize, disseminate and provide up-to-date career, educational and personal/social information on: 5.3.1 Education and training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
5.3.2 Occupational information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
5.3.3 Employment opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
5.3.4 Others (Health, Leisure...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

Specialized Competencies- <i>continued</i>	0	1	2	3	4	Hours	Course/Training Title	Date Completed	Institution where course/training was taken	Competency Review	Office Use Only
5.4 Use Information Technologies to provide educational and occupational information (Databases, Computer-based educational and career guidance programs and the Internet)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
5.5 Assist clients to access and use educational and occupational information in a meaningful way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
6. Consultation and Coordination											
6.1 Consult with parents, teachers, tutors, social workers, administrators and other agents to enhance their work with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
6.2 Demonstrate interpersonal skills needed to create and maintain consultation relationships, goals, and desired behavior change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
6.3 Demonstrate skills in working with organizations (universities, businesses, municipalities and other institutions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
6.4 Interpret and explain concepts and new information effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
6.5 Coordinate school and community personnel to bring together resources for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
6.6 Use an effective referral process for assisting students and others to use special programs, services, and networks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
6.7 Skills to coordinate and stimulate the student's creativity to build their own programs (studies and work)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

Specialized Competencies- <i>continued</i>	0	1	2	3	4	Hours	Course/Training Title	Date Completed	Institution where course/training was taken	Competency Review	Office Use Only
6.8 Skills to build a good image as a professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
7. Research and Evaluation											
7.1 Knowledge of research methodologies, data gathering and analysis techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
7.2 Promote research projects in relation to guidance and counselling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
7.3 Use presentation methods to report the outcomes of the research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
7.4 Interpret the results of this research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
7.5 Integrate the results of this research into the guidance and counselling practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
7.6 Evaluate guidance programs and interventions, applying up-to-date techniques and program evaluation models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
7.7 Keep up to date with current research findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
8. Program/Service Management											
8.1 Identify target populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
8.2 Conduct needs assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
8.3 Inventory resources relevant to program planning and implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

Specialized Competencies- <i>continued</i>	0	1	2	3	4	Hours	Course/Training Title	Date Completed	Institution where course/training was taken	Competency Review	Office Use Only
8.4 Knowledge about relevant current literature, trends and issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
8.5 Promote community awareness of the programs and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
8.6 Manage (design, implement, supervise) programs and interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
8.7 Evaluate effectiveness of the interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
8.8 Use results to effect program enhancement by recommending institutional/agency improvements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
8.9 Skills to organize and manage the educational, counselling, guidance and placement services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
8.10 Manage and supervise personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
8.11 Promote staff development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
9. Community Capacity Building											
9.1 Skills to develop relationships with key community partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
9.2 Conduct analysis of human and material resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
9.3 Conduct needs assessment of the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
9.4 Work with the community to effectively use these resources to meet their needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

Specialized Competencies- <i>continued</i>	0	1	2	3	4	Hours	Course/Training Title	Date Completed	Institution where course/training was taken	Competency Review	Office Use Only
9.5 Work with community to develop, implement, and evaluate action plans to address economic, social, educational & employment goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
9.6 Work with local, national and international resource networks for educational and vocational guidance (e.g., IAEVG)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
10. Placement											
10.1 Coach clients in work-search strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
10.2 Use of the Internet in the job search process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
10.3 Present work opportunities to clients and facilitate their appropriate job selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
10.4 Liaison with employers and with education and training providers to obtain information on the opportunities they offer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
10.5 Consult with policy makers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
10.6 Follow up on placement suggestions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
10.7 Match individuals to particular vacancies in employment, education or training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
10.8 Support clients with employment maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

I attest that the information provided is a fair and accurate assessment of my knowledge, skills and abilities.

Applicant's Signature

Date (dd/mm/yyyy)



EVGP Verification of Experience Form **REQUIRED** (Page 1 of 1)

EVGP Verification of Career Development Experience

This form is to be completed by a professional colleague, employer or supervisor.
Photocopy the blank form as needed.

I have applied to the International Association for Educational and Vocational Guidance (IAEVG) for Certification as an Educational and Vocational Guidance Practitioner (EVGP). I am required to provide documentation of career development experience. Please complete the Experience Verification Information below and return to me.

Applicant's Signature _____

Date (dd/mm/yyyy) _____

This is to verify that _____ is/was employed by _____ (agency/group)

for the period of _____ to _____ in the position of _____.

I verify that _____ total hours (cumulative experience hours) were spent in the following career development related tasks (e.g., assessment, placement, etc.): _____

Colleague's/Employer's/Supervisor's Signature _____

Date (dd/mm/yyyy) _____

Information about Colleague/Employer/Supervisor completing this form:

1. Name: _____
2. Degree: _____
3. Certified/Licensed By: _____ (copy attached)
4. Title: _____
5. Agency/Institution: _____
6. Address: _____

7. Telephone: _____
8. E-mail: _____



Completion of this form is optional. In cases where no documentation of formal training exists, the following competency review, completed by two qualified people, may be submitted as evidence of an acceptable level of competence.

EVGP Application Competency Review Form (Page 21-27)

Please photocopy blank forms as needed.

Competency Review by two people deemed competent to assess the adequacy of the applicant's competency: Competency reviewers will normally be people who have observed the applicant using the competency, and who by virtue of their training or position in the organization, would be viewed as competent to judge the adequacy of the competency. Such people normally would be direct supervisors of the applicant's work, managers of an agency, practicum or internship supervisors, or colleagues with specialized training in the area under consideration.

Applicant's Name: _____

I have applied to the International Association for Educational and Vocational Guidance for Certification. I am required to provide documentation of competency in the EVGP competency areas. Please complete the information below and return to me.

Applicant's Signature

Date (dd/mm/yyyy)

This Section to be completed by COMPETENCY REVIEWER

1. Name: _____
2. Degree: _____
3. Certified/Licensed By: _____ (copy attached)
4. Title: _____
5. Agency/Institution: _____
6. Address: _____

7. Telephone: _____
8. E-mail: _____
9. Dates you observed the applicant: From (mm/yyyy) _____ to (mm/yyyy) _____.

I confirm that I have observed the applicant using the competencies evaluated in the attached document and am competent to judge the adequacy of those competencies.

Signature of Competency Reviewer

Date (dd/mm/yyyy)

International Competencies for Educational and Vocational Guidance Practitioners

Approved by the General Assembly, Bern, 4th September 2003

Applicant: Circle the number(s) below that correspond to each of the core or specialized areas to be evaluated by the Competency Reviewer. The Competency Areas are detailed in the next six pages.

CORE: C1 C2 C3 C4 C5 C6 C7 C8 C9 C10 C11

SPECIALIZED: 1 2 3 4 5 6 7 8 9 10

_____ (Applicant Name)

To be completed by Competency Reviewer

For each competency being evaluated, please assess the degree to which the applicant knows, understands, and is able to perform each competency. Please use a two-step process. Please sign page 27 when complete.

(A) decide on whether the applicant's knowledge, understanding, or ability to perform is acceptable or unacceptable, then
(B) assign the appropriate rating using the 5-point scale below:

- (0) Negligible
- (1) Inadequate
- (2) Competent
- (3) Significant
- (4) Outstanding

Graphically, the scale looks like this:				
Unacceptable			Acceptable	
0	1		2	3
<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

Core Competencies	0	1	2	3	4
C1 Demonstrate appropriate ethical behavior and professional conduct in the fulfillment of roles and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2 Demonstrate advocacy and leadership in advancing clients' learning, career development and personal concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C3 Demonstrate awareness and appreciation of clients' cultural differences to interact effectively with all populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4 Integrate theory and research into practice in guidance, career development, counselling, and consultation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C5 Skills to design, implement and evaluate guidance and counselling programs and interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C6 Demonstrate awareness of his/her own capacity and limitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C7 Ability to communicate effectively with colleagues or clients, using the appropriate level of language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8 Knowledge of updated information on educational, training, employment trends, labor market, and social issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C9 Social and cross-cultural sensitiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10 Skills to cooperate effectively in a team of professionals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11 Demonstrate knowledge of lifelong career development process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Specialized Competencies	0	1	2	3	4
1. Assessment					
1.1 Accurately and thoroughly conceptualize and diagnose clients' needs based on different assessment tools and techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Use the data derived from assessment appropriately and according to the situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Identify situations requiring referral to specialized services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Facilitate effective referral by means of initiating contacts between referral sources and individuals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Maintain up-to-date listings of referral sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6 Conduct a needs assessment of the clients' contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Educational Guidance					
2.1 Demonstrate concern for students' potential and the skills to facilitate its achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Guide individuals and groups of students to develop educational plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Assist students in their decision-making process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Assist students to improve their self-awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Assist students in their course selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 Assist students to overcome learning difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7 Motivate and help students to take part in international exchange programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8 Consult with parents on their children's educational progress and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9 Assist teachers to improve teaching methodologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.10 Assist teachers to implement guidance within the curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Career Development					
3.1 Knowledge of career development issues and the dynamics of vocational behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Demonstrate knowledge of pertinent legal factors and their implications for career development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Plan, design and implement lifelong career development programs and interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.4 Knowledge of decision-making and transition models to prepare and plan for transitional stages: School to work transition, Career shifts, Retirement, Job dismissal, Downsizing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.5 Identify influencing factors (family, friends, educational and financial opportunities) and biased attitudes (that stereotype others by gender, race, age and culture) in career decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.6 Assist individuals in setting goals, identifying strategies to reach them, and continually reassess their goals, values, interest and career decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Specialized Competencies, <i>continued</i>	0	1	2	3	4
3.7 Knowledge of state and local referral services or agencies for job, financial, social and personal issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.8 Knowledge of career planning materials and computer-based career information systems, the Internet, and other online resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.9 Skills to use these career development resources and techniques appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.10 Skills to use career development resources designed to meet the needs of specific groups (migrants, ethnic groups and at-risk populations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.11 Help clients to build their career and life project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Counselling					
4.1 Understand the main factors related to the personal development of clients and the dynamics of their individual behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Demonstrate empathy, respect and a constructive relationship with the client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Use individual counselling techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Use group counselling techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.5 Address the needs of at-risk students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6 Assist clients in:					
4.6.1 Prevention of personal problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6.2 Personality development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6.3 Personal problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6.4 Decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6.5 Sexual identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6.6 Social skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6.7 Health education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.6.8 Use of leisure time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.7 Help clients to develop a personal life plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.8 Detection and referral of cases to other specialized services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Information Management					
5.1 Knowledge of legislation pertaining to education, training, and work at local, national and international level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Knowledge of equivalence of degrees and professional qualifications obtained in different countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Specialized Competencies, <i>continued</i>	0	1	2	3	4
5.3 Collect, organize, disseminate and provide up-to-date career, educational and personal/social information on:					
5.3.1 Education and training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3.2 Occupational information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3.3 Employment opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3.4 Others (Health, Leisure...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.4 Use Information Technologies to provide educational and occupational information (Databases, Computer-based educational and career guidance programs and the Internet)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.5 Assist clients to access and use educational and occupational information in a meaningful way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Consultation and Coordination					
6.1 Consult with parents, teachers, tutors, social workers, administrators and other agents to enhance their work with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Demonstrate interpersonal skills needed to create and maintain consultation relationships, goals, and desired behavior change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3 Demonstrate skills in working with organizations (universities, businesses, municipalities and other institutions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.4 Interpret and explain concepts and new information effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.5 Coordinate school and community personnel to bring together resources for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.6 Use an effective referral process for assisting students and others to use special programs, services, and networks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.7 Skills to coordinate and stimulate the student's creativity to build their own programs (studies and work)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.8 Skills to build a good image as a professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Research and Evaluation					
7.1 Knowledge of research methodologies, data-gathering and analysis techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2 Promote research projects in relation to guidance and counselling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3 Use presentation methods to report the outcomes of the research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4 Interpret the results of this research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.5 Integrate the results of this research into the guidance and counselling practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.6 Evaluate guidance programs and interventions, applying up-to-date techniques and program evaluation models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.7 Keep up to date with current research findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Specialized Competencies, <i>continued</i>	0	1	2	3	4
8. Program/Service Management					
8.1 Identify target populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2 Conduct needs assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.3 Inventory resources relevant to program planning and implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.4 Knowledge about relevant current literature, trends and issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.5 Promote community awareness of the programs and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.6 Manage (design, implement, supervise) programs and interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.7 Evaluate effectiveness of the interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.8 Use results to effect program enhancement by recommending institutional/agency improvements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.9 Skills to organize and manage the educational, counselling, guidance and placement services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.10 Manage and supervise personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.11 Promote staff development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Community Capacity Building					
9.1 Skills to develop relationships with key community partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.2 Conduct analysis of human and material resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3 Conduct needs assessment of the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.4 Work with the community to effectively use these resources to meet their needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.5 Work with community to develop, implement, and evaluate action plans to address economic, social, educational & employment goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.6 Work with local, national and international resource networks for educational and vocational guidance (e.g., IAEVG)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Placement					
10.1 Coach clients in work-search strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.2 Use of the Internet in the job search process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.3 Present work opportunities to clients and facilitate their appropriate job selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.4 Liaison with employers and with education and training providers to obtain information on the opportunities they offer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Specialized Competencies, <i>continued</i>	0	1	2	3	4
10.5 Consult with policy makers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.6 Follow up on placement suggestions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.7 Match individuals to particular vacancies in employment, education or training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.8 Support clients with employment maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I attest that the information provided is a fair and accurate assessment of the applicant's knowledge, skills and abilities.

Competency Reviewer's Original Blue Ink Signature

Date (dd/mm/yyyy)



EVGP PAYMENT VOUCHER

(This page must be completed and included with your application.)

Applicant's Name: _____

Currently, there are two payment methods:

- Payment of \$90.00 U.S. Dollars (USD) by credit card **OR**
- Payment of \$90.00 (USD) by cashier's or certified check, money order or bank draft, drawn on a U.S. bank.

Every application must be accompanied by payment of \$90.00 (USD). All payments must be immediately negotiable in the United States for the full amount of the application fee.

This is only an application fee to obtain consideration of the application. The fee will not be refunded under any circumstance. If the application is incomplete, CCE will notify the applicant who will have up to one year to provide the documentation needed to complete the review. Applications that are not completed within one year will be closed. Application fees are not transferrable.

Please have checks or money orders made payable to CCE.

Mail completed application packet and payment to:

CCE
 3 Terrace Way
 Greensboro, NC 27403-3660
 USA

We suggest that you photocopy your entire completed application packet before mailing it. CCE will not return any forms to you or anyone else once the application has been submitted.

METHOD OF PAYMENT FOR THE EVGP APPLICATION FEE

Enclosed is a cashier's or certified check, money order, or bank draft drawn on a US Bank for \$90 (USD)

Please charge the credit card listed below in the amount of \$90 (USD)

Card Type: VISA MasterCard American Express

Name on card:

Acct. #: Exp. Date: /

Verification Code Numbers (from Back of Card):

Cardholder Signature: _____ Date (dd/mm/yyyy): _____

***How to find your card Verification Code Numbers:**

On a Visa or MasterCard, please turn your card over and look in the signature strip. You will find (either the entire 16-digit string of your card number, OR just the last 4 digits), followed by a space, followed by a 3-digit number. That 3-digit number is your card security code (CID). On American Express Cards, the CID number is a 4-digit number that appears above the end of your card number. Please leave the designated space blank if your card does not have a code.