INTERNATIONAL ASSOCIATION FOR COUNSELLING
incorporating International Round Table for the Advancement of Counselling

Counselling as a Profession: Status, Organisation and Human Rights
4 August - 7 August 1998

Programme

UNESCO, Paris, France

ED-98/WS/27
Acknowledgments

The International Conference upon the theme of Counselling as a Profession has been organized by IRTAC in association with UNESCO's Sector of Education.

The Executive Council of IRTAC is grateful to Dr Federico Mayor, Director-General, UNESCO for his goodwill and support of this International Conference.

The conveners of this Conference are grateful to M. Claude Allègre, Minister of Education, Research, Science and Technology, Paris, France, for his willingness to attend and address this Conference.

IRTAC has been officially designated as a Peace Messenger of the United Nations and has been given permission to use the logo in its publication.
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Message from Dr Federico Mayor, Director-General UNESCO to the delegates/members of the International Conference – Counselling as a Profession: Status, Organisation and Human Rights.

It is with great pleasure that I welcome to UNESCO the delegates of the International Conference on 'Counselling as a Profession: Status, Organization and Human Rights'.

UNESCO's mission is to build the defences of peace in the minds of men and women, and nowhere can we find more motivated partners in that mission than among those who counsel young people in the course of their education. Whether it be personal, academic or vocational counselling, the primary goal is essentially to form a future generation in the spirit and prospect of peace. I am gratified to see that a main topic of the conference will relate to the Universal Declaration of Human Rights, whose 50th anniversary we celebrate this year. UNESCO, like all UN bodies, holds it as a standard of behaviour through which peace can realistically be achieved. I look forward to learning of the outcome of your deliberations and your proposals for the effective implementation of the Universal Declaration in schools and social service centres throughout the world.

I extend to your President, Dr Hans Z. Hoxter, and to all of you, my best wishes for a successful conference.

Federico Mayor
Introduction

Counselling as a Profession: Status, Organisation and Human Rights

In recent years much attention has been focussed internationally on the training, ethical practice, credentials and professionalisation of counselling. Therefore, it seems an appropriate time for a conference to examine these developments and to enable delegates to benefit from an exchange of ideas and experiences. Also, as 1998 is the United Nations International year of Human Rights, it seems right to consider what impact counselling can have in this area.
The Nature and Scope of Counselling

The term 'counselling' has many meanings according to its national and professional context. None the less it is possible to identify a definition which encompasses this diversity.

Counselling may be described as a method of relating and responding to others with the aim of providing them with opportunities to explore, to clarify and to work towards living in a more personally satisfying and resourceful way. Counselling may be applied to individuals, couples, families or groups and may be used in widely differing contexts and settings.

When Counselling is Needed
Perhaps if self-discovery were a regular part of our educational process there would be less need for counsellors. Today that is not the case, and many individuals at some stage in their life fall into such a state of insecurity, self-doubt and depression that they cannot emerge without the skilled help of another. Counselling is especially needed at times of crisis or change, such as severe or traumatic accident, bereavement, disablement, life-threatening illness, loss of employment or of home, marital difficulties or other broken relationships which disrupt the previous pattern of life. People may find themselves unable to respond adequately to such situations or to adapt their mode of life to the changed circumstances.

Other groups with particular counselling needs include young adults in the transition from school or college to the world of work; the socially disadvantaged; delinquents and drug addicts; immigrants and refugees; the elderly and the terminally ill.

Counselling and Guidance
Whereas counselling is primarily non-directive and non-advisory, some situations require positive guidance by means of information and advice. Guidance may be needed towards further education and training, vocational or occupational choice, health education and social education, and towards the help and opportunities available for disabled or unemployed people and for immigrants or refugees.
Counselling and Psychotherapy
Counselling deals primarily with the conscious mind, whereas psychotherapy is concerned with the unconscious. Here too confusion may arise, for there is an area where the two therapeutic disciplines overlap.

The counsellor will help the individual to clarify, and so to recognise and accept, the conflicting emotions aroused by such life-disrupting circumstances as we have described. But some may suffer deeper disturbances whose effect is too powerful for counselling to be effective. Such situations call for the psychotherapist, who focuses upon those unconscious aspects of the mind which are less accessible to the processes of self-understanding and are more resistant to change.

Both the counsellor and the psychotherapist need to respect clients' right to make decisions in accord with their own value system, personal resources and capacity for self-determination.

Counselling today
During the past thirty years counselling and guidance have made substantial progress both in developing and in industrial countries. Parents, educators, employers, medical and social workers and those concerned with the difficulties of individuals and families are increasingly aware of the need for fresh approaches to human problems. Counselling and guidance have provided new approaches, sometimes in great variety. IRTAC exists to encourage dialogue between people from different countries in order to enhance the best practice by the exchange of ideas and by interdisciplinary study.

Dr h.c. Hans Zacharias Hoxter
President, IRTAC
International Association for Counselling

July 1998
Chairman:
Professor Colin Power, Assistant Director General for Education, UNESCO

Co-ordinators
Professor William Borgen
University of British Columbia, Vancouver, B.C. Canada

Dr Lina Kashyap, Professor and Head
Dept. of Family and Child Welfare
TATA Institute of Social Studies, Bombay, India.

Professor Courtland Lee, University of Virginia, USA

Organiser of Working Groups
Professor William Borgen, University of British Columbia,
Vancouver, B.C. Canada.

Bursar
Mrs Georgina Cardy, UK.

Assistant Bursar
Mrs Pamela Steele, UK.

Monitor
Dr John Carew, USA

Recorders
Mr Tim Bond, UK

Conference Assistants
Mrs Veda Hotel, B.C., Canada
Dr D Kopcanova, Slovákia
Mrs Louise Martinson, B.C., Canada
Mr Andrew Meyer, UK
Miss Susan T. Prior, UK

Interpreters
M. and Mme H.J. Serben, France
Subjects for Working Groups

1. The client and the counsellor.
2. The profession of the counsellor – values, role and differentiation.
3. The education and in-service training of the counsellor.
4. The supervision of the work of the counsellor.
5. The research needs of the counselling profession.
6. The ethics of counselling.
7. The counsellor as a generalist or specialist
8. Credentialling the counsellor.
9. Political advocacy for clients and the profession.
10. Standards for practice and training.
11. The role of paraprofessionals in counselling.
Programme

Tuesday 4 August 1998

09.00-18.00 REGISTRATION

14.00-14.45 INAUGURAL SESSION

Chairperson: Dr Hans Z. Hoxter
President, IRTAC, International Association for Counselling

Speakers
M. Claude Allège, Minister of Education, Research, Science and Technology, Paris, France
Professor Colin Power, Assistant Director General for Education, UNESCO

14.45-15.15 PLENARY SESSION

Chairperson: Dr Loreta J. Bradley, PhD, N.C.C., President American Counseling Association

Speaker: Dr Frederick D. Harper, PhD
Professor of Counseling and Department Chairman, Howard University, Washington D.C. USA

Paper: Accepting New Challenges and Redefining Our Helping Role: Counselling Professionals Preparing for the Year 2000 and Beyond.

15.15-15.45 PLENARY SESSION

Chairperson: Edward Boyne, Chair, Irish Association for Counselling and Therapy, President European Association for Counselling, Dublin, Ireland.

Speaker: Professor Lina Kashyap, Tata Institute of Social Services, Mumbai, India.

Paper: Values and Roles of Contemporary Counsellors in Developing Countries.
15.45-16.15  TEA BREAK

16.15-16.45  PLENARY SESSION
   Chairperson: Dr Alejandro Corbalan, President, Argentine Association of Counsellors, Buenos Aires, Argentine.
   Speaker: Professor Chen Qi, Department of Psychology, Beijing Normal University, Beijing, Peoples Republic of China.
   Paper: An Analysis of Stress and Coping Strategies of Chinese Young Adults.

16.45-17.15  PLENARY SESSION
   Chairperson: Dr Gabrielle Syme, Chair, British Association for Counselling, UK
   Speaker: Dr Peter de Weerdt, Odyk, Netherlands.
   Paper: Counselling as a Profession: A mixed call.

17.45-19.30  RECEPTION
   There will now be time for Conference members to meet each other informally.

Wednesday 5 August 1998

09.00-09.30  PLENARY SESSION
   Chairperson: Ms Erika Stern, representing the Chair, Netherlands Association for Counselling
   Speaker: Professor Nina Talyzina, Moscow State University, Moscow, Russia.
   Paper: New approaches to diagnostics of intelligence.
09.30-10.00  PLENARY SESSION

Chairperson: Ms Susan Webb, President, New Zealand Association of Counsellors, Hamilton, New Zealand.

Speaker: Professor Hassan Hanafi, University of Cairo, Cairo, Egypt.

Paper: Reciprocity of consciousness: A phenomenology of counselling.

10.00-10.30  COFFEE BREAK

10.30-13.00  WORKING GROUPS

13.00-14.00  LUNCH

14.00-16.00  WORKING GROUPS

16.00-16.30  TEA BREAK

16.30-18.00  WORKING GROUPS

18.00-19.00  GENERAL ASSEMBLY OF IRTAC

Thursday 6 August 1998

09.00-09.30  PLENARY SESSION

Chairperson: Professor John Carew, Boston University, Boston, USA

Speaker: Professor Jean Guichard, Director, National Institute for the Study of Work and Vocational Guidance, Paris, France.

Paper: Counselling individuals and society models: Contexts, goals and guidance practices

09.30-10.30  WORKING GROUPS

10.30-11.00  COFFEE BREAK
11.00-13.00 WORKING GROUPS
13.00-14.30 LUNCH
14.30-16.00 WORKING GROUPS
16.00-16.30 TEA BREAK
16.30-18.00 WORKING GROUPS
19.30-21.00 CONFERENCE BANQUET

Friday 7 August 1998

09.00-09.30 PLENARY SESSION
   Chairperson: Professor Sharon Robertson, University of Calgary, Calgary, Alberta
   Speaker: Professor Geogre Vaideano, Bucarest, Romania

09.30-10.30 REPORTS presented by the Conference Co-ordinators
   Report presented by Dr Janice Gibson Cline, Convener of the IRTAC International Counselling Research Workshop.

10.30-11.00 COFFEE BREAK

11.00-12.30 PLENARY SESSION
   Discussion
   Summing-up presented by Dr Hans Z. Hoxter, President, IRTAC, International Association for Counselling
Notes on Speakers

PROFESSOR, DR. HASSAN HANAFI
Born Cairo, Egypt, 1935. PhD. Philosophy, Sorbonne, Paris, 1966; Chairman, Department of Philosophy, Cairo University, 1988; Visiting Professor, USA 1971-75, Morocco 1982-84, Japan 1984-85.


COLIN N. POWER, BSc, BEd (Hons.), PhD, FACE, ARACI
Professor Colin N. Power has been Assistant Director-General for Education at UNESCO since January 1989 and as such he is responsible for the overall programmes of UNESCO in all fields of Education. Previously he was Professor at the Flinders University of South Australia (1978-1988).

Early in his career, Professor Power taught science and mathematics in secondary schools and co-ordinated curriculum and research in these areas in the Queensland Department of Education, Australia. Subsequently, he lectured at the University of Queensland (1967-1978). In 1974 he was a Fulbright Scholar. From 1980 to 1981, he served as President of the Australian Association of Research in Education and has been Vice-President of the Commonwealth Association of Science, Technology and Mathematics Educators, the International Council of Science Education Associations and the South Pacific Association for Teacher Education, as well as an executive member of several national professional associations.

Professor Power has had wide experience in education policy, research and development, and in a number of areas of education including educational assessment, science education, curriculum development and evaluation, and policy-oriented research at the primary, secondary and tertiary level. He has acted as a consultant and worked in the field for UNESCO, OECD, the Commonwealth Secretariat, the South East Asian Ministers of Education and the Malaysia, Korean, Italian, Papua New Guinea, USA and Australian governments. Mr Power is author or co-author of eleven books and approximately 200 published works, including books on youth alienation and adolescent decision-making in conflict situations.
PROFESSOR NINA, F. TALYZINA
Professor Talyzina was born in Yaroslavl (Russia) in 1923. She graduated from the Physical-Mathematical Facility of the Yaroslavl Pedagogical University. Parallel to her studies in physical mathematics, Professor Talyzina studied psychology. In 1950 she presented her doctoral dissertation in the field of the psychology of learning, and since that time has worked in the Department of Psychology of Lomonosov University in Moscow.

In 1971 Professor Talyzina presented her second dissertation and obtained her Doctorate of Science. Over a period of 30 years she was Head of a Department of Educational Psychology, and at present is the Head of a learning theory laboratory and leader of the Training Centre for Teachers.

Professor Talysina is a member of the Russian Academy of Education, and has published over 400 books and articles translated into numerous languages.

PROFESSOR GEORGE VAIDEANU
Professor Vaidenau is presently Professor at the University of Jasi and the University S. Haret of Bucarest, Romania. He is also Director of Doctoral Studies. He was previously Vice Rector of the University of Jasi and Director of the National Institute of Educational Sciences. Professor Vaidenau was Head of the Curriculum Section at UNESCO, 1973-1980, and the Secretary General of the National Commission for UNESCO, 1990-1994.

Distinctions include a Doctor Honoris Causa from the State University of Chisinau, Moldova, and in 1995 he received the Aristotle Medal awarded from UNESCO.


PETER A. DE WEERDT
Educated as an organizational psychologist, Peter de Weerdt is a counsellor educator having specialized in counselling and Client-Centered Psychotherapy. He developed research projects in counselling (mainly in the fields of objectives and outcomes of counselling) with Professor Nathan Deen and Erika Stern at the Center for Counselling Studies of the University of Utrecht, Netherlands, 1975-1996. His second field of expertise and inspiration has been the development of counselling as a profession in post graduate courses for school counselling at a Teacher Training College, Hogeschool van Utrecht. Over the last five years, Peter de Weerdt has developed programmes for
training school counsellors in secondary education to improve the structurally disadvantaged position of second generation immigrant youth in The Netherlands. His general interest in counselling is aimed at developing measures to integrate counselling as a helping service into content and teaching matters of school curricula and into the structure of the school as an organization.

Peter de Weerdt is the author of chapters in books published in the USA and The Netherlands as well as many journal articles in the above stated countries and Turkey.

**CHEN Qi, Professor of Educational Psychology, Beijing Normal University, Beijing, PRC**

Dr Chen Qi was formally acting chairperson of the Department of Psychology, Beijing Normal University and formerly Dean of Faculty of Education, University of Macau. She is currently Professor and PhD Advisor of Educational Psychology, Department of Psychology, Beijing Normal University and also a Vice President of the Educational Psychology Committee, Chinese Psychological Society.

Dr Chen Qi's research interests include counselling university students. She has worked with teacher training, science and mathematics teaching as well as with children with special needs. All of her research interests have been in relation to different aspects of learning and instruction, and has conducted research in Computers in Education for more than ten years. She has been actively involved in IFIP (International Federation for Information Processing) activities, and is a member of Working Group 3.1 (WG3.1) of IFIP TC-3.

Dr Chen Qi was a visiting scholar in Psychology and Education at the University of California, Los Angeles (UCLA) 1981-1983 and a research fellow at the Waterford Educational Institute, Provo, Utah, 1987-1988.

**PROFESSOR JEAN GUICHARD**

In 1996, Dr Jean Guichard, Professor of Psychology at the University of Paris ‘Sorbonne-Nouvelle’ was appointed as Director of the Institut National ‘Etude du Travail et d’Orientation Professionelle Incorporated in the Conservatoire National des Arts et Métiers of Paris (France) (INETOP; National Institute for the Study of Work and Guidance; CNAM: National Conservatory of Arts and Crafts).

INETOP is the most important organization of the French Ministry of Education specialized in the training of guidance psychologists. It is a Research
Centre in four principal themes: 1. The formation of future intentions and the phenomena of occupational socialization. 2. The processes of cognitive development in adolescence and adults in acquiring knowledge. 3. The socio-cognitive and socio-emotional development in adolescence. 4. Methodological and epistemological problems of psychological and psycho-pedagogical evaluation. Four times a year, INETOP publishes the journal ‘L’Orientation Scolaire et Professionelle’.

In his book ‘L’école et les représentations d’avenir des adolescents’ (Paris: PUF; Spanish translation: Barcelona: Laertes), Jean Guichard underlines the role played by the structure of school systems in the formation of the future representations of adolescents. He also designed three psycho-pedagogical methods aimed at helping youths in their reflection on their future projects and in their transition toward occupational life (Paris: EAP) and was involved in comparative studies of educational and vocational services for youths and adults in the European Union.

**FREDERICK D. HARPER, PhD, School of Education, Howard University, Washington DC, USA**

*Present position:* Professor of Counselling, Howard University, Managing Editor, *International Journal for the Advancement of Counselling.*

*Administrative/Leadership experiences:* Editor, Journal of Multicultural Counseling and Development; Chairman, Department of Human Development and Psychoeducational Studies; Coordinator of Graduate Studies; Coordinator, Counseling Program; President, DC Counseling Association.

*Books and Monographs:* Counseling Techniques: An Outline and Overview (1989); Romantica: On Peace and Romance (1988); The Black Family and Substance Abuse (1986); Poems on Love and Life (1985); Dictionary of Counseling Techniques and Terms (1981); Alcoholism Treatment and Black Americans (1979); Jogotherapy: Jogging as a Therapeutic Strategy (1979); Alcohol Abuse and Black Americans (1976); Black Students: White Campus (1975).

*Research/Writing Interests:* Biological Bases of Counseling; Black Students on the White College Campus; Counseling African-Americans; Counseling theory Construction (‘Transcendent Counseling’); Drinking Behaviors and Alcoholism (women and African-Americans); Maslow’s Self-Actualization
Psychology (including POI measures); Psychophysical Outcomes and Therapeutic Uses of Jogging; State-trait Anxiety and Self-Concept Measures; Techniques and Modalities of Counseling and Psychotherapy; Therapeutic Poetry/Psychopoetry.

**Personal Interests:** Jogging; Photography, Personal Computers (PC's), Poetry, Writing, Common Stocks, Travel, Reading, Publishing.
International Association for Counselling

The International Round Table for the Advancement of Counselling is an international association with scientific and educational aims concerned with the interdisciplinary study of counselling and guidance. Counselling may be described as a method or process of relating and responding to another person, to enable that person to explore his thoughts, feelings and behaviours, to achieve better self-understanding. As a result, he may be helped to discover or clarify and apply his strengths so as to cope more effectively with his life by making appropriate decisions or by taking relevant action.

Counselling and guidance are applied today in many different fields: educational and vocational guidance with children and adults; occupational counselling; counselling and guidance in adult education; counselling in the prevention of delinquency; counselling as a factor in the rehabilitation of addicts (drugs/alcohol); counselling of disabled people; counselling in health and social education programmes and counselling of socially disadvantaged people.

Among the potential groups of clients are the unemployed; young adults in the transitional stage from school to work; immigrants and refugees; the elderly and the terminally ill.

During the past thirty years, counselling and guidance have made substantial progress in both developing and industrial countries. Parents, educators, employers, medical and social workers, and others concerned with the difficulties of individuals and families are increasingly aware of the need for fresh approaches to human problems. In response there has developed a wide variety of counselling practice and thought.

The decision to set up an organisation to encourage the exchange of ideas, practices and research in this field led to the formation of IRTAC and found practical expression in the First International Seminar on Counselling held at the University of Neuchâtel, Switzerland, in 1966. This Seminar brought together men and women working in the field of counselling and guidance, those engaged in training counsellors or guidance advisors and those working in various related academic fields, drawn from many different countries.
Following the success of this initiative, IRTAC welcomed the founding of the International Journal for the Advancement of Counselling and of the International Counselling Research Workshop. Through the sponsorship of twenty nine consultations, seminars and conferences and through publishing the results of these exchanges, IRTAC has played a significant role in the development and shaping of counselling services in many parts of the world. IRTAC has offered advice and information to governmental and non-governmental, international and national organisations, both in industrial and developing countries with regard to the application of counselling and guidance in education, health and social services and other fields.

The success of these activities in helping to ensure a general acceptance of the value and importance of counselling is one reason why in April 1997, the Executive Council of IRTAC decided it was no longer so important for the Association to refer to the Advancement of Counselling in its title. Consequently, IRTAC has now become the International Association for Counselling.

IRTAC is registered in Belgium and has consultative status with: The United Nations; ECOSOC; UNESCO; UNICEF; the International Labour Organisation and the Council of Europe.
International Association for Counselling

**Executive Council**

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<th>Position</th>
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<tr>
<td><em>President</em></td>
<td>Dr h.c. Hans Zacharias Hoxter</td>
<td>UK</td>
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<tr>
<td><em>Vice Presidents</em></td>
<td>Professor William Borgen</td>
<td>Canada</td>
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<td>Professor Sharon Robertson</td>
<td>Canada</td>
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<td><em>Secretary</em></td>
<td>Dr Derek Hope</td>
<td>UK</td>
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**Members of the Council**

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<td>Mme Miriam Cannels Petit</td>
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<td>Dr John Carew</td>
<td>USA</td>
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<td>Ms Margaret Robertson</td>
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**Consultants**

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<tr>
<td>Dr Andris Barblan</td>
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<td>Mr Tim Bond</td>
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<td>Professor Mika Haritos Fatouros</td>
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<td>Mr Antii Tapaninen</td>
<td>Finland</td>
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About UNESCO

Like other specialized agencies within the United Nations system, the United Nations Educational, Scientific and Cultural Organization (UNESCO) has as its purpose the promotion of international peace and common welfare through collaboration among nations. In this endeavour, UNESCO plays a specific role, as set forth in its Constitution. Because peace must be founded upon 'intellectual and moral solidarity,' because 'since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed,' UNESCO's mission is above all ethical, concerned with the human spirit.

In November 1997, UNESCO's General Conference, its supreme decision-making body bringing together 186 Member States, adopted at its 29th session the Organization's programme for 1998-99, with a budget of US$ 544.4 million. Four major programmes are included:

- Education for All Throughout Life
- The Sciences in the Service of Development
- Cultural Development: Heritage and Creativity
- Communication, Information and Informatics

- and two transdisciplinary projects - Educating for a Sustainable Future and Towards a Culture of Peace.

In putting these initiatives into practice, UNESCO targets four priority groups: women, youth, Africa and least developed countries. The goal of eradicating poverty cuts across all the initiatives.

Education

While UNESCO's mission is the construction of lasting peace, its prime form of action is education. Inspired by the conclusions of the International Commission on Education for the Twenty-first Century in its report, Education: The Treasure Within, which identified four pillars of education - learning to know, learning to do, learning to be and learning to live together - the major programme 'Education for All Throughout Life' confirms education's central place in UNESCO's priorities.

'Basic Education for All' seeks to widen access and improve the quality of basic education. 'Reform of Education in the Perspective of Education Throughout Life' deals with the renovation and diversification of education systems. In follow-up to the Fifth International Conference on Adult Education (Hamburg, July 1997), UNESCO is developing programmes in the areas of
international conference for counselling 1998

adult and continuing education. The World Conference on Higher Education (5-9 October 1998) is expected to adopt a comprehensive plan of action for the reform of higher education systems throughout the world.

Science
The major programme ‘The Sciences in the Service of Development’ fosters the advancement, transfer and sharing of knowledge, not only in the physical and natural sciences but also in the social and human sciences, and promotes their application in the search for new solutions which will improve the social and natural environment. In 1999, UNESCO will organize a World Science Conference and publish a World Social Sciences Report.

Culture
It is notably through its activities to preserve the cultural and natural heritage that UNESCO is widely known. However, these should not be considered in isolation from the rest of the Organization’s work. The many activities undertaken within the framework of the ‘World Decade for Cultural Development’ (which ended in 1997) and the report of the World Commission on Culture and Development, Our Creative Diversity, have underscored the dynamic and concrete role played by culture in socio-economic transformations. The UNESCO programme ‘Cultural Development: Heritage and Creativity’ addresses the preservation and enhancement of the cultural and natural heritage, and the promotion of living cultures.

Communication
Another of UNESCO’s mandates inscribed in its Constitution is to ‘facilitate the free flow of ideas by word and image.’ UNESCO has asserted itself as a world leader in promoting press freedom and pluralistic and independent media. The programme ‘Communication, Information and Informatics’ is based on two priorities: promoting the free flow of information and widening its access; and strengthening infrastructures and the training of professionals, especially in developing countries. UNESCO is also concerned with questions regarding the sociocultural impact of new technologies, and policy approaches to legal and ethical issues related to cyberspace - for example, adaptation of copyright legislation or the maintenance of cultural and linguistic diversity.

Transdisciplinary projects
The project ‘Educating for a sustainable future’ aims to help Member States to improve and reorient their national education and training activities dealing with the environment, population and development, including health education.
and the prevention of drug abuse and AIDS. Emphasis is placed on developing teaching materials and methods which take into account cultural specificity. The project 'Towards a Culture of Peace' undertakes long-term action to promote human rights and peace education and education in tolerance. It aims to move from a culture of war and violence to a culture of peace. Education, training and awareness-building activities are accompanied by strong support for initiatives taken in and by Member States. One example is the bilateral, or multilateral, revision of school textbooks to remove prejudices towards other nations or certain groups.

**About counselling**

UNESCO's recent initiative entitled 'Guidance and Counselling for School-Age Girls' is part of the project 'Promoting Girls' and Women's Education in Africa,' and involves (to date) over 20 anglophone and francophone countries. The training modules developed by the project include but go beyond career guidance to 'self-development and life-oriented education'.
Previous IRTAC Conferences 1966 - 1997

School Counselling, Educational and Vocational Guidance. Neuchatel, Switzerland, 1966

Counselling in School and Non-school Situations. Salzburg, Austria 1967

Counselling and Guidance of the Student in Higher Education. Turin, Italy, 1968

The Implications of Counselling. The Hague, Netherlands, 1970

The Counsellor and his Environment. Paris, France, 1972

Counselling, The Community and Society. Cambridge, UK, 1974

New Trends and Perspectives in Counselling. Wurzburg, Germany, 1976

Counselling Educationally Disadvantaged Young Adults - Members of Minority Groups. Chelmsford, UK, 1978

The Place of Counselling in the Continuum of Helping Relationships in different Cultural Settings. Thessaloniki, Greece, 1980


Counselling in a World of Crisis. Lausanne, Switzerland, 1982

The Disabled and their Families – Counselling and Guidance. Vienna, Austria, 1983


Youth Counselling. Aarhus, Denmark, 1984

Counselling and Ethnic Minorities. Utrecht, Netherlands, 1985

New Roles for Men and Women in the Family and in Work. Lund, Sweden, 1986

Counselling Disabled People and their Families. Vienna, Austria, 1987


Counselling: the Profession and the Community. Dublin, Ireland, 1989

Youth in the 1990s. Challenges and Opportunities for Counselling and Education. Helsinki, Finland, 1990


UN International Decade of the Disabled. Counselling the Disabled in their Social Environment. Budapest, Hungary, 1992

Student Counselling in Higher Education. Bordeaux, France 1993

Counselling towards 2000. Reducing the Distance: psychological, social and cultural. Auckland, New Zealand, 1993

UN International Year of the Family. Counselling for the Family. Munich, Germany, 1994

UN International Year for Tolerance. Counselling for Tolerance. Valetta, Malta, 1995

Counselling in the Global Community. Vancouver, Canada, 1996

### Future Activities

**International Conference for Counselling**  
*Counselling Children and Youth,*  
Comenius University, Bratislava, Slovakia, 1999

**Millenium Conference,** Thessaloniki, Greece, 2000

**IRTAC World Conference,** Bombay, India, 2001

### Countries represented at IRTAC Conferences

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The IRTAC International Research Seminar

Paris in August: IRS Activities

August 3
International Research Seminar
A.M. Large Group
9.00 Greetings and Introductions
10.00-10.45 Opening statement by Dr. Hans Z. Hoxter, President, IRTAC; Updates on ongoing projects; Proposals for new projects

COFFEE SERVICE

11.00 Decision groups on new and ongoing projects
12.00 LUNCH
13.00-15.00 Small group meetings: Research design/planning

P.M. Large Group
15.00- Summary Session – International Conference for Counselling

August 4
International Association for Counselling
Conference theme: Counselling as a Profession: Status, Organization and Human Rights

Lectures and working groups (see Programme)

IRS activities during IRTAC: Informal session; time and place to be announced.

August 6
Submission by IRS research teams of new proposals for 1998
IRTAC Membership

An open letter to members and friends of IRTAC
International Association for Counselling

From: John Carew, Membership Secretary

IRTAC provides unique access to a community of counselors, educators and researchers with an interest in counseling around the world. Our meetings provide members with opportunities to enrich themselves personally and professionally. We share a newsletter, active international research groups, notices of international meetings, and affiliations with many international organizations, including UNESCO. Although these benefits are valuable, many members note that the greatest resource of IRTAC is its people and the international relationships which come about through its meetings and notices.

Sustaining IRTAC, its meetings, networks and newsletters requires funds as well as a great deal of professional involvement. We ask you, as a member of the international counseling community, to support IRTAC and its meetings by maintaining your membership.

In May of 1996, in Vancouver, our executive board decided that membership, beginning June 1, 1996, would be renewable on a yearly basis. As a result, we ask that you read the form on the facing page and renew your membership.

Please renew your IRTAC membership today, and help support the international counseling movement. Thank you.

Membership inquiries may be forwarded by mail, fax, e-mail, or telephone:

IRTAC Membership, c/o Dr. John Carew,
15 Sagamore Trail, Littleton MA 01460 USA. Fax: (978)486-1044
e-mail: jcarew@idea.cambridge.edu
Telephone: (978)486-8105.

Please note new telephone area code (978) as printed above.
Please note that the fax number above is a correction of an previous error.
IRTAC One-Year Membership
Application/Renewal Form

Please complete this form and send it, with the Membership fee to Dr John L. Carew, Membership Chair, IRTAC, 15 Sagamore Trail, Littleton MA 01460, USA. Membership fees are normally accepted in Pounds Sterling. Membership fees in US dollars will include a surcharge to cover costs of international exchange.*

Title Name

Address, including country of residence or workplace

home telephone work telephone

fax number e-mail address

occupation and place of work

I wish to renew/begin my membership of IRTAC. I understand that my membership will include the period between the date of its receipt and one year from that date.

Full membership fee £20 £

Student, retired, or second IRTAC member at same address £16 £

Donation £

Total £

I accept the Universal Declaration of Human Rights.

Date ___________________ Signed ___________________

Please send this form and cheque (made out to IRTAC) to:
Dr John Carew, Membership Secretary, IRTAC, 15 Sagamore Trail, Littleton MA 01460 USA.
(Rates in US$, including surcharge, are $40 full, and $32 student, or retired).*
Call for Papers in Counselling Psychology

Dr Mary Watts (City University, London) and Dr Stephen Palmer (Centre for Stress Management, London) have joined the Editorial Team of the British Journal of Medical Psychology in order to develop a new section devoted to Counselling Psychology.

The new section aims to promote theoretical and research developments in the field of counselling psychology. A broad theoretical and methodological base, combined with academic rigour will be maintained. Client studies will be considered where they illustrate unusual or original theoretical or conceptual perspectives, or innovative forms of counselling psychology interventions which carry important theoretical implications.

You are invited to submit appropriate counselling papers (4 copies) to the Counselling Psychology Section Editors, British Journal of Medical Psychology, BPS Journals Office, St Andrews House, 48 Princess Road East, Leicester LE1 7DR, UK.

The British Journal of Medical Psychology (ISSN 0007-1129) is published quarterly and edited by Dr Frank Margison (Central Manchester Healthcare NHS Trust) and Dr Duncan Cramer (Loughborough University). Volume 70 (1997) is still available at £117 (US $222), Price of volume 71 (1998) £126 (US $235).

Members and foreign affiliates of the society are entitled to purchase journals at preferential rates.

Orders and inquiries to:
The British Psychological Society, Turpin Distribution Services Ltd., Blackhorse Road, Letchworth, Herts. SG6 1HN, UK.