



# **Guidance and Counselling in Higher Education in European Union Member States**

**Serial editor  
Willy Aastrup**

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# **Guidance and Counselling in Higher Education**

**in European Union Member States**

**Michael Katzensteiner  
Paula Ferrer-Sama  
Gerhart Rott  
(Eds.)**

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Counselling and Support Centre

University of Aarhus

Building 5124

Finlandsgade 20

DK-8200 Aarhus N

Phone: +45 8942 2375

E-mail: [studiecenter@au.dk](mailto:studiecenter@au.dk)

Web: [www.rsc.au.dk](http://www.rsc.au.dk)

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# Serial preface by Willy Aastrup

It is a great honour and a pleasure to present an international audience to the series INKLUSION (“Working Papers in Inclusion and Integration of Students in Higher Education”).

The series, published by the Counselling and Support Centre at the University of Aarhus, is an important vehicle for the Centre to present studies, reports and other research findings related to the actual counselling and other educational practices.

At the centre it is our ambition to ensure the highest quality of counselling, guidance and assistance within special needs education. The work is based on specific concepts of support concerning counselling, academic assistance and educational reading and writing assistance for dyslexic students that rest on an inter-disciplinary foundation which draws on philosophy, psychology, educational science, medical science and sociology.

The conceptual framework and the visions for the special needs educational effort are expressed through an overall strategy concerning students with specific educational difficulties. This strategy is founded on the primary goal of promoting integration and inclusion of students with specific educational difficulties at institutions of further and higher education through high quality educational assistance and counselling. This goal is to be achieved through the following strategies:

- The counselling and educational effort must be planned as a co-ordinate effort with clear, prioritized goals and directions.
- The counselling and educational effort must be based on the development of inter-disciplinary knowledge regarding the specific educational difficulties and those institutional, individual, social and cultural relations within which the difficulties must be understood.
- The counselling and educational effort must be focused on results by adapting the effort to the individual student’s specific difficulties and to his or her academic subject and level. The aim is to compensate for the difficulties to the extent that the students can meet the general and specific academic requirements for quality.

- The counselling and educational effort must rest on research-based knowledge of the relations between effort and effect which is sensitive to specific and individual relations and subsequently can support the concrete practice.
- The counselling and educational effort must be structured around learning, development, and communication of quality-assured methods which are adequate according to the students' specific difficulties and needs.

These strategies call for a special educational effort based on a reflected counselling and educational practice. Hence, the practice must be linked to the production of knowledge which develops through the interaction of knowledge application and practical learning. This interaction involves a close connection between practice, developmental projects and research.

We believe that these inclusive strategies – or rather practices – should not be separated from the educational programs, from the related educational and working methods, from the objective of each study programs, or from the intermediate objectives of the individual disciplines that the specific program are composed of. If the overall objective of completing the education is to be fulfilled, the different types of assistance must aim for the students to acquire assured relevant academic skills and methods. The students must be capable of relating to these methods critically, analytically, and comparatively. Furthermore, they should be able to document that they master the required competences (knowledge and skills), for example in connection with exams and other forms of evaluation.

The present volume is a European overview of the guidance and counselling facilities in the member states of the European Union in general. If we believe that the purpose of special needs educational assistance for students with a physical or psychological disability is to develop compensating competences by which the students are able to be included, in other words take active part in and finally complete a higher education program similarly to other students, it is imperative to build a body of knowledge in which special needs counselling, guidance and educational assistance is reflected in the “mainstream” development in education, guidance and counselling.



# Foreword by Ján Figel'

Universities and higher education institutions play an essential role in helping Europe meet the challenge of becoming the world's leading knowledge-based society. Education, in particular higher education, is pivotal in the knowledge society and in increasing Europe's competitiveness, growth and productivity and strengthening its social cohesion. Today, Europe's greatest asset is its human capital. More than ever, creating knowledge, and developing innovative ways of disseminating it, will be decisive in creating more and better jobs for all.

Universities urgently need to modernise, in order to deliver on their full potential. Modernisation is needed in many areas directly related to students' progress through higher education and into the world of work. As the nature of work is changing, new skills and competences are needed by the workforce, and new competences require new learning methods. Universities in Europe have risen to these challenges and are undergoing fundamental reforms. They are developing new degree structures based on output- and skills-oriented curricula, which in turn have an impact on students' course choices and workloads, and on examination and assessment procedures.

In order to enable students to make the right choices within a multitude of new possibilities and to get the most from job opportunities on the European labour market, lifelong guidance and counselling systems and student information services need to be further developed. The quality and relevance of education are directly linked to the quality of the information and advice given by professional counsellors. There are still areas where guidance can be improved, including the transitions from secondary to higher education and from undergraduate to post graduate studies and from studies to the world of work. It is important to promote and develop new links between employers, institutions of higher education and students.

This comprehensive and thoroughly researched publication expands and updates information on careers services throughout the European

Union. By developing and improving access to knowledge about careers services in Europe, it makes a valuable contribution to the European Higher Education Area.

Ján Figel', Member of the European Commission responsible for Education, Training, Culture and Multilingualism

# Preface by Gerhart Rott

## President of FEDORA

The publication of this report on “Guidance and Counselling in Higher Education in European Union Member States” represents another important step to build up common ground and to further develop guidance and counselling at European universities. With the establishment of the European Higher Education Area this task has become even more challenging.

A first step in this direction was taken by FEDORA in 1994 with the publication of “Psychological Counselling in Higher Education”. A European Overview”<sup>1</sup>, a book that resulted from a study undertaken by the FEDORA working group PSYCHE (Psychological Counselling in Higher Education). In 1998 FEDORA organised the Leonardo project “New Skills for New Futures”, a project on guidance and counselling services in the EU that was funded by the European Commission. As a result of this project, FEDORA was able to produce 16 country reports, one for each participating country, as well as the synthesis report “New Skills for New Futures. Higher Education Guidance and Counselling Services in the European Union”<sup>2</sup>. But the guidance and counselling sector has seen quite a number of developments in the last ten years, one of them being the EU expansion in 2004. Therefore, we felt it necessary to update the country reports which were produced within the FEDORA Leonardo project, and the idea of the “FEDORA Symposium on Guidance and Counselling in Higher Education” was born. Supported by a questionnaire, colleagues in the new member states were asked to produce an overview of the guidance and counselling facilities in their country, while colleagues in the old member states updated the information already published in 1998. These reports, as well as the already existing material on guidance and counselling and on the European Higher Education Area, will help us build up a body of knowledge about what has already been established within the guidance and coun-

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1 Bell, E., McDevitt, C., Rott, G. & Valerio, P. (eds) (1994). *Psychological Counselling in Higher Education. A European Overview*. Naples: La città del sole.

2 Van Esbroeck, R. & Watts, T. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling Services in the European Union*. Louvain-la-Neuve: FEDORA.

selling sector in Higher Education in Europe, especially with regard to the formation of a European space for guidance and counselling.

The symposium took place in the premises of the Cracow University of Technology in Krakow, Poland, from 9<sup>th</sup> to 10<sup>th</sup> February 2006. The basic objective was to provoke a dialogue between professionals and relevant stakeholders in guidance and counselling in its various aspects across Europe. In the past we had already taken some significant steps in this direction. An important start was made at the VIII FEDORA congress in Odense in 2003, where we discussed students and graduates in the Europe of tomorrow. In Stoke Poges a year later we focussed more intensely on graduate recruitment and careers education in the enlarged European Union. The conference on psychological counselling in Groningen and the Summer University in Cyprus in 2005 helped us find common ground on internationalisation and linked us to the larger issues of globalisation.

A second task of the symposium was to prepare the content of the IX FEDORA Congress, which will take place in Vilnius, Lithuania, from 22<sup>nd</sup> to 25<sup>th</sup> October 2006. The reports featured in this publication will help us produce a first draft of a “Charter on Guidance and Counselling within the European Higher Education Area”, which will be finalised at the Congress. This charter will provide basic common ground for professionals and strong recommendations and objectives for policy makers who are engaged in the European qualification framework. This will give FEDORA a voice that attracts more attention and interest among decision makers and the wider public.

FEDORA’s special thanks go to Prof. Gawlik and the Cracow University of Technology for hosting the event and to Malgorzata Kalaska who did a tremendous job in the realisation of the symposium and in coping with all the obstacles which inevitably occurred in the preparation process. FEDORA would also like to thank Miss Jennifer Wannan (CEDEFOP), Prof. Anthony Watts, Friedrich Wittib (European Commission) and David Crosier (EUA) for supporting the symposium with their expert knowledge. Additionally, we would like to thank all colleagues for their efforts in producing the country reports that found their way into this publication. FEDORA would also like to extend their thanks to the German Academic Exchange Service (Deutscher Akad-

emischer Austauschdienst - DAAD) for their financial support. In addition we are obliged to Schuhfried Company for their financial support, which allowed us to get an assistant for processing the data of the reports and for finalising the publishing of the book. Finally, we would like to thank Michael Katzensteiner and Paula Ferrer-Sama for their extraordinary efforts in the publication of this book, Michaela Reinthaler for helping processing the data and for her support in the editorial work, Victoria Donovan for the proofreading and corrections and I especially thank Willy Aastrup for publishing this overview in his well known serial INKLUSION.



# Introduction

**Author:** Michael Katzensteiner

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Our survey on “Guidance and Counselling in Higher Education in European Union Member States” is in some ways an update of the Leonardo project of 1998<sup>3</sup> and should be viewed against the background of the FEDORA Krakow symposium (February 2006) and the FEDORA Vilnius Congress (October 2006) as explained by Gerhard Rott in his preface. This study follows FEDORA tradition by reflecting systematically on various aspects of the general theme.

This publication can serve as a means to:

- Reflect, using new data, on the consequences of the developments in our area in the last years
- Facilitate discussion in connection with the above mentioned charter
- Contribute to quality assurance
- Make further steps in the direction of developing, accentuating and presenting a common profile to the public

We have collected *country reports* from all the EU member states except Luxembourg and Portugal. It is a pleasure to have contributions from all the new member states, which reflect the exciting developments in these countries. But we can also identify changes in the old member states, particularly in terms of increasing professionalism in this area. As a tool for structuring the national reports we have developed guidelines and a kind of “open questionnaire”.<sup>4</sup> Nevertheless the reports are quite diverse. We received a lot of data, although sometimes incomplete, which was nevertheless processed by *Paula Ferrer-Sama*. Her study, which includes a detailed analysis and an extensive presentation, is the core of this book. *Michael Katzensteiner* considers the results with the prospect of gaining a potential common “identity of guid-

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3 Van Esbroeck, R. & Watts, T. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling Services in the European Union*. Louvain-la-Neuve: FEDORA.

4 A part of this guidelines we put in the appendix : Michael Katzensteiner (supported by Ann Conlon and Eleonore Vos) Guidelines for the National Report .

ance and counselling in higher education”. *Per Anderson* goes on to outline the area of educational guidance, since in his view this area still remains “something of a stepchild”.

*Gerhart Rott* reflects on ways for FEDORA to play a role as a “catalyst in the European higher education area”. *Margaret Dane* gives an overview of the Krakow symposium and summarises the key lectures held there. We would also like to turn your special attention to the presentations of *Jennifer Wannan*, “European Policy Development in Guidance & Counselling” and *Friedrich Wittib*, “European Universities & their Challenges: the Bologna Process and its implications for guidance & counselling within HE”. We were lucky to get contributions (based on their key lectures) from *David Crosier*, who refers to the EUA projects and trends with a special focus on our field, and from *Tony Watts*, who gives ideas and “reflections on the implications of recent international policy reviews”.

Finally, *Per Anderson* explains why it is essential to develop a “European Charter for Guidance and Counselling in Higher Education”.



# National Report for Austria

**Author:** Michael Katzensteiner  
FEDORA National Coordinator Austria  
Head of Psychological Student Counselling Service Linz

*Kindly supported by: Andrea Petz (AREA 2),  
Wolfgang Pöllauer (AREA 4A), Gerhard Labacher,  
Andrea Reinthaler, Gerhard Krötzl: suggestions and corrections*

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## Short Outline of the Higher Education Area

Until the mid-1990's of the higher education was dominated by an uniformly organised university, which had no actual institutional autonomy and had regulated courses of study. The University of Applied Sciences Education Act 1993 (Fachhochschul-Studiengesetz) introduced a differentiated higher education system for the first time. The new institutions were granted considerably more institutional autonomy in terms of organisation and curricula. Similar developments also took place in universities at around the same time starting a process that led to the complete reform of the system in 2002. New positions were created and filled, new organisational structures were established and the required facilities were built up. The universities attained full legal entity status in the year 2004. In 2007 the implementation of the service contracts between the universities and the Ministry will be completed.<sup>5</sup>

### Higher education in Austria is under the responsibility of:

The Federal Ministry of Education, Science and Culture.

### Institutions:

- Universities

In addition to the public universities there have been private universities in Austria since 2000.

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<sup>5</sup> Taken from [http://www.bmbwk.gv.at/medienpool/9043/bi\\_engl.pdf](http://www.bmbwk.gv.at/medienpool/9043/bi_engl.pdf)

*total number of universities: 33*

- *public universities: 22*
- *private universities: 11*

*total number of students (2005/06): 203.715*

- 109.231 female
  - 94.484 male
- [www.bmbwk.gv.at/](http://www.bmbwk.gv.at/), [www.portal.ac.at/](http://www.portal.ac.at/)

• ***Fachhochschulen***

“Fachhochschul”-courses differ considerably from university courses.

Characteristics: strictly oriented to the job market and to the needs of future employers, highly developed quality assurance, studying in classes and according to strictly fixed curricula, entrance limitations and qualifying examinations. “Fachhochschul”-courses may be provided by the state or by other “corporate bodies of public and private law” such as interest groups, local authorities or associations.

*FH degree programmes: 150, (tendency upwards)*

*total number of students(2005/06): 25.727*

- 10.730 female
- 14.997 male

<http://www.fhr.ac.at/>

• ***The non-university tertiary educational sector***

This sector includes Colleges and Institutes, which provide the necessary professional qualification in the following fields: vocational training, agricultural and forestry education, medical services, midwifery, engineering, economics, tourism. There are plans to convert some of them into Fachhochschul-programmes

## **Implementing the “Bologna Process” in the country**

The implementation of the “Bologna Process” seems to have proceeded in an efficient way. As an example: the Austrian Agency for Quality Assurance (AQA) was established at the beginning of 2004, for the

next academic year (2006/07) most of the curricula will be structured around/ organised according to the two-tier study system.

[www.bmbwk.gv.at/europa/bp/bericht\\_05.xml](http://www.bmbwk.gv.at/europa/bp/bericht_05.xml),

[www.bmbwk.gv.at/fremdsprachig/en/eu\\_int/bologna/implementing.xml](http://www.bmbwk.gv.at/fremdsprachig/en/eu_int/bologna/implementing.xml)

## **Life long learning<sup>6</sup>**

The new “Danube University Krems” is specialised in further education and post-graduate studies.

## **Mobility**

75,000 participants from Austria have taken part in mobility programmes since 1995

## **Educational Guidance & Counselling (Area 1)<sup>7</sup>**

### **Structural trends**

No essential changes since “new skills for new futures”

At first sight this area seems to be well covered, yet from the point of view of people seeking help the situation is far from satisfactory. Networking and a common presentation exist sometimes only on the web.

The following institutions are engaged in this area:

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<sup>6</sup> See: OECD NATIONAL REPORT AUSTRIA

[www.oecd.org/dataoecd/47/46/2505725.pdf](http://www.oecd.org/dataoecd/47/46/2505725.pdf)

[www.bmbwk.gv.at/medienpool/11790/hssystem\\_04e.pdf](http://www.bmbwk.gv.at/medienpool/11790/hssystem_04e.pdf)

“NEW SKILLS FOR NEW FUTURES” Austrian report

<http://www.bildung.at> , <http://www.schule.at> , <http://www.eduhi.at> <http://www.bildungssystem.at> , <http://www.bmbwk.gv.at/statistik> <http://ris.bka.gv.at>

at , <http://www.bmbwk.gv.at/statistik> <http://ris.bka.gv.at>

<sup>7</sup> See: “new skills for new futures” Austrian report, OECD

NATIONAL REPORT AUSTRIA, [www.oecd.org/dataoecd/47/46/2505725.pdf](http://www.oecd.org/dataoecd/47/46/2505725.pdf)

OECD REVIEW OF CARREER GUIDANCE POLICIES, COUNTRY

NOTE AUSTRIA, March 2003 [www.schulpsychologie.at/oecd/](http://www.schulpsychologie.at/oecd/) )

- A: Education Advisors in Schools**
- B: School Psychology Departments**
- C: Psychological Student Counselling Centres**
- D: National Union of Student Services (ÖH)**
- E: Psychology Department of the University of Linz**
- F: Vocational Guidance Centres – BIZ –**
- G: Services of Public Law Bodies and Private Institutions**

**Involvement in**

their own area

Additionally: **C** in AREAS 3, 4; **D** in AREA 4; **F** in AREA 2, 4, **G** in AREA 4

**Funding/administrative control**

*A: Education Advisors in Schools*

Federal Ministry of Education, Science and Culture

*B: School Psychology Departments*

Federal Ministry of Education, Science and Culture

*C: Psychological Student Counselling Centres*

Federal Ministry of Education, Science and Culture

*D: National Union of Student Services (ÖH)*

Austrian Student Union

*E: Psychology Department of the University of Linz*

Two regional governments (partly), university

*F: Vocational Guidance Centres*

Public Employment Service (AMS)

*G: Services of Public Law Bodies and Private Institutions*

Employers and Employees Organisations, Private Institutions

**Location**

*A: Education Advisors in Schools*

Schools

*B: School Psychology Departments*

Each district of a province

*C: Psychological Student Counselling Centres*

In six Austrian university cities

**D: National Union of Student Services (ÖH)**

Each university

**E: Psychological Department of the University of Linz**

Linz

**F: Vocational Guidance Centres**

Each district of a province

**G: Services of Public Law Bodies and Private Institutions**

Province capitals

**Target group**

- School students in secondary academic schools (AHS) and
- secondary technical and vocational schools and colleges (BMHS) in the grades 7 and 8 and
- their parents
- students who want to change or discontinue their studies

**Website(s)**

[key2success.schulpsychologie.at/](http://key2success.schulpsychologie.at/)

[www.bib-atlas.at/](http://www.bib-atlas.at/) (overview of all services in AREA 1 and 4)

[www.bib-infonet.at](http://www.bib-infonet.at/) (network of counsellors)

[www.schulpsychologie.at/intguide.htm](http://www.schulpsychologie.at/intguide.htm)

[www.studentenberatung.at/](http://www.studentenberatung.at/)

[www.ams.or.at/b\\_info/ychoice/](http://www.ams.or.at/b_info/ychoice/)

[fmserver.braintrust.at/Band4/startframe.html](http://fmserver.braintrust.at/Band4/startframe.html)

[oeh.ac.at/oeh/service](http://oeh.ac.at/oeh/service) (Austrian Student Union)

**Number of employees**

**A: Education Advisors in Schools**

Total: about 1300,

**B: School Psychology Departments**

Total: about 120 (partly in charge of AREA 1)

**C: Psychological Student Counselling Centres**

Total: about 30 (partly in charge of AREA 1)

**D: National Union of Student Services (ÖH)**

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**E: Psychological Department of the University of Linz**

4 (during the time of test procedures)

**F:** *Vocational Guidance Centres*

Total: 148 (partly in charge of AREA 1)

**G:** *Services of Public Law Bodies and Private Institutions*

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**Mission statement existing**

C: yes

**Linked with**

www.bib-infonet.at (network)

www.bib-atlas.at/ (network)

**Publications**

B, C, E lists of publications are available. Some members of These services regularly publish articles and books on themes from that area

**Roles and qualification<sup>8</sup>**

**A:** *Education Advisors in Schools*

**Roles:** teachers

**Skills and qualifications:** additional qualifications (208 hours training, mainly by school psychologists)

**B:** *School Psychology Departments*

**Roles:** “school psychologist”, psychologists, some of them clinical psychologists and psychotherapists (similar to C, see AREA 3)

**Skills and qualification:**

Psychological degree (5 years, fulltime), initial training in guidance and counselling competencies (6 weeks full time + examination) concerning additional qualification see AREA 3

**C:** *Psychological Student Counselling Centres*

**Roles:** “psychological student counselor”, psychologists, most of them clinical psychologists and psychotherapists (see AREA 3)

**Skills and qualification:**

Psychology degree (5 years, fulltime), initial training in student

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<sup>8</sup> See Austrian report pages 24, 49

guidance and counselling (6 weeks full time + examination + presentation, case study of psychological counselling in educational guidance)

(concerning additional qualification see AREA 3)

**D: National Union of Student Services (ÖH)**

**Roles:** prospective student advisor, enrolment advisor

**Skills and qualification:**

students with special interests in this area, in service training

**E: Psychological Department of the University of Linz**

**Roles:** psychologists

**Skills and qualification:** experience gained by research into this area, clinical psychologists

**F: Vocational Guidance Centres**

**Roles:** Advisors, counselors

**Skills and qualification:** in-service training

**G: Services of Public Law Bodies and Private Institutions**

**Roles:** Advisors, counselors

**Skills and qualification:** quite diverse

## Tasks

**A: Education Advisors in Schools**

information guidance and counselling in the schools

**B: School Psychology Departments**

psychological aid for prospective students, who are not sure which studies to choose

**C: Psychological Student Counselling Centres**

psychological aid for prospective students, who are not sure which studies to choose;

students who want to change or discontinue their studies

**D: National Union of Student Services (ÖH)**

providing information in the schools and counselling at the beginning of the study, entrants' tutorials

**E: Psychological Department of the University of Linz**

psychological test procedure (groups: about 500 school students)

**F: Vocational Guidance Centres**

information and orientation for those interested

**G: Services of Public Law Bodies and Private Institutions**  
providing various services of information and orientation

## **Means, instruments**

**A: Education Advisors in Schools**

information (in the class, web), counselling (individual, groups)

**B: School Psychology Departments**

information (web, leaflets) counselling and psychological counselling (individual, groups), test procedures (groups)

**C: Psychological Student Counselling Centres**

information (providing a special web courses, leaflets)

[www.studentenberatung.at/](http://www.studentenberatung.at/)

counselling and psychological counselling (individual, groups), tailor-made test procedures (individuals) see AREA 3

**D: National Union of Student Services (ÖH)**

information (groups, web), counselling (individual, groups), entrants' tutorials

**E: Psychological Department of the University of Linz**

psychological test procedure for school students in their last year (only automatic standard report sent by mail)

**F: Vocational Guidance Centres**

BIZ: Information and counselling, also self-testing (anonymous if desired).

AMS: in-depth guidance, counselling, orientation services or courses (registration required at the AMS computer department).

**G: Services of Public Law Bodies and Private Institutions**

information and orientation, tests, quite diverse

See: OECD NATIONAL REPORT AUSTRIA<sup>9</sup>

[www.oecd.org/dataoecd/47/46/2505725.pdf](http://www.oecd.org/dataoecd/47/46/2505725.pdf)

See: OECD REVIEW OF CARREER GUIDANCE POLICIES, COUNTRY

See: "new skills for new futures" Austrian report

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<sup>9</sup> NOTE AUSTRIA, March 2003 [www.schulpsychologie.at/oecd/](http://www.schulpsychologie.at/oecd/)



## Disability & Special Needs (Area 2)

### Structural trends

#### Brief summary

This area is mainly deal with by the institute **Integriert Studieren (Integrated Studying)**. Please see <http://www.integriert-studieren.jku.at> for details and further information.

The institute **Integriert Studieren** was established in October 1991 at Linz University as a model project which tries to support blind and visually challenged students in their studies. The main part of its support activities involves the digital preparation of all studying materials such as books, lecture notes, overhead sheets, exercises, contents of the blackboard and so on to aid blind and visually challenged students all over Austria. Most research and teaching is also concentrated in this area. In 1995 the model project was established as the Department of Computer Science for the Blind at Linz University. In 2000 a **national interuniversity institute was established** and developed into an **informal network of five independent institutions at university level all over Austria** (University of Linz, University of Graz, University of Vienna, Technical University of Vienna and University of Klagenfurt) due to legislation (UG 2002).

#### Involved in

their own area, additionally in AREA 1 and 4

#### Funding/administrative control

The institute is for the most part funded externally (e.g. national and international projects, research activities and partnerships), only 5 out of 17 employees in Linz are paid by university funds.

#### Location

University of Linz, University of Graz, University of Vienna, Technical University of Vienna and University of Klagenfurt

#### Target group

The primary target groups were extended from “blind and partially

sighted students” to “print disabled students” and recently to “students with disabilities”.

### **Linked with**

The institute “Integriert Studieren” is attached to several national and international networks (e.g. Fedora, HEAG, FABUS, “uniability”), it is involved in designing teaching and learning materials for blind and partially sighted students in primary and secondary schools throughout Austria, organised by the ALS (Arbeitsgemeinschaft zur Lehr- und Lernmittelerstellung für Sehgeschädigte). It is also involved in teaching counselling and education, especially concerning IT usage in inclusive education. “Integriert Studieren” cooperates with major institutions (gov, non-gov and economic) in the fields of accessibility, assistive technologies, ICT and disability in Austria and internationally.

### **Roles and qualification**

Most of the work carried out by staff in this area is directly related to their personal studies (IT, mathematics, sociology & social sciences...). There are a number of special training programs concerned with counselling, scientific work and writing and project management.

The institute provides its employees with a huge “learning on the job” program which includes conferences, workshops and seminars held by the institute. Some of the staff have been carrying out evaluations and reviews for the European Commission.

### **Tasks**

The institute carries out work in the following areas: counselling, support and service for students with disabilities, project management, evaluation, research & development (social and technical), teaching & training.

The research and development activities of the institutes deal with all aspects of disability, accessibility and information / communication technologies (ICT):

- Research on principles of the non-visual man-machine-interaction for an adapted interface
- Electronic libraries and electronic publishing for people with disabilities
- Access to graphical user interfaces for visually impaired users
- Design for all sorts of hard- and software
- Adapting graphic-software to support of the production of tactile pictures for the visually impaired (e.g.: automatic lettering of pictures in Braille)
- Research into pedagogical, psychological and social aspects of using computers to support the integration of visually impaired persons.
- Access to notations of mathematics, chemistry and music for blind people
- Practical teaching and support for blind students in all courses of studies (using alternative concepts of representation)
- Research into the social consequences of applying technology for the disabled
- Inclusive teaching
- Speech recognition applications for people with disabilities.
- In 1996 the department organised the 5th International Conference on Computers Helping People with Special Needs (ICCHP) – a major international conference on ICT and disability - in cooperation with the Austrian Computer Society (OCG). Since then the department has been responsible for the organisation and the scientific programme and chairs the working group responsible for the conference inside the OCG. In 2006, the conference was organised once again at the University of Linz<sup>10</sup>.

## Means<sup>11</sup>

- Counselling before (counselling on abilities, skills & competencies – with or/and without parents), during and after the students' time at university.

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10 See [www.icchp.org](http://www.icchp.org) for details.

11 See also above (tasks)

- Providing services with custom-made study materials.
- Help with administrative tasks (timetable, inscription, enrolment, contacts with teaching and administrative staff)
- Labour market training (assessment centre training, application training, social skills workshops and seminars, in-house practices and projects, scientific publishing, mentoring system and contacts to firms/institutions)

### **What has proved a failure?**

Funding comes from Linz University (fixed fund for providing our students with services) and external institutions (EU, national and international funds, economy). The budget is subject to annual negotiations and not continuous as with other university institutions. Funding for most of the institutes' other (important) activities and staff have to be met out of external funds (projects, mission oriented research). Only revised study materials are granted each year.

### **What has proved of value?**

The institutes' adumbrate "paradigm – shift" to a more open "socially inclusive" approach. It changes from a former information and counselling service in the initial/ ending phase of a study to a comprehensive "one – stop" range of service activities.

## **Psychological Student Counselling<sup>12</sup> (Area 3)**

### **Structural trends**

#### ***Brief summary***

Psychological counselling for students in Austria is mainly carried out by the six "**Psychological Student Counselling Centres** of the Federal Ministry for Education, Science and Culture". Only a very small number of students seek advice at the psychological counselling centres affiliated to the psychological departments of the universities.

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<sup>12</sup> See: [www.studentenberatung.at/](http://www.studentenberatung.at/)

**Involved in**

“Psychological Student Counselling Centres of the Federal Ministry for Education, Science and Culture” are also involved in AREA 1 and 4 (partly) and cooperate with institutions of AREA 2 and AREA 4.

**Funding/administrative control**

Federal Ministry for Education, Science and Culture

**Location**

in six Austrian university cities (in most of the main Austrian regions). There are problems with providing students of the “Fachhochschulen” with these services as they are sometimes located far from that cities.

**Target group**

students

**Website(s)**

[www.studentenberatung.at/](http://www.studentenberatung.at/)

**Number of employees**

*Total:* appr. 50 (about 30 fulltime positions for psychologists)  
*average size of staff:* 6

**Mission statement existing**

yes

**Linked with**

[www.bmbwk.gv.at/](http://www.bmbwk.gv.at/), <http://www.schulpsychologie.at/>,  
[key2success.schulpsychologie.at/](http://key2success.schulpsychologie.at/) , [www.bib-atlas.at](http://www.bib-atlas.at)  
[www.bib-infonet.at](http://www.bib-infonet.at)

**Publications**

A list of publications is available. The providers of these services regularly publish articles and books about the themes of their work.

## **Roles and qualification<sup>13</sup>**

### **Roles**

no changes since “new skills for new futures”<sup>14</sup>,

All of the psychological student counselors are psychologists: most of them clinical psychologists and/or psychotherapists.

### **Skills and qualification**

no essential changes since “new skills for new futures”<sup>15</sup>. Psychological degree (5 years, fulltime), clinical psychological qualification (2 years, part time, see: [www.boep.or.at/](http://www.boep.or.at/) ), psychotherapeutic qualification (4-7 years, part time, see: [www.psychotherapie.at/](http://www.psychotherapie.at/) ), initial training in student guidance and counselling (6 weeks full time + examination)

## **Tasks<sup>16</sup>**

### **The main task is**

to support students and their work by psychological means. Psychological treatment and psychotherapy are offered mainly to combat psychosocially and psychosomatically caused difficulties.

### **Further tasks are**

psychological treatment and support for students, who want to change or discontinue their studies; psychological help for students or young graduates who want to clarify their goals (partly AREA 4); psychological aid for prospective students to choose their course of study (AREA 1);

scientific studies focused on psycho-social developments and specific problems of school leavers and university students, publishing papers on theoretical aspects and practical forms of personal and psychological counselling and on specific aspects of psychotherapeutic care.

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13 See: [www.oecd.org/dataoecd/47/46/2505725.pdf](http://www.oecd.org/dataoecd/47/46/2505725.pdf)

14 See Austrian report, pages 24, 29/30, 52/53.

15 See Austrian report page 49

16 See: [www.oecd.org/dataoecd/47/46/2505725.pdf](http://www.oecd.org/dataoecd/47/46/2505725.pdf), no essential changes since “new skills for new futures” (see Austrian report page 20 et sqq., 29,30)

## **Means, instruments**

No essential changes since “new skills for new futures”<sup>17</sup>

*Listing:* Psychological counselling, psychotherapeutic treatment and support, clinical psychological treatment (individuals, groups) psychological tests, personality enhancing training, training to improve learning and social skills, potential analysis, use of the web, coaching.

## **Career Guidance & Employment (Area 4)**

No essential changes since “new skills for new futures”<sup>18</sup>

### **Structural trends**

#### **Recapitulating description**

##### **A: Career service centres at universities**

Most of our universities have career centres, except the universities of arts<sup>19</sup>.

Differences between the career counselling centres can be observed in their designations, their organisational bases and partly also their tasks

##### **B: Vocational Guidance Centres – BIZ – and Labour Market Service**

##### **C: Psychological Student Counselling Centres**

##### **D: National Union of Student Services (ÖH)**

##### **E: Career Orientation at Fachhochschulen**

##### **F: Other Services (Public Law Bodies, Employers and Employees Organisations, Private Institutions)**

#### **Funding/administrative control**

##### *A: Career service centres at universities:*

Universities, Alumni Clubs, Private Sponsoring

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17 See Austrian report, pages 29, 30

18 See additionally: OECD NATIONAL REPORT AUSTRIA [www.oecd.org/dataoecd/47/46/2505725.pdf](http://www.oecd.org/dataoecd/47/46/2505725.pdf)

OECD REVIEW OF CAREER GUIDANCE POLICIES, COUNTRY NOTE AUSTRIA, March 2003 <http://www.schulpsychologie.at/oecd/>

19 See Austrian report page, 27 et seqq

**B:** *Vocational Guidance Centres and Labour Market Service*  
Public Employment Service (AMS),

**C:** *Psychological Student Counselling Centres*  
Federal Ministry of Education, Science and Culture

**D:** *National Union of Student Services (ÖH)*  
Austrian Student Union,

**E:** *Career Orientation at Fachhochschulen*  
Government, mostly private founders and parent organisations of the Fachhochschul-courses, Fachhochschul-council in cooperation with the IWI (Institute for Industrial Sciences)

**F:** *Other Services*  
Employers and Employees Organisations, Private Institutions

### **Location**

**A:** *Career service centres at universities:*

Examples of career planning centres at universities include:

- Jobservice Centre at Klagenfurt University: [www.uni-klu.ac.at/jobservice](http://www.uni-klu.ac.at/jobservice)

- zBp: Career Planning and Placement Center (Zentrum für Berufsplanung) at University of Economics and Business Administration: [www.zbp.at](http://www.zbp.at)

- TU Career: Vienna University of Technology: [www.tucareer.com](http://www.tucareer.com)

- Boku-zBp: Career Planning and Placement Center (Zentrum für Berufsplanung) at the Vienna University for Agricultural Sciences

- zepira-Juridicum: Centre for Practical Information (Zentrum für Praxisinformation) at the Vienna Law Department

- Service Centre for Young Graduates (Jungakademiker-Service) at Graz University

- Kepler Society: Career Service Centre at Linz University

- Unitrain: Career Service Centre at University of Vienna: [www.unitrain.at](http://www.unitrain.at)

- SoWi Holding. Placement Centre at the Faculty of Economics at Innsbruck University: [www.jobnet.at](http://www.jobnet.at)

**B:** *Vocational Guidance and Labour Market Service*



Each province capital

**C: Psychological Student Counselling Centres**

In six Austrian university cities (see Area 3),

**D: National Union of Student Services (ÖH)**

each university

**E: Career Orientation at Fachhochschulen**

in connection with the location of the Fachhochschule

**F: Other Services**

Each province capital

**Target group**

students, graduates

**Website(s)**

[www.bib-atlas.at/](http://www.bib-atlas.at/) (overview of all services in AREA 1 and 4)

[www.bib-infonet.at](http://www.bib-infonet.at/) (network of counsellors)

[www.jobnet.at](http://www.jobnet.at/) (see above)

[www.ams.or.at/b\\_info/ychoice/](http://www.ams.or.at/b_info/ychoice/)

[fmserver.braintrust.at/Band4/startframe.html](http://fmserver.braintrust.at/Band4/startframe.html)

[oeh.ac.at/oeh/service](http://oeh.ac.at/oeh/service) (concerning D)

[www.studentenberatung.at/](http://www.studentenberatung.at/) (concerning C)

[www.fhr.ac.at/](http://www.fhr.ac.at/) (concerning E)

**Roles and qualification**

No essential changes since “new skills for new futures”<sup>20</sup>

**A: Career service centres at universities**

For the most part, staff members of career planning centres are university graduates who have completed further training programmes geared towards counselling work, particularly in communicative and methodological fields.

**B: Vocational Guidance Centres**

*Roles:* Advisors

*Skills and qualification:* quite diverse, see Austrian report

**C: Psychological Student Counselling Centres**

See AREA 3

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<sup>20</sup> See Austrian report, page 24 et seqq.

**D: National Union of Student Services (ÖH)**

Students with special interests in this area, in service training

**E: Career Orientation at Fachhochschulen**

Quite diverse

**F: Other Services**

Quite diverse

## Tasks

No essential changes since “new skills for new futures”<sup>21</sup>

**A: Career service centres at universities**

The career service centres at universities have the function of providing counselling services to university graduates in their transition from university to working life as well as to students who wish to structure and design their studies most appropriately to meet labour market requirements.

These vocational planning centres act as a link between university graduates and potential employers. They facilitate the graduates’ and the university students’ entry into the world of work by providing support as well as counselling and further training options and help employers in their search for employees (graduates, students).

**B: Vocational Guidance Centres**

Information and orientation for interested people

**C: Psychological Student Counselling Centres**

Psychological help for students or young graduates, who want to clarify their goals

**D: National Union of Student Services (ÖH)**

legal obligation to provide information on the individual degrees, sometimes also on vocational areas

**E: Career Orientation at Fachhochschulen**

There is a special situation in the case of Fachhochschul-courses. Given the special course recognition procedure of the “Fachhochschule Council”, which includes requirements and analyses of the

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<sup>21</sup> See Austrian report page 27 et seqq

career opportunities and interests of prospective students, a certain amount of information and orientation can be expected to be provided by the Fachhochschul during the course (see OECD report) Main task: Information and orientation on new career pathways in the tertiary sector.

**F: Other Services**

Quite diverse: primarily information and orientation for interested people.

## **Means, instruments**

**A: Career service centres at universities**

Apart from the counselling of individuals on the topics of job interviews and applications, the drafting of curriculum vitae and personal career planning, the centres provide information on further training options and organise seminars in the fields of presentation techniques, public speaking, EDP, etc. as well as events such as career fairs and company presentations.

**B: Vocational Guidance Centres**

Web courses, leaflets, a library dedicated to job finding

**C: Psychological Student Counselling Centres**

Close cooperation with career advising centres

Psychological counselling (individuals, groups); tailor-made test procedures (individuals), “potential analysis”; training groups on “goal finding”, “managing of weaknesses and strengths”

**D: National Union of Student Services (ÖH)**

Information and counselling

**E: Career Orientation at Fachhochschulen**

Guide (annually published) to all Fachhochschul-courses including special information on in-service further courses of studies. By deciding on a special Fachhochschul-course, the career paths of a student are clearly defined. Close links to the business world and practical experience semesters also support career orientation. (see OECD report)

**F: Other Services**

Quite diverse: primarily information and counselling, trainings

## Summary<sup>22</sup>

### What has proved of value?

- The net-based information-system “bibatlas” [www.bib-atlas.at](http://www.bib-atlas.at)  
This is a visual database which contains all services in the area of educational and occupational guidance and details of their offers.
- Cooperation under a common roof
- Independent services with an umbrella organisation
- Involvement of all mentioned organisations (universities included) in fairs dealing with educational and occupational guidance

### What has proved a failure?

- Inflexible administrative systems
- Excessive dependency of funding institutions on organisational issues
- Fragmentation and working outside of networks

### Conclusion

Since the last study (NEW SKILLS...) the needs for guidance and counselling in higher education seem to have increased. However, the available services also seem to have increased. (mainly in the AREA 4). In times of limited resources it is impossible to respond to all demands. The main objective should be to improve the efficiency of the existing services as well as the networking (national/international). FEDORA could play an important role in both counts.

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22 See: OECD RIEVIEW OF CARREER GUIDANCE POLICIES, COUNTRY NOTE AUSTRIA, March 2003 [www.schulpsychologie.at/oecd/](http://www.schulpsychologie.at/oecd/)

# National Report for Belgium

**Author:** Louis De Vos  
Université Libre de Bruxelles

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## Short Outline of the Higher Education Area<sup>23</sup>

Higher education in Belgium is the responsibility of the different ministries for higher education in the three Belgian communities: (Flemish, French and German)<sup>24</sup>.

### Universities

There are a total of 16 universities

- 7 in the Flemish community
- 9 in the French community<sup>25</sup>

Amongst them only 5 are public (directly depending on the state), the others are independent or “free” institutions.

It should also be noted that only four (two Flemish and two French) are “complete” universities meaning that they cover most disciplines and award both Bachelor and Master degrees.

The other institutions are smaller and qualified as “incomplete” in the sense that they only teach specific disciplines or even single disciplines. In some cases, only bachelor degrees are awarded.

The average number of students in a university is 120.000.

The number of students varies little over time<sup>26</sup> and the distribution between French and Flemish students is approximately 50:50. A remarkable trend is the increase in the number of women in higher education in such a way that the number of women is now equal to the number of

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23 See: OECD REPORT of the Flemish community  
“thematic review of the first years of tertiary education “( Flemish community) country note  
See: “NEW SKILLS FOR NEW FUTURES” reports from the Flemish and French communities

24 For details see French report pg 4

25 For details see French report pg. 5

26 See Belgian report – Flemish community page 4

men. For instance, in the first year of medicine the percentage of women reaches 60%.

**Other institutions in that area:** *colleges of higher education*

Since 1994 (for the Flemish community) and 1996 (for the French community) all institutions of higher education other than universities have been grouped and reorganised into “hogescholen” and “hautes ecoles” respectively. This “clustering” brought the total number of institutions in the French community down from 107 to 30 aggregates and from 160 to 29 in the Flemish community. These “new” colleges of higher education are vocational and oriented toward the job market. Studies are generally organised in smaller classes with fixed curricula focusing on more practical or vocational aspects. (Paramedical, nursing, translation interpretation, social sciences, technology and sciences, economics, agriculture, teaching and arts).

The number of students at colleges of higher education is close to that of the universities. Most of the diplomas awarded by these colleges are 3-year Bachelor degrees. However they also award five-years Master degrees in some areas such as architecture, business studies, interpreting-translation, industrial engineer, etc.

In many cases facilities exist for students to move from a college to a university or from a university to a college of higher education either during their studies or after having received their diploma. Of course some conditions and restrictions apply.

**Implementing the “Bologna Process” in the country**

The implementation of the “Bologna Process” has been adopted and started in 2003 and 2004 in the Flemish and the French community respectively. Since then, the process has been initiated in all the institutions of both communities. In Belgium, colleges of higher education are said to be of “academic/ university level”. Therefore the Bologna process applies to both types of institutions, universities and colleges of higher education.

# **Educational Guidance & Counselling (Area 1)**

## **Structural trends**

### **Brief description**<sup>27</sup>

Foreword: before reading the next pages it is important to keep in mind the terminology and translation of terms as indicated in “new skills for new futures” French community report (page 9).

As recognised in previous reports, there are not always separate services to implement the different areas of guidance and counselling and there is no clear-cut distinction between those who are in charge of guidance and those concerned with counselling. In many cases one large integrated service or centre covers all services and members of the team are dedicated to specific tasks which correspond to one of the four types of counsellors identified in the Flemish report, namely general, information, guidance and employment<sup>28</sup>.

In the colleges (hautes ecoles /hogescholen), factors such as size, the number of students involved and the specificity of the curriculum mean that the various aspects of counselling and guidance are usually managed by very small teams, reduced sometimes to less than a single full-time person.

### **Involved in**

their own area

### **Funding/administrative control**

each institution (university or college of higher education)

### **Location**

within the institutions

### **Target group**

secondary school students and secondary technical and vocational school and college students, parents, secondary school teachers, students

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27 See: “new skills for new futures” Belgian reports

28 See details in Flemish report pg 33

### *Number of employees*

variable

### *Mission statement existing*

*Publications:*

## **Roles and qualification<sup>29</sup>**

### *Roles*

### *Skills and qualification*

Psychology degree or other

It should be noted that these teams often receive substantial support from the academics in different departments of the university. These people actively participate in the activities and provide additional information about what is expected from the students, for example study skills, etc..

Since most of the information and guidance at the university is of the third-in-line type<sup>30</sup>, it has become important to update the information of the secondary school teachers themselves (second and first-in-line) especially given the changes instigated by the Bologna process.

## **Tasks**

Indoor and outdoor information activities, advice and guidance on choices of educational options

Outdoor:

- Information in schools
- Information for parents
- Updating information for secondary school teachers
- Information given at student fairs

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29 See Belgian report – Flemish community page 4)

30 See Flemish and French reports



Indoor:

- Information to future students
- Information to interested parties
- Information and guidance to in-course students

## **Means, instruments**

Information and counselling (individually and in groups) in the classroom; information given at student fairs

Mailings to target groups

webpage, leaflets, specific brochures for different target groups, for instance first-year students, third cycle studies, transition between university and colleges, etc.

Remark: beside the “regular” guidance and counselling services other types of support have been introduced for in-course students. This type of guidance comes from the departments themselves and is provided by academics who focus on the content of student’s studies.

## **Disability & Special Needs (Area 2)**

### **Structural trends**

#### **Brief description**

Where possible this area is dealt with inside the institution / university

But in general there is no specific central structure for coping with the needs of disabled students. Where specific support exists, it is based within the university itself. Usually there is a single contact person<sup>31</sup>.

#### **Involved in**

their own area

#### **Funding/administrative control**

paid by university

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31 For details see French report pg 24 and Flemish report pg 15

### **Location**

within the university

### **Target group**

All kind of disabilities

## **Roles and qualification**

### **Tasks**

establish contact with the students ( as a kind of go-between) and help them with administrative tasks (timetables, inscription, enrolment); establish contacts with teaching and administrative staff taking into account the specific requirements of the studies to be undertaken (for instance: access and requirements for laboratory activities, etc.. )

### **Means**

### **Factors that have proved of value**

An effort has been made in recent years to progressively adapt the infrastructure to the needs of disabled people mainly in the old buildings (lifts, access to auditoria, etc). The new buildings provide easy access for disabled people.

## **Psychological Student Counselling<sup>32</sup> (Area 3)**

### **Structural trends**

#### **Brief description**

Psychological student counselling is organised at secondary school level by the PMS centres (Psycho Medico Social)<sup>33</sup>. In universities and colleges of Higher education specific centres exist. Some are connected to the Centres for Mental Health located outside the university.

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32 For details see French report pg 24

33 Refer to French report pg 11

**Involved in**

their specific area

**Funding/administrative control**

university funding or others

**Location**

inside or independent from the university

**Target group**

students but also occasionally the employees of the university

**Website(s)**

**Number of employees**

variable

**Mission statement existing**

yes for PMS at secondary level.

**Linked with**

the Centres for mental health

**Publications**

**Roles and qualification**

**Roles**

no changes since “new skills for new futures”,

**Skills and qualification**

no essential changes since “new skills for new futures”,

**Tasks**

**The main task**

Psychological treatment and support for students who want to change or break off their studies;

Psychological help for students who want to clarify their goals

Psychological help for students in the course of their studies after exam failure or for reorientation after failure.

Psychological help for prospective students to choose their future course of study

Psychological help for students to solve their personal relationship problems (relationships with boy/girlfriends, with parents, sex life, etc....)

### **Means, instruments**

No essential changes since “new skills for new futures”<sup>34</sup>

Psychological counselling, psychotherapeutic treatment and support, clinical psychological treatment (individuals, groups) personality enhancing training, training to improve studying techniques.

## **Career Guidance & Employment (Area 4)**

### **Structural trends**

#### **Brief description**

Career service centres at universities and colleges of higher education:

Most universities have career centres and information is also available in colleges. These institutions have however closer contact with the labour market and potential employers in their specific fields.

Career guidance is also provided by a few independent bodies as for instance SIEP in the French community and VDAB in the Flemish community<sup>35</sup>. While all support in terms of guidance and counselling is free of charge in universities and colleges, some independent bodies charge a fee for their services.

#### **Funding/administrative control**

Universities, Alumni Clubs, government

#### **Location**

Within universities or outside

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34 See Belgian report

35 See Flemish community report pg 21 and French community report pg 28

### **Target group**

students, graduates

### **Roles and qualification**

No essential changes since “new skills for new futures”

The large majority of the staff in the career planning centres are university graduates.

### **Skills and qualification**

quite diverse.

### **Tasks**

No essential changes since “new skills for new futures”<sup>36</sup>

The career service centres at universities have the function of providing counselling services to university graduates in their transition from university to working life. They make connections with employers, main industries, education ministries and other potential job providers.

### **Means, instruments**

Individual counselling on topics such as job interviews and applications, the drafting of a curriculum vitae and personal career planning, Seminars for graduates, Leaflets, Library about job finding and Web-based database of job opportunities.

### **Summary**

Several recent developments are worth underlining:

The reorganisation of higher education in Belgian (in the Flemish as well as in the French community) has deeply influenced the relationship between both types of institutions. This in turn has also had an impact on the way students or prospective students choose their programme of study.

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36 See Belgian reports – Flanders- French community

The implementation of the Bologna process has also introduced a major change, not only in the structure of the different curricula but also regarding the higher degree of flexibility available to students when choosing their studies.

Guidance and counselling centers have had to cope with and adapt their messages to these major changes in the area of higher education in Belgium.

The mobility of students between institutions and their search for non conventional academic routes has also grown.

The specific demand in terms of mobility for programs like Erasmus, or Tempus has increased in the recent years. In many institutions, student advisors deal exclusively with these topics.

All universities and colleges of higher education have clearly understood the need for counselling and guidance and what is at stake if these services are not provided. They all have one or more centre, which is subsidized by their own expenses and which strive, with a reduced staff, to fulfill all the student's needs and to cover the entire scope of activities ranging from providing information in secondary schools to career services for graduates.

Only a few institutions subsidized by the regional governments bring additional support to the institution's initiatives.

Finally it should be stressed that guidance and counselling is no longer the task of specialists alone since on many occasions they are accompanied by people from the academic staff, older students and even researchers.

# National Report for Czech Republic

**Author:** Ing. Zuzana Freibergová  
National Training Fund, National Resource Centre  
for Vocational Guidance

Doc. PhDr. Jiří Kulka, CSc.,  
Academic Counselling Centre, Westmoravian College Třebíč

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## Short outline of the Higher Education Area

The Ministry of Education, Youth and Sports (MoEYS) represents the state in relation to higher education institutions (HEIs). One of the main tasks of the MoYES is to allocate financial resources to individual HEIs from the state budget and to ensure the efficient use of these resources. Another responsibility of the MoYES is to provide favourable conditions for the development of HEIs and to co-ordinate their activities.

Public and state HEIs are established and terminated by an act of Parliament. The Higher Education Act of 1998<sup>37</sup> grants HEIs autonomy, academic freedom, democratic internal mechanisms and broad space for rapid development. The law also made it possible for legal entities within the Czech Republic to act as private HEIs, provided they obtain the respective state permission from the MoYES. Higher education study programmes are, in line with the Bologna process, divided into three levels leading to the respective academic degrees: Bachelor, Master and Doctoral. There are only a few exceptions where master study programmes are the traditional “long term” ones.

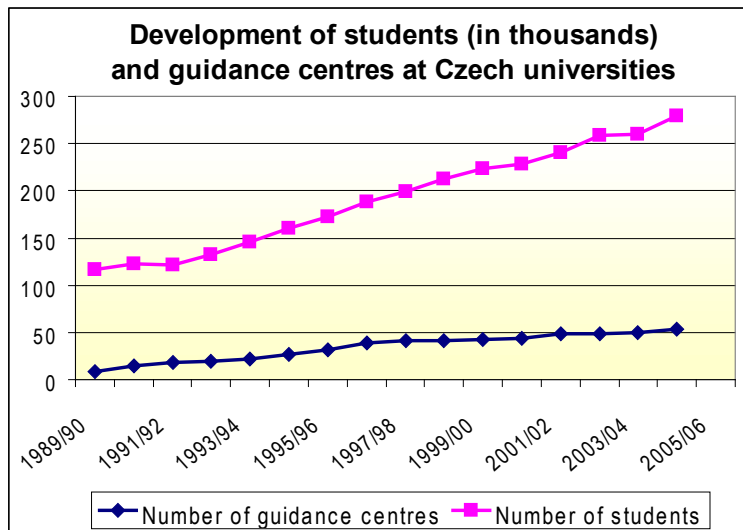
HEIs can be of a university or non-university type. The type of the higher education institution is outlined in its statute in agreement with an expert standpoint of the Accreditation Commission. Non-university type

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37 Act No. 111/1998 Coll. on Higher Education Institutions dated 22nd of April 1998. <http://www.msmt.cz>.

HEIs usually offer Bachelor study programmes and, if accredited, they can provide Master study programmes. They are not allowed to provide Doctoral study programmes. University type HEIs offer programmes leading to a Bachelor, Master and, in most cases, also to a Doctoral degree.

At present (December 2005), there are 66 HEIs within the Czech higher education system of which 25 are public, 2 state, and 39 private HEIs. The public and state HEIs are university-type ones. The private HEIs



are mainly non-university type due to the fact that they were established only recently.<sup>38</sup> The HE sector is growing every year in terms of the number of HEIs (in 1999 there were only 27 state and public HEIs), the number of students almost doubled between 1995/96 (174.000) and 2004/05 (279.000), the number of graduates has increased by 41% during the last ten years, and the number of foreign students in Czech HEIs has increased from 4.500 in 1999 to 17.500 in 2004/05.<sup>39</sup>

38 SKUHROVA, S., SEBKOVA, H., ZARUBA, L. (2005) Higher Education in the Czech Republic, Guide for International Students. Centre for Higher Education Studies. Prague, Czech Republic.

39 DOMER, S. (2005) Universities vie for foreign students. Building programs and faculty is a major investment. The Prague Post. <http://www.praguepost.com/P03/2005>.



## Student Guidance Services in Czech HEIs

By law<sup>40</sup> the provision of information and guidance services is entirely within the purview of individual HEIs and their faculties. The method of their provision is stated by the individual HEI in a report submitted as part of the institution's "Long-Term Objectives in Educational, Scientific, Research, Development, Artistic or Other Creative Activities". It sets out its plan of operations in the near future with reference to the government policy in higher education. However, the law does not specify the quality and extent of such services. In the period 1995-2000, the extent of services provided was monitored by the Centre for Higher Education Studies, and from 2001 by the National Resource Centre for Vocational Guidance (NRCVG)<sup>41</sup>, which is a department of the National Training Fund.

The data presented here are based, above all, on an analysis of questionnaires filled in as part of a study carried out by the NRCVG in 2001,<sup>42</sup> the results of which were tested at most state and public HEIs for the purpose of this report (January 2006). No survey has been conducted at private HEIs, but in view of their short history and number of students<sup>43</sup> we do not assume their guidance services to be of considerable importance.

In general, all HEIs (public, state, private) work with applicants and students within "study administration departments". In addition to keeping student files, their staff provide information and advice concerning studies, students' rights and obligations, applications, administra-

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40 HE Act No. 111/1998 Coll., § 21 paragraph 1 d): to provide applicants, students and other persons information and guidance services related to study and the possibility of graduates to put their knowledge into practice.

41 NRCVG is the Czech member of the Euroguidance network supported by the European Commission within the framework of the EU Leonardo da Vinci programme. [Http://www.nvf.cz/euroguidance](http://www.nvf.cz/euroguidance).

42 FREIBERGOVA, Z., FANTOVA, V., GOULLIOVA, K., MENCLOVA, L. (2003) Counselling Services at Czech Universities. National Training Fund, National Resource Centre for Vocational Guidance. Prague.

43 In 2004/2005 the 39 private HEIs were attended by less than 7% of all students studying at Czech HEIs.

tive fees, grants, accommodation, studies abroad, etc. They also provide initial guidance for first year students. More complex queries are addressed by vice-deans and vice-rectors for study matters. The scope of operations and powers of individual staff are governed by internal regulations of the relevant HEI.

At present each HEI has an internal information system for various study agendas (course registration, signing in for examinations, topics for Bachelor and Master dissertations, etc.) within which students' queries concerning study matters are normally answered.

Out of 27 public and state HEIs 20 claim to operate a guidance centre of some kind. The 7 HEIs which do not have such a centre are the Institute of Chemical Technology, Prague, University of Veterinary and Pharmaceutical Sciences Brno, College of Polytechnics, Jihlava, and 4 universities of Arts.

Guidance centres differ in terms of their position within the HEI's organisational structure, the number of staff, their qualifications and competencies and, of course, equipment. In total there are 53 centres, 14 of which operate as part of the Rector's Office with a university-wide scope of operations. This means that one HEI may have a central guidance centre and other, small ones at individual faculties. For example, the most famous HEI, Charles University in Prague, has one central information-guidance centre and a further 14 small centres at faculties which focus primarily on pedagogical-psychological issues associated with the studies and student life.

The organisational structure of these guidance centres is as follows:

- a single guidance unit – there is no further break-down (small units providing services in one or more specialisations);
- a guidance centre (a more complex organisation with several specialisations).

There are normally 3-6 full-time staff at central guidance centres – psychologists, teachers and IT specialists. Specialised guidance services are usually provided by 1-2 part-time counsellors. Most small guidance

units were set up at departments of psychology, special teaching, psychological work, social work or related disciplines. Their staff (1-2) are normally psychologists/teachers who provide guidance either as part of their teaching load or as extra work.

Eight models of university guidance centres can be found in the Czech Republic:

- 1) *professional orientation model* (focussing on the professional development of clients),
- 2) *personal services model* (various individual issues of students),
- 3) *academic issues model* (co-operation with the study administration department),
- 4) *psychotherapeutic model* (deals with the problem of mental health),
- 5) *training model* (training of counsellors; not often based on the student's needs),
- 6) *consultation model* (preventing problems rather than resolving them; services are provided mainly to groups),
- 7) *research model* (not appropriate if it is the only one??),
- 8) *guidance model* (combines educational, vocational and personal guidance; the best model).

## **Educational Guidance & Counselling (Area 1)**

As stated above, all HEIs provide educational guidance by means of their study administration departments and vice-rectors/vice-deans for study matters. Apart from this, 33 guidance centres (see the table in the Annex) also provide additional specialised services concerned with the choice of educational path and study requirements; assistance in identifying students' interests, capacities and aptitudes; help in adapting to the university life style, and tutorial care. Another major objective of guidance services is to prevent study failures and drop-outs, and to increase the proportion of successful graduates.

## **Disability & Special Needs (Area 2)**

The importance of issues are still somewhat underestimated and the number of students requiring some form of special care is increasing. There are only 12 guidance centres dealing with students with special needs (of which 7 are in Charles University) at 4 HEIs. These provide assistance during studies and in selecting educational paths, help the institutions/faculties to eliminate architectonic barriers, provide interpretation into sign language, speech therapy and other highly specialised services for the professional as well as general public. For example, at Charles University it is possible to use the services of Mediatéka of the Language Centre at the Faculty of Philosophy which organises foreign language courses for the deaf. At the Faculty of Mathematics/Physics of Charles University there is a Centre for Assistance to People with Impaired Vision which provides for re-writing study materials in Braille as well as their digitalisation.

The principal approach should be that of integrating students and graduates with disabilities, learning difficulties and special needs into all activities of the university including guidance systems, while emphasising their strengths, capacities and abilities and minimising their difficulties and barriers. A lot of work must still be done in this field.

## **Psychological Student Counselling (Area 3)**

This is a special type of service where a counsellor attempts to assist the client in tackling intrapersonal, interpersonal as well as study-related matters. Such problems often include an anticipated event dreaded by the student (e.g. a difficult examination); a personal problem brought to the fore (e.g. problems of self-assessment, psycho-sexual development, mental and behavioural problems); health problems and various disabilities making it more difficult to study or aggravating the social position of the particular student etc.

The most frequent problems identified by the students in the Czech Republic include:

- problems in studying for an examination – either too difficult or too much subject matter;
- problems in studying for an examination resulting from personal qualities – e.g. lack of willpower, concentration, intellect;
- difficulties in handling a negative mental state during examinations;
- negative mental state throughout the year – e.g. anxiety, tension, apathy, irritability, depression etc.

This service is provided by 44 guidance centres/units at 19 HEIs. All counsellors are highly qualified experts. They include psychologists and psychiatrists working in university hospitals. Psychological counselling at central guidance centres is normally provided by part-time counsellors working at the HEI's smaller guidance units.

## **Career Guidance & Employment (Area 4)**

Career guidance is aimed at providing information, advice, recommendations and suggestions concerning various issues related to an optimal choice of a career and the relevant training; employment (working positions and enhancing chances on the labour market); assessment of personal aptitudes, interests etc. and matching them with specific job requirements; work performance and efficiency; the change of vocation (re-training); adaptation to a specific form of employment etc.

The main tasks are: enabling students to understand the necessity of acquiring skills and knowledge relevant to the labour market; enriching teaching through communication, management and organisational skills, teamwork and problem solving skills; encouraging them to take interest in life-long learning; to acquire skills necessary for seeking employment and understanding the labour market; helping students obtain information about post-graduate courses corresponding to their needs and talents while taking account of the benefit to the society; establishing contacts with potential graduate employers; and contributing to the reputation of the university.

The counsellor works with the following tools (similar to educational guidance):

- diagnostic instruments to identify interest, talents, skills, attitudes etc.,
- description of jobs available on the labour market to match personal aptitudes and qualifications,
- a list and characteristics of potential employers and working positions offered by them,
- establishing and developing co-operation with employers and facilitating their contacts with students.

The scope of career services provided is not so large when compared to British and Irish HEIs. The information infrastructure is also inappropriate. This is because there is no form of central support, no tradition among employers of regular recruitment of graduates and distribution of information about vacancies appropriate for HE graduates.

If, therefore, 46 guidance centres at 15 HEIs claim that they provide career services, this only means services within the limits of professional orientation and rather limited co-operation with employers.

## Summary

There is not an ideal university guidance centre in the Czech Republic yet. However, it may be described as follows:

- it is an independent unit/centre incorporated into the organisational structure of the relevant university,
- it has its own budget amounting to at least one per cent of the institutional budget,
- it is located on the premises of the institution in a place where students spend most of their time,
- it comprises at least of one room for individual consultations and one lecture room for group consultations,
- it is responsible for the standards of methodology used and the quality and relevance of the services provided (trained specialists),

- annually, it presents a working plan for the following period and a report which includes a financial statement,
- it also provides legal advice, co-operates with pre-marriage and marriage counsellors, clinical psychologists, sexual health advisors and various specialist services,
- it provides its services for free,
- it continuously develops and enhances its activities.

Guidance services vary in nature depending on their depth and manner of performance:

- *information* – a mere provision of and search for information,
- *diagnosis* – assessment of the client’s competencies,
- *advice* – the counsellor gives his/her judgement to the client and develops proposals based on his/her knowledge and experience,
- *training* – training for appropriate behaviour,
- *comprehensive intervention* - assisting the client in understanding his/her own situation, opportunities and consequences of a particular option.

There is a growing need for the provision of guidance services in all fields of human activity. The world has become so complex that the use of specialists-counsellors has become a matter of course. This also holds true for the provision of information and guidance services concerning educational and career issues. Their theoretical base, methods and mechanisms, including new means and technologies of communication, have gradually expanded.

The changes which have taken place in guidance at Czech HEIs over the last 15 years may be viewed as positive. Although their formation lacked co-ordination and central support, the number has increased from 8 small units in 1990 to the current 53 centres. This development is supported as part of a grant scheme of the MoEYS and via regular meetings of counsellors in HE (9 have already been held). At the end of 2006 the NRCVG will organise a tenth seminar on guidance services in higher education, this time in co-operation with the newly established

Association of School Counsellors (ASC).<sup>44</sup> There is work underway to establish a HE section within the ASC which will seek closer co-operation between counsellors, employers' associations and labour offices. It will also support involvement of HE guidance specialists in national and international projects which promote not only guidance competencies, but also the information infrastructure and the continuing training of HE counsellors.

The need for a cohesive system of HEI guidance will perhaps only come to the fore after all centres manage to fix their position within the university structure as an integral and indispensable component, and after they are provided with adequate support by the university or faculty management. It has been clear for some time that continuity and further development in line with the needs of all relevant parties are only ensured in centres which get this support. Only then can a system develop from a set of heterogeneous components, and it might then be able to address issues which no single guidance centre can address. Co-ordination, information flows and exchange of experience are key aspects for a further development of university guidance.

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<sup>44</sup> The Association was set up in 2005. [Http://www.studentin.cz/asociace](http://www.studentin.cz/asociace).



## Guidance Services at Czech HEIs (10.1.2006)

HEI	Central service	Number of centres	Peda-gogical and psycho-logical guid-ance	Educa-tional guidance	Career guidance	Adapta-tion to HE study	Social, partners issues	Guidance for the dis-abled
01) Charles University in Prague	1	15	11	6	4	10	8	7
02) Masaryk University in Brno	1	2	2	2	1	0	0	1
03) Palacký University in Olomouc	1	8	7	6	4	3	2	3
04) University of South Bohemia in České Budějovice	0	1	1	1	1	1	1	0
05) University of West Bohemia in Plzeň	0	1	1	0	0	0	0	0
06) J.E.Purkyně Uni-versity in Ústí nad Labem	0	1	1	1	1	0	1	0
07) University of Ostrava	1	1	1	1	1	0	0	0
08) Silesian University in Opava	0	3	3	2	2	0	0	0
09) University of Eco-nomics in Prague	1	1	1	1	1	0	0	0
10) University of Hradec Králové	0	1	1	0	0	0	0	0
11) Czech Technical Uni-versity in Prague	1	4	3	3	3	0	1	0
12) Brno University of Technology	1	2	1	1	1	0	0	0
13) University of Par-dubice	0	4	4	3	3	1	1	0
14) VSB - Technical University of Ostrava	1	2	2	1	1	2	0	0
15) Technical University in Liberec	1	1	0	0	0	0	0	1
16) Czech University of Agriculture in Prague	1	2	1	1	0	0	0	0
17) Mendel University of Agriculture and For-estry in Brno	1	1	1	1	1	0	0	0
18) Tomáš Baťa Uni-versity in Zlín	1	1	1	1	1	0	0	0
19) University of De-fence	1	1	1	1	0	0	0	0
20) Police Academy of the Czech Republic	1	1	1	1	1	0	0	0
<b>TOTAL</b>	<b>14</b>	<b>53</b>	<b>44</b>	<b>33</b>	<b>26</b>	<b>17</b>	<b>14</b>	<b>12</b>

HEI	Central service	Number of centres	Legal advice	Inter-active training	Pas-toral care	Ad-vice for minorities	Advice for foreign students	Advice in sport is-sues	Deno-mina-tion danger advice
01) Charles Uni-versity in Prague	1	15	4	7	2	1	2	1	1
02) Masaryk Uni-versity in Brno	1	2	1	0	0	0	0	0	0
03) Palacký Uni-versity in Olo-mouc	1	8	3	2	1	1	0	1	0
04) University of South Bohe-mia in České Budějovice	0	1	0	1	0	0	0	0	0
05) University of West Bohemia in Plzeň	0	1	0	0	0	0	0	0	0
06) J.E.Purkyně University in Ústí nad Labem	0	1	0	0	0	0	0	0	0
07) University of Ostrava	1	1	0	0	0	0	0	0	0
08) Silesian Uni-versity in Opava	0	3	0	0	0	0	0	0	0
09) University of Economics in Prague	1	1	0	0	0	0	0	0	0
10) Universi-ty of Hradec Králové	0	1	0	0	0	0	0	0	0
11) Czech Techni-cal University in Prague	1	4	1	0	2	0	0	0	0
12) Brno Uni-versity of Tech-nology	1	2	0	0	0	0	0	0	0
13) University of Pardubice	0	4	0	1	0	0	0	0	0
14) VSB - Techni-cal University of Ostrava	1	2	1	0	0	0	0	0	0

15) Technical University in Liberec	1	1	0	0	0	0	0	0	0
16) Czech University of Agriculture in Prague	1	2	0	0	0	0	0	0	0
17) Mendel University of Agriculture and Forestry in Brno	1	1	0	0	0	0	0	0	0
18) Tomáš Baťa University in Zlín	1	1	0	0	0	0	0	0	0
19) University of Defence	1	1	0	0	0	0	0	0	0
20) Police Academy of the Czech Republic	1	1	1	0	0	0	0	0	0
TOTAL	14	53	11	11	5	2	2	2	1

# National Report for Cyprus

**Author:** Anna Zembyla – Kalli

Career Consultant/ Counsellor, FEDORA National Coordinator Cyprus  
Head of Careers Office, University of Cyprus

*Kindly supported by: Prof. Elpida Keravnou – Papailiou, Philippos Pattouras, Photini Economidou, Christina Matsouka – Andreou, Constandinos Loizou, M. Mitsigga*

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## Short outline of the higher education area

### Highest Education

Highest Education refers to Institutions of Higher Education that offer Undergraduate and Post-Graduate University level Degrees. These are:

**A University of Cyprus** established in 1989 – State funded University. It admitted its first students in 1992. Admission to the University of Cyprus is very competitive, as is apparent from the number and the calibre of its applicants. The ratio of candidates to admissions is 10 to 1.

Number of Degree programmes: 29

Number of Post – Graduate Degree programmes: 32

Number of Undergraduate Students: 3600

Number of Postgraduate students: 1050

Main objectives: These are twofold: the promotion of scholarship and education through teaching and research and the enhancement of the cultural, social and economic development of Cyprus. In addition to providing knowledge, the university must encourage students' active participation in the process of learning and acquisition of those values necessary for active involvement in the community. Research is promoted and funded in all departments for its contribution to scholarship in general and for its local and international applications.

## International Relations

The University is a member of the Community of Mediterranean Universities (CMU), the Network of Universities from the capitals of Europe (UNICA), the Association of Commonwealth Universities (ACU) and the Association of European Universities (EUA). The University has established close contacts with numerous international organisations, including UNESCO, CEPES and the Council of Europe. It has also signed bilateral agreements of cooperation with approximately 50 universities in Europe, Australia and the USA. The University participates in Socrates/Erasmus programmes as well as in Leonardo Da Vinci Programmes.

**See:** "The University of Cyprus System of Education: its compliance to the Bologna Declaration and Future Actions"

<http://noticeboard.ucy.ac.cy/vrectorofacaffairs/Bologna/bologna.html>

**B Technological University of Cyprus:** anticipates admission of its first students in 2007.

See: <http://www.tucy.ac.cy>

**C Open University of Cyprus:** anticipates admission of its first students in 2007.

See: <http://www.ouc.ac.cy>

## Higher Education

Higher Education in Cyprus refers to Institutions of Higher Education that do not offer Degree level qualifications. These are:

- Higher Technical Institute established in 1968– under the responsibility of the Ministry of Labour and Social Insurance. Its main purpose has been the education of a high calibre of Technician Engineers

The Institute offers three-year full time courses for the Diploma of Technician Engineer in the fields of, Civil Engineering, Electrical/Electronic Engineering, Mechanical Engineering, Marine Engineering and Computer Studies. Home students are admit-

ted to HTI according to their results in the entrance examinations conducted by the Ministry of Education. Overseas students are admitted when successful in an entrance examination conducted by HTI in Cyprus or their own country.

Career and educational guidance is offered to students by academics and personal tutors. No special training or qualifications in guidance are necessary.

Psychological counselling is offered to students via referrals to the National Mental Health Services.

See: [http:// www.hti.ac.cy](http://www.hti.ac.cy)

- School of Nursing established in 1945– Under the responsibility of the Ministry of Health, providing Nursing Education in Cyprus in the fields of General Nursing, Intensive Care Therapy Nursing, Midwifery, Nursing Administration, Community Nursing and Mental Health Nursing. Entry procedures as above.

Career and educational guidance is offered to students by academics and personal tutors. No special training or qualifications in guidance are necessary.

Psychological counselling is offered to students via referrals to the National Mental Health Services.

See: [http://www.moh.gov.cy/moh/moh.nsf/nursing\\_en/nursing\\_en?OpenDocument](http://www.moh.gov.cy/moh/moh.nsf/nursing_en/nursing_en?OpenDocument)

- Cyprus Forestry College established in 1951 - Under the responsibility of agriculture, Nature Resources and Environment offering a two year Forestry Diploma.

Career and educational guidance is offered to students by academics and personal tutors. No special training or qualifications in guidance are necessary.

Psychological counselling is offered to students via referrals to the National Mental Health Services.

See: [http:// www.moa.gov.cy/fc](http://www.moa.gov.cy/fc)

- Higher Hotel Institute Cyprus

Purpose and aims: The main objective of the H.H.I.C. is to pro-

duce a high calibre of staff in order to satisfy the needs of the developing tourist industry both at the supervisory, middle management and professional craftsmen levels.

Career and educational guidance is offered to students by academics and personal tutors. No special training or qualifications in guidance are necessary.

Psychological counselling is offered to students via referrals to the National Mental Health Services.

See: <http://www.mlsi.gov.cy>

- **Private Institutions/Colleges**

There are a number of private Institutions/colleges of Higher Education on the island providing diplomas in various fields. However, only a small number of the courses offered have been accredited by the Ministry of Education and have been granted University degree status.

Some of these colleges offer career guidance and psychological support to their students, either through their academic tutors or through administrative staff within their Student welfare services.

## **Implementing the “Bologna Process” in Cyprus**

Higher Education in Cyprus is provided by the public and private higher education institutions operating under the various legislation frameworks. This legal framework outlines the overall policy for the Higher Education system of Cyprus which governs among others the operations of the Cyprus Council for Educational Evaluation-Accreditation (Synvoulío Ekpedefitikis Axiologisis-Pistopiisis SEKAP) and the Cyprus Council for the Recognition of Academic Qualifications (Kypriako Symvoulío Anagnorisis Titlon Spoudon KYSATS). The Higher Education sector in Cyprus developed relatively late, during the last two decades. As a result, today more than 50% of the Cypriot students study abroad, most commonly in Greece, the UK, other EU countries and the USA. On the other hand many international students primarily from countries outside the EU study in Cyprus, mainly in the Private Institutions/Colleges of Higher Education.

As a general rule Cyprus' higher education system has been making an effort to establish the European Higher Education Area through the Bologna process and the three-cycle degree system is already applicable. The University of Cyprus and a number of other public and private higher education institutions participate actively in the European educational programmes and have applied for the University Charter.

In an effort to upgrade its higher education system, Cyprus has already established two new public universities i.e. The Technological University of Cyprus and The Open University of Cyprus, both of which anticipate admission of their first students in 2007. Additionally, the necessary legislation for the establishment of private universities has been approved by the House of Representatives and applications for University status have already been submitted to the relevant bodies by private institutions. These measures support in various ways lifelong learning activities through traditional and flexible methods, an area where Cyprus' needs are enormous.

Following a proposal by the University of Cyprus and in line with the decision of the Ministers of Education in Berlin 2003, there is an on going discussion for the establishment of a National Quality Assurance Agency which will be presented before the House of Representatives for approval in the near future with the aim of being operational by 2007.

Since the academic year 2005/06 the University of Cyprus has been applying the European Credit Transfer and Accumulation System (ECTS) in the description of the programme outline and the issuing of the Diploma Supplement to its graduates.

As far as its Higher Education is concerned, Cyprus inevitably will follow the next steps of the European Union as these have been discussed in the Directors General Meeting in Nijmegen, Holland 8-9 November 2004 with the theme "EDUCATION AND RESEARCH IN EUROPE 2020". Three scenarios have been developed which outline the possible development of the Higher Education system in Europe, pointing to the effects of a possible centralised system, a networked and interconnected system or a market driven system.

See: <http://www.moec.gov.cy/bolognaprocess/conf-themes.html>



See: Article: «Recognition and Quality Assurance in the Bologna Process» by Prof. Elpida Keravnou – Papailiou Vice – Rector of Academic Affairs & Bologna Promoter – University of Cyprus.

<http://noticeboard.ucy.ac.cy/vrectorofacaffairs/Bologna/ERACON-Conference-text.pdf>

## **Educational Guidance & Counselling (Area 1)**

### **Structural trends**

*A: Education Advisors in Schools*

*B: Student Education and Career Centre of the University of Cyprus (UCY)*

*C: Ministry of Education: Counselling and Career Education Service*

*D: PAID Private Education Services*

### **Involved in**

in their own area

in addition:

**A** in AREA 2, 4

**B** in AREA 4

**C** in AREA 2, 4

### **Funding/administrative control**

A, & C, Ministry of Education and Culture, B State Funds, D, Private Business

### **Location**

A & C schools and the Headquarters of the Ministry of Education and Culture, B at the University of Cyprus

### **Target group**

A: High school students B: University of Cyprus students and alumni  
C: High school Students, Students of Higher Education in Cyprus and Abroad D: to all

### Website(s)

Not available for A,C,D  
<http://www@ucy.ac.cy>

### Number of employees

Total: A&C: 108, B:1 D: approx. 10

**Note: The University of Cyprus employs only one (1) counsellor and 1 administrative assistant to offer at the careers office educational and career advising to potentially 4,500 students!**

### Mission statement existing

A, B & C: Yes

### Publications

A, B & C: publications available. These services publish various book-lets and articles in their field.

## **Roles and qualification**

### Roles

A & C: teachers

### Competencies and qualification

University Degree and Postgraduate diploma in education/career guidance

### Roles

B: Education/Career Counsellors

### Competencies and qualification

Degree in Social Sciences, Masters' Degree and training in counselling competencies & Psychometric testing and evaluation (Level A&B of BPS)

### Roles

D: Private Educational advisors

### **Competencies and qualification**

No formal training or minimum qualifications required!

#### **Tasks**

**A & C:** Education and career guidance in high schools

**B:** Educational guidance for post - graduate studies, skills building, career guidance and employment, Testing (OPQ's)

**D:** Educational advising for undergraduate studies abroad

#### **Means, instruments**

**A & C:** information (in the class, web), counselling (individual, groups)

**B:** library information, web, psychometric tools (paid service) publications, counselling individually and in groups, test procedures, educational fairs, career fairs, presentations, workshops

### **Disability & Special Needs (Area 2)**

#### **Structural trends**

**A:** School Counsellors

**B:** DISABILITY AND SPECIAL NEEDS OFFICER AT UCY

#### **Involved in**

in their own area

in addition: **A** in **AREAS 1,2 & 4**

#### **Funding/administrative control**

**A:** Ministry of Education and Culture, **B** State Funds

#### **Location**

**A:** schools and the Headquarters of the Ministry of Education and Culture, **B** at the University of Cyprus

**Target group**

A: High school students B: University of Cyprus students

**Website(s)**

Not available for A

[http:// www@ucy.ac.cy](http://www@ucy.ac.cy)

**Number of employees**

Total: A: 108, B: 1 Social Worker +1 administrative assistant

**Mission statement existing**

B :Yes

**Publications**

B: Publications available.

**Roles and qualification**

**Roles**

A: teachers

**Competencies and qualification**

University Degree and Postgraduate diploma in education/career guidance

**Roles**

B: Education/Career Counsellors

**Competencies and qualification**

Degree in Social Work

**Tasks**

**A:** Basic counselling and practical arrangements

**B:** Social, financial, academic, psychosocial and other support that students may require

## **Means, instruments**

**A:** Individual support

**B:** individual and group support

[http:// www@ucy.ac.cy](http://www@ucy.ac.cy)

## **Psychological Student Counselling (Area 3)**

### **Structural trends**

#### **Brief description**

Psychological student counselling and psychotherapy is offered to students through the Personal Guidance and Counselling Service of the University of Cyprus.

#### **Involved in**

The University provides counselling services for personal and/or academic issues that may interfere with the students' academic career. Through counselling and psychotherapy, the Counselling office assists students with a range of issues like stress and anxiety, time – management, relationship difficulties, confusion, loneliness, etc. A number of presentations and workshops are offered throughout the year.

#### **Funding**

State funding

#### **Location**

On campus

#### **Target group**

students

#### **Website(s)**

[http:// www.ucy.ac.cy](http://www.ucy.ac.cy)

**Number of employees**

1 Psychologist +1 administrative assistant

**Mission statement existing**

Yes

**Publications**

A manual for students and a manual for the academic staff.

**Roles and qualification**

**Roles**

The provision of counselling services for personal and/or academic issues that may interfere with the students' academic career, with the primary goal to assist students develop and maximize their educational experience.

**Competencies and qualification**

B.A. Degree in Psychology (4 years), M.Ed. Clinical Psychotherapy, Counselling (2 years)

**Tasks**

***The main task*** is to support students and their work by psychological means. Psychological support and psychotherapy is offered mainly to assist students with various psychosocial and emotional issues.

***Further tasks are:*** psychological support and assistance for students, who want to change or discontinue their studies;

**Means, instruments**

***Listing:*** Psychological counselling, psychotherapeutic treatment and support, clinical psychological treatment (individuals, groups) psychological tests, personality enhancing trainings, trainings to improve learning and social skills.

## Career Guidance & Employment (Area 4)

### Structural trends

As with Area 1

#### Funding/administrative control

A, & C, Ministry of Education and Culture, B State Funds, D, Private Business

#### Location

A & C schools and the Headquarters of the Ministry of Education and Culture, B at the University of Cyprus

#### Target group

A: High school students B: University of Cyprus students and alumni  
C: High school Students, Students of Higher Education in Cyprus and Abroad D: to all

#### Website(s)

Not available for A,C,D  
[http:// www@ucy.ac.cy](http://www@ucy.ac.cy)

#### Number of employees

Total: A&C: 108, B:1 D: approx. 10

**Note: The University of Cyprus employs only one (1) counsellor and 1 administrative assistant to offer at the careers office educational and career advising to potentially 4,500 students!**

#### Mission statement existing

A, B & C: Yes

#### Publications

A, B & C: publications available. These services publish various booklets and articles in their field.

## **Roles and qualification**

### **Roles**

A & C: teachers

### **Competencies and qualification**

University Degree and Postgraduate diploma in education/career guidance

### **Roles**

B: Education/Career Counsellors

### **Competencies and qualification**

Degree in Social Sciences, Masters' Degree and training in counselling competencies & Psychometric testing and evaluation (Level A&B of BPS)

### **Roles**

D: Private Educational advisors

### **Competencies and qualification**

No formal training or minimum qualifications required!

## **Tasks**

**A & C:** Primarily Career Guidance (Employment:N/A)

**B :** Career guidance, job market awareness (local and European), Job-hunting techniques, skills building, career placement, E-recruiting, Occupational Personality Testing (OPQ's), career management skills

**D:** N/A

## **Means, instruments**

**A & C:** information (in the class, web), counselling (individual, groups)

**B:** library information, web, psychometric tools (paid service) publi-



cations, individual and group counselling, test procedures, educational fairs, career fairs, presentations, workshops

## **Tasks**

**A:** The Careers' Office of the University is responsible for providing counselling services to university graduates in their transition from university to the job market as well as to students who wish to structure and design their studies in the most appropriate manner to meet labour market requirements.

The careers office is a link between university graduates and potential employers. They facilitate the graduates' and the university students' entry into the world of work by providing support as well as counselling and further training options and help employers in their search for staff (graduates, students).

## **Means, instruments**

**A:** Apart from the counselling of individuals on the topics of job interviews and applications, the drafting of curriculum vitae, personal statements, and personal career planning, the office provides information on further training options and organises seminars in the fields of presentation techniques, communication skills, professional ethics etc. as well as events such as career fairs and company presentations.

**B:** Regular publications, leaflets, a library with information on careers and jobs, e-recruiting and practical guidance with any employment issues are on offer.

## **Collaborating Networks**

<http://fedora.eu.org>

<http://www.agcas.org.uk>

<http://bps.org.uk>

<http://iamfc.com>

<http://prospects.csu.man.ac.uk>

<http://www.shldirect.com/>

<http://www.daad.de>  
<http://www.britishcouncil.org>  
<http://www.cies.fr>

## Summary

### Trends

- Expansion of higher education and diversity of the labour market
- Social and economic implications in the labour market due to Cyprus' accession to the EU are yet unknown
- Guidance on mobility of students and young graduates within Europe is limited due to unfamiliarity

### Structures

“Specialist careers services are currently the fastest – growing area of guidance and counselling services in higher education across Europe. Such services have traditionally been well established in Ireland and the United Kingdom,”(A.G.Watts & Van Esbroeck).

In Cyprus, the areas of Educational Guidance and Counselling and Career Guidance and Employment, are as well developed as they can be, given that their value has not yet been fully appreciated or understood. 1 career counsellor manages areas 1 and 4.

Psychological Counselling is well developed and there are networks in place i.e. academic tutors, State Mental Health Services that facilitate the service of the University when referrals are needed.

However, cultural awareness and education regarding counselling in Cyprus is generally needed.

The Disability and Special Needs area has been significantly supported and promoted by the University of Cyprus, through the employment of a full time social worker since 2005. Additionally the University funds the support of students with disabilities and/or special needs with the annual amount of 80,000 Euros. Other networks such as academic tutors and state services also support the office.

There are no role clusters in any of the four areas.

The ratio of the professional staff (i.e. career counsellors, psychologists, social workers) is in some instances very small relative to the total current number of students at the University of Cyprus. It is worth noting that the current number is expected to double by 2020.

Currently, the lack of a University Support Network in the fields of Career/Education Guidance and Counselling, Psychological counselling and Special needs guidance on the island is a major drawback, as well as the lack of other state facilities that would promote joint efforts and be part of a support network for Higher Education.

The training for the development of new skills required by guidance counsellors, in relation to the transformations taking place both in higher education and in structures of work and career, is very limited compared with other European Universities.

Greater emphasis must be given to the personal development and skill enhancement of the professionals involved in the four areas of guidance and counselling to meet the challenges of change, diversity and economic developments.

### **Demands for the Future**

Emphasis on career guidance and psychological counselling services during the undergraduate studies has proven a way to avoiding drop-out, due to learning or personal problems. Students will potentially excel and develop additional skills and competencies and enhance their employability.

Emphasis on career guidance and counselling services upon completion of final year of undergraduate studies is a way of helping students to take informed decisions regarding further education and /or make effective transitions to the labour market, thus maximising the economic yield from the substantial public investment in the higher education system.

An additional career/educational counsellor is required in order to share the responsibility of Areas 1 & 2 and thus respond more efficiently to the increasing needs of the students. Furthermore, it would facilitate the development of the Careers Office further and in accordance with other European Universities' Careers Offices.

Additional professional support is required for the needs of the Disability and Special Needs Office, in order to respond efficiently to the needs of the students.

# National Report for Denmark<sup>45</sup>

**Author:** Per Anderson  
University of Southern Denmark

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## Short outline of the higher education area

The Danish higher education area is presently undergoing dramatic changes, redesigning the educational map of higher education.

Both the Ministry of Science, Technology and Innovation, responsible for the 12 Danish universities and the Ministry of Education, responsible for university colleges and colleges of education etc. have announced, that major changes are to be expected. These will include the merging of institutions in the university sector as in the tertiary sector as a whole. The objective is to create fewer, but stronger institutions, to establish centres of excellence in research and teaching, to attract more students and to prepare the Danish tertiary sector for a more globalised educational market.

It is still early days and the final outcome is not clear, but the sector will undergo major changes over the next couple of years.<sup>46</sup>

At the same time, the structure of the counselling and guidance services has been fundamentally reorganised as a result of the Reform Act of Guidance and Counselling, dating back to August 2004.

The reform essentially created new situation for the provision of counselling in primary and secondary education, by creating two new institutions – the UU (local youth counselling services) and Studievejlscentre (Centres of guidance and counselling). These institutions are intended to increase professionalism in the provision of guidance and counselling, and are responsible for offering guidance and counselling

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<sup>45</sup> The draft report is created by Per Andersen, University of Southern Denmark. After the Cracow meeting it will be qualified by a national hearing.

<sup>46</sup> For more information, please refer to the Danish Rectors, Conference's webpage. It includes a comprehensive overview of Denmark's achievements in meeting the Bologna goals, a short description of the Danish educational sector at tertiary level plus further information on the change process. Address: [www.rks.dk](http://www.rks.dk)

to young people moving from primary to secondary education and from secondary to tertiary education.<sup>47</sup>

By its nature, the reform targets primary and secondary education, but has also had an impact on the tertiary sector, as the system of communication and contact between secondary and tertiary education is being redesigned.

EVA, the Danish Evaluation Institute, will carry out a general evaluation of the changes in guidance and counselling which have resulted from the reform in 2006, and it is expected, that changes will follow. The provision and practices of guidance and counselling in the university sector were evaluated in 2005, see below.<sup>48</sup>

## **Educational Guidance & Counselling (Area 1)**

This area is becoming more professionalized as a result of a growing awareness especially at the Danish universities about the importance of offering students a wider range of counselling and guidance services.

As described in “New Skills, new Futures” the provision of guidance and counselling has predominantly been a responsibility of the individual teacher, professor etc. and not as a specific task of one profession.<sup>49</sup>

However, from the late 90s onwards there has been a change in perceptions regarding the coherence of academic counselling and the per-

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47 The UU centres are set up and run by the local authorities. The 7 regional guidance centres are financed directly by the Danish ministry of Education and began their operation in August 2004. Furthermore a national website has been constructed for all young people seeking advice and information on further and higher education. It is expected that the website will eventually include decision making tools.

One consequence of the reform is, that the Danish tradition of teachers, being part-time guidance officers or counsellors, has come to an end in this area of guidance and counselling. For more information refer to [www.uvm.dk](http://www.uvm.dk).

48 For more information on EVA, please refer to [www.eva.dk](http://www.eva.dk). The evaluation targeted all areas of guidance and counselling at the universities, including careers service. Academic counselling was however only partly included in the evaluation. One of the major conclusions was, that most universities lacked clear goals and strategies for guidance and counselling and all institutions are supposed to submit such strategies to the Ministry of Science by the end of 2006.

49 Peter Plant in *New skills for new futures*. 1998

formance of students as a whole, which has resulted in an growing understanding of the need for professional guidance and counselling in addition to the academic counselling, performed by the academic staff. A new financial reform has at the same time put emphasis on the fact that students, who do not succeed, drop out, or perform badly etc. not only demonstrate a need for help in solving their own personal problems, but also create financial and image problems for the institution.

Today there is a growing emphasis and understanding of the need to provide guidance that will enable students to pursue their studies and finish university with a degree, especially since the high number of dropouts has now become a political issue.<sup>50</sup>

The new university act of 2003 for the first time obliged all universities to offer students guidance and counselling, and to present their strategies for developing and implementing better guidance and counselling to the Ministry of Science, Technology and Innovation by the end of 2006.<sup>51</sup>

One consequence of this has been that most universities have established centres of academic training and teaching for university staff, introducing among other things elements of counselling techniques and coaching while the institutions have advocated a closer working relationship between the limited number of professional guidance and counselling personnel working within the universities.

As the recent evaluation of the university guidance and counselling services illustrated<sup>52</sup>, most universities face a number of challenges which include the following:

- addressing the problem of the growing number of students finishing university without a qualification;

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50 The number of dropout in specific areas differs a lot, but can in special university courses be as high as 50 %. Even in university colleges and colleges of education up to a third leave the course without a qualification

51 The University Act of 2003 laid down a number of obligations for the universities. In § 9 among others to offer guidance and counselling and career guidance to the students during their studies. The law also regulated, that the course structure at Danish universities and institutions of higher education must be in accordance with the Bologna goals, setting up a 3 - 2 – 3 structure, which is to day fully implemented at all Danish universities.

52 Please refer to note

- dealing with the political pressure to enrol younger students in order to decrease the relatively average high age of candidates;
- producing more candidates;
- modernising the course structure etc.

Implementing the Bologna Process will also raise new challenges for counselling and guidance in universities. Universities have begun developing strategy plans on how to address some of the issues and criticisms raised in the evaluation and to research the requirements for further resources in this area in both the academic and professional areas.

The Ministry announced that all universities must be able to present an action plan for the area by the end of 2006 and despite the fact that this request is addressed specifically to universities, all the institutions in tertiary education must face the same challenges.

The provision and organisation of counselling and guidance services differ from institution to institution, but as a general rule all universities offer guidance and counselling services at a general level as well at a faculty level, if they are multi-faculty institutions.

Looking at the tertiary sector outside universities, for example university colleges, the same structural tendencies can be found. Yet, despite the fact that these institutions have a long tradition of including counselling and guidance within the functions of the teaching staff, there is nevertheless a growing demand for more professionalisation in this area.

Most of the professional full time personnel have university degrees or similar vocational degrees and in-house training, although the universities and university colleges have now set up a number of professional courses. Some staff work part time, having other jobs as well, a few work fulltime. Most universities also hire students, well ahead in their studies, as part time counsellors, advising on curriculum, study skills and course options etc. These students are given at the very minimum a basic training course, provided at a national level.



As a result of the reform of guidance and counselling a new part-time diploma has been created which provides a professional qualification in guidance and counselling. A growing number of people working in the area are attempting to obtain this qualification.

Finally the Danish University of Education now offers a Master degree (part-time) in guidance and counselling.

As there is no national body to organise the people who work in the guidance and counselling area of higher education, it is almost impossible to estimate the number of people working in the area. There is no reliable data at hand, but the number of people engaged in guidance and counselling jobs has grown quite substantially since 1998.<sup>53</sup>

## **Disability & Special Needs (Area 2)**

The provision of special services for students with disabilities or in need of special help is very limited and is in most places not a priority for the institutional services.

All institutions have to work within a set of rules which ensure accessibility for people with physical disabilities into buildings, libraries, halls and lecture rooms.

All institutions must also have personnel with a certain expertise in dealing with students with disabilities and special needs.

Students with a recognised need for additional help may also apply for financial aid and will be given extra allowances, help with specific equipment, computers, study help, sign language assistance etc. However the institution generally acts as go between for students, helping them to process applications, to contact authorities such as the Danish Grant Committee, academics etc, thus performing a more general counselling service in the area.

Only the University of Aarhus has set up more advanced or specific services which target students with specific needs. This will typically be in the form of special educational training for dyslexic students, students with learning disabilities or students in need of special counselling, coaching and support.

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53 See the table in New skill for new future p. 125.

With increasing numbers of students in need of special services, universities will be obliged to provide opportunities for these students within the university rather than referring them to external services offered by the local community or interest groups which work in the area.

With the exception of the University of Aarhus with a academic staff of 20 only a very limited number of people are currently working in this area and these are still mostly intermediaries, drawing on external professionals.

### **Psychological Student Counselling (Area 3)**

Students in higher education are treated as citizens with the same rights and obligations as every body else in society, meaning that the notion of campuses, provision of special social and medical services for students as such do not exist. This means, that universities, university colleges and colleges of higher education as a general rule do not offer specific services in this area. Students are normally referred to the local authorities' social or medical services where necessary.

Students with more personal problems will normally be referred to the Student Counselling Service. The Student Counselling Service offers enrolled students counselling, contact with specialised social workers and psychologists and also have access to psychiatric expert knowledge where required.

The counselling services are open to all enrolled students in tertiary education and are based in 13 regional centres, covering most of Denmark and the regions where institutions of further and higher education are placed. The number of students seeking help or being referred to the centres have grown progressively over the years, and students may feel that even despite the extra resources allocated to the service, counselling is still unavailable in their specific case.

The Student Counselling Service has a staff of 54, comprised of admin. staff, specifically trained social workers and qualified psychologists. The Service is 100 % financed by the Ministry of Science, Technology

and Innovation and is run by a board with representatives from all sectors of higher education in Denmark, the Danish Rectors' Conference, ministries etc. On a local level there is a close working relationship between counselling staff at the institutions and the Service.<sup>54</sup>

In addition a few universities offer specific help for student with financial problems and there also exists a network of university chaplains who offer help and guidance for students with personal problems.

## **Career Guidance & Employment (Area 4)**

Specialized services for students in careers guidance and employment are relatively recent developments in Denmark.

Most institutes of further and higher education offer no specific services in this area, as they are training students for a specific profession. Normally graduates will draw on services provided by the unions, such as reunions of professionals, or on public services, i.e. Manpower Service.

At a universality level, some institutions, which are not only training the students for a specific profession, but also providing the graduates with more general skills and qualifications, have taken the initiative to establish careers centres, specialising in the moment of transition from university to the employment market.

Some universities have chosen an other way to address the problem and fulfil the requirements of the university law by providing help for students in the transition to the labour market and by integrating these services into the normal guidance and counselling services, building up decentralised services etc.

The universities, having set up specific careers centres, rely heavily on the British model and are in general offering a wide range of services such as career management skills, help with applications, arranging seminars, organising milk rounds etc. A number of universities have

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54 For more information please refer to [www.studraadgiv.dk](http://www.studraadgiv.dk)

contributed to the management of a website with external partners, organising meetings where companies looking for employees and graduates looking for a job can liaise. Furthermore some universities offer a specific job service and help students to get relevant jobs or projects while studying, hence enhancing their chances for getting a job after graduation.

The universities work closely with the interest groups who organise the graduates and have created a national as well as a Nordic network for employees in the career guidance sector. More than 30 professionals are now working in the sector, an increase of more than 200% compared with the figures in the original report.

The initiatives are considered strategically important by most universities as well as by the Ministry of Science, so it is expected to be a growing area in the provision of guidance and counselling services at Danish universities.

The university colleges as a general rule do not offer specialised career services. Transition to the labour market has been and still is considered a joint responsibility with the professional body which is organising the candidates. Graduates are also referred to the national labour agency for help.

## **Summary**

The present situation in Denmark can best be described as undergoing a period of change and transition.

On the one hand there is a growing demand for services in guidance and counselling, arising from the growing awareness of the benefits professional services will provide for the individual institutions and the community as a whole (such as fewer dropouts, more graduates, more efficient study programmes, better contact with employers etc).

On the other hand a new reform of the provision of guidance and counselling in the transition between secondary and tertiary education has created a new situation for a number of people who work in the field, especially those working in the secondary sector.

Thirdly it is expected that we will see demands for a merging of institutions, creating new regional centres of higher education. In the university sector we expect to see a decrease in the number of universities and the creation of centres of excellence.

Already the implementation of the Bologna goals has had a profound effect on the Danish sector of higher education and universities, Denmark being one of the countries to have almost completely fulfilled its requirements<sup>55</sup>

These combined trends sent a clear signal: The role of guidance and counselling in the future realm of further and higher education will and indeed must play a significant role. However, it is still early days and much work must be done to ensure that the voice of those working in this sector is heard during this period of change and transition.

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55 Please refer to the report: Trends IV. European Universities Implementing Bologna. EUA 2005

# National Report for Estonia

**Author:** Ivi Niinep  
University of Tartu

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## Short outline of the higher education area

The Ministry of Education and Research is responsible for education, research, youth and language policy and planning. Its sphere of responsibility includes general, vocational, adult and higher education, also research and youth work.

There are 6 public universities in Estonia with a total of over 40 711 students. Of the 6 public universities only the University of Tartu is a classical university. The other 5 are more or less specialised in certain field(s)—agriculture (Estonian University of Life Sciences); engineering (Tallinn University of Technology); educational sciences (Tallinn University); arts (Estonian Academy of Arts); music (Estonian Academy of Music).

And there are 6 private universities with 6 409 students. The majority of private universities provide higher education in the field of business administration, law and international relations.

State Professional Higher Education Institutions: 7 (students: 500)

Private Professional Higher Education Institutions: 12 (6175)

Vocational institutions offering programmes at higher education level: 9 (8630)

In June 2001 the Estonian Government approved the higher education reform proposal in accordance with the so-called Bologna process. In July 2002 the Amendment to the Law on University and Other Binding Laws was adopted, stating that, from the academic year of 2002/2003, students are admitted only to reformed bachelor-level, master-level and doctoral-level study programmes and professional higher education study programmes.

More information: <http://www.smartestonia.ee/>

# **Educational Guidance & Counselling (Area 1)**

## **Structural trends**

### **Brief summary**

It is really difficult to describe the system of educational guidance in Estonia. There are some academic, study or student counsellors at our universities, but there are people in almost every department at every university who counsel students on his/her speciality.

### **Funding/administrative control**

universities

### **Location**

university (campus)

### **Target group**

students

### **Number of employees**

Total:---

medium size of the staff: ---

## **Roles and qualification**

üliõpilasnõustaja – student counsellor (BA, MA), akadeemiline nõustaja – academical counsellor (BA, MA), õppenõustaja – study counsellor etc

## **Tasks**

Academic counselling for students who want to change or discontinue their studies; information for students about university and institutions outside the universities

## **Means, instruments**

interviewing strategies, database of information etc

## **Disability & Special Needs (Area 2)**

### **Structural trends**

It is practically an nonexisting sector for services in Estonian Universities (but we have plans which are currently being developed).

## **Psychological Student Counselling (Area 3)**

### **Structural trends**

#### **Brief Summary**

In the November 2003, the first university in Estonia, the University of Tartu initiate a service of psychological counselling for students. Two more universities, the Estonian Academy of Arts and the Estonian University of Life Sciences established counselling services in 2005.

University of Tartu - students: more than 17 000

Estonian University of Life Sciences - students: 4.600

Estonian Academy of Arts (EKA) – students: 1000

#### **Funding/administrative control**

universities

#### **Location**

university (campus)

#### **Target group**

students, staff (EKA)

#### **Number of employees**

Total: 3 (University of Tartu - full time, Estonian Academy of Arts and Estonian University of Life Sciences - half time: 2 days per week) average size of the staff: 1 person

#### **Linked with**

Department of Academic Affairs (University of Tartu)



## **Roles and qualification**

### **Roles**

counsellor, psychologist

### **Qualification**

psühholoog - psychologist (BSc, MA), üliõpilaspsühholoog – student psychologist (BSc, MA), psühhoterapeut - psychotherapist (BSc, MA),

### **Tasks**

psychological counselling, lectures, group exercises for students with very different problems: relationship problems, anxiety, depression, study skills, social skills etc.

### **Means, instruments**

interviewing strategies, psychological tests, socio-dynamic methods, mapping the situation, psychotherapies (CBT, client centred psychotherapy, family therapy)

## **Career Guidance & Employment (Area 4)**

### **Structural trends**

#### **Brief summary**

Career Services currently operating at the 5 universities:

- University of Tartu (1999)
- Estonian Business School - EBS (1999)
- Tallinn University of Technology (2001)
- Tallinn University (2003)
- Estonian University of Life Sciences (2004)

#### **Funding/administrative control**

Services in higher educational institutions are established on the universities' initiative; there is no central regulation

### **Location**

university (campus)

### **Target group**

students and graduates, employers, university and society

### **Number of employees**

Total: 7 (4 professionals + 3 students at EBS)

average size of the staff: 1

### **Mission statement existing**

[http://www.innove.ee/ee/files/Handbook\\_2004.pdf](http://www.innove.ee/ee/files/Handbook_2004.pdf)

### **Linked with**

Department of Academic Affairs; (and ESF projects)

## **Roles and qualification**

karjäärinõustaja – career counsellor, education: psychology, education science (both BSc or MA)

## **Tasks**

In addition to career consultation and counselling, these services often act as a bridge between employers and students, by organising relevant lectures and seminars, company presentations, etc.

## **Means, instruments**

counselling, career tests, lectures, seminars etc

## Summary

### The Way Forward

- Co-operation with EU Member States and international organisations e.g. Fedora
- The development of new methods to address the needs of different target groups (students, graduates, university etc)
- The development of high-quality Internet-based information systems and other electronic tools for different target groups
- Networking with other services (staff exchange, projects) with other universities in Estonia and with EU Member States
- Attention to Disability & Special Needs area

# National Report for Finland

**Author:** Juha Lahti, MA  
National coordinator of Fedora

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## I. Short outline of the HE area:

- Higher education is under the responsibility of Ministry of Education.( [www.minedu.fi](http://www.minedu.fi) )
- Higher education is divided into the *university sector*<sup>56</sup> and into the *polytechnics sector* (the so called ‘dual model’ of higher education). The tuition is free.
- There are 20 universities in Finland, with a student population of 174.000 (in 2004). Out of these ten are traditional multidisciplinary universities (= *yliopisto*) and ten are more specialized institutions like universities of technology, economics and business and fine arts). All the universities are publicly funded. The mission of all the universities as stated in the university act is to carry out research and to provide highest education. It is also stated that the universities should also educate the students to serve the nation and mankind.
- There are 29 polytechnics also called universities of applied sciences (= *ammattikorkeakoulu*). Most of the polytechnics are operated by joint municipal boards, however, some of them are private. In all these cases the ministry of education forms the main source of funding. The focus of the polytechnics as stated in the act is work life oriented, to train professionals for expert and development posts. Work life oriented research is also emerging in some fields. However, in national educational policy the research activities in general are as a task for the university sector only.
- In 2006 several projects have started where the possibility for a closer cooperation between universities and polytechnics is to be screened and envisioned. The total amount of 49 higher educa-

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<sup>56</sup> The rectors conference of the polytechnics have recently recommended for the institutions to use the term ‘universities of applied sciences’ for international contacts. When the original Fedora survey – New Skills for New Futures – was written in 1998 the polytechnics in Finland were just passed their experimental state and were given a permanent status.

tion institutions in a country with a population of 5,3 million is regarded unsustainable in a longer run by the policymakers. As especially the polytechnics have a strong impact on the regional development, political this issue is not an easy one.

- The implementation of the ‘*Bologna Process*’ in Finland has taken following concrete forms:
  - o Generally speaking the implementation of the ‘*Bologna Process*’ in the university sector has *been completed* for the *first and the second cycle*. Questions of education and guidance of the doctoral students – the third cycle – is now in focus.
  - o From the academic year 2005-2006 onwards in all the *universities* students first complete a 3-years Bachelor’s degree. To graduate as Masters the students need to study additionally 2 years. Master’s degree was traditionally the first academic degree in Finland with a work life relevance. Nowadays consequently students are not yet entering the world of work as Bachelors but continue to pursue their Masters<sup>57</sup>. Also a large number of new Masters programmes have been established (mostly) in the universities which attract applicants with a Bachelor’s degree from universities and polytechnics alike. These programmes are often more specialized and multidisciplinary oriented than traditional Master’s degrees; the language of tuition is often English. The programmes are targeted to attract Finnish and foreign students alike.
  - o In *polytechnics*, however, the implementation is still in progress. Polytechnics award a 3,5 - 4 year Bachelor’s degree and in some programmes the studies take 4,5 years.
    - o ECTS are in use.
    - o **For more detailed information about the Bologna Process in Finland see the site of the Ministry of Education:**  
<http://www.minedu.fi/minedu/education/bolognaprocess.html>

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57 All students who have successfully passed the entrance examinations (all fields apply numerus clausus) do receive a status of a master student automatically.

## II. Structural Trends

Due to the national organizational provision of guidance and counseling services in HE in Finland the areas 1. - **Educational Guidance and Counseling** - , 2. - **Disability and Special Needs** - and 4. - **Career Guidance and Employment** - are discussed together at first. The area 3. - **Psychological Student Counseling** - will be tackled later.

**Area 1: Educational Guidance and Counseling**

**Area 2: Disability and Special Needs**

**Area 4: Career guidance and Employment**

### Structural trends

*All the universities and polytechnics provide counseling services in the areas 1, 2 and 4. The original Fedora National Report<sup>58</sup> is still today a very accurate document in all of the four areas of guidance and counseling in higher education in Finland especially in terms of the provision of services. The range of services *vary substantially* between the different institutions and even between divisions and faculties within a single institution.*

There are only very vague formulations about guidance and counseling (services) within the statutes of the higher education institutions. However, the issues of guidance and counseling have been regarded with increasing importance in the recent years and for example several inter-university projects - funded by the Ministry of Education - are tackling the challenges of guidance and counseling in the modern higher education setting. Questions of guidance and counseling are often regarded as parts of larger issues of university pedagogy. As an example *Peda-forum* is a Finnish network for developing instruction and learning in higher education. It was established in 1994 under the sponsorship of the Ministry of Education, as a new kind of experiment with different modes of action. It integrates the most up-to-date research approaches into practice and offers teachers a variety of opportunities for

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58 Lairio M. and Puukari S. *New Skills for New Futures. Higher Education Guidance and Counseling Services in Finland*, Louvain-la-Neuve, 1998

developing professionally by sharing pedagogical expertise.  
[https://tammi.oulu.fi/pls/pedaforum/pedaforum.in\\_english](https://tammi.oulu.fi/pls/pedaforum/pedaforum.in_english)

A concrete result of implementation of the Bologna Process and its regenerative impact in counseling and tuition on the campus is the obligatory ‘*Personal Study Plan*’. The students need to draw this document - electronic or in paper - at the beginning of their studies together with a member of the academic staff and update it regularly during the course of the studies<sup>59</sup>. (In use since August 2005).

As the number of international students in the Finnish universities and polytechnics has been rising extensively and Finnish students study a term or two overseas, *the International Offices* have been staffed better and provide high quality Guidance and Counseling services.

**The International Study Programmes Database maintained by CIMO provides information about close to 400 international study programmes offered by Finnish universities and polytechnics.** [http://finland.cimo.fi/studying/international\\_study\\_programmes.html](http://finland.cimo.fi/studying/international_study_programmes.html)

Due to their different historical roots the role of guidance and counseling has been traditionally regarded - until the Bologna Process - differently in the universities and in the polytechnics. The polytechnics were created on the foundations of educational institutions where guidance and counseling services were regarded as an integral part of these educational institutions. This not least due to the fact that a large part of the students were under 18.

In the universities the freedom of tuition and research as an overreaching idea seemed to leave questions of guidance and counseling untouched for a long time. As the student population is older - average age of enrollment for the universities is 21(2005) – the students *seemed* to cope fine with the situation as it was when the intake was small and the student population homogenous. It could be seen emblematic that the first service focusing on the welfare of the university students was established a separate entity: the Finnish Students’ Health

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<sup>59</sup> This could be seen without any exaggeration as a paradigmatic change in how universities regard their responsibility of students.

Services Foundation as a provider of the medical AND psychological guidance - ***Guidance and Counseling of the area 3*** - for the university students (see p.4).

## **Educational Guidance and Counseling**

**For the area 1 - *Educational Guidance and Counseling*** - the last 8 years after the completion of the original report have brought only few changes. The most notable change and enhancement in the situation of the provided services can be seen in the new posts of *study psychologist* that can be found on some campuses. These academic professionals in guidance and counseling - psychologists - have strict qualifications and a clear focus in their work: students' questions and difficulties in learning and studying. In terms of new thinking this is a major change to the previous situation and shows the change of paradigm in the Finnish higher education: *The counseling matters as never before*. Higher education welcomes professionals from outside the academic disciplines of their own circles into the institutions.

Even though in the basic setting of the department based course counseling as the core activity nothing much has changed - the teaching staff does this additionally to their teaching and research activities - often with very little training - one can say that the questions of guidance and counseling provision are on the agenda throughout the institutions. (see also the Personal Study Plan on p.4).

The need of good counseling services become obvious as the student body is turning more and more diversified and larger: adult students, students having another educational path than high school, students from overseas etc. Today's students have more diversified needs than the 'traditional' student for whom the services were originally created in the first place namely youngsters having passed the *numerus clausus*. Also one has come to the conclusion within HE that the need to provide counseling extends the mere physical location of a campus: the prospect that a student has counseling needs already before he or she has set their foot on the campus: Networking within schools has become more structured, and focused activities started in the recent years.



The ever growing *Open University* sector within the universities and polytechnics forms a challenge in questions of guidance and counseling. Where the Open University students *have services of their own in area 1*. - which often are more extended than the services of the 'regular' campus students - , are *excluded* from the services of the *area 3 - Psychological Student Counseling - and 4 - Career guidance and Employment* - which are reserved for 'regular' students only.

## **Disability and Special Needs**

**For area 2 - Disability and Special Needs** - general Finnish laws about equal opportunities apply within the higher education naturally. However, there are no specifications or standards of the nature of the services the institutions need to be able to provide in order to enable equal access for all. In general the questions of equal opportunities for the whole student body as such are slowly emerging into wider consideration within the institutions of higher education. At the moment several projects are going on within the universities were questions of 'equal access' are on the agenda. These projects usually do not restrict themselves in questions of the physical environment, but also consider the issues of equal changes of different learners in a wider perspective.

For more information see the homepages of the universities and polytechnics and the *Design for All* – Finland network

<http://dfasuomi.stakes.fi/EN/index.htm>

## **Career guidance and Employment**

**Area 4 - Career guidance and Employment** - has been facing a major structural changes since the original Fedora report 1998. The Career Services were initiated and financed in the period of 1994/95 - 1999 by the Ministry of Education as separate projects and were established as integrated parts of the universities in 2000<sup>60</sup>. This 'integration' usually

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<sup>60</sup> The Career Services can be considered as the first guidance and counseling instances within the universities that have been per se established as a Guidance and Counseling services for the students.

This scenario of implementation took place in the Polytechnics a little later.

came along with budgetary and personnel cutbacks and accordingly necessitated a refocusing of the services. The first phase - the integration of the services into the universities and polytechnics educational framework – has been accomplished successfully. The challenge is to find the optimal way of running these services as an interface between the universities and the world of work with the given resources. This can only be reached by successful cooperation. Thus finding partners inside and outside the campuses is essential.

The national websites of the higher education careers services are:  
[www.aarresaari.net](http://www.aarresaari.net) (=universities) [www.jobstep.net](http://www.jobstep.net) (=polytechnics)

## **Psychological Student Counseling**

**Area 3 - Psychological Student Counseling** – is an exception to the rule – all the counseling services are provided by the institutions themselves. Psychological Student Counseling is provided by the Finnish Students Health Services Foundation (=YTHS, *ylioppilaiden terveydenhoitosäätiö*), which is responsible for the medical and dental care of the *university* students as well. The Finnish Students Health Services has its roots back in the 50's and is co-financed by the National Social Insurance institution, municipalities, universities and students unions. Though operating within every *university campus*, being an entirely independent body from the university as an organization, is a factor that has an impact on the holistic provision of guidance and counseling services within the universities. This has become evident in the recent years when the number of students seeking psychological counseling has rapidly risen. The consultations times are booked weeks ahead. Students do not seldom regard psychological counseling provided by psychologist as *the only proper counseling at campus*, and seek there guidance and counseling in questions that are rather questions for educational or career counseling.

The clarification of the roles and tasks of the providers within different areas of guidance and counseling services is essential. The creation of good counseling services is one part. The second part is to make the services easy accessible and known among the students and the staff alike.

Some universities have designed a holistic and campus wide plan of the counseling services in order to make counseling visible thus accessible.

The website of the services can be found at: [www.yths.fi](http://www.yths.fi)

In *polytechnics* the students do receive their medical and psychological services by the municipalities like the rest of the population.

## Roles and qualifications

**Roles and qualifications:** In the roles of the service providers there have been no major changes at large. However, the new group of guidance and counseling professionals - study psychologist - is a novelty in area 1 - **Educational Guidance and Counseling**. They form a new group of highly trained counselors with a Masters degree in psychology. *Also it should be noted that* the services in the area 4 - **Career Guidance and Employment** - are increasingly involved in area 1 - **Educational Guidance and Counseling** since their establishment in 2000. Here we can see a clear change of focus. The strict division into highly specialized services as introduced in *the holistic model*<sup>61</sup> had not proven to be the ideal way of meeting the counseling needs on the campuses in Finland: educational guidance and counseling has a strong impact of the future employment and career.

There are many possible and feasible approaches to gain expertise in guidance and counseling<sup>62</sup>. In addition to this counseling has not yet the status of an academic subject in Finland thus no training programmes is offered at the moment<sup>63</sup>. For area 4 - **Career Guidance and Employment** - *The Academic Career Services National Network - Aarresaari* [www.aarresaari.net](http://www.aarresaari.net) - provides various short training courses in their field of expertise for its members and for the colleagues in the polytechnics alike.

In area 1- **Educational guidance and Counseling** - single HE institutions have established projects enhancing the quality of teaching and

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61 A.G. Watts and R. Van Esbroeck: *New Skills for New Futures*, Fedora, Brussels 1998

62 John McLeod: *An Introduction to Counselling*, Open University Press, UK, 2003

63 School Counsellors programs for teachers have been offered at the universities since 1970s

guidance and counseling alike (see Peda-forum on p. 3). These are not anymore seen as separate entities but are regarded to be closely linked together in the debate within the higher education in Finland. This is an encouraging and positive development. Also the realization that one should tackle questions of education, counseling and equal opportunities as an entity is important. Even during times of ever decreasing public funding in HE enhancement of services is possible, when the developers work jointly.

Strict formal qualifications exist traditionally only for the area 3 - **Psychological Student Counseling**. However, the new professionals in the HE counseling services - study psychologists (active in the area 1) - also need to have a degree in psychology as mentioned earlier.

## **Tasks**

Principally there are no changes in the tasks of service providers within the 4 areas. However, as stated before the huge increase of the student population and its diversification challenges the whole system of guidance and counseling in the HE as the student – counselor ratio just gets worse.

## **Means, instruments**

The use of ICT in counseling (and in teaching) has been promoted strongly by the Ministry of Education – not the least as the government officials see ICT as a solution for the growing need of counseling with the environment of scarce funding. Many projects like the partly EU funded *Virtual University of Finland* work as an umbrella and platform for sharing the expertise for the individual projects and persons involved in implementing ICT as a tool for learning and teaching in HE. These projects are sufficiently funded.

see further: [http://www.virtuaaliyliopisto.fi/?node=vy\\_front\\_page\\_eng](http://www.virtuaaliyliopisto.fi/?node=vy_front_page_eng)

The consolidation of the Career Services as parts of guidance services within HE has meant an increase of the means the Universities and Polytechnics invest on counseling. However, in total the funding of these units decreased notably and the services had to be downsized.

## Summary, i.e. suggestions

The implementation of the Bologna Process in HE brought the agenda of guidance and counseling in the Finnish universities and polytechnics more to the center of things from the margin where it has been. High quality teaching requires high quality guidance services in today's mass HE. The diversified and numerous student body has needs for guidance that cannot be put aside anymore. This is not debatable anymore. Not only has there been a change in the mindset but a change in action as well. New innovations and enhancements of the existing guidance services have been created.

However, at the same time the political debate about university financing in particular and the need of cutbacks in the public sector (=incl. higher education) in general gather dark clouds above the university boards and rectors. To which direction should one move? And when?

The current innovations and enhancements in guidance and counseling in HE are largely funded through various national and European projects. What will happen to these enhancements and to the guidance personnel when the projects end in this political environment of uncertainties and financial caution?

Rapid changes in the labor market question the structure of the existing university degrees with their major–minor structure and challenge the services in area 4 - Career Guidance and Employment - in particular as they form an interface between the HE and the world of work.

Successful professional networking and shared expertise are crucial *when holistic services, that can genuinely meet the students needs* in today's academia, are implemented in Higher Educational Institutions.

For any person interested in the Finnish Higher Education the address of CIMO is invaluable source of information (Center for International Mobility) for students, scholars or educational counselors.

[www.cimo.fi](http://www.cimo.fi)

# National Report for France

**Authors:** Nicole Leray, Association Bernard Gregory  
Geneviève Laviolette, Université Denis Diderot - Paris VII

*Kindly supported by: Christian Moreau  
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## The French system of Higher Education

### Institutions

What is specific to the French system of higher education is that several different types of educational establishments coexist.

- With 1 435 700 students, 83 Universities, award nationally recognised diplomas and degrees in the frame of Bologna process. In universities, tuition fees are very low (180 euros in *Licence*, 200 euros in *Master* and *Doctorat*)

In addition to nationally recognised degrees, many universities also offer engineering degrees and vocational training. 112 Technical Institutes (*Instituts Universitaires de Technologie, IUT*) are also attached to most universities and offer two-year courses for advanced technical education.

- In addition to the universities, there are a number of *Ecoles* (93 engineering university schools, 150 engineering schools out of universities and 225 business schools), which are public bodies or private establishments. The quality of the teaching vary considerably in those *Ecoles*. In addition to the *Grandes Ecoles*, which enjoy a well-deserved reputation for excellence, there are a large number of other schools which award vocational qualifications.

Entrance to these *Ecoles* is by a competitive examination (*concours*), either after the School leaving certificate (*Baccalaureat*) or after two years of additional study in special preparatory classes (*classes préparatoires - CPGE*) or at university. Tuition fees in some of the *Ecoles* can be extremely high.

- In addition, some secondary schools (*lycées*) have special 485 *classes préparatoires aux grandes écoles* (CPGE) and 2100 classes offering two-year courses for advanced technical education, (*Sections de Techniciens Supérieurs, STS*).

## Student population

A mass Higher Education system, increasingly diversified student populations, and an increasingly difficult access to work for graduates

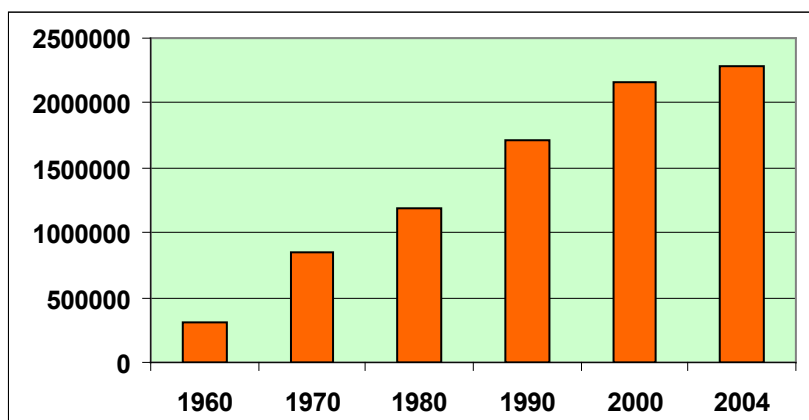


Chart 1: Evolution of the French student population

Between 1960 and 2000, the number of students in the French Higher Education system greatly increased. The rate of growth then decreased after 2000 (figure 1).

Today, the distribution of students between the different types of institutions reveals a very strong dominance of university courses (64% of the total student population). The *Ecoles* represent only 6% of students,

while technical institutes (IUT and STS) represent 15% of the total population.

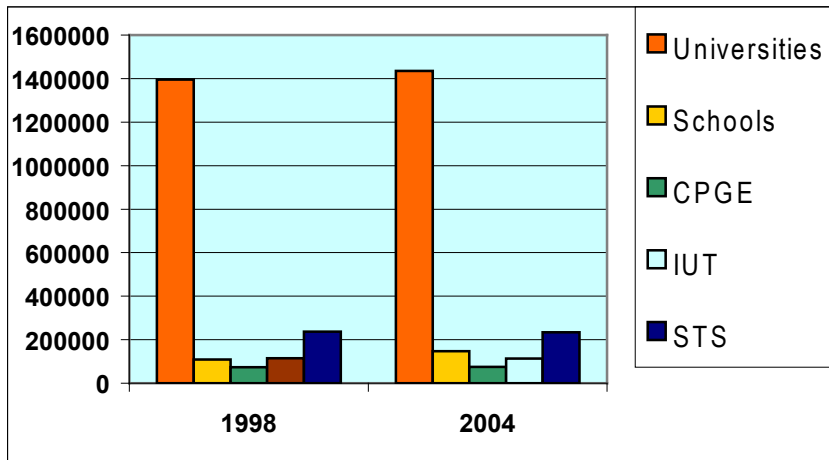


Chart 2: Distribution of students between different types of higher education institutions

Since 1995, **difficulties in the employment sector** have emerged as a consequence of the economic climate. This has led to increased SCUIO activity (see below) in the field of professional placement and has motivated the establishment in some universities of additional specific services for the promotion of students' professional placement.

Moreover, together with the numerical increase observed in 1960-2004, a diversification of the student population is noted with consequent effects on the work of university services. The reception by universities of students faced with specific information and orientation needs has progressively developed since 1970.

These include:

- **Salaried students**

Today, 13% of students in Higher Education depend on the Continuing Education Department (*Formation Permanente*). Salaried students are either enrolled in these courses or in conventional courses. The number of students who actually work during their studies without taking time off is certainly much higher, since



many of them register at university without declaring that they work.

- **Foreign students,**

14% of the total student population are foreigners. The majority of them are from Europe and Africa (mainly North Africa), and they represent 23% and 51% respectively of all foreign students

- **Students with disabilities**

For those students, a special effort has been made in the past ten years to introduce appropriate support units and facilities.

- **Students needing psychological and psychiatric help**

Given the relative numerical importance of university enrolments, this report will concentrate on the description of services delivered in universities. The students belonging to other types of institution can put their questions to university services which, for the most part, are open to all types of public.

## **Services involved in Educational Guidance and Counselling and in Career Guidance**

### ***A brief introduction to these services and to their links with other universities and extra-university structures***

University Information, counselling and career guidance Units (*Services Communs Universitaires d'information, d'Orientation et d'Insertion professionnelle* - SCUIO) are the cornerstone of guidance facilities and often of career guidance to be found in French higher education. These services were created by a Government regulation of 6 February 1986 with the objective of gathering guidance and professional placement services under a single structure.

More recently, in the framework of university autonomy, some *Présidents* (Vice-Chancellors) have set up new units. It is in this context that

units specialising in support for students with disabilities and in graduate job placements and career guidance have been set up, distinct from the SCUIO. In practice, these structures are extremely efficient and contacts often develop naturally with the SCUIO. In addition, International Relations and Continuing Education Departments exist in all universities. Part of their activity, i.e. reception of foreign students and salaried students respectively, overlaps with the activity of the SCUIO.

Lastly, a private association, the Association Bernard Gregory (ABG), acts in synergy with the university structures and works with the universities to help PhD graduates find employment.

The *Centre National des Oeuvres Universitaires et Scolaires* (National Centre for University and School Social Welfare, CNOUS) is present in each education authority. A regional unit, the *Centre Régional des Oeuvres Universitaires et Scolaires* (Regional Centre for University and School Social Welfare, CROUS) helps students in all aspects of university life. The *Service de Médecine Préventive et de Promotion de la Santé* (The Preventive Medicine and Health Centre, MPPS) organises preventive medical controls for new students in order to screen for medical risks and health histories likely to perturb their university careers.

Outside the universities, several establishments help for students in psychological or psychiatric difficulty to go on with their studies in the best possible way. They are the *Bureaux d'Aide Psychologique Universitaires* (Bureau for university psychological support, BAPU), the establishments which are recognised by the *Fondation Santé des Etudiants de France* (French Students' Health Foundation, FSEF) - the *Relais Etudiants-Lycéens* (University-Secondary School Student Relay Units, REL) and, in the case of serious psychiatric or somatic illnesses, "medico-pedagogical university" clinics.

The precedent report, in 1997 presented in detail these services (tasks, missions, personnel available). Since then, the international context of globalisation has increased employment difficulties in most European

countries, and the notions of flexibility and employability of graduates have become constraints whose impact on the missions of career guidance services, and on the personnel involved, are considerable. Moreover, the Bologna Process has made it necessary to homogenise higher education courses at an European level. In France, the LMD (BMD) that has been put in place requires periods of guidance throughout a student's university career; the SCUIO have been given an important role to play in this process. The development of the concept of "Life long learning" ("*formation tout au long de la vie*") has made it necessary to facilitate the resumption of studies by people with professional experience. The "validation of skills and professional experience" ("*Validation des Compétences et des Acquis Professionnels*") also involves the SCUIO.

To answer these new obligations, the SCUIO, University Career Services, and the Association Bernard Gregory have had to adapt their practices to become more effective. The reception of disabled students has not greatly evolved although there have been some changes within university structures. On the other hand, the reception of students with psychological or psychiatric problems has remained altogether the same.

### **Educational Guidance & Counselling (Area 1): The SCUIOs<sup>64</sup>**

The SCUIOs are present **in all universities** and their activity covers almost the whole spectrum of tasks involved in the reception, the career guidance and the delivery of university information to students throughout their university years. In particular, they play an important role in the application of LMD, as well as in offering advice to adults returning to university. These services are available to students whatever their status. They are open **to all students** and more generally to anyone seeking information in their area of expertise. The services provided by the SCUIO are always free of charge.

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64 Web sites for information on universities and the SCUIO:

Universities' web site: <http://www.education.gouv.fr>

SCUIO web site: <http://www.scuio.org>

Site of the Vice-Chancellors' Conference ("*Conférence des Présidents d'Université*" (AMUE)) [www.amue.fr/universites/default.asp](http://www.amue.fr/universites/default.asp)

A SCUIO is answerable to the *Président* (Vice-Chancellor). Each university, being autonomous, defines the activity of its SCUIO. Each university is responsible for the funding, staff management, site locations and all other material aspects of the unit. The SCUIO always has its offices on university premises.

### **Situation in 1997**

Such as they are specified in the 1986 national regulation that created these services, the responsibilities of the SCUIO are diverse. Reception and access to documentation are available to all types of public: students of the university concerned or of other universities, foreign students, high-school pupils and their families, salaried workers wishing to re-enroll in a course. They are the pole of documentary research to which every student must refer throughout his university career. Moreover, foreign, disabled or working students, who sometimes find support in other university services, are given material help by SCUIO counsellors for the resolution of their difficulties. Particular attention is given by these counsellors to undergraduate students both in terms of course choice and in the improvement of their career projects.

Moreover, the SCUIO undertakes actions aimed at encouraging students' professional placement by providing assistance to graduates seeking work: information on how to present a CV and application letter, interview simulations, and the promotion of links with the employment market. (See part II)

The SCUIO documentation room, used by students and the more general public, is a place of exchange. There, students find a personalised approach, information on the courses offered in the attached university or in other French or foreign institutions, as well as information on different careers and on the procedures to follow in order to enter them.

The SCUIO often carries out studies on professional placement; these are useful to acquire sound information on the paths taken by former students (further education or professional placement).

**Table 1 SCUIO's tasks (Number and percentage)**

	Tasks	1997	2006
Reception		71 (100%)	73 (98.6%)
<b>Information / Documentation</b>		<b>71 (100%)</b>	<b>75 (100%)</b>
	Information about careers and courses	71 (100%)	75 (100%)
	Information about life in France	25 (35%)	30 (41.7%)
	Information about grants and general students welfare	22 (31%)	34 (45.9%)
Guidance		<b>71 (100%)</b>	<b>75 (100%)</b>
	Liaising between school and university	/	/
	Defining personal plans	55 (77%)	68 (91.9%)
	Coaching of disabled students (help in organising studies and getting a job)	9 (13%)	8 (11%)
Career Guidance		<b>64 (90%)</b>	<b>64 (91.3%)</b>
	Coaching (CV and application)	58 (82%)	64 (85.3%)
	Introduction to the world of work (conferences, forum with employers)	47 (66%)	46 (61.3%)
	Help in finding work	45 (63%)	55 (73.3%)
	Support for entrepreneurship	/	/
	Placements	26 (37%)	35 (47.3%)
	ABG Partner Service		15 (18%)
	Contractual documents	22 (31%)	17 (23%)
Miscellaneous			
	European Exchange contracts	2 (3%)	1 (1.4%)
	Contacts with medico-pedagogical clinics	3 (4%)	5 (6.8%)
	Reception or induction tutorials	36 (51%)	35 (49.3%)
	Contacts with departmental tutorial	31 (44%)	30 (44.1%)
	Follow up	50 (70%)	29(39.3%)

## 2006 Survey

The SCUIOs' basic missions have little evolved since 1997. These missions are extremely broad both in terms of objectives and in terms of the period of time during the course of studies when the SCUIO is able to intervene. The SCUIO Directors' Conference has recently complet-

ed a study on the execution of the SCUIO's different missions. Table 1 shows the results of this study on the basis of replies from 75 of the 83 French universities. In all, eight universities did not respond to the questionnaire.

The table shows that the fundamental tasks of the SCUIO (that is: reception, information and guidance) are fully satisfied since their establishment in 1986. In the context of LMD and of the validation of professional skills, the SCUIOs have recently been given new responsibilities. The survey results show that these have had little impact on the overall activity of the services concerned.

If it was however noted that there is little change in the proportion of SCUIO activity dedicated to professional placement in general (about 90%), the role in the help for placement and coaching activities was found to have increased significantly within these missions and to have respectively reached 85% and 73% of the service fulfilling them. (See part II).

Overall, the SCUIOs fulfil all their missions as defined by national regulations, sometimes through synergies with other horizontal university services.

*The tasks involved in the application of LMD and of the validation of professional skills are new to the SCUIO. We describe them in greater detail:*

### **Participation of the SCUIO in the reception of students in the context of LMD**

Every university formulates a taught courses proposal in the form of an appropriate presentation according to the field and the level of teaching sought. In association with the service for International Relations or the Communication's Service, the SCUIO is at the heart of this process. The French higher education system is evolving due to its integration in the European Area of Higher Education and research.

Two major characteristics distinguish French higher education:

- Secular institutions whose tuition fees are determined and proposed by the Ministry at the lowest level possible
- Autonomy of institutions

If the functioning of all SCUIOs is determined by the same national regulatory text dealing with the reception of all existing and future students, especially in the spaces dedicated to self documentation (See table 1), as well as the faculty to ask about the contents of courses or to obtain individual appointments for help with course choices, the actual application of these missions by establishments varies according to the management of each university.

Once the future student has identified his field of study, he is directed towards the interlocutor entitled to enrol him in the university, and possibly also to validate his previous studies by establishing an equivalence through ECTS credits or the mentions carried by the degrees previously acquired.

### **Role of the SCUIO in the Validation of Professional Skills**

The validation of professional skills, developed within the SCUIO in the 1990s according to the principle of “Life long learning”, has implicated SCUIO staff in the participation and sometimes in the management of the scheme in co-ordination with the services dedicated to salaried students.

Today, the LMD scheme contributes to the generalisation of the notion of validation through the system of transferable and capitalised credits; the French legislator anticipated this by broadening the very notion of validation to cover the concept of “validation of experience” whatever the nature of this experience: always personal, often professional, salaried or not, sometimes within a non-profit organisation.

The validation process covers all the teaching fields, whether the course be “academic” and/or “vocational”, under the authority of the *Recteur* for vocational degrees or of the university Vice-Chancellor for courses

at the level of *Licence* or over; the same principle is used, and the role of the SCUIO is here also variable, be it at the stage of the processing of individual applications through an individual evaluation, or at that of the formation of a group of examiners to inspect validation applications.

The validation of acquired skills implies notably SCUIO staff with specific guidance competencies in liaison with teaching staff (for instance, guidance counsellors-psychologists); these staff members follow the establishment of the validation application file and order the overall process.

## SCUIO staff

The director of a SCUIO is generally a member of the university staff. The SCUIO are made up permanent staff members (with the specific civil servant status) and of contractual workers. Moreover, university teaching staff contribute to a large number of SCUIO activities.

**Table 2- SCUIO's Permanent staff**

Position	Qualification <sup>(1)</sup>	1997	2006
<i>Engineer</i> (Ingénieur de recherches)	(Bac + 5 ) + phD	2	8
<i>Engineer</i> (Ingénieur d'études)	Bac + 3 (often Bac + 4 or 5)	90	133
<i>Engineer</i> (Assistants ingénieurs)	Bac + 2 (often Bac +3, 4 or 5)	30	41
<i>University administrator</i> (Attachés d'administration)	Bac + 3 (often Bac + 4 or 5)	28	25
Technicians (Techniciens)	Bac (souvent Bac +1 or Bac +2)	44	84
<i>University administrator</i> (Secrétaires d'administration)	Bac (souvent Bac +1 or bac +2)	60	66
<i>University administrator</i> (Adjoint administratif, agent administratif)	Vocational training	132	138
<i>Technical Assistants</i> (Aide technique, agent technique)	Vocational Training	12	22

(1) (Bac + x) means x years of study since the School leaving certificate ( baccalauréat)

Professional staff is recruited by competitive examinations (*concours*) at varying levels of qualification: they include managers in university



administration, engineers, technicians, technical assistants. The level of recruitment is very diverse according to the permanent staff member's administrative rank, as is shown in table 2 in the case of SCUIO staff.

Since 1997, an important increase of SCUIO staff has been observed (about 20% of total staff numbers). We note that this development of the SCUIO is explained by an increase in recruitment of more qualified staff (at *Licence* level or above).

As in 1997, academic staff largely contributes to SCUIO activity either by offering guidance to their students in the course of their teaching, or by participating in the organisation of SCUIO activities.

It must be noted that in France, a staff member's function within these services is not correlated with his administrative rank or his initial qualification (except in the case of guidance counsellor-psychologists who must have a psychology degree). This explains why those exercising the role of "counsellors" or "advisers" can be academics, engineers, technicians, administrative secretaries or administrative assistants, and be indifferently permanent or contractual staff members.

At the present time, 146 Guidance counsellors-psychologists belong to SCUIO management teams. All universities but one benefit from their participation.

## **Disabilities & Special Needs (Area 2)**

In 1991, the Ministry of Education recommended that each university designate someone whose job would be to provide support for students with disabilities. The situation has not significantly changed since then. A directory, which is updated every year, plus a survey carried out by the Ministry, provide detailed and accurate information about what has been implemented to encourage students with disabilities to enrol in French universities.

The reception of disabled students in French higher education has evolved differently across universities and according to the application periods of successive national policies on universities.

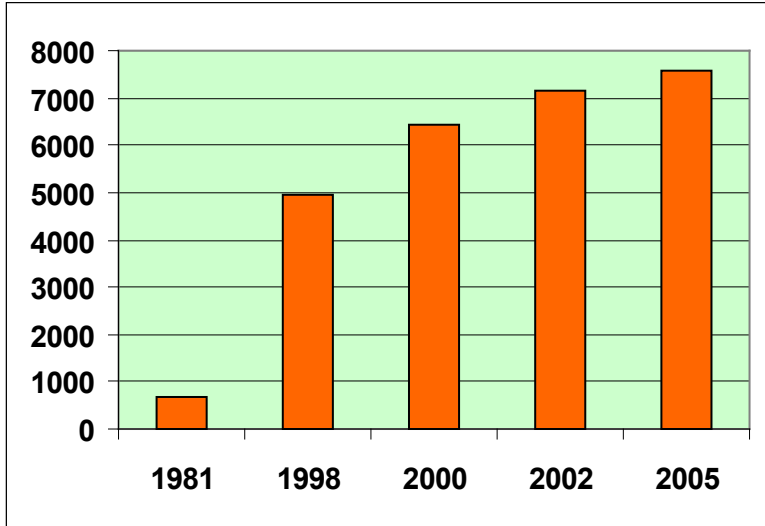


Chart 3: Students with disability or special needs in French Higher Education

As early as 1981, the Ministry had counted 695 disabled students in higher education. Figure 3 shows the number of disabled students between 1981 and 2005. 80% of these students are enrolled in universities. Aware of the sudden growth in the number of disabled students in French universities between 1981 and 1990, the Ministry requested that adequate services be set up to receive and accompany disabled students. Up to 2000, the number of disabled students registered grew considerably. The previous report was written towards the end of this period; universities had responded to the Ministry's request either by setting up a specific reception structure for these students, or by naming a "Disability officer"; this officer was often a volunteer belonging to a service such as the SCUIO, administration, or the Vice-Chancellor's office. Since then, the number of students registered has grown very little, but universities have continued to adapt their structures to accomplish this mission: the last survey undertaken by the Ministry shows that there exist different types of services:

- Inter-university services grouping many universities, each of which has its own local structure
- Specific services (denoted by various names: *Relais Handicap*, *Pôle handicap*, *Service handicap*, etc...)
- Services within existing structures (SCUIO, Student Life Services, University Medical Services (Preventive medicine) etc...)
- Isolated person named by the Vice-Chancellor ("*Mission de la Présidence*")

Some universities have not created structures for disabled students.

Table 3 summarises the different responses set up by universities. This analysis is carried out with the assistance of the Ministry web site:

<http://www.sup.adc.education.fr/handi-U>

Person or structure responsible for the unit	
Interuniversity Unit	4
Specific Unit	19
University Student life Unit	17
SCUIO	6
Scholarship	2
Senate or Relevant board	5
Preventive medicine	9
CROUS/ Social Service	7
Person named by the Vice-Chancellor ( <i>Mission de la Présidence</i> )	17

Table 3: Students with special needs' units

Since 1998 the missions of these services have little evolved. The growth in the number of specific services and "disability units" integrated in other university services has certainly improved the reception and the follow up of students with special needs.

In almost all universities, disabled students are given some form of help, and there exists at least one clearly identified interlocutor or point of contact. This person serves as a intermediary between the student and university structures, for instance administration. In most cases, a link with the SCUIO enables the follow-up of the student's needs in terms of course guidance and the formulation his personal or professional project. All universities apply the appropriate regulations regard-

ing the adaptation of courses or examination conditions for these students. The professional placement of disabled students is however relatively neglected: only 37 universities offer advice in partnership with groups specialised in the integration of disabled people; in other universities, these students are handled by the same careers services or SCUIOs as their fellows.

### **Psychological Student Counselling (Area 3)**

These services, developed outside universities, act in the context of a very specific vocation aiming at the simultaneous support in academic courses and health issues. They are dependent on various groups or foundations. A number of them depend on the French Students' Health foundation (*Fondation Santé des Etudiants de France* - FSEF). The Foundation was given state approval in 1925 and since then has developed a number of different structures for students suffering from somatic or psychological illnesses. These services receive a public of students, secondary school pupils or apprentices between the ages of 15 and 25. We here recall the 3 principal structures whose missions have little evolved since our last report. For students, these services have regular contacts with university structures responsible for guidance and counselling (such as the SCUIOs), administration, university libraries...

Staff in these services is highly qualified: psychologists and academic psychiatrists assisted by social workers and reception staff.

The concerned services are:

**Bureau for university psychological support**, (*Bureau d'Aide Psychologique Universitaire*- BAPU)

The role of these units is to see all students who are having difficulties of a psychological or relational nature and who would like psychological help. The staff of these units are psychiatrists (psychologist, psychiatrist, psychoanalyst) and social workers. They offer interviews, where

a diagnosis can be made (psychological, social, academic), and psycho-analytical therapy.

Today, 16 BAPU, (of which 4 in Paris) undertake these missions. The BAPU are structures financed by the Ministry of Health. One of the BAPU depends on the FSEF.

**University-Secondary School Student Relay Units, (*Relais Etudiants Lycéens* – REL)**

There exist two of these, in medical-pedagogical university clinics. They are staffed by psychiatrists, psychologists and teachers. They offer a series of interviews, over a limited period of time, to students (especially first and second year students) who have problems at university (choice of course, academic difficulties) related to psychological and/or family problems. The role of the teaching staff, psychologists and psychiatrists involved with these units is to detect the first signs of an illness requiring more complex treatment, to solve the problems of the young student and to help him or her to make the right choices as to studies or career.

**Medico-pedagogical university clinics.**

The special feature of these establishments is that they allow students suffering from somatic or psychological illnesses to be able to continue treatment and study at the same time. This allows students to study despite serious illness and therefore continue to have a place in society. The dual aim is to give the students a place at university and find them work afterwards. The fact of being able to continue studying after periods of illness is important for the student to be integrated in society. These establishments are staffed by medical practitioners and teaching staff.

These clinics affiliated to the French Students' Health Foundation - FSEF are not located on university premises but work with a network of universities. The students are either in-patients or out-patients who spend the day at the hospital but sleep at home or, where possible, attend classes in between treatment. At the clinic they have teaching sup-

port and coaching in the form of tutorials provided by teachers who are seconded by the Ministry of Education to the clinic. There are regular contacts between the medical and teaching staff of the clinic and the affiliated universities .

## **Career Guidance & Employment (Area 4)**

In France, responsibility for professional placement is conferred by legal texts to the SCUIOs. (see table 1); however, in some universities specific services, answerable to the Vice-Chancellor's office, are also devoted to professional placement. Their attributions are fixed by the university Vice-Chancellor and therefore tend to vary largely from one university to the next. Moreover, the professional placement of PhD holders presents specific difficulties in the light of their long period of training (between 8 and 9 years after the end of their secondary school studies); they are highly qualified specialists who for three years undertook high-level research, but they are often disconnected from the Business World. A non-profit organisation, the *Association Bernard Gregory* (ABG), works in synergy with university structures to further the professional placement of PhD holders.

That is why in France, three structures co-operate to undertake this responsibility: the SCUIOs, the Universities' Career services and the Association Bernard Gregory.

### **SCUIOs and Career Guidance**

Tasks related to Career guidance are fulfilled by 90% of the SCUIOs. Professional placement is a process that implies a number of steps. It requires the follow-up of the student throughout his university career

- At the beginning of university studies, a first introduction to the reality of the business world helps to improve course choices in the light of a limited employment market. This first introduction to the business world is integrated in the guidance mission.
- Progressively, knowledge about specific jobs and information on the employment market help the student to make choices and to refine his projects.

- Lastly, after graduation, the student is followed during his integration into working life: job search, CV and application letter workshops, interview simulations. The “career services” makes available to graduates the job offers made by companies.

SCUIO’s activity in career guidance grew between 1997 and 2006: Nowadays, 85% of the services offer coaching, 73% help the young graduates to find work and 47% offer a placement service.

### **Universities’ “Career services”**

Created besides the SCUIO, by some university Presidents, Career Services in university deal mainly with placement activities.

Professional placement is a process that implies a number of steps that have been described in the last part concerning SCUIOs. It requires the follow up of the student throughout his university career.

Forging links with a network of companies, the “career services” makes available to graduates the job offers made by companies

The professional placement service works with both university structures and companies: it proposes events within courses to present relevant job openings; it organises forums or careers days; it prepares young graduates for their integration into the employment market.

Career services **staff** have the same profiles as SCUIO staff.

### **The Association Bernard Gregory**

The Association Bernard Gregory’s mission is to promote young PhD holders’ professional placement. This non-profit organisation is subsidised by the State, by research centres and by some local authorities. The services offered by the ABG are free of charge for candidates who deposit their CV in a “CV library” and for companies which advertise vacancies; companies can if they so wish become members of the Association.

The Association Bernard Gregory (ABG) coordinates the activities of all the “*Antennes*” established in universities, research institutes, and *schools*. Since 1980, in France and abroad, it has been working on trying to get research recognised as a valuable part of training, and to get employers to appreciate its value too.

Positioning itself in an international context, ABG has since 1998 opened a number of partner services abroad (mainly within Europe). Moreover, although the ABG was initially aimed at PhD holders in scientific disciplines, it has recently opened its services to PhD holders in human and social sciences.

ABG offices offer advice and follow-up for doctoral students, PhD holders and post-docs transitioning towards the business world. There are today 110 offices in 60 universities (15 within SCUIOs, 2 within career services), 26 *Grandes Ecoles* and 24 laboratories and research institutes. A certain number of offices have been opened in Europe: 10 in the UK, 5 in Belgium, 5 in Ireland, 1 in Italy, 1 in Germany, 1 in Switzerland, 1 in Poland. Outside Europe, one office serves the USA and Canada, another Japan.

The counsellors are known as correspondents - *correspondants* - and their “job” is similar to that of a professional counsellor in a SCUIO.

The Association collaborates with all the other structures to provide an interface between researchers and employers, works in partnership with a network of employers for whom technology and innovation go hand in hand with top-level scientists, and helps PhD graduates to find work. The Association collects the CVs of the graduates who have registered with the partner services (*antennes*) and dispatches them to its network of prospective employers. It also sends to the partner services job offers in R&D (or any other jobs in company) it has received from the employers.

ABG publishes quarterly a review “doctor &co”; for more information concerning ABG; please consult ABG’s website : [www.abg.asso.fr](http://www.abg.asso.fr)



## Conclusion

In France, the tasks of educational and vocational guidance in higher education are mainly the responsibility of the SCUIOs. These units form a large network and can be found in all the universities. Some universities have other units and structures too, either to deal with certain aspects of the work of the SCUIO (especially job placements and employment) or to provide support for a particular category of student (salaried students, students with disabilities, foreign students), but it is the SCUIO which always provides the documentary resources.

There exist important differences in organisation between universities. Because each university is autonomous, the way these structures are organised varies considerably from one establishment to another and it is the *Conseil d'Administration* (University Senate) which decides how to organise their own guidance and employment units. Some activities might come under the aegis of the SCUIO, others might be the responsibility of distinct structures. Each university informs its students of the various facilities that are available to them to try and help solve their problems.

Since 1998, attributions linked to the definition of a professional project, to the application of LMD and to the reception of adults seeking complementary courses have increased the workload of SCUIOs. This workload increase has led most universities to increase the staff placed at the SCUIOs' disposal.

In France, the application of LMD should in the longer term lead to a reinforcement of individual follow up already provided in the SCUIOs.

The SCUIOs, public services specific to higher education, are federated via a Directors' Conference. This Conference puts into application the Ministry's initiatives, as well as those of the University Presidents' Conference, through a web site which facilitates access to pertinent information; the addresses of qualified staff members likely to answer to specific needs can also be found on this site.

As far as professional placement is concerned, relations with companies have been developed both within university career services (the SCUIOs or autonomous services under the Vice-Chancellor's authority) and at the ABG. The ABG has developed its activity by opening offices in a number of European countries and by accepting applications of PhD holders in Human and Social Sciences.

Further, an improvement in the structures for disabled students has certainly also improved the living conditions of these students in our universities.

# National Report for Germany

**Authors:** Dr. Gerhart Rott & Karin Gavin-Kramer, M.A.

*Kindly supported by:*

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## Institutions, Students & Statistics

### The German Higher Education System

In the winter semester 2005/2006, the German Rectors' Conference counted 117 universities or equivalent institutions, 158 universities of applied sciences (*Fachhochschulen*) and 58 arts and music colleges, offering 9218 undergraduate courses and 2666 postgraduate and further education programmes<sup>65</sup>. About 34% of these study courses were bachelor or master courses, for which yet only about 8% of the total number of students were enrolled. 42% of the students in the master courses were international students. From summer semester 2005 to the following winter semester, the number of bachelor courses offered by German HE institutions has grown by 47,1%, the number of master courses by 12%.

234 of the 333 institutions were state-run: 87 universities, 101 universities of applied sciences and 46 arts and music colleges. Among them were 56 private institutions with state recognition: 14 universities, 40 universities of applied sciences and 2 arts and music colleges. Another 43 institutions were church-run: 16 universities, 17 universities of applied sciences and 10 arts and music colleges<sup>66</sup>.

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65 Cf. Hochschulrektorenkonferenz (2006). *Statistik: Hochschulen nach Type of HEI and Federal Region State*. Retrieved January 24, 2006, from [http://81.169.169.236/kompass/xml/index\\_hochschule\\_en.htm](http://81.169.169.236/kompass/xml/index_hochschule_en.htm).

66 Cf. Hochschulrektorenkonferenz (2006). *Statistik: Hochschulen nach Type of HEI and Federal Region State*. Retrieved January 24, 2006, from [http://81.169.169.236/kompass/xml/index\\_hochschule\\_en.htm](http://81.169.169.236/kompass/xml/index_hochschule_en.htm).

From 1994 to 2005, the number of private HE institutions in Germany has more than doubled (from 24 to almost 70; including institutions without state recognition), but due to costs and limited range of subjects offered, only about 2% of the students in Germany are enrolled at private institutions.

According to the Federal Statistical Office (*Statistisches Bundesamt*), in winter semester 2005/2006, almost 1,982 million students were enrolled (+ 0,9%; 47,9% females, about 13% international students). In winter semester 2004/2005, the total number of students had decreased because of restrictive measures (e.g. special fees) regarding long-term students whose number was reduced by about 28%<sup>67</sup>.

351.900 students were beginners (– 2%; 48,5% females). In the year 2005, the quota of first-year students among young people of the same age was of 36,7% (2004: 37,1)<sup>68</sup>.

One year before, the German HE institutions counted 246.300 students with a foreign passport: 26.000 from China, 12.500 from Bulgaria and 12.000 from Poland. 59.700 international students (24%) held a German school leaving certificate, 16.000 of which were Turkish citizens.

For the state-run institutions, after a period of growth and enlargement, lately a period of reduction and fusion has begun. Due to regional budget problems, the federal states (*Länder*) tend to foster close co-operation (e.g. by concentrating certain subjects at only one regional institution) or even mergers, like the merging of the University of Lüneburg with the University of Applied Sciences of North-East Lower Saxony or of the Universities of Duisburg and Essen to one new University Duisburg-Essen.

In order to compensate the federal states for waiving their claims of saying in many matters in the chamber of the regions (*Bundesrat*), the

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67 Cf. Federal Statistical Office (2005). *Institutions of higher education*. Retrieved January 30, 2006, from <http://www.destatis.de/basis/e/biwiku/hochtab2.htm>

68 Cf. Federal Statistical Office (2005). *New entrants in the first semester in higher education*. Retrieved January 30, 2006, from <http://www.destatis.de/basis/e/biwiku/hochtab3.htm>

German government coalition has intended to leave decisions on most educational issues to each federal state. Though most of the educational communities rejected the idea, the Bundestag and the *Bundesrat* finally decided to pass a change of the constitution in June and July respectively, which underpins the sole responsibility of the Länder on educational matters. The federal government can only support programmes to support universities if the Länder provide their consent. More and more regionally inspired regulations, which vary from federal state to federal state, are to be expected.

Further information:

- Federal Ministry of Education and Research: <http://www.tatsachen-ueber-deutschland.de/519.0.html>
- Federal Statistical Office: [http://www.destatis.de/themen/e/thm\\_bildung.htm](http://www.destatis.de/themen/e/thm_bildung.htm)
- German Rectors' Conference (*Hochschulrektorenkonferenz*): [http://www.hrk.de/eng/home/index\\_eng.php](http://www.hrk.de/eng/home/index_eng.php)
- HIS Hochschul-Informationen-System GmbH:
- [http://www.his.de/Service/Publikationen/X\\_Pub/Abt2/Auslandsstudium/Eurostudent/download/Germany.pdf](http://www.his.de/Service/Publikationen/X_Pub/Abt2/Auslandsstudium/Eurostudent/download/Germany.pdf)

### **The Bologna Process in Germany**

Since by law there is no formal difference between bachelor courses offered by research universities (up to now, all German universities are considered research universities) and bachelor programmes offered by universities of applied sciences, the former strict separation between these institutional types will supposedly give way to new types of institutions offering both research programmes and courses of applied sciences. This is even more probable since the valuation of the formal level of a master course does no longer depend on the type of the offering institution but only on whether the course is a research master (which now can be offered also by a university of applied sciences) or a master course which is oriented towards applied sciences (which can be offered also by a university). Nonetheless, the access of graduates with a master's degree from a university of applied sciences, to higher level

employment in public service, depends on whether the master's course has been valuated accordingly by an accreditation agency.

Further information:

- *Leszczensky, M & Wolter, A. (Eds). (2005). Der Bologna-Prozess im Spiegel der HIS-Hochschulforschung. HIS Kurzinformation, A6/2005.* (only available in German): <http://www.his.de/pdf/Kia/kia200506.pdf>
- Federal Ministry of Education and Research (2005). *Status of the Introduction of Bachelor and Master Study Programmes in the Bologna Process and in Selected European Countries Compared with Germany.* [http://www.bmbf.de/pub/bachelor\\_u\\_master\\_im\\_bolognaprozess\\_in\\_eu-en.pdf](http://www.bmbf.de/pub/bachelor_u_master_im_bolognaprozess_in_eu-en.pdf)
- Federal Ministry of Education and Research (2004). *Germany's National Report 2004, Achieving Bologna Process Objectives.* [http://www.bologna-bergen2005.no/Docs/Germany/National\\_Reports-Germay\\_050118-orig.PDF](http://www.bologna-bergen2005.no/Docs/Germany/National_Reports-Germay_050118-orig.PDF)
- Information on accreditation: Akkreditierungsrat (only available in German): <http://www.akkreditierungsrat.de/>

## The Social Situation of Students

According to the 17<sup>th</sup> Social Survey of the *Deutsches Studentenwerk* conducted by the Hochschul-Informationssystem (HIS) in 2003, 37% of all 19- to 24-year-old Germans were enrolled at a university, this quota being the highest ever stated in Germany. Compared with 2000, in 2003 the rate of first-year students had risen by 5%<sup>69</sup>. At the same time, the participation in education of children whose fathers had a higher education entrance qualification, had risen by 7%, while the quota of children whose fathers had secondary school qualifications had dropped

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69 Cf. Isserstedt, W., Middendorff, E., Weber, S., Wolter, A. & Schnitzer, K. (2004). *Economic and Social Conditions of Student Life in the Federal Republic of Germany 2003. 17th Social Survey of the Deutsches Studentenwerk conducted by HIS Hochschul-Informationssystem. Selected Results* Bonn, Berlin: Federal Ministry of Education and Research. Retrieved January 24, 2006 from <http://www.his.de/Abt2/Foerderung/hb.soz17/pdf/Soz17Abridgement.pdf>

by 6%. The participation of children whose fathers had at most a lower secondary school qualification, had risen by 5% for the first time after it had been declining over the previous years.

Due to the fact that the services of the *Studentenwerke* not only offer social and psychological counselling but also administer the German federal academic loan program (*BAföG*), the students' questions mostly regard the funding of their studies. In an evaluation of the service quality, students of the "low" group of social origin have stated that they enquired twice as often about financing their studies than those of the "highest" group of origin (33% vs. 17%). The more unfavourable the financial conditions of origin are, the more enquiries are also made in most of the other fields (e.g. learning or performance difficulties, exam anxiety, mental problems and studying with a disability or chronic illness). With a share of unsatisfied students of about 20%, the counselling services criticised most were on studying with a handicap or a chronic illness.

Further information:

- 17th Social Survey of the Deutsches Studentenwerk conducted by HIS Hochschul-Informationssystem: <http://www.his.de/Abt2/Foerderung/hb.soz17/pdf/Soz17Abridgement.pdf>

## Trends

In spite of the expected growth of the number of potential students in the next years, the federal states and consequently most HE institutions which are still mainly financed by them, continue to reduce their budgets. Tuition fees of about 500 to 650 EUR for undergraduates will be introduced by some federal states, from winter semester 2006/2007. The other federal states will probably follow with similar regulations. At the moment it is not sure how large a part of the fees will remain with the universities and whether the federal states subsequently will not reduce their financial contributions. Problems of funding, questions related to the consequences of further decentralisation of responsibilities for ed-

educational issues in Germany, and problems of achievement because of the new strict bachelor curricula, might become a salient challenge for students and the Guidance and Counselling Services in Germany in the coming years.

### Main Guidance and Counselling Services in Germany

Service/System	Funding/ Administrative Fund- ing/Control	Location	Extent	Main Target Group
<b>Central Student Counselling &amp; Advisory Service (Zentrale Studienberatung)</b>	funded/controlled by HE-institution	inside campus	almost all universities and many other HE-institutions	potential students, students
<b>Information Service Desk, Call Centre</b>	funded/controlled by HE institution	inside campus	some large universities	potential students, students
<b>Faculty-based Course Counselling (Fachstudien-/Studienfachberatung); Studienbüro</b>	funded/controlled by HE-institution	inside campus	all HE-institutions	course students
<b>Distance Learning Centres (Fernstudien-/Studienzentrum)</b>	funded/controlled by HE-institution	inside campus	few HE-institutions	potential students, students
<b>Careers Guidance &amp; Qualification for Lifelong Learning (Karriereberatung und Berufsorientierung)</b>	funded/controlled by HE-institution, sometimes joint funding with local Employment Agency (Bundesagentur für Arbeit) and/or employers or employers' organisations	inside campus	many HE-institutions	advanced students, especially of the humanities and social sciences
<b>Counselling &amp; Advisory Services for Students with Disabilities and Chronic Illnesses (Behindertenbeauftragte/r; Behindertenberater/in)</b>	funded/controlled by HE-institution or by Association of Student Affairs (Studentenwerk) or by Employment Agency (Arbeitsagentur)	inside and/or attached to campus or outside	most HE-institutions	students (eventually also other members of the HE institution) with disabilities and chronic illnesses
<b>Psychological &amp; Psychotherapeutic Counselling Service (Psychologische und psychotherapeutische Beratungsstelle)</b>	funded/controlled by Association of Student Affairs (Studentenwerk)	attached to campus or outside	some HE-institutions	students



<b>Social Advisory Service</b>	funded/controlled by Association of Student Affairs (Studentenwerk)	attached to campus	some HE-institutions	students
<b>Vocational Guidance for Secondary School Graduates and Students/Higher Education Team (Hochschulteam)</b>	funded/controlled by Federal Employment Agency (Arbeitsagentur)	attached to campus and/or outside	most HE-institutions	secondary school graduates, students

Updated version of the table published in the initial report<sup>70</sup>.

According to the database of the German Rectors' Conference, 330 of 333 HE institutions have a Counselling & Advisory Service of some kind<sup>71</sup>.

In the context of this report, a small-scale updating survey was conducted with focus on the existence of the four guidance and counselling areas and the number of staff working in these fields in German higher education institutions. Of the 373 higher education institutions and Associations of Student Affairs that were contacted, only 22% filled out the questionnaire. Therefore, the results of this survey can only present tendencies. The survey showed that 96% of all German higher education institutions offer educational guidance and counselling as part of the central student advisory service. 50% of the central student advisory services offer guidance and advice for students with disabilities and special needs, 31% psychological counselling and 35% have a careers service integrated into their service. In addition, 40% of the higher education institutions offer educational guidance and counselling, 37% psychological counselling, 31% careers service and 40% guidance and counselling for students with disabilities and special needs in other facilities or faculties. Furthermore, the survey showed that the guidance and counselling sector is further developed at German universities than at universities of applied sciences, a fact that can most likely be attributed to the relatively small size of universities of applied sciences in terms of staff and students in comparison to universities.

70 Cf. Rott, G. (1998). *New Skills for New Futures. Higher Education Guidance and Counselling Services in Germany*. Louvain-la-Neuve: FEDORA. Also published in Rott, G. (2002) *Neue Zeiten – Neue Wege. Hochschulberatung in Deutschland und der Europäischen Union*. Berlin: Raabe.

71 Cf. Hochschulrektorenkonferenz (2006). *Student Advisory Services*. Retrieved January 24, 2006, from [http://81.169.169.236/kompass/xml/index\\_hochschule\\_en.htm](http://81.169.169.236/kompass/xml/index_hochschule_en.htm).

Of the 61 Associations of Student Affairs that were asked to participate in the survey, 26 answered. Of those, 84% offer psychological counselling and 69% guidance and counselling for students with disabilities and special needs. These figures are likely to increase during the next years, Associations of Student Affairs are clearly committed to further developing their guidance and counselling offerings<sup>72</sup>.

According to this survey German higher education institutions have an average of 2,20 fulltime positions in their central student advisory services, which are filled by 2,92 members of staff. Broken down into universities and universities of applied sciences, the figures are approximately 3 positions and 4 members of staff (universities) vs. 2 positions and 2 members of staff (universities of applied sciences). The range of the positions was reported between 1 and 7 and the range of members of staff between 1 and 9. At all higher education institutions, the majority of these positions are allocated to educational guidance and counselling (1,82 positions, 2,4 employees).

The data for services offered in other facilities are 1,47 fulltime positions filled by 2,18 members of staff. In the faculties there are an average of 1,14 positions and 1,50 employees.

Within the original report *New Skills for New Futures. Higher Education Guidance and Counselling Services in Germany* a more detailed quantitative and qualitative analysis was provided especially for the institutional setting the tasks and the professional roles. It can be retrieved from <http://elpub.bib.uni-wuppertal.de/edocs/dokumente/zsb/fedora/general/others/newskillsgermany/crde.pdf>. The following update on the four areas of guidance and counselling will only draw attention to major changes.

Further information (including the address and name of head of the services):

- German Rectors' Conference (Hochschulrektorenkonferenz): [http://www.hrk.de/eng/home/index\\_eng.php](http://www.hrk.de/eng/home/index_eng.php)

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<sup>72</sup> cf. Deutsches Studentenwerk (2006). *Beratung im Hochschulbereich. Ziele – Standards – Qualifikationen*. Berlin: Deutsches Studentenwerk. Retrieved July 14, 2006, from [http://www.studentenwerke.de/pdf/Beratung\\_Hochschulbereich.pdf](http://www.studentenwerke.de/pdf/Beratung_Hochschulbereich.pdf)

- German Association of Student Affairs (Deutsche Studentenwerke): <http://www.studentenwerke.de/>

The general policy development in career guidance which also includes an analysis on HE is described in “OECD Review of Career Guidance Policies – German Country Note”

- <http://www.oecd.org/dataoecd/28/35/1939079.pdf>

## **Educational Guidance & Counselling (Area 1)**

### **Structural trends**

There has been no major structural change in educational guidance and counselling since the “New Skills for New Futures” report in 1998. Educational guidance and counselling still consists of the two aspects: central student counselling and faculty-based course counselling. Although there are tendencies to introduce a more professionalized faculty-based course counselling, at present this responsibility is still taken on by the teaching staff of the respective faculty as an additional task. Among the new phenomenon in HE institutions is the introduction of mentoring systems, in which each first-year student is supported by a professor of their faculty, and of departmental students’ offices (*Studienbüros*) with tasks varying from faculty-based course counselling, exam administration, course organisation, production of course guides and internet content and other. To meet the enormous and continuously increasing request for information especially by potential students as well as the requirements of budget cuts, major universities tend to install new information services (e.g. a call centre). In these new services, specially trained personnel (often major students) answer questions by phone as well as from behind information counters, with the staff of the guidance & counselling services and of various administration departments working as back office. The new services cope with the massive demand with less means and less qualified personnel by offering information during more hours of the day instead of guidance and counselling during limited opening hours. Some institutions seem to prefer financing low budget call centres and similar services rather than well

trained academic staff of guidance and counselling services. In some cases, the information management on study issues is no longer exclusively under the responsibility of the Central Student Counselling & Advisory Services.

The individual Central Student Counselling & Advisory Services (*Zentrale Studienberatungsstellen*) are listed at:

[http://81.169.169.236/kompass/xml/index\\_hochschule\\_en.htm](http://81.169.169.236/kompass/xml/index_hochschule_en.htm)

### **Roles and qualification**

The roles and qualifications in guidance and counselling have not changed since the initial report<sup>73</sup>. However, in most services, the first generation of German guidance workers has reached or will soon reach the age of retirement. As mentioned above, institutions might well use the opportunity to employ less or less qualified staff. A current trend which can be observed in some universities, is to employ new staff members with time-limited contracts instead of full-time. It must be regarded a serious set-back.

Attempts by guidance and counselling professionals to find one or more institutions willing to introduce a special master course for guidance and counselling in HE, have remained without success until now. Yet, there are two master courses on guidance and counselling accredited at the universities of Dresden and Heidelberg which also try to attract counselling professionals working in HE. Incentives for an increasing professionalism concerning the HE environment might also be developed by a Master course on HE issues at the university of Kassel which wants to support the new professions within the universities administrations.

In at least one HE institution, the central guidance and counselling has been substituted by departmental students' offices to which the guidance workers have been transferred, taking on additional responsibilities for administrative procedures. However, in most cases the Central

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<sup>73</sup> Cf. Rott, G. (1998). *New Skills for New Futures. Higher Education Guidance and Counselling Services in Germany* (pp. 54-54 and pp. 63-66). Louvain-la-Neuve: FEDORA.

Student Counselling & Advisory Service is still the key element in educational guidance and counselling.

The professional networking and the establishment of a professional body of knowledge for guidance and counselling is very much encouraged by the Society for Information, Counselling and Therapy in HE (GIBeT Gesellschaft für Information, Beratung und Therapie an Hochschulen e.V.: <http://www.gibet.de>).

## **Tasks**

The tasks of educational guidance and counselling still include preparatory counselling, counselling of first-year students, mainstream student counselling and college leavers counselling. The exploding heterogeneity, still unusual for German HE institutions, is a new challenge which will be difficult to meet. It can be expected that the Student Counselling & Advisory Services will have to deal more and more often with questions of students who would like to know where it is best or cheapest or easiest to study, while information is lacking because of continuous changes in the educational system.

In light of the continuing Europeanization of the labour market and of the requirements of lifelong learning, new tasks have been taken up to help the students develop key qualifications and generic skill such as decision-making competencies, transdisciplinary skills or the ability to transfer knowledge.

As a result of the increasingly profile-oriented perspective of the universities, guidance and counselling services are faced with additional tasks e.g. in marketing activities and general student administration. Although this might lead a step away from the tradition of client-centred counselling and guidance, it is also a chance for the guidance and counselling services to become a prominent feature of their university's profile and to strengthen their position inside the university.

## Means and instruments

Beside the traditional means such as websites, guide books, handouts, information rooms, and face to face interviews with an expert counsellor or advisor, new instruments such as E-Learning modules and other IT-based information and counselling, group work as well as blended guidance and counselling are increasingly being integrated.

## Disability & Special Needs (Area 2)

### Structural trends

There seem to have been no major changes in the field of the services. According to the database of the German Rectors' Conference, 107 HE institutions have named a person which inside the institution is giving help and advice to handicapped members<sup>74</sup>. Apart from these *Behindertenbeauftragte* working inside campus, there are still the traditional experts in the Association of Student Affairs (*Studentenwerk*) and in the Employment Agency, responsible for handicapped students. New regulations of funding, of admission and of multiple exams in a strict bachelor curriculum seem to cause growing demand for advice especially from students with special needs. According to expert knowledge<sup>75</sup> it can be observed that the number of students with disabilities and chronic diseases is increasing. There also seem to be an increasing number of students with new and rare and/or little known disabilities. Dyslexia, until now, is not recognised at HE in contrast to other neighbouring EU-countries.

The individual *Behindertenbeauftragte* are listed at: <http://www.studentenwerke.de/main/default.asp?id=06100> (in German)

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74 Hochschulrektorenkonferenz (2006). Disabled Staff Representatives. Retrieved January 30, 2006, from [http://81.169.169.236/kompass/xml/index\\_hochschule\\_en.htm](http://81.169.169.236/kompass/xml/index_hochschule_en.htm)

75 Joachim Klaus (personal communication, January 26, 2006).

## **Roles and qualifications**

Besides the *Behindertenbeauftragte* who, in addition to their consulting tasks, have a role of advocacy, some HE institutions also have a representative of the students with special needs. As a result of better networking as well as of a higher sensitivity in the departments, the role of the representatives has become more visible in these institutions: They are encouraged to play a more active role already in the early stages of problems developing.

## **Tasks**

Both advocacy and guidance play a major role within the area. The support and even development or implementation of devices is backing these efforts. Networking is becoming an important challenge for the *Behindertenbeauftragte* as well as student representatives where they exist.

## **Means and instruments**

Although new technologies play an increasingly important role in the counselling of students with disabilities and special needs, they cannot replace face to face counselling.

## **Psychological Student Counselling (Area 3)**

### **Structural trends**

The basic description of psychological counselling services as given in the report of 1998 is still valid: Psychological counselling is offered either by the Central Student Counselling & Advisory Service and/or Psychological & Psychotherapeutic Counselling Services. After the German reunification, psychological student counselling in the East German federal states was not introduced by the universities but was solely provided by the German Association of Student Affairs (*Deutsche Studentenwerke, DSW*), whereas in the old federal states, dependent on re-

gional traditions and legal provisions, psychological counselling was also offered by HE institutions, e.g. as a part of the Central Guidance and Counselling Services. Although things are changing, these differences can still be observed.

One important change is the fact that the licensure of psychologists with psychotherapeutic training as psychological psychotherapists is now part of the federal law in Germany. This leads to an easier and more institutionalized procedure to find a psychological therapy that is paid for by health insurance. For psychological counsellors within a university who cannot offer long-term therapy to students with severe mental health problems, it is now easier to refer them to a qualified freelance psychotherapist.

Due to the financial situation, it is sometimes difficult to maintain the structures of psychological counselling and to retain adequate personnel. Activities, in times of budget cuts, tend to be more oriented towards fostering of competencies than towards deficit cure. On the other hand the increasing profile building, more strict study arrangements in the first semesters for the students and other new requirements of the Bologna structures as well as new financial settings for the universities might put increased attention to students' and retention rates in the first two years. Within this view on HE the awareness on the possibilities of psychological counselling to support students to adept successfully to HE might rise.

The individual Psychological & Psychotherapeutic Counselling Services (*Psychologische & psychotherapeutische Beratungsstellen*) of the DSW are listed at: <http://www.studentenwerke.de/main/default.asp?id=04101> (in German)

### **Roles and qualifications**

There have been no major changes since 1998, although, due to the change in federal law (see above), there are now more approbated psychological psychotherapists working within Central Student Counselling & Advisory Services and for the German Association of Student



Affairs respectively. The upcoming generational change might cause a problem for the future, since quite a number of colleagues hold positions with a non-reoccupation notation, so that in some HE institutions, the future provision of psychological counselling is not yet secured.

## **Tasks**

In addition to the traditional tasks of psychological counsellors, four new aspects characterise their everyday work.

1. It can be observed that more students at the beginning of their studies consult psychological counselling services, whereas before the start of the Bologna Process more students did so in the final phase of their studies. The problems remain the same (e.g. identity and self-worth problems, eating disorders), but they are now felt earlier on, due to increasingly achievement-oriented expectations by the university.
2. Help with study-related problems such as exam anxiety or time management deficiencies is increasingly sought.
3. Trainings for the acquisition of transferable skills is increasingly integrated into the offerings of the psychological counselling services.
4. The number of students with a migrational background has increased over the last years. This is especially challenging for psychological counsellors as the need for cross-cultural competencies comes into play.

In summary it can be said that a shift from long-term therapy to coaching can be observed which, in part, can be attributed to the simplified referral possibilities.

## **Means**

The traditional approaches of psychological counselling as described in the initial “New Skills” report, are still popular today. In addition, most services offer trainings (e.g. for time management, decision making or the acquisition of transferable skills). Also, an increase of short coun-

selling sessions of 2 or 3 hours instead of several weeks/months can be observed.

## Career Guidance & Employment (Area 4)

### Structural Trends

Career guidance is the area which has seen the most prominent changes since 1998. Vocational guidance for secondary school-leavers, students and graduates has been provided by the higher education team of the Federal Employment Agency for many years. In the mid-nineties, the *Bundesanstalt* started to establish higher education teams (*Hochschulteam*), which were quite often situated on campus. After the original report was written in 1998, guidance and counselling provisions was expanded initially, especially the *Hochschulteams*. Due to profound structural changes within the Federal Employment Agency in recent years, these activities have taken a backseat; staff membership decreased in quite a number of universities.

After 1998, many of the larger German HE institutions have built up their own careers services. According to the database of the German Rectors' Conference, currently about 50 universities run a careers service of some kind<sup>76</sup>. Several of them have formed a network association: the *Career Service Netzwerk Deutschland e.V.*, CSND (<http://www.csnd.de>). With their varying tasks and structures, careers services are either integrated into the Central Student Counselling and Advisory Service, or form centralised or decentralised facilities within the universities. Some HE institutions, in times of tight budgets, tend to implement a careers service in co-operation with private enterprise. In some cases, HE institutions have founded a careers service as a public-private partnership.

The introduction of careers services in Germany can be seen as a direct result of the Bologna Process, which has turned the attention increas-

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<sup>76</sup> Hochschulrektorenkonferenz (2006). Career Center. Retrieved January 30, 2006, from [http://81.169.169.236/kompass/xml/index\\_hochschule\\_en.htm](http://81.169.169.236/kompass/xml/index_hochschule_en.htm)

ingly to the concept of employability and the transition from university into the job market.

The individual careers services are listed at:

[http://81.169.169.236/kompass/xml/index\\_hochschule\\_en.htm](http://81.169.169.236/kompass/xml/index_hochschule_en.htm)

## **Roles and qualifications**

The qualifications of careers advisers employed by the university vary considerably. All of them are university graduates but come from different educational background, most of them having acquired their qualification for careers advising in additional training courses such as those offered by the CSND.

For those employed by the employment agency, a detailed profile was given for the three major professional roles in the original report<sup>77</sup>. Those descriptions are still valid, though the content on which the sessions are focused may have undergone changes. This is not only caused by an overall change in the job market for graduates but also by changes within the laws concerning the labour market.

## **Tasks**

The tasks of the career advisers include careers information and guidance, job application and job interview training, the imparting of transferable skills and time management skills. Depending on the university, the tasks can also include job placement.

For those employed by the employment agency, a detailed description of the tasks was given for the three major professional roles in the original report<sup>78</sup>. In those universities where those services still play an important role, the focus is on careers management skills besides the individual guidance and counselling. The latter also include providing

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<sup>77</sup> Cf. Rott, G. (1998). *New Skills for New Futures. Higher Education Guidance and Counselling Services in Germany* (pp. 57f). Louvain-la-Neuve: FEDORA.

<sup>78</sup> Cf. Rott, G. (1998). *New Skills for New Futures. Higher Education Guidance and Counselling Services in Germany* (p. 53). Louvain-la-Neuve: FEDORA.

access to the means available concerning the insertion into the labour market according to the new unemployment laws.

### **Means and instruments**

In addition to individual guidance, means and instruments used in career guidance in Germany include the production of internet and printed information, the provision of libraries and computer research facilities, individual face to face interviews, trainings, workshops organised in cooperation with employers, employers' organisations and other external partners, national and international internship placement, job experience programmes, networking within and outside the university, IT-based guidance (information on the internet, guidance by e-mail) as well as leaflets and brochures. The Federal Employment Agency has traditionally established substantial material to make the labour market more transparent and accessible. It has to be seen how those materials will be developed in the future.

### **Summary**

The last years since the initial country report of 1998 have seen a further development in the guidance and counselling provisions in Germany, especially in the field of careers guidance. An increasing demand of guidance and counselling can be observed and new guidance and counselling approaches are establishing themselves, especially in connection with the Bologna Process and the restructuring and shortening of the universities' financial means. In the future, new differentiations varying from federal state to federal state will become obvious. This stands in some contrast to the envisaged enhancement of mobility and transparency aimed at within the Bologna process. It has to be seen whether these tendencies will be balanced by the further enhancement of guidance and counselling provisions. At the same time the shift from a teaching centred to a more learner centred perspective in HE is opening up new perspectives to link guidance and counselling to the educational core of HE.

# National Report for Greece

**Author:** Kiriaki Karianou  
Careers Service, Technological Educational  
Institution (T.E.I.) of Thessaloniki

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## Short Outline of the Higher Education Area

Higher education comes under the responsibility of the **Ministry of National Education and Religious Affairs (Secretariat of Higher Education)** <http://www.ypepth.gr>

**Universities: 23 (Panepistimion)** [http://www.ypepth.gr/en\\_ec\\_page3824.htm](http://www.ypepth.gr/en_ec_page3824.htm)

Total number of students: 200.000

**Other institutions in that area:15 Technological Education Institutes (TEI)**

Total number of students:160.000

[http://www.ypepth.gr/en\\_ec\\_page3825.htm](http://www.ypepth.gr/en_ec_page3825.htm)

All Universities and Technological Education Institutes are PUBLIC

## Implementing the “Bologna Process” in the country

The implementation of the “Bologna Process” seems to have proceeded although it is not yet concluded. There is no a common strategy for all Universities and Technological Institutes at the moment. Most would state that they agree with the general directives, however some Schools of Engineering have a different point of view regarding the duration of studies for the large majority.

For more information visit:

<http://www.bologna-bergen2005.no/Docs/Greece.PDF>

<http://www.answers.com/topic/bologna-process>

[http://www.bologna-bergen2005.no/EN/national\\_impl/00\\_Nat-rep-05/National\\_Reports-Greece\\_050114.pdf](http://www.bologna-bergen2005.no/EN/national_impl/00_Nat-rep-05/National_Reports-Greece_050114.pdf)

## **Educational Guidance & Counselling (Area 1)**

### **Structural trends**

#### **Brief summary**

<http://www.ekep.gr/english/links.asp?CatId=64>

#### **A: Educational and Career Counselling (SEP) at secondary schools**

Educational and Career Counselling (SEP) encourages and supports the students to enable them to plan their career and more easily find their way through the complexities of today's educational system.

#### **B: Careers offices at universities**

They aim to help and support students and graduates as they approach their future career by providing information regarding the available choices as well as career counselling.

#### **C: Private organisations**

#### **Involved in**

areas 2 and 4

#### **Funding/administrative control**

**A:** Ministry of National Education and Religious Affairs

**B:** All Career Services Offices at Universities and TEI were originally funded by the 2nd Community Support Framework and have continued their operation with funds from the 3rd Community Support Framework. (E.U. funding and the Ministry of National Education and Religious Affairs)

**C:** Private resources.

#### **Location**

**A:** secondary schools,

**B:** each university and TEI

**C:** in big cities in Greece

#### **Target group**

**A:** School students in secondary schools and secondary technical

schools (SEP)

**B:** Students and graduates of Universities and Technological Institutions (TEI)

**C:** The target groups of A and B

**Website(s)**

**AREA A:** <http://195.251.20.34/enindex.htm>

Nestor Network

<http://195.251.20.34/enindex.htm>

**AREA B:** <http://www.ekep.gr/english/links.asp?CatId=7>

**AREA C:** <http://www.prosanatolismos.gr/presentation/index.php?lang=gr&section=pres>

[http://www.iekep.gr/home\\_en.htm](http://www.iekep.gr/home_en.htm)

[http://www.iekep.gr/home\\_en.htm](http://www.iekep.gr/home_en.htm)

**Number of employees**

Total: A changeable, B about 100 C changeable

**Mission statement existing**

A,B,C yes,

**Linked with**

<http://195.251.20.34/enindex.htm>

**Publications**

A and B publish their own periodicals

**Roles and qualification**

**A: Roles:** high school teachers **act as counsellors no matter what subject they teach.**

**Skills and qualification:** additional qualifications (short term training organised by the Ministry of Education or postgraduate studies at Universities, departments of Psychology, or in ASPAITE (<http://www.aspete.gr> )

**B:Roles:** Advisors, counselors who are mainly psychologists of various specialisations or other social scientists.

**Competencies and qualification**

Psychology degree (5 years, fulltime), and postgraduate studies (2 years fulltime) For studies in psychology visit: <http://www.psy.gr>

**C:** counselors with psychology or business studies

**Tasks**

**A:** information and vocational guidance at high schools

**B:** information and career counselling for students and graduates, help for continuing studies or job seeking, decision making help.

**C:** vocational guidance for the unemployed (graduates or not) and help job seeking.

**Means, instruments**

**A:** information (publications, web, leaflets), individual counselling

**B:** information (web, leaflets, career counselling individual or in groups), tests (followed by individual sessions)

**C:** information, individual counselling test centres

**Disability & Special Needs (Area 2)**

**Structural trends**

**Brief summary**<sup>79</sup>

**A:** A combination of Area 1 and Area 2 **at a secondary** education level is made by the **PAEDAGOGICAL INSTITUTE, SEP SECTOR, SEP BUREAU FOR THE DISABLED AND SOCIALLY EXCLUDED**

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79 Please see <http://195.251.20.34/enindex.htm> for further information.  
<http://www.esfhellas.gr/defaultEN.asp?lang=1>  
<http://www.paremvassi.gr/9.htm>



Since March 1999, the School Career Orientation Bureau for the Disabled / Socially Excluded has been operational within the PI's SEP Sector. This was founded within the framework of the project, "Study, planning and development of a School Career Orientation unit and a SEP Centre for the Disabled and Socially Excluded", which was part of Action 1.1.e: EPEAEK CAREER ORIENTATION, 2nd KPS. The Bureau offers information on career education and rehabilitation of these groups, and is an innovative PI function.

Additionally, the Bureau has the necessary infrastructure to support visits by KESYP Counsellors, as well as any other interested party (disabled/socially excluded people and their agents; parental groups; teaching professionals; school counsellors etc). The Bureau also has the capacity to offer teleconferencing and provides electronic information to anyone with access to similar systems.

**B:** EQUAL (EU PROGRAM in collaboration with national partners)<sup>80</sup>.

**C:** Student Counselling Centres (see area 3)

**D:** Private (or voluntary) organisations

### **Involved in**

their own area, additionally in AREA 3

### **Funding/administrative control**

**A:** Ministry of Education,

**B:** EU+ national funding

**C:** **host** universities.

**D:** self-funded with a little help from governmental funds

### **Location**

**A:** high schools for people with special needs

**B:** all over Greece according to the agents involved in the projects

**C:** universities

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<sup>80</sup> Also see: <https://equal.cec.eu.int/equal/jsp/dpComplete.jsp?national=201010&lang=en&cip=GR>

### **Target group**

**A:** high school students with special needs

**B,D:** adults with special needs

**C:** university students with special needs

### **Linked with**

**D:** <http://www.disabled.gr/at/index.php?p=797>

<http://www.pst.gr/html/info/foreis/foreis2.html>

<http://www.elepap.gr/ELEPAP.htm>

### **Roles and qualification**

Most of the staff working in areas A, B and C have an academic background in these areas (IT, mathematics, sociology social sciences...). There are a number of special training programs which focus on counselling, scientific work and special education and psychology.

### **Tasks<sup>81</sup>**

The services provide the students and adults with special needs with the chance to discuss the matters that concern them with a professional. The meetings are held individually, and are fully confidential and free of charge.

### **Means, instruments**

screening tests, individual and group counselling, web counselling

### **Psychological Student Counselling (Area 3)<sup>82</sup>**

Student Counselling has been an internationally acknowledged institution for decades, intrinsically connected with the overall function of Universities. Student counselling is practised in special centres, the Counselling Centres for Students.

Service/system related to

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81 See: <http://www.posgamea.gr/images/pdfs/aboutus.pdf>

82 See: [http://www.cc.uoa.gr/skf/english/counsel\\_centres.html](http://www.cc.uoa.gr/skf/english/counsel_centres.html)

## **Structural trends**

### **Brief summary**

Counselling Centers for students currently exist in 9 Higher Education Institutes (for more information visit: [http://www.cc.uoa.gr/skf/english/counsel\\_centres.html#aph](http://www.cc.uoa.gr/skf/english/counsel_centres.html#aph))

Only a very small number of students, in relation to the total number of students, seek advice at the psychological counselling centres

### **Involved in**

areas 1 and 2

### **Funding/administrative control**

Not stable. Usually by EU programmes, through the Ministry of Education, universities or volunteer staff. Differences in terms of control, according to the educational institution and the funding agent.

### **Location**

in 9 universities

### **Target group**

students (Greek and foreign of the host university + students with special needs)

### **Website(s)**

[http://www.cc.uoa.gr/skf/english/counsel\\_centres.html#aph](http://www.cc.uoa.gr/skf/english/counsel_centres.html#aph)

### **Number of employees**

Total: Around 30 but not stable because of funding problems

### **Mission statement existing**

Yes

### **Linked with**

<http://www.cc.uoa.gr/skf/english/links.html>

[http://www2.unipi.gr/counsel\\_center/counselcentenglish/index.htm](http://www2.unipi.gr/counsel_center/counselcentenglish/index.htm)

### **Publications**

A list of publications is available. The members of these services regularly publish articles and books about the themes of their work.

### **Roles and qualification**

#### **Roles**

Psychological student counselors are mainly psychologists: they face issues put to them by students such as:

- Studying Difficulties
- Adjustment difficulties such as:
  - Depression
  - Anxiety – Panic Attacks
  - Assertiveness
  - Communication Skills
  - Addiction (alcohol, smoking, drugs)
  - Food Disorders
  - Sexual Harassment
  - Problems stemming from cultural diversity - different cultural origin etc.
- Special needs (mobility, visual, deafness deficiencies etc.)

#### **Skills and qualification**

Psychological degree (5 years, fulltime), clinical psychological post graduate degree (2 years, full time<sup>83</sup>. Some are members of the academic staff from the Educational Institutions that host the centres.

### **Tasks**

Psychological counselling of students by specialised staff of psychologists, sociologists and counselors. Referrals to other problem-specific agents is encouraged.

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83 See: <http://www.psy.gr>

## **Means, instruments**

Psychological and career assessment tools, Personal interviews, Collaboration with the teaching staff of the students with psychological problems.

## **Career Guidance & Employment (Area 4)<sup>84</sup>**

### **Structural trends**

#### ***Brief summary***

##### **A: Careers offices at universities and TEI**

They aim to help and support students and graduates as they approach their future career by providing information regarding the available choices as well as career counselling.(also see Area 1:B)

##### **B: Greek Manpower Employment Organisation (OAED)**

Provides vocational guidance, training and smooth accession and integration of young people to the job market.

An extensive network of 57 Vocational Training Centres throughout the country is responsible for accomplishing this task. In order to fulfill its goals, the Organisation participates in 15-member Organisation Networks named E.V.T.A. (European Vocational Training Association) and among others it sets up Computer Networks and Training Centres for young people who suffer from social exclusion. In this way an advantageous system of co-operation can be created for trainees (mutual contacts-exchanges of trainees) as well as for trainers (exchange of training products, organisation of common projects) enhanced by the participation in E.V.T.A. WEBSITE.

**C: CEDEFOP (European Centre for the Development of Vocational Training)** <http://www.cedefop.eu.int/>

**D: Private organisations Agents** that provide career guidance and job search. See for example the following sites:

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84 See: [http://www.oaed.gr/Pages/SN\\_151.pg](http://www.oaed.gr/Pages/SN_151.pg)

<http://www.adecco.gr/airs>)  
<http://www.cremedelacreme.gr/>  
<http://www.humanresources.gr/>

**E:** Other EU+NATIONAL FUNDED PROJECTS (Centres for Information to Youth, Eurodesk, Euroguidance)

<http://www.acci.gr/~bie/>

**Funding/administrative control**

**A:** Educational Institutions (Universities and TEIs), Ministry of National Education and Religious Affairs + EU funds

**B:** Greek Manpower Employment Organisation (OAED) is funded by the Hellenic Republic – Ministry of Employment and Social Protection

**C:** Funded by the Federal Ministry of Education, Science and Culture

**D:** Self funded

**E:** Funded by the EU and national funds

**Location**

**A:** At each university and TEI

**B:** In each big city (see website for the network)

[http://www.oaed.gr/Pages/SN\\_151.pg](http://www.oaed.gr/Pages/SN_151.pg)

**C:** Based in Thessaloniki.

**D:** Most of them are based in Athens but branches exist in other big cities in Greece.

**E:** Based in Athens

**Target group**

students, graduates, young unemployed

**Website(s)**

<http://www.info3kps.gr/>

<http://www.prosonolotahos.gr/>

<http://europa.eu.int/eures/index.jsp> (for jobs abroad)

## **Roles and qualification**

Many changes since “new skills for new futures”

**A:** For the most part, staff members of the careers offices are university graduates who have completed further training programmes (ex. counselling)

**B:**

### **Roles**

Advisors

### **Skills and qualification**

quite diverse, see Austrian report

**C:** see AREA 3

**D:** see AREA 1

**E:** quite diverse

## **Tasks**

**A:** information on further studies, techniques for approaching the job market, internships, vocational training as well as career guidance and personal counselling.

**B:** the VOCATIONAL GUIDANCE by specialised Executives and counsellors about the professional alternatives offered, the VOCATIONAL TRAINING which aims at the

- creation of a specialised workforce,
- transition from education and Vocational training to the production procedure.

**C:** Cedefop presents its information in electronic and printed media and also brings people together through organised study visits, conferences and seminars. Cedefop’s information is targeted at vocational education and training policy-makers, researchers and practitioners in the EU and

beyond. Its activities are outlined in its annual work programme (PDF 465KB) and the results are given in its annual report (PDF 603KB).

**D:** Personnel selection for companies, job search for the unemployed

**E:** Information on projects concerning the unemployed, socially vulnerable groups, people working on funded projects. Electronic information for all the above groups is really appreciated although communication with the responsible agents is encouraged.

### **Means, instruments**

**A:** Apart from the counselling of individuals on the topics of job interviews and applications, the drafting of a curriculum vitae and personal career planning, the centres provide information on further training options and organise events such as career fairs and company presentations.

**B:** Web resources, leaflets, personal interviews before beginning real jobs or vocational training.

**C:** A very rich website with links to agents all over Europe concerning vocational training, conferences, exchange of professionals, etc.

**D:** Cvs and personnel selection interviews.

**E:** Rich website with links to a database of job vacancies in Greece and Europe.

### **Conclusion**

The number of agents offering services in all areas (1,2,3 and 4) is quite large compared to the people who need these services but who are unaware that these agents exist. EU projects are especially numerous and generally fulfil the needs and requirements of the people interested. However in the most of these cases there is neither financial stability, nor permanent professional positions for the staff.



# National Report for Hungary

**Author:** Sandor Lisznyai  
Elte University, Budapest, Hungary

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## Higher Education Trends – In relation to Higher Education Counselling and Guidance

Hungary has also joined the process initiated by the Bologna Declaration. However, in some areas, the changes of the educational structure in universities had already begun in the early 1990s: for instance, in the field of psychology, the standard 3 years (Bachelors) + 2 years (Masters) system had been established by 1992. In these areas, the Bologna process legalized and re-framed the existing schemes – in some other fields (e.g., in the field of humanities) the new system created a new and quite challenging situation.

The new Act on Higher Education in Hungary (which describes the Hungarian implementation of the Bologna higher education system) was passed by the Parliament and became legally valid in November, 2005. From September, 2006, all universities and colleges are to start their new courses in the Bologna 3+2 (plus 3 years PhD Schools) system.

In the field of counselling, this situation created some challenges, as well as new institutional and financial possibilities.

The new Act on Higher Education underlines the importance of Higher Educational Guidance, and requires the institutions to establish *an organisational unit*, that is a Center that provides guidance in the field of career consultation, mental health problems, and study concerns. Special needs are also mentioned in the Act – under the responsibility of the Coordinating Center for Special Needs of the given higher education institution.

Higher Education Institutions, under the new regulation, are allowed (and encouraged) to establish services and “enterprises” that are free to develop their financial relations with out-of -university partners. This

means that it now is possible to set up a counselling service that is free for the students and paid-for by others; however so far (until the acceptance of the Act on Higher Education) this has not been approved. This creates new possibilities for the counselling services but, on the other hand, endangers the free service and non-profit nature of the organisations.

The 3+2 system of higher education and the relatively broad definition of the Bachelors degrees create a special labour market problem and a sort of “career transition crisis” among those students graduating as B.A.s. This means that there is an increasing need for career and further study guidance services for these students and alumni.

Educational guidance has also uncovered new and challenging tasks: Hungary has a tradition of entrance examinations for higher education. This meant that (until 2004!) selection after high school was made by the *recipients' side*, i.e. *universities*. Now entrance examinations have been *abolished*. Students are admitted to higher education institutions based on their high school (more precisely, their maturation examination, “matura”) performance. This creates a narrower window in terms of social mobility (better high schools provide better training and better chances for university admittance), and the admitted students lack the basic background in the given field (which they were previously obliged to learn under the entrance examination system).

Counselling Centres are usually multifunctional – study concerns, career guidance, special needs are covered in their activities.

## **Educational Guidance & Counselling (Area 1)**

In the framework of the services of University Counselling Centers, in cooperation with the Study Offices of the given institutions.

### **Controlled by**

the administrative management of the institutions.

**Funded by**

the higher education institutions.

**Target group**

students.

**Disability & Special Needs (Area 2)**

Under the control of the local Coordinator of Special Needs (according to the law, each higher education institution has to appoint a *coordinator*).

Funded by: Direct governmental funding (labelled governmental subsidiaries for the universities, on the base of the total number of students in the given institution).

The responsibilities and activities are allocated differently in each university.

- In some universities, the activities and services are managed by the Counselling Centers and/or Study Offices. e.g, ELTE University, helped by the Peer Counselors Group, [www.kortars.elte.hu](http://www.kortars.elte.hu); or at the Budapest Technical University, [www.bme.hu](http://www.bme.hu).
- In others, a particular office is responsible for this task (e.g, Bárczi College Budapest).

The Peer Counselor Group (Kortárs Segítő Csoport) is a group of ELTE-students who study psychology and have volunteered to offer their help to students who are experiencing problems connected to studying, the school system, or on a more personal level issues concerning their private lives. The main mission therefore, is to give psychological counselling – in a more informal way, since the counsellors are students themselves -, but if the case requires, they can contact professional counselling psychologists.

Other activities of this group include the following:

- Film Club: concentrating on certain subjects (psychology, or foreign films for example), several films are viewed each semester (every 2-3 weeks).
- Helping handicapped students: giving basic help with studying, escorting the students, and organising 1-day trips and cultural programs each semester.
- The “Gyermekmosoly” programme: visiting and spending time with children who live in foster homes or institutions.
- Helping ELUP and other foreign students.

### **Psychological Student Counselling (Area 3)**

Organised in the Counselling Centers (there are about 30 well-functioning centres in Hungary).

#### **Funded by**

Three possible sources: Universities, Special applications, paid-services.

#### **Target group:**

according to the funding scheme.

- Usually only free for the students of the given institution, like in ELTE University (<http://www.ppk.elte.hu>),
- But there are exceptions (e.g, University of Szeged, *Students Centre* is open for all the young people in Szeged: <http://www.arts.u-szeged.hu/diakcentr.html> ).

### **Career Guidance & Employment (Area 4)**

Career Guidance activities are managed and controlled by the Career Centers. The most effective and established Career Centre is based in the Budapest Technical University ([www.bme.hu](http://www.bme.hu) ) and at the Budapest School of Economics (also known as Corvinus University Budapest, [www.bke.hu](http://www.bke.hu)).

***Funded by***

the universities, with some special programs funded by private companies (Job Fairs, etc).

There is an important element of cooperation and combination in the areas of guidance; the Career Centers sometime work as “umbrella organisations” for Counselling Centres as well, usually in the framework of “regional cooperation funding” (like in the case of ELTE University, Budapest, see at [karrier.elte.hu](http://karrier.elte.hu)).

**Networks and Cooperation**

Networks and cooperation are facilitated by the Hungarian Association for Higher Education Guidance (Felsőoktatási Tanácsadás Egyesület, FETA: [www.feta.hu](http://www.feta.hu)).

# National Report for Ireland

**Author:** Harriet Andrews,  
MSc Educational Guidance and Counselling  
Careers Officer, Dundalk Institute of Technology  
Irish National Co-ordinator for FEDORA

*Kindly supported by: Declan Aherne, Student Counsellor  
in Limerick University and member of IAUCC  
and Ann Heelan, Chief Executive of AHEAD.*

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## Introduction

The overall population of the Republic of Ireland in May 2004 (last National Census) was 4,042,000. Of this figure 2.7 million people were of 'working age – i.e. between 15 and 65 years) 1.8 million were in active employment. Of those classified as 'economically inactive', 319,000 fell into the 'student' category. Of the latter figure 137,000 were full time third level education students (OECD 2004). Since the 1990s Ireland has been experiencing rapid economic growth with the Central Bank predicting Gross Domestic Product (GDP) to be 5.75% in 2006 with GDP growth being broadly similar to Gross National Product (GNP). In 1999, 24% of the employed persons had achieved third level education. By 2004 this figure had risen to 31.7%, representing a marked shift towards higher educational achievement.<sup>85</sup> Expenditure on education in general reached almost €6 billion in 2003. Public expenditure on education in Ireland was 4.3% of GDP in 2001 compared to 5.1% in the European Union as a whole. However, investment in third-level education in Ireland is approx. 1.2% of GDP compared with 1.1% in the EU.

From a low base of 11% participation in higher education in 1965, and still as low as 20% in 1980, today some 54% of school leavers are entering higher education as full time students. While this is still somewhat short of leading OECD countries, it marks a very rapid increase in a relatively short period. A key part of this progress has been a wider

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<sup>85</sup> National Skills Bulletin 2005, report by Fás, Expert Group on Future Skills Needs

and deeper understanding of the role that higher education plays in personal development and economic well being as Ireland moves to being a knowledge economy. A contributing factor to this increase are measures that have been put in place to encourage those not traditionally represented in higher education, including adult learners, people with disabilities and those from less advantaged socio-economic backgrounds. Whilst the profile of higher education students is now more diversified than at any time previously, still the ‘typical’ full time student in Ireland is 22 years of age; studying towards a primary degree; is single without dependent children, and has entered higher education directly from secondary school. On the other hand, a ‘typical’ part-time student is 34 years of age, is more likely to be working, and to be married with children.<sup>86</sup>

### **Higher Education Sector in Republic of Ireland – Structure**

The Higher Education sector in Ireland is governed by 2 bodies, the HEA, Higher Education Authority<sup>87</sup> and HETAC, the Higher Education and Training Awards Council.<sup>88</sup>

The **HEA** is the statutory planning and development body for higher education in the Republic of Ireland and is the funding authority for Ireland’s seven universities, the Dublin Institute of Technology, and six designated higher education institutions (the HEA Act of 1971). Ireland’s fourteen Institutes of Technology are due to come under the funding remit of the HEA by the end of 2006, a factor that will have an impact on the level of resourcing for the sector, and in particular to the categories of student services provision in higher education institutions.

**HETAC** is the qualifications awarding body for third-level educational and training institutions outside of the university sector. Established in 2001 it is the successor to the NCEA, the National Council for Educa-

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86 Eurostudent Survey 11: Irish Report on the Social and Living Conditions of Higher Education Students 2003/2004. Report published in 2005 by the Higher Education Authority. ISBN 1-905135-05-X

87 [www.hea.ie](http://www.hea.ie)

88 [www.hetac.ie](http://www.hetac.ie)

tion Awards. HETAC may delegate authority to make awards to Recognised Institutions currently comprising the 14 Institutes of Technology, a number of whom have already achieved delegated authority.

For the purposes of what follows in this brief report, discussion is limited to the state funded University and Institute of Technology sectors, and their student services provision, and not to privately funded colleges.

## **Educational Guidance & Counselling (Area 1)**

- Of the four areas of concern to this report, this is perhaps the weakest area of development in Irish HEIs. Little clear definition of practice and support roles
- Student Retention initiatives including study skills and Personal and Professional Development
- Traditional Universities have roles such as Academic Tutors and Student Mentors – not common in other HEIs in Ireland
- Within the Institute of Technology sector there is a strong tradition of academic staff holding a student support role as part of their core duties
- New Strategic Innovation Fund (2006-2010) announced in recent budget may impact on this area. Focus on excellence in Learning and Teaching methodologies and improving equality of access

## **Disability & Special Needs<sup>89</sup> (Area 2)**

### **Structural Trends**

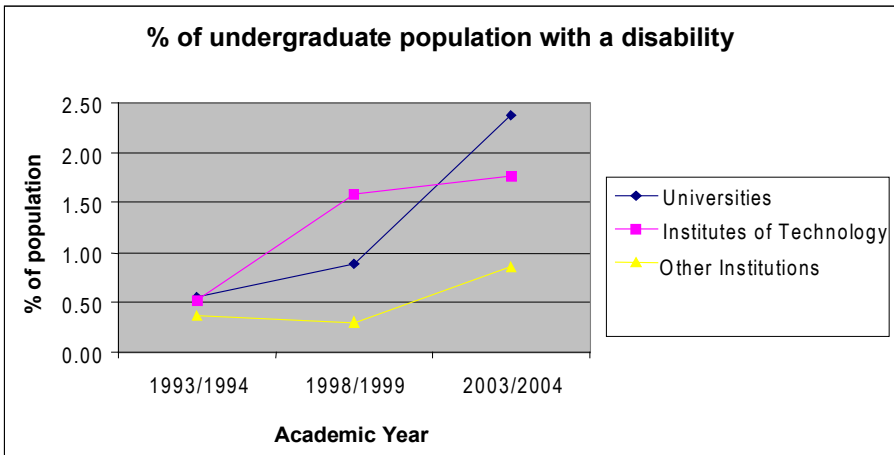
This section of the report is informed by recent research documents produced by AHEAD, the Association for Higher Education Access and Disability founded in 1988.<sup>90</sup> The percentage of disabled students at third level in 1993/4 was a mere 0.65% of the total student population. However, there has been a major improvement in recent years with the percentage standing at 2.175% in 2005.

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<sup>89</sup> This section is a summary of background material supplied by Ann Heelan, Chief Executive of AHEAD.

<sup>90</sup> [www.ahead.ie](http://www.ahead.ie) ; [ahead@ahead.ie](mailto:ahead@ahead.ie) ; [www.questforlearning.ie](http://www.questforlearning.ie)

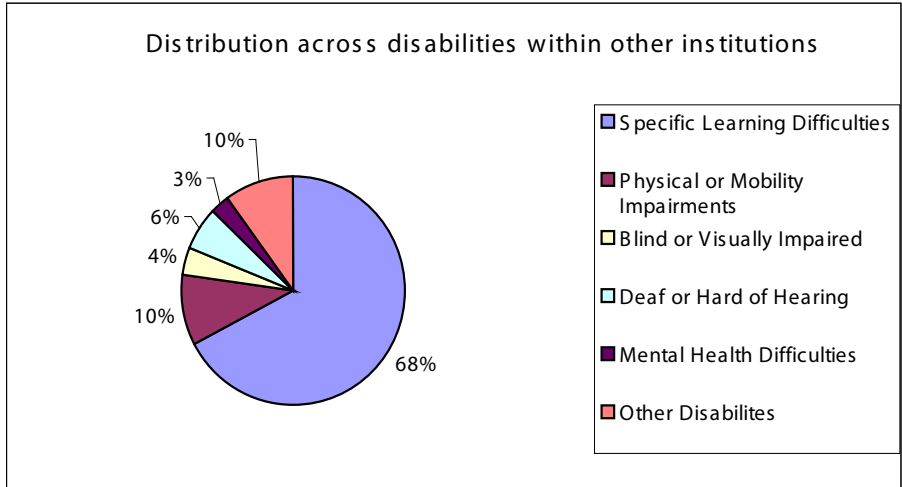
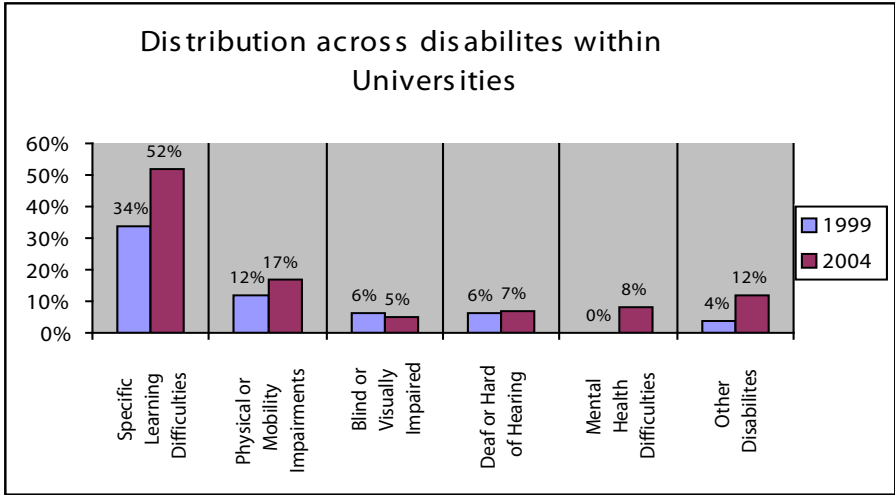




One of the priorities of education policy in Ireland is to achieve greater equity of participation of students with disabilities at all levels of education. The working definition agreed by the Action Group on Access to Third Level Education, established by the HEA in 2000, was:-

*“A student is disabled if she/he requires a facility which is not part of the mainstream provision of the college concerned, to enable participation in the college to the full extent of her or his capabilities and without which he or she would be educationally disadvantaged in comparison with their peers.”*

It is instructive to note the different categories of disabilities and experts in the area would argue for different levels of supports for each category. The charts below (reprinted with permission from AHEAD) represent the different classifications of disabilities present in the University and Other Institutions in the Republic of Ireland. The major area of increase is within the Specific learning difficulties category. Different level of student supports, including career guidance and counselling, as well as academic support are appropriate to different disabilities. This is an issue which requires research and could help to inform the better use of targeted funding in the future.



## Funding

There have been two main sources of funding for students with disabilities in higher education; firstly the ESF Special Fund, founded in 1996, and operated through the National Access Office. The second source of funding termed Strategic Initiative Funding operated through the HEA and the Department of Education in Ireland. Grants are provided on an individual basis for the purchase of special equipment, technolog-

ical aids, personal assistants, etc. The ESF Special fund allocated in 1994 was £80,000 and had grown substantially in 2003 to €6 million for 1,600 students with disabilities. The Strategic Initiative Fund allocation was €33 million in 2003. There were 2,662 students registered with varying disabilities in third level universities and Institutes of technology, and other state funded colleges in 2004.<sup>91</sup> Whilst these funds have made a vital difference to third level services for students with special needs, there is widespread agreement across the HEIs that the fund needs to be reviewed and re-structured. Core services to students have not necessarily been improved as the funds are predominately individual grant based.

To date institutes of technology have been disadvantaged relative to the university sector in respect of access funding. Whereas on average universities have between €500,000 and €1m of ring fenced funding available for access initiatives, institutes of technology have an average of approximately €50,000 available (HEA, 2005). Universities have been able to develop a significant infrastructure and access/disability services to widen access whereas institutes of technology have only been able to afford the employment costs of one access officer. Typically disability services in Universities include a Disability Officer, a Learning Support Officer, an Assistive Technologist, a Psychologist, an Administrator and an Assistive Technology room. This relative disadvantage, at least in part, accounts for the greater success of universities in attracting students from under-represented groups. The proportionate numbers of students with a disability attending institutes of technology are far lower than the universities (HEA, 2005).<sup>92</sup>

## **Roles and Qualifications**

One of the key recommendations of the Action Group on Access to Third Level Education in 2002 was that all colleges would have a minimum of one full time permanent post of Disability Officer. In particular the Institutes of Technology have not had the ring fenced funding

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91 See Tables annexed to this report and reproduced with permission from AHEAD.

92 Quoted from a report carried out by Ray Mulville for AHEAD, May 2005

available to universities. As of May 2005, only 2 Institutes of Technology (Waterford and Dublin) had full time Disability Officers, one had a part-time Officer and 11 had none. Other roles include Learning Support Tutor (10 Institutes had either a full-time or part-time person), and Assistive Technology Officer (5 Institutes had either a full-time or part-time person in place). The following posts and services have been supported through the Strategic Fund:

- Disability Officers
- Assistive Technologists
- Psychologists
- Learning Support Tutors
- On campus transport
- Library Assistants
- Sports and leisure tutors
- Link programmes with secondary and other levels of education

## **Tasks**

With the introduction of these dedicated positions, albeit mainly in the University sector, a diverse range of disability awareness activities have been generated. Many colleges hold seminars for academic and other staff on disability equality and accessible curriculum, and there has been a significant improvement in some institutions on building links with academic departments to discuss policy and practice regarding the inclusion of disabled students. This educative role of disability support staff is critical in leading cultural change within third level colleges and ensuring that the curriculum includes the learner with the disability. However, much work needs to be done in this area if best practice is to become a reality throughout the HEI sector in Ireland. There is a need for greater synergy between all of the student support systems in HEIs to ensure that students falling within these categories have a greater chance of succeeding in third level education and in gaining meaningful employment after college. Some innovative programmes exist in a few Universities that are focused on an integrative approach to student support and providing more seamless systems to take students into and

beyond third level education.<sup>93</sup> The WAM programme co-ordinated by Get AHEAD is worthy of note in that it specifically supports students and graduates with disabilities into meaningful employment and offers an excellent Mentoring project. The first Graduate Careers Fair for this cohort will take place in Dublin on 28 February, 2006.

## Summary

- Significant increase in participation rates – 2.175% (2,732 students in 2005) – impact on infrastructure and Student Services in HEIs
- Funding issues – how funds are administered – Grant v. directly to College (€39 mil. In 2003)
- No Disability Officer in many HEIs
- New posts created – cultural change for other academic staff to ensure disability friendly curriculum
- Need to examine Learning & Teaching methodologies
- Need for in-service disability/ access training for Guidance and Counselling Staff

## Psychological Student Counselling<sup>94</sup> (Area 3)

### Structural trends

All third level colleges in Ireland now provide a student counselling service. In smaller colleges this consists of one counsellor whereas in the larger colleges and universities there is a student counselling team including a Head of Service and up to eight counsellors on the team. Funding of services is provided through the Department of Education and the Higher Education Authority. Services are located on campus and tend to be integrated within a student services model of student support. Student counselling is made available to all undergraduate and postgraduate students. Staff does not avail of this service. There is a na-

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93 In particular Limerick University and Dublin City University – programmes of which the writer is aware – others could exist.

94 This section was prepared predominately by Declan Aherne, Student Counsellor in Limerick University, executive committee member of the IAUCC, and a member of FEDORA.

tional co-ordinating body of student counsellors, the Irish Association of University and College Counsellors (IAUCC) with over 40 members. It has an executive and meets three times each year as well as holding an annual conference. The IAUCC provides regular seminars and training workshops for student counsellors on a wide range of relevant matters as well as a meeting forum to discuss ideas and developments from respective colleges. There is also an informal group of Heads of Counselling services which meets regularly to examine best practice in service delivery amongst other issues. Over the past five years services provision has become more and more professional and widespread. Services produce annual reports and regularising of appointments of staff has been achieved in many IT colleges.

### **Roles, Competencies and Qualifications of Staff**

Most student counsellors would have a background in Counselling and Clinical Psychology. All full time staff are expected to be graduates and accredited by their respective professional bodies – namely the Psychological Society of Ireland, The Irish association of Humanistic and Integrative Psychotherapy and The Irish Council for Psychotherapy. Within these professional bodies Continuing Professional Development work is also expected. The IAUCC has its own code of ethics and guidelines for best practice and refers any complaints to the respective professional bodies. Most individual services have developed their own comprehensive policies and procedures guidelines to ensure quality standards are in place.

### **Tasks**

Colleges differ in the type of services they offer. Some are involved in disability, others in careers, and others in educational work as well as their counselling work. Many services are actively involved in developmental and outreach work and health promotion activities. Some services provide regular group work targeting specific areas such as stress and exam anxiety. Many services will use Inform (Cambridge) as a database system. Efforts are presently being made to co-ordinate a nation-

al database system in order to identify national patterns and in an effort to guide service development and resourcing issues. Services in Ireland are acutely aware of the incidence of youth suicide in this country and have been proactive in developing supports for vulnerable students as well as participating in national initiatives aimed at reducing suicide.

## Summary

Student Counselling in Ireland is in a relatively healthy and vibrant state with a significant expansion in services having occurred over the past twenty years. There is a network of student counsellors now present providing support and encouragement for one another as well as ensuring that Student Counselling services are recognised as a vital part of student support services on third level campus' responding appropriately to the needs of our most vulnerable students into the 21<sup>st</sup> century.

- All HEIs have at least one Student Counsellor
- Strong Professional Network – IAUCC (Irish association of University and College Counsellors)
- Established IAUCC professional guidelines
- Increasing demand for services
- One of the highest suicide rates in EU (especially among young male population)

## Career Guidance & Employment<sup>95</sup> (Area 4)

### Structural trends

All state funded Higher Education Institutions have a careers function in place that generally comes under the student services remit in the institute's organisational structure. Some careers services have a greater link to the external relations function and may have an Employer Liaison Officer in place to assist the student in his/ her transition to the la-

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<sup>95</sup> The areas of Educational Guidance and Counselling and Career Guidance and Employment are not as separately defined in Ireland as they appear to be in other member states of the EU and in the working groups of the FEDORA network.

bour market. There are two main professional bodies that work in close co-operation; AGCSI, the Association of Graduate Career Services in Ireland (has 24 member colleges in the Republic of Ireland and Northern Ireland), and ITCAN, the Institutes of Technology Careers Advisers Network (12 member colleges that are also members of AGCSI). AGCSI has entered a publishing partnership with GTI Ireland, a leading careers publishing company, and there has been a marked improvement in recent years on the professional careers publications that are available to all HEI careers services and their students.<sup>96</sup> In addition, there are strong professional links with AGCAS in the United Kingdom.<sup>97</sup> There has been a significant increase in careers related website guidance tools and most colleges have developed their own careers websites.<sup>98</sup>

Most Career services get their core funding from the Institution's Capitation Fund (a capitation fee is paid by all third level students on registration – approx €800 per student per annum). However, there has been a marked increase in obtaining additional project funding to deliver specific career related initiatives. Accordingly, this 'fundraising' activity has brought a new challenge to the administrative and influencing capabilities of heads of career services in Ireland.

### **European and National Policy on Guidance Provision**

In furtherance of the European agenda of encouraging life long and life wide guidance, a National Guidance Forum was launched in April 2004 during the Irish EU Presidency. The NGF objectives are set out below:

The objectives of the Forum are designed to meet the challenges identified by the OECD report and to address additional issues identified by the members of the Forum. The agreed objectives of the Forum are:

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96 [www.gradireland.ie](http://www.gradireland.ie) the official website and annual careers directory

97 [www.agcas.org.uk](http://www.agcas.org.uk) and [www.prospects.ac.uk](http://www.prospects.ac.uk)

98 For a list of all state funded Higher Education Institution website addresses visit [www.heai.ie](http://www.heai.ie) or [www.hetac.ie](http://www.hetac.ie)



- To develop, communicate and implement meaningful models of guidance that underpin a vision of personal fulfilment, a fair society and sustainable employability.
- To urgently harness and proactively manage the wealth of existing guidance resources and agree mechanisms for measuring relevant and realistic outcomes.
- To move from a fragmented provider of guidance to a cohesive multi-faceted professional, accessible service, responsive to the needs of the individual and society.
- To ensure that guidance becomes central to the public policy and planning process in education, the labour market and social strategies<sup>99</sup>.

A major NGF review (scoping paper) of guidance provision at all levels of the life cycle is due to be completed in May 2006.<sup>100</sup> This review will include an examination of the competencies and qualifications of guidance professionals. A copy of the Irish Presidency Conclusions on the Importance of Guidance throughout Life in support of the Lisbon Agreement is annexed to this report. A point to note is that a report of the Governments Expert Skills Group, due to be published at the end of February, 2006, is mooted to be highly critical of the provision of careers guidance in Higher Education Institutions. AGCSI is poised to respond to the Review once published and is ready to put forward cogent arguments to increase the resourcing for this key area of student support.

## **Roles and Qualifications**

Occupational roles include

- Careers Advisers
- Careers and Appointment Officers
- Director, Careers Service
- Placement Officers
- Careers Information Officers
- Employer Liaison Officers

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99 National Guidance Forum, Interim Report Dec 2005

100 [www.ngf.ie](http://www.ngf.ie)

All careers advisers have a third level qualification and there is an increasing expectation that one would hold a post graduate qualification in career guidance or masters in education, or educational guidance and counselling. In-service training is common for most professional staff and there is a well developed training function to AGCSI the professional body for the sector.

### **Means**

- One-to-one guidance interviews
- Psychometric testing
- E-Guidance
- Group guidance including Workshops/ seminars on career related topics
- Career planning modules embedded in the curriculum
- Working with academic staff to determine and highlight career management, employability and other transferable skills within the curriculum
- Mentoring and volunteering schemes
- Employer/ Careers Fairs

### **Summary**

1. Majority of HEIs have Careers Services
2. Strong professional networks (AGCSI, ITCAN)
3. Strong links with UK AGCAS network
4. Move to embed career management skills in the curriculum
5. Specialist services within some of the University career services, e.g. for students with special needs
6. E-Guidance on the increase
7. Establishment of National Guidance Forum (NGF) in May 2004
8. Funding restrictions v. increased demands on services from a more diverse student population. Development of fixed term project based funding initiatives

## **Concluding Points**

- Continued economic growth in Ireland is impacting on demands for higher skilled workforce – need for more flexible models of teaching, learning and student supports if third level sector is to meet the challenges
- Science/ engineering and language skills deficits
- Widening participation agenda impacting on 4 areas of Guidance and Counselling provision
- The role out of the new National Framework of Qualifications (ten levels) is well underway but there remains confusion among students, the labour market and the public at large
- Need to influence education policy on whole student approach – opportunities presenting through Government Strategic Innovation Fund and establishment of National Guidance Forum (NGF)
- Need for clarity around education and training of professional and administrative staff in all areas of Educational Guidance and Counselling
- Need for a Charter on service provision that will help to influence the development and implementation of best practice in all four areas covered in the FEDORA remit

## **Appendix 1**

### **Presidency Conclusions on the Importance of Guidance throughout life in supporting and furthering the ‘Lisbon Agenda’**

**European Ministers of Education and the Commission of the European Union convened in an informal meeting in Dublin on 28/29<sup>th</sup> April 2004**

#### **Aware that**

Investment in human capital is now central to the development of advanced economies and democratic societies.

The demands of modern economies require individuals to be able to make decisions about learning opportunities and careers at all stages in their lives.

Guidance throughout life contributes to the achievement of the European Union goals of economic development, labour market efficiency and occupational and geographical mobility.

Guidance is one of the key actions to create open, attractive and accessible learning environments identified in the implementation of the Lisbon Strategy.

In a fast-changing knowledge-based society, governments need to promote and encourage measures that will enable their citizens to acquire the skills to self-manage their career-paths effectively, to be motivated to learn continuously and to critically analyse, manage and use knowledge effectively.

Effective guidance provision has a key role to play in promoting social inclusion, social equity, gender equality and active citizenship by encouraging and supporting individuals' participation in education and training and informing their choice of realistic and meaningful careers.

***Stress the importance of***

All European citizens having access to guidance services at school level and at all later life stages, as appropriate and reflecting local circumstances.

Ensuring that guidance provision at all levels reflects and recognises the cultural diversity that exists across the Union.

Particular attention being paid to early intervention with individuals and groups at risk of dropping out of school and of alienation from society and to provision for persons with special educational needs.

The key role of governments and of policy makers within governments and elsewhere, in association with other stakeholders, in providing national policy strategies for the development of effective guidance serv-

ices, including, where appropriate, interministerial co-operation and a legislative framework for provision.

Promoting co-operative approaches to guidance provision across all ages and groups, through the establishment of fora, networks and other structures both to ensure coherence of provision and to disseminate best practice.

The need to strengthen structures for policy and systems development at national and regional levels, particularly through co-operation and collaboration at national, regional and local levels, underpinned by attention to the quality of services from the perspective of the clients and to information on the outcomes of guidance provision.

The involvement of all relevant actors, including, as appropriate, the social partners, parents, and the clients themselves in the guidance process, both in ensuring workers' access to guidance services, and in supporting education and training providers and guidance services.

Increased co-operation between policy makers and providers at both national and international levels in guidance, in order to make full use of the diversity of systems currently to be found in the Member States of the European Union.

Working together through the Education and Training 2010 programme to improve guidance provision for all European citizens, building on current best practice across the Union.

Recognising that guidance practitioners require training appropriate to the demands of providing a quality guidance service.

Ensuring maximum return in terms of impact on policies, systems and practices at Community and national levels from collaborative activities with the Member States in the field of guidance throughout life, funded by existing and future education and training instruments and the European Social Fund.

# National Report for Italy

**Authors:** Pierpaolo Luderin & Cristiano Chiusso  
C.U.Or.I. – University Counselling and Guidance Centre ESU  
di Venezia – Regional Body supporting the Right to Higher Education

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## Short outline of the higher education area

The Italian network of students services connected to the Higher Educational Area is expanding. All the universities have set up their own Educational Guidance Offices, which have joined preexisting Educational and Vocational Counselling Centres of the Regional Bodies for the Right to Higher Education.

Furthermore, Vocational Guidance Offices, Tutoring and Internship Offices and Placement Offices have been established for students, the latter should not to be confused with the Placement Centres run by the Provinces.

In a wider overview, we must not omit the Youth Information Offices, which target young people and students in general, and the private Vocational and Placement Centres.

These services succeed in meeting the expectations of the Bologna Declaration together with the conclusions of Lisbon 2000 which aimed to make Europe the most competitive and dynamic knowledge-based economy in the world: the 1999 Italian University Reform thus introduced the two-cycle system and a comprehensive restructuring of the Italian system of Higher Education, including a greater promotion of mobility, the creation of a system of credits which allows degrees to be read and compared more easily, promoting a European dimension in Higher Education, and the concept of lifelong learning.

For more details regarding the Bologna Process implementation in Italy see:

<http://www.bolognaprocess.it/>

or

[http://www.bologna-bergen2005.no/EN/national\\_impl/00\\_Nat-rep-05/National\\_Reports-Italy\\_050127.pdf](http://www.bologna-bergen2005.no/EN/national_impl/00_Nat-rep-05/National_Reports-Italy_050127.pdf)

To complete this general outline, we must mention the on-line placement services such as the *Borsa Lavoro* (Job Market) set up by the Italian Welfare Ministry, which has attempted to connect job supply and demand on the net, given that a lot of web sites are today important for advertising job vacancies.

### **The Italian university system consists of**

- 63 *università degli studi* (state universities)
- 16 *libere università* (non-state universities)
- 2 *università per stranieri* (universities for foreigners)
- 3 *università telematiche* (e-learning universities)

In addition we have to consider the *Alta Formazione Artistica e Musicale* (Non University Higher Education Area):

- 20 state Fine Arts Academies
- 26 legally recognise Fine Arts Academies
- 1 *Accademia Nazionale di Arte Drammatica* (National Academy of Dramatic Art)
- 1 *Accademia Nazionale di Danza* (National Dance Academy)
- 4 *Istituti Superiori per le Industrie Artistiche* (Higher Institute for the Design Industries)
- 57 *Conservatori di Musica* (Music Conservatories)
- 22 *Istituti Musicali pareggiati* (equivalent Music Institutes)

Last, but not least, the *Formazione Tecnica Superiore* (Technical Higher Education):

- *Scuole Superiori per Mediatori Linguistici* (High Schools for Interpreters and Translators)
- *Istituti Centrali e Scuole di Restauro del Ministero dei Beni Culturali* (Cultural Heritage Restoration High Schools)
- *Centro Sperimentale di Cinematografia* (National School of Cinema)

- *Scuole di Archivistica, Paleografia e Diplomazia* (Archival Studies and Palaeography and Diplomacy)
- *Corsi di Formazione Professionale finanziati dalle regioni e dal Fondo Sociale Europeo* (Post Secondary Vocational Training Centres financed by the Regions and the European Social Fund)

### **About the Higher Education population**

- Professors in Higher Education in Italy: 56.480
- Students in Higher Education in Italy: about 1.800.000
- Professors in Non University Higher Education: 8.500
- Students in Non University Higher Education: about 63.000

Links to all Italian universities:

<http://www3.unibo.it/infostud-altreuni/eurouni/itauni/italia.htm>  
[http://www.miur.it/0002Univer/0020Atenei/index\\_cf2.htm](http://www.miur.it/0002Univer/0020Atenei/index_cf2.htm)

## **Educational Guidance & Counselling (Area 1)**

### **Structural trends**

Practically all universities have *Uffici Orientamento agli Studi* (Educational Guidance Offices) responsible for giving information about courses offered by the different universities. Staff working in educational guidance may carry out more than one occupational role at the same time and consequently in some cases staff are specialised and in others they are not.

Universities and Regional Bodies for the Right to Higher Education work together according to the current legislation; the fields of operation constantly overlap with each other, thus leading to an interweaving of the work of the two groups.

List of the University Educational Guidance Offices:  
 ANNEX 1 - Educational Guidance Offices.xls



Administrative control comes under the responsibility of the universities themselves, i.e. the *sezione Diritto allo Studio Universitario* (Right to Higher Education Sections).

The location is mainly internal, rarely external.

**Target group**

secondary school students and all university students.

**Web links include**

Ministero dell'Istruzione, dell'Università e della Ricerca  
(Ministry of Education, University and Research):  
[www.miur.it](http://www.miur.it)

**Updated information**

<http://www.miur.it/ustat/documenti/pub2005/index.asp>

*Conferenza dei Rettori delle Università Italiane*

**(Conference of Italian University Rectors):**

<http://www.cru.it/>

*Istituto Nazionale di Statistica*

(National Institute of Statistics)

<http://www.istat.it/english/institute.html>

*Consorzio Alma Laurea*

(Alma **Graduate** Databank):

<http://www.almalaurea.it/universita/>

**Centro Studi Investimenti Sociali**

**(Centre for Social Studies and Policies):**

<http://www.censis.it/>

*Fondazione Giovanni Agnelli*

(Giovanni Agnelli Foundation):

<http://www.fondazione-agnelli.it/arianna/>

*Centro Italiano Mobilità Equivalenze Accademiche*  
(Information Centre on Academic Mobility and Equivalence):  
<http://www.cimea.it/index.jsp>

*Fondazione RUI – Residenze Universitarie Internazionali*  
(International University Residences Foundation):  
<http://www.fondazionerui.it/index.jsp>

*Aziende Regionali per il Diritto allo Studio Universitario*  
(Regional Bodies Supporting the Right to Higher Education):  
<http://www.andisu.it>

## **Roles and qualifications**

In universities a Vice-rector works with an academic commission for guidance.

The central university body which normally organizes the service and the educational guidance structure is usually the *Ufficio Orientamento* (Guidance Office). In some cases educational guidance is provided by the Right to Higher Education organisations such as the *Azienda Regionale per il Diritto allo Studio Universitario* (Regional Bodies Supporting the Right to Higher Education). This may be the result of an agreement with the University.

There is no professional register for guidance counsellors or advisers although operators usually have a university degree. A counsellor may have an Education and Training Sciences, Communication Sciences or Psychology degree.

## **Tasks**

The activity focus is divided between educational and personal guidance. Operators may also act as information-givers. Most of the counsellor's time is spent giving information about university courses/degrees to prospective students. The counsellor-psychologist will facilitate the students' self-assessments and makes diagnostic assessments. The counsellor may also provide learning support activities.

The professionals working in this field are educational advisers and counsellors in pre-entry guidance to university, transition from secondary school to higher education, undergraduate to postgraduate study and transition for adult students as well as international student advisers. They provide learning and/or personal support in the form of tutorial or mentoring systems. They also offer individual help with queries concerning subjects such as the choice of study options (either purely information-based or extended to cover counselling and advice), the formalities of course regulations, maintaining academic records and learner support in relation to study methods. Their work may also include attention to vocational guidance.

### **Means, instruments**

The counsellor's main instrument is obviously individual counselling, potential analysis, and occasionally orientation tests. The advisers work through group meetings (usually with the participation of academic teachers) and through individual information using specific materials.

The traditional materials are websites and guidebooks.

## **Disability & Special Needs (Area 2)**

### **Structural trends**

According to the Italian law (see at: [http://www.unive.it/nqcontent.cfm?a\\_id=2146](http://www.unive.it/nqcontent.cfm?a_id=2146)) disabled students have the same rights as all other students. A disabled student is a student who has been recognised as being at least 66% handicapped. Universities have consequently set up services for disabled students under the administrative control of the Right to Higher Education Section. The location of these services is the same as the Educational Guidance premises, where the orientation and information services are combined with the services for disability.

Concerning students and graduates with disabilities, learning difficulties and special needs, the objective is to provide them with access to all the activities outlined by the universities' policies and pro-

visions, including counselling and guidance systems, by emphasising their strengths, skills and abilities and by minimising their difficulties and removing barriers.

Services targeted at students with disabilities mainly concern information and personal or class assistance. For this reason they cannot be considered as specialized guidance centres. Counselling is provided on request and mainly on an individual basis. Tutoring is also targeted at students with disabilities, tutors are generally students who previously attended an appropriate training programme and in specific cases are skilled operators.

### **Roles and qualifications**

Guidance for students with disabilities does not yet require a separate professional role: working with the disabled students is an additional job for some of the professionals working within the structures/services described above.

Where specific assistance and support are available, people with special skills, working either as tutors or supportive assistants, provide them. Where available, psychological counselling services may make use of the same psychological counsellors for particular problems regarding the individual rather than his/her specific disability.

### **Tasks**

The disability and special needs counsellor has to coordinate specific services, which vary from university to university; the most common being the following:

- Tutoring;
- Italian Sign Language Interpreting Service for deaf and hard-of-hearing students;
- Reserved classroom seats;
- Personalised examinations;
- Special places for blind students.

## Means, instruments

Counselling remains the main instrument. For detailed information, see the link to Bologna University:

<http://www.eng.unibo.it/PortaleEn/Teaching+and+Students/Student+Services/Disabled+Students.htm>

## Psychological Student Counselling (Area 3)

### Structural trends

Not all universities have the *Servizio di Consulenza Psicologica* (Psychological Counselling Service), since, in general, it has only been set up where faculties or departments of Psychology and Medicine are present, otherwise universities may rely on local Health Services. In few cases there are double services, where the Regional Bodies supporting the Right to Higher Education have their own Psychological Counselling Service. The target group is all university Students.

For a list of the University Psychological Counselling Offices, see:

ANNEX 2 - Psychological Counselling Services.xls

### Roles and qualifications

It is important to make a clear the distinction between the different roles: the **guidance psychologist** is a guidance professional who has completed a 5 year course of psychology studies. This is different role from that of a **psychological counsellor** who works in psychological counselling services and is different again from the **psychotherapist**:

psychological counsellors must have a psychology degree (5 years course) plus a minimum of one-year psychological training and have passed the state exam, which allows them to practise as psychologist and be registered in the National Register of Psychologists; the psychotherapist has attended in addition a post-graduate course specializing in

psychotherapy (a total of 9 years of study). This course includes didactic self-analysis. These kinds of courses create professional status and the qualification obtained allows new psychotherapists to register in the National Register of Psychotherapists.

### **Tasks**

The psychologist/psychotherapist usually deals with students facing problems such as:

- Settling in at university and in a new town;
- Study and exam anxiety;
- Difficulties in interpersonal relations for all university students;
- Support and counselling for problems connected to the emotional and relational sphere.

The counselling consists of a sequence of individual sessions over a certain period with the possibility of a follow-up. The task is to explore, with the help of the psychologist, on an emotional and cognitive level, the emerging critical states in order to start and sustain possible movements of change.

### **Means, instruments**

The traditional approach is counselling; orientation and/or psychological tests.

### **Career Guidance & Employment (Area 4)**

As an introduction, see the OECD 2006 Profile of Italy (Organisation for Economic Cooperation and Development):

<http://stats.oecd.org/WBOS/ViewHTML.aspx?QueryName=187&QueryType=View&Lang=en>

## **Structural trends**

The *Italian Law 30/2003* and the *Decree Law 276/2003* authorizes Universities to set up Job Placement and Career Services as private Job Agencies. Most Regional Bodies have already initiated those services, now universities and Regional Bodies operate in both educational and vocational guidance fields, often collaborating, and sometimes overlapping in their fields of operation. It is worth mentioning the fact that not all Career or Job Placement services are fully operational at the moment, although they do exist in all institutions/ universities..

Furthermore, the *Italian Law 268/2002* (“*Urgent measures for the School, the University, the scientific and technological Research and the artistic and musical Higher Education*”) promotes the Right to Higher Education and, particularly, the activities of guidance and tutoring.

Vocational Guidance Offices normally work as centralized offices within their parent institution and their main target groups are graduating students and recent graduates.

Some universities have created databanks of their own graduates.

## **Roles and qualifications**

There is no professional register for vocational guidance counsellors. The most common qualification is the university degree. Frequently educational guidance operators will also hold posts as vocational guidance operators and as a consequence the qualifications/roles of the two positions are the same, with the only difference being that the field of activity of a vocational guidance operator more concerned with the job market after the degree.

## **Tasks**

The services provided may differ considerably, the most common being:

- Databanks on post-graduation training opportunities;
- Career information;

- Liaison between demands and offers of job opportunities for graduates;
- Organisation of company internships (there could be a specific service for tutoring and internship, or otherwise a job placement service or career office, which promotes practical training and internships for final-year university students or graduates, collaborating with companies and organisations both in Italy and abroad. These services aim to add a professional dimension to the student's university education).

Vocational guidance counsellors concentrate their activities on:

- Information-providing;
- Individual and group counselling;
- Assessment tests,

Giving advice particularly on job possibilities and career prospects.

They are particularly concerned with coaching and vacancy information.

### **Means, instruments**

- Papers publications;
- Website resources;
- Providing information on the state of the job market and possibilities for placements;
- How to draft curriculum vitae and covering letters;
- How to cope with job interviews and assessment centres;
- Individual Counselling and assessment tests.

Some universities have signed agreements or created university-industry consortia to liaise with companies.

The Alma Laurea databank, set up by the Università degli Studi di Bologna, now operates on a national scale and provides both information and a list of job vacancies.

### **Other Websites**

Outlines of professional roles and qualifications:

<http://portale.isfol.it/>



The Ministry of Welfare's Agency for Employment, Social Inclusion and Labour Market Policies:

<http://www.welfare.gov.it/Lavoro/OrientamentoEFormazioneProfessionale/orientamento+e+ricerca+lavoro/default.htm?baseChannel=Lavoro&actualChannel=orientamento%20e%20ricerca%20lavoro>

<http://www.italialavoro.it/ITALIALAVORO/home.asp>

National Job Market:

<http://www.borsalavoro.it/wps/portal>

Database of *Unioncamere, Unione Italiana delle Camere di Commercio Industria, Artigianato e Agricoltura* (Chambers of Commerce, Industry, Craftsmanship and Agriculture):

<http://excelsior.unioncamere.net/flash/scegliArchivio.php>

European Social Fund:

<http://www.welfare.gov.it/EuropaLavoroOld/Indirizzario/default.asp>

Information Offices network *Informagiovani*

(Youth Information Offices):

<http://www.comune.torino.it/infogio/cig/ecr.htm>

Concern the Non-academic Guidance Centres, there are 654 Provincial Job Placement Centres in Italy:

<http://www.welfare.gov.it/EuropaLavoro/English/BancheDati/Indirizzario/default.asp>

Database of private Job Placement Centres:

<http://www.welfare.gov.it/Lavoro/OccupazioneEMercatoDelLavoro/AlboInformatico/default?Section=0>

# National Report for Latvia

**Author:** Inta Jaunzeme  
FEDORA National Coordinator Latvia,  
Deputy Director of Student Service  
University of Latvia: <http://www.lu.lv>

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## Short Outline of the Higher Education Area

The Latvian education system has gone through dramatic changes since 1991, also the higher education system had been developed. During the transition period the following changes were introduced: 2-cycle degree system (Bachelor and Master), credit point system, including ECTS. Also access to higher education has increased and the content of education has been transformed in accordance with Bologna process guidelines.

Higher education institutions in Latvia come under the responsibility of the Ministry of Education and Science. The policy is developed by Ministry of Education, Higher Education department, Higher Education Council, Higher Education Quality Evaluation Centre, Council of Rectors and informal annual meetings of higher education institutions representatives. The Latvian Student Council is also involved in a dialogue on higher education policy formation.

The higher education reform started at the beginning of the 90s. The following documents were adopted as the result of the reform: Law on Higher Education Establishments (1995, 2000- amended version), Law on Education (1998) (a framework law which contains definitions of all types and levels of education and defines the general principles and competences of governing bodies), Law on General Education (1999) and Law on Professional Education (1999) (identifies new development directions). Higher education in Latvia is available in 5 state Universities, 15 state non-university type institutions, 13 non-university type private higher educational institutions, 17 state colleges and 10 private colleges.

Since 1990, the number of higher education institutions has increased three times, and the total number of students in 2006 exceeds 130,000.

Table 1

Data about number of students (academic year 2005./2006.)

Total number of students in higher education institutions (HEI)	131072	100%
<b>Undergraduate studies</b>	<b>106837</b>	<b>82%</b>
<b>Including:</b>		
- State - financed colleges and HEI	73729	69%
- Private financed colleges and HEI	33108	31%
<b>Graduate studies</b>	<b>24235</b>	<b>18%</b>
<b>Including:</b>		
- State - financed HEI	20028	83%
- Private financed HEI	4207	17%

In Latvia, there are both: state-financed and fee-paying higher education institutions. In order to select the most talented students, whose study fees would be financed by state, higher education institutions carry out a procedure of student selection. This procedure usually depends on the number of applicants for study places at the particular institution (both state-financed and fee-paying).

Higher education reforms in Latvia have successfully touched upon almost all aspects formulated in Bologna declaration before the declaration was even signed (Rauhvargers A. (2003)). The national credit system in Latvia was introduced 1998 and is based on upon the definition of credit point as workload of one week of full-time studies, which leads to 40 credits per year. As regards the number of credits, such a system is easily comparable with the European Credit Transfer System (ECTS) - one Latvian credit is equal to 1.5 ECTS credits. Latvia did not introduce the ECTS grading system. To reach the Bologna process targets Latvia has already recognised foreign qualifications (ENIC/NAR-IC centre), the quality assurance system in Latvia was created by the Bologna process and was completed at the end of 2001. Some higher education institutions had already begun to issue diploma supplements in 2003, but according to national legislation it became compulsory from 2005 onwards and it has to be issued in two languages – Latvian and English. In 2005 University of Latvia received ECTS Label and Diploma Supplement Label.

### **Websites**

[www.izm.gov.lv](http://www.izm.gov.lv), [www.aic.lv](http://www.aic.lv), [www.piaa.gov.lv/Euroguidance/index.htm](http://www.piaa.gov.lv/Euroguidance/index.htm); [www.aiknc.lv](http://www.aiknc.lv), [www.aic.lv/rp](http://www.aic.lv/rp); [http://www.aic.lv/ace/ace\\_disk/Bologna/Reports](http://www.aic.lv/ace/ace_disk/Bologna/Reports); <http://www.aic.lv/rec/Eng/index.htm>; <http://www.lsa.lv/>; <http://europa.eu.int/ploteus/portal/>

## **Educational Guidance & Counselling (Area 1)**

### **Structural trends**

Information about possibilities to study is provided by individual higher education institutions, National Resource Centre for Vocational Guidance in Latvia, Student Association of Latvia and Professional Career Counselling State Agency and schools. Mostly it is Internet-based information and individual counselling.

The rapid development and changes within the higher education system have motivated higher education institutions to cooperate with secondary education institutions on possibilities to study at universities. Therefore explaining the specialisation of each institution to the prospective students facilitates the choice of an appropriate study programme and there is a greater possibility of attracting the most talented students. For universities, the work with the first year students is very important in order to help them to adapt to the academic environment. Support from the administration during the entire study process is very important and crucial to enable students to develop their learning skills, understand how to use resources and improve other skills.

Educational Guidance and Counselling is not regulated by national legislation, but only institutional rules and is provided at two levels: by the Central Administration (Academic Department, Student Service, Admission Unit), and by the staff of each faculty (study counsellors; tutors (students) and study programme directors). Each University is allowed to choose its own system of student guidance.

### **Involvement**

The main emphasis of educational guidance and counselling is on information concerning study options and prospective employment, as well as adaptation to the study environment. Therefore the services provided partly overlap with fields 3 and 4.

### **Funding/administrative control**

Educational and guidance services are funded by institution's own budgets and are under the responsibility of the Vice-rector for academic affairs.

### **Target groups**

The main target groups are: secondary school graduates, parents, vocational school graduates, teachers and graduates from Bachelor and professional programmes and anybody interested in improving their own knowledge (participation in life long learning processes), students, especially first year students.

### **Number of employees**

The total number of staff who deal with educational guidance and counselling is approximately 250, but most of them are also responsible for other administrative tasks in their faculties. The number of employees depends on the number of students in the institution and that number varies from 2 to 60.

### **Websites**

<http://www.lsa.lv/>, [www.piaa.gov.lv/Euroguidance/index.htm](http://www.piaa.gov.lv/Euroguidance/index.htm); [www.aiknc.lv](http://www.aiknc.lv),  
websites of higher education institutions: <http://www.aiknc.lv/en/list.php>

## **Roles and qualification of the counsellors**

The main task of the counsellors is to provide information on study opportunities and the study procedures in university, to help students to understand the study process and effectively inform them about what is

going on within institution, as well as to identify problems at the start of the study period. Ensuring educational guidance and counselling depends on an understanding of the problem and resources of the higher education institutions.

The staff involved in the provision of educational guidance are employees with higher education but there are no special education or training programmes for them. Furthermore, specific requirements and standards concerning their qualification are not set up yet.

### **Tasks**

The main task is to give support to students when selecting their programmes of study, to start and continue studies, to organize various activities and support student adaptation to the study environment – facilitating use of institution resources, support in overcoming difficulties in their studies, acquire skills etc.

### **Means, instruments**

The most common means and instruments used are international, national and regional educational exhibitions; information days in the higher education institutions, visits (students and staff of the institutions) to secondary schools, seminars for teachers and school counsellors, printed publications, personal and internet -based guidance.

### **Disability & Special Needs (Area 2)**

Higher education institutions provide services for students with disabilities and special needs in various ways. There are no special services but they are incorporated into the student services, social office, and student's council, academic affairs etc. A few institutions have special counsellors for disabled students, but in most cases this position is combined with the general guidance area. State Social Insurance Agency provides financial support for people with disabilities.

### **Involvement**

The services are focused on personal advising and counselling. Sometimes they are related to areas 1, 3 and 4.

### **Funding/administrative control**

Services are organised and financed by the institution's own funds in case of necessity and most of the cases are under the responsibility of rector. After EU enlargement Latvia actively takes part in EU co-financed projects for disabled students.

### **Target groups**

The target group is disabled students.

### **Number of employees**

Higher education institutions do not have special employees to work specifically with students with disabilities and special needs. Employees also deal with social issues at institution level (students and employees).

### **Websites**

<http://www.vsaa.lv>; <http://www.lm.gov.lv>; <http://www.vm.gov.lv/>

### **Tasks**

The main tasks are to encourage the inclusion of the disabled students in the study process; to enhance social and communication skills, as well as study environment developments – access to resources and financial support.

### **Means, instruments**

Personal counselling and communication with students with disabilities and their parents; scholarships for study fees, learning environment development (study resources).

## **Psychological Counselling (Area 3)**

At the national level psychological counselling is provided by the Professional Career Counselling State Agency and offers personal and group counselling, for instance, self-assessment, and is free of charge. Students have the possibility to receive support outside the university as well, for instance at the City Council. At an institutional level - higher education institutions provide psychological counselling for students, but only some (for example, University of Latvia) have Psychological Support Service, in this case established by the Department of Psychology (Faculty of Education and Psychology). Latvia University of Agriculture is also planning to develop such services.

### **Involvement**

The services are focused on personal level and group counselling and are related to fields 3 and 5.

### **Funding/administrative control**

Services are organised and financed by the institution's own funds. After EU enlargement Latvia actively takes part in EU co-financed projects for student development.

### **Target groups**

The target groups are students, parents, graduates, and young people in general.

### **Number of employees**

As the responsibility for psychological counselling is shared between the Professional Career Counselling State Agency and the higher education institutions, the total amount of psychological counsellors is 30 plus 20 students – interns are also involved in activities related to psychological counselling.

### **Websites**

<http://www.karjerascentrs.lv/lat/>; <http://www.lpa.psih.lv>



## **Roles and qualification of the counsellors**

The main task of counsellors is to provide various kinds of psychological services – individual and group consultations, for example stress management, personal development and assessment and other consultations which encourage the socialisation of individuals, help in setting targets, strengths and weaknesses etc.

To work as a counsellor a Masters degree in Psychology or a professional qualification is required. If services are provided by students/interns, the presence of supervisor is required.

## **Tasks**

The main task is to provide psychological support to students, graduates and people, with personal, adjustment or study problems.

## **Means, instruments**

The most used means and instruments are personal interviews, testing, assessments and research (During the last 5 years, researchers from the Department of Psychology, University of Latvia have carried out research focussing on the adjustment problems of first year students. The findings of this research will help the institutions to plan the new services (Voitkāne S., Miezītis S. (2001, 2003.).

## **Career Guidance & Employment (Area 4)**

The Ministry of Welfare and the Ministry of Education and Science share the responsibility for the organisation of career information, guidance and counselling services in Latvia. The organisation, which provides services mainly for compulsory education, unemployed people, and professional and higher education students, is the Professional Career Counselling State Agency. The Agency was established in 1987 and has 20 regional offices.

Career Guidance in Latvia is regulated through a number of legal acts – Social Security Law; Education Law; the Vocational Education

Law; the Law regarding Job Seeking and the Unemployed. During the last two years, the issue of career guidance has been included in national programmes and strategies for human resources development.

The VET and tertiary education institutions have not yet developed special career guidance and counselling services, but during the last year a lot of higher education institutions have become active and have applied for ESF financed projects.

The Ministry of Education and Science of Latvia has launched a National programme and subsequent project “Fostering the implementation of vocational guidance provision and careers education in the educational sector” funded by European Social Fund. This project has the objective of improving the accessibility and quality of career guidance provisions and careers services in educational institutions of all types and levels from the perspective of lifelong learning by providing initial and continued training of guidance practitioners, developing training materials and information resources:

- 1) Professional upgrading of guidance practitioners currently working in the educational sector, including the development of 4 training modules (72 academic hours);
- 2) Development of information (national data base on learning opportunities) and self-assessment tests for e-guidance;
- 3) Development of a national qualification framework and a study programme/curriculum for educating and training guidance counsellors, including the development of a detailed content and methodological support materials for the implementation of individual courses.

In 2006, the Cabinet of Ministers approved a Concept of Support for Career Development, which envisages the provision of career guidance for all levels of educational establishments. It will help to improve the level of services for students. A lot of activities take place in the institutions of higher education, but the responsible body for career guidance is included in Administrative Departments, for example, in the Student Service or the Department of Academic Affairs etc. A few institutions have a Career Centre, but their main tasks are career fair organisation and internship programme management.

### **Involvement**

The services are related to the educational guidance area, promoting understanding about the linkage between education and prospective employability and psychological guidance and counselling.

### **Funding/administrative control**

The services are organised and financed by the institution's own funds. After EU enlargement Latvia actively takes part in EU co-financed projects and to raise funds from different activities as well: services for employers, voluntary contributions etc.

### **Target groups**

The target groups are students, graduates, secondary school graduates, employers, academic staff and administrative departments. Most of the work is done under the supervision of the Vice-rector for academic affairs.

### **Number of employees**

As the responsibility for career guidance and counselling in Latvia is shared between the Professional Career Counselling State Agency and the higher education institutions, the total amount of counsellors is 55. The Agency has 20 regional offices and services there are provided by 30 counsellors. 25 counsellors work in the higher education institutions. The amount of career counsellors depends on total number of students and reaches 1-3 employees per institution.

### **Websites**

<http://www.karjerascentrs.lv/lat/>; <http://www.lu.lv/karjera/>  
<http://www.piaa.gov.lv/Euroguidance/kipnis/index.htm>

### **Roles and qualification of the counsellors**

The staff involved in providing career guidance are usually employees with higher education but there are no special education or training programmes for them, also specific requirements and standards for their qualifications are not yet established. According to the national

programme, the elaboration of a Master Degree Programme for career counsellor education is ongoing. The programme will be implemented starting from 2007.

The career counsellor profession is included in the Classification of Occupations, which determines the main role, skills and knowledge for career guidance practitioners. The Association of education and career counsellors in Latvia was established in 1998, but representatives from higher education sector were not involved in the activities.

### **Tasks**

The aim of Career Guidance is to improve understanding about the choice of education and employability for individuals, as well as facilitate the development of personal skills and competences of students and graduates for study and career planning and successful integration in the labour market, to give support to employers in the process of student recruitment, and to encourage study quality improvement.

### **Means, instruments**

In Career guidance and the counselling process the most common means and instruments used are: career fairs, company presentations, e-guidance – information and communication with clients using ICT technologies, Internship programmes coordination, regional entrepreneurs meetings, research (graduates questionnaires).

### **Summary**

The rapid economical development and changes in the educational system have facilitated the improvement of student guidance at all levels of education, including higher education. Taking into account the situation of the labour market, the government has established the human resource development issue as a priority in “National Development Plan 2007-2013”. The plan will facilitate reforms of the career guidance system development and will help the administration of high-

er education institutions to improve student services as well as cooperation with stakeholders.

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# National Report for Lithuania

**Author:** Ieva Urbanaviciute  
Psychologist, Vilnius University Career Centre

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## **Short outline of the higher education area.**

Higher education institutions :come under the authority of the Government of the Republic of Lithuania and the Ministry of Education and Science. The Department of Studies within the Ministry, defines the State regulations for the institutions of higher education; however certain duties are delegated to specialised institutions, such as Centre for Quality Assessment in Higher Education, the Science Council and others. In addition to this, a few associations, such as Lithuanian Rectors' Conference and the Directors' Conference of Lithuanian Colleges exert a significant influence on the sector.

The reform of higher education began in 1993 and as a result of the 2000 Law on Higher Education substantial changes were made to the sector. A three level (cycle) system and a binary system of higher education were introduced for universities and colleges (non-university type HEI).

In January 2006 the higher education establishments' network in Lithuania consisted of 15 state universities, 4 non-state universities, 2 priest seminaries, 16 state colleges and 12 non-state colleges.

The number of students within higher education has considerably increased since 1996, an increase of at least 10% annually. In the academic year 2004/2005, the total number of students in higher education establishments was 191,000 constituting to more than 5 % of the total population. University sector: 139 000 (State universities and university type HEI: 134 700; non-state universities and university type HEI: 4 300). Non-university sector: 52 000 (state colleges: 42 000, non-state colleges: 10 000).

The implementation of the Bologna process in Lithuania has been closely in line with the national reform of higher education. Both the national credit system and a two-cycle degree system within the higher education institutions had been introduced in 1993, following a Govern-

mental resolution. The national credit in Lithuania is based on student workload (contact hours, independent study, exercises, research and/or other assignments) and corresponds to 40 working hours per week. 1 Lithuanian credit amounts to one study week. One national credit equals 1,5 ECTS credit. The implementation of the ECTS was speeded up by Lithuania's eligibility to the SOCRATES programme.

A Diploma Supplement is going to be issued to all graduates, free of charge, in two languages, Lithuanian and English, starting from 2006.

### **Websites**

*www.smm.lt; www.aikos.smm.lt*

## **Educational Guidance & Counselling (Area 1)**

### **Structural trends**

#### **General overview**

Internet-based services dominate the sphere of educational guidance and counselling at a national level in Lithuania.

The Open Information, Counselling and Guidance System (AIKOS) under the Ministry of Education and Science collects data from the “registers of education, statistics and labour” and provides specialised information to a wide range of users. The primary objective of the system is to ensure the availability of relevant information on the learning opportunities and employment possibilities for the citizens of Lithuania in the life-long learning perspective.

Moreover, Lithuania, like other EU Member states, has joined the single European information systems - EURES and PLOTEUS.

The Lithuanian Higher Education Institutions' Association to Organize Common Admission (LAMA) plays the main role in providing information about studies as well as in the organisation of enrolments. The Association is an initiative started by the two largest Lithuanian universities (Vilnius University and Kaunas University of Technology) in 1998. The initiative has gradually gained the support of the other uni-

versities and now all Lithuanian university type institutions and one college have become members of the association. Every university has contact persons who are in charge of providing information concerning the common application process.

The most relevant development for educational guidance and counselling are the efforts of the Lithuanian higher education institutions to cooperate more closely with upper secondary schools and gymnasiums. This development is intended to encourage school leavers to enter university level higher education institutions. On the one hand, the cooperation has had a positive impact on the quality of educational guidance and counselling. On the other hand, it highlights the competition among the institutions for most talented school-leavers.

Educational guidance and counselling services at the institutions of higher education are generally provided by bureaus of academic affairs, enrolment services and individual faculties. Furthermore, the involvement of career centres in educational guidance and counselling activities has become an issue of recent debate.

### **Involvement**

Existing educational guidance and counselling services have concentrated on personal counselling and guidance for studies, these services cover parts of areas 2, 3 and 4.

### **Funding/administrative control**

Educational guidance and counselling services are funded by the institution.. The services are under control of a Vice-rector responsible for academic affairs.

### **Target groups**

The target groups include secondary school-leavers, their parents, vocational school graduates, graduates of the first and second cycle programmes intending to apply for a higher degree (MA, PhD).



### **Number of employees**

The total number of employees directly involved in the educational guidance and counselling activities at institutions of higher education is over 150. The average number of staff members depends on the number of students within the institution and varies from 4 to 5 employees in large universities and from 1 to 2 employees in the smaller institutions. Most of them hold full-time positions.

### **Websites**

*www.smm.lt; www.aikos.smm.lt; www.euroguidance.lt; www.lamab-po.lt; www.kurstudijuoti.lt; <http://europa.eu.int/ploteus/portal>; [www.onthemove-eu.fi](http://www.onthemove-eu.fi)*

### **Roles and qualification of the counsellors**

The role of educational guidance counsellors has been to emphasise the importance of learning and cognition throughout the learning process, to implement guidance and counselling activities within studies and relate them to curricula, to promote professional development planning and to provide personal assessment services and assessments of programme effectiveness.. The principles of educational guidance and counselling services are not regulated by law with the responsibility falling to the institution and the counsellors themselves.

The educational background of the employees who are involved in the educational guidance and counselling activities vary. Currently there are no nationally recognised qualification standards for educational guidance counsellors, nor are there any requirements for training, professional development and the system of supervision of counsellors' work.

### **Tasks**

The main tasks include helping school-leavers or students to enter higher education institutions, assisting them in choosing study programmes, advising on learning styles; raising awareness of personal learning dif-

faculties, helping them to define themselves in their new roles and to prepare for lifelong learning.

### **Means, instruments**

Means and instruments include annual national and regional study fairs called “open door days” which are organised by educational institutions or their individual faculties; all kinds of information for secondary school-leavers about study programmes, qualifications, funds and other related issues; wide range of on-line resource materials, personal consultations.

## **Disability & Special Needs (Area 2)**

### **Structural trends**

#### **General overview**

Within the higher education institutions these services are usually incorporated into various student service departments or separate faculties: student associations, offices of student affairs etc. However, these services are not specialising in disabilities, and are usually limited to providing information on study/funding matters. While there are usually no separate university/college units working in this area and services are only partially available, the importance of the development of the disability and special needs area is increasingly emphasized in Lithuania.

In recent years, a lot of attention has been devoted to the preparation of a new comprehensive rehabilitation model for the disabled. In particular, an effort has been made to create equal opportunities for persons with disabilities, and to form a long-term strategy for the integration of the disabled. In 2001, preparations for the National Programme for the Social Integration of the Disabled for the period of 2003-2012 began. The legal base for fostering services in this area is set by the National Programme for the Social Integration of the Disabled 2003-2012, other laws and regulations (Law on the Social Integration of the Disabled, Regulations for Professional Rehabilitation etc.). In November 2004, Lithuanian Government approved the Programme of Special Education.

Following legal changes, certain trends have come about in the area of disability and special needs in the higher education sector. At the national level a significant trend is the development of *educational and professional rehabilitation* services in the area of disability and special needs. This has been accomplished, with the help of EU funding, by involving the university or college in various project activities (e.g. Utena College Department of Health and Social Care, Vilnius Law and Business College, Siauliai University – PHARE, ESF projects etc.).

Vilnius University Laboratory of Special Psychology is one of the leading institutions in this area boasting an extensive research database.. and is currently implementing several projects related to the assessment of disabled individuals (e.g., AFES - Individual Functioning Efficacy Scale). The Lab was established in 1973 and its activities include research into the area of disability and special needs, participation in projects funded by the EU and the World Bank, preparation of specialist in-service training, and the implementation of new techniques for working with people with disabilities.

### **Involvement**

Existing services focus on personal advising or counselling with some overlap between area 2 and 4.

### **Funding/administrative control**

If the service is provided within the higher education institution it is funded by that same institution whose funds are given the status of a state budget subsidy. External funding is possible too (if involved in project activities).

### **Target group**

The target group includes students with disabilities.

### **Number of employees**

N/A

### **Websites**

*www.psd.fsf.vu.lt/spl; www.vusa.lt; www.socmin.lt*

### **Roles and qualification**

Main roles include student counselling, updating information, various administrative activities, psychological test standardization procedures. Roles (position descriptions) and skills (basic requirements for employees) are regulated by the institution. The educational background of the employees varies from institution to institution and from position to position. If the service is incorporated in the administrative unit and limited to providing information for the disabled, the staff usually have some administrative background. The staff within the Laboratory of Special Psychology have a background in psychology or some related subject..

There are certain requirements for cases where psychological services are offered (testing, assessment etc.) . Psychological test use is regulated by the Lithuanian Psychological Association (LPA).

### **Tasks**

Main tasks are to promote the integration of disabled students into academic life and the labour market, to encourage professional rehabilitation, and to establish a solid system of assessment. This is achieved through various project related activities (e.g. administering projects intended to improve the learning environment for students with disabilities, standardizing psychological measures etc.); providing information about financial matters etc.

### **Means, instruments**

Project activities aimed at creating a better learning environment; “disability days” aimed at disseminating information related to disability and special needs; and psychological tests (currently being developed) which measure professional fit, general abilities etc.

## **Psychological Student Counselling (Area 3)**

### **Structural trends**

#### **General overview**

At the national level there is a well-functioning network of psychological services for young people in the system of Youth Psychological Aid Centre (YPAC). It provides services in major Lithuanian cities and towns. This institution is independent from any university or college, having a number of university and college students working as volunteer counsellors.

Usually psychological student counselling service is not provided within higher education institutions. The exceptions are the biggest universities which have research and academic units in the field of psychology: Vilnius University (Laboratory of Special Psychology Psychological Counselling Centre), Vytautas Magnus University (Psychology Clinic), Klaipeda University (Psychological Support Centre), Vilnius Pedagogical University (Psychological Support Centre). These units provide various psychological services, including psychological student counselling.

#### **Involvement**

The focus of existing services is on personal or group counselling. There may be some overlap between areas 1 and 4 (e.g. Vilnius University Lab of Special Psychology is developing means to assess and measure vocational interests, measures of intelligence etc).

#### **Funding/administrative control**

Psychological Counselling Centre, Psychology Clinic and both Psychological Support Centres are funded by the institutions whose funds have the status of a “state budget” subsidy.

Youth Psychological Aid Centre is an NGO.

#### **Target group**

The target groups include students, graduates, young people and others.

### **Number of employees**

Vilnius University Psychological Counselling Centre employs a staff of 10. Other university Psychological Support Centres employ 1 to 3 people. The Youth Psychological Aid Centre has approx. 100 volunteers.

### **Websites**

*www.psd.fsf.vu.lt/spl/; www.vdu.lt; www.jppc.lt; www.lps.vu.lt; www.vpu.lt*

### **Roles and qualification**

The main role of the counsellors providing psychological services is related to various counselling activities. Volunteer counsellors (at the Youth Psychological Aid Centre) are not required to have a specific academic background, although they must take a certain training course including psychology subjects and practical activities. Volunteers are regularly supervised by a professional psychologist. University Psychological Support Centres usually employ staff with a background in psychology or a similar subject. The professional activities of psychologists are regulated by the Statute (Regulations of the Lithuanian Psychological Association).

Qualification requirements for professional counselling psychologists are set by law and the responsible institutions (Ministry of Education and Science – Psychologist Qualification Requirements). Psychological assessment test construction, adaptation procedures and use are regulated by Lithuanian Psychological Association (LPA - Regulations for the Standardized Psychological Assessment Tools).

### **Tasks**

The main task is to provide psychological support for students, graduates etc., having personal, academic or other problems, adjustment and learning difficulties.

## **Means, instruments**

The usual means and instruments are the following: interviews, psychotherapy, group therapy, assessment (if applicable), scientific research.

## **Career Guidance & Employment (Area 4)**

### **Structural trends**

#### **General overview**

The EU Structural funds have inspired and affected the development of career services in the higher education sector of Lithuania. Four projects directly linked to the development of career services began last year and four other projects have been recently applied for. Networking and co-operation between different types of institutions are the main features of these new projects.

The creation and development of Information, Counselling and Guidance System (AIKOS) added a promising national level instrument for providing relevant information on career guidance and employment possibilities to the institutions of higher education. Its positive impact is evident although the impact of the system to the development of career guidance services in the higher education sector is of an indirect nature, - mainly due to the fact that it concentrates on institutions and individuals interested in vocational training.

Career guidance and employment services at the institutional level are an integral part of the activities in all existing career centres, equivalent units and those currently under development. The organisation of these services varies across universities and colleges. Career centres as independent non-academic units have been developed at 4 state universities and 2 non-state universities. The career services are incorporated into other institutional structural units (e.g. students' affairs office, administration, etc) at 4 state universities, 1 state college and 2 non-state colleges.

### **Involvement**

Only a few career centres are involved in area 1 “Educational Guidance & Counselling”, and concentrate on arranging meetings on the topics of enrolment conditions, study and further career possibilities for secondary school leavers

### **Funding/administrative control**

There are diverse sources of funding for the career guidance and employment services . These include the budget of the institutions of higher education, service charges for employers, sponsorship from the private sector and project funding for innovations and development. The career centres from the administrative point of view are usually subordinated to the Vice-rector of the university (e.g. academic affairs, strategic development).

### **Location (universities, region) description and/or websites/sources**

All career centres at the state or non-state universities and colleges are located in the biggest cities which cover all the regions of Lithuania.

### **Target groups**

The target groups include university students, recent graduates, employers and occasionally secondary school students.

### **Number of employees**

In all Lithuanian career centres there are about 15 career counsellors (other staff not included), almost all of them holding full-time positions. The average staff is 2- 4 employees with the exception of Vilnius University Career Centre where there are 8 employees.

### **Websites**

[www.karjera.vu.lt](http://www.karjera.vu.lt); [www.vdu.lt/jkc](http://www.vdu.lt/jkc); [www.ku.lt/centrai/krc](http://www.ku.lt/centrai/krc); [www.karjera.ktu.lt](http://www.karjera.ktu.lt); [www.vgtu.lt/padaliniai/karjera](http://www.vgtu.lt/padaliniai/karjera); [www.lccbc.org/careercenter](http://www.lccbc.org/careercenter); [www.ism.lt](http://www.ism.lt); [www.su.lt](http://www.su.lt); [www.lzuu.lt](http://www.lzuu.lt); [www.mruni.lt](http://www.mruni.lt); [www.siauliu-kolegija.lt](http://www.siauliu-kolegija.lt); [www.klsmk.lt](http://www.klsmk.lt); [www.vlvk.lt](http://www.vlvk.lt).



## **Roles and qualification**

The traditional role of the career counsellor continues to be central., Yet the role of teacher, designer-developer-evaluator, and strategic planner have recently played a part in modifying and modernising the traditional role of the career counsellor. The role of the career counsellor is not defined by law and depends rather on the requirements of each institution.

At the moment career counselling is provided by psychologists, “social pedagogue” and subject teachers. These workers do not have a professional education in this area and specialists in these fields have yet to be trained in Lithuania. At present, there are neither career counsellor qualification standards nor adequate education programmes in Lithuania. However, with the help of the EU structural funds projects this system is being developed: the aims of the projects are to develop a framework for training counsellor trainers and in-service training, as well as to prepare counsellor’s teaching and learning material.

## **Tasks**

Tasks include helping students to choose a career; developing the student’s abilities to determine and take decisions concerning their future careers, enabling them to react and adapt to the changing labour market environment; allowing students to obtain practical knowledge and the experience demanded by today’s labour market; marketing graduates to potential employers; helping universities and colleges to understand why the implementation of communication policy is beneficial to university and college communities and to the employers in the field of curriculum development and labour market demands within the scope of mutual interests; improving the professional standards of career service, adapting to meet changing needs.

## **Means, instruments**

Means and instruments include seminars, individual and group counselling on professional career topics; interview simulation services; assess-

ment services; regular meetings, interviews, career days and fairs with employers; traineeship/internship placement services both in Lithuania and abroad; modern ICT possibilities for communication between students and employers; job and employment opportunities; resources on career development.

## Summary

- In the academic year 2004/2005, the total number of students in Lithuanian higher education establishments was 191,000, or more than 5 % of the total population;
- Internet- based services dominate the sphere of educational guidance and counselling at the national level in Lithuania;
- There has been a concerted effort to create equal opportunities for people with disabilities and to form a long-term strategy for the integration of the disabled. A notable trend is the development of *educational and professional rehabilitation* services through the use of EU project funding and an attempt to implement a solid system of assessment.
- At the national level there is a well-functioning network of psychological services for young people – Youth Psychological Aid Centre. At the institutional level the biggest Lithuanian universities (having research and academic units in the field of psychology) offer psychological counselling services.
- The EU Structural funds have not only inspired but have already influenced the development of career services in the higher education sector of Lithuania;
- Career guidance and employment services at the institutional level are an integral part of the activities in all existing career centres and equivalent units and in those currently under development;
- With the help of the EU structural funds a framework for training counsellor trainers and in-service training services are being developed.

# National Report for Malta

**Author:** MaryAnn Borg Cunen,  
FEDORA National Coordinator Malta,  
Co-ordinator of Psychological Student Counselling Service

*Assisted by Veronica Grech and Suzanne Gatt*

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## Short Outline of the Higher Education Area

### General

Five main educational entities exist for Higher Education: The University of Malta, the Junior College, Higher education C. Curmi College, Sir M. Refalo Complex, Gozo, and the Malta College for Arts, Sciences and Technology (MCAST), Institute of Tourism Studies (ITS)

1. University of Malta, Msida: Caters for students (17-18 upward) reading for a degree course. No. of students: 7955 (2004)
2. Junior College Malta, Msida: Caters for students in their pre-university, post secondary stage (16-18). Offers MATSEC course of studies. No. of students: 2958 (2004)
3. Higher secondary School, C. Curmi, Naxxar, Malta: caters for students wishing to obtain MATSEC exams in order to enter university but missing some prerequisites for entry at Junior college. No. students: 1090 (2004)
4. Sir M. Refalo Complex, Victoria, Gozo, Caters for Gozitan students wishing to obtain MATSEC exams in order to enter University of Malta. No. of students: 511 (2004)
5. M.C.A.S.T (Malta College for Arts, Sciences, and Technology): Caters for students studying a trade, vocational interest or professional skill. No. of Students: 3771 (2004)

6. I.T.S (Institute for Tourism Studies), Pembroke: Caters for student following Tourism Studies No. of full time students: 544 (2004)

There also exist four 'Sixth Form' private or church run colleges:

Private Sixth Form Colleges: Caters for students in their pre-university, post secondary school years. No. of students: 456 (2004)

## **Organisation**

The Higher Secondary School, the Gozo Sixth form and the M.C.A.S.T. fall under the responsibility of the Education Division. The other institutions are autonomous bodies, all of which, however fall within the portfolio of the Minister of Education, Youth and Employment. The Institute of Tourism Studies falls under the responsibility of the Ministry of Tourism. These institutions are completely funded by the State. In the private sector, a small number of secondary schools offer a sixth form level of education.

The University of Malta is totally funded by the State and is autonomous and self governing.

For more information:

[http://www.gov.mt/frame.asp?l=2&url=http://www.education.gov.mt/edu/studies\\_adult.htm](http://www.gov.mt/frame.asp?l=2&url=http://www.education.gov.mt/edu/studies_adult.htm)

## **Education and life long learning indicators<sup>101</sup>**

- Total public expenditure on education (as % of GDP)5.0% (2001)
- Participation rates in education (ISCED levels1-6)
- of young people aged 15-24 .....37.1% (2000/01)
- Percentage of upper secondary students (SCED3) in vocational education.....26.3% (2001)
- Early school leavers (less than upper secondary school level) ..... 53% (2002)
- Participation rates of adults aged 25-64 in education and training(%) .....4.4% (2002)

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101 Source: Sultana, R. Lifelong guidance and the European Challenge; Issues for Malta (2003)

There is presently an emphasis on making post-secondary education accessible to a greater number of students to reach European and OECD levels. This is similar to the Widening Participation in Higher Education project in the U.K.

The present situation is not impressive. Malta's working age population with tertiary education is only 9.965. Malta's tertiary education (university only) enrolment figure is 11.1%. If M.C.A.S.T. and I.T.S graduates are included the numbers is 18%. This is in comparison to a 21% of EU working-aged population.

In line with this aim the number of students at post secondary education in 2003/2004 increased by 310 students over the previous year. Enrollment at sixth form level also increased by 111 during the same year. Although I do not have access to more recent figures the trend has almost certainly continued.

Full-time vocational education also saw an increase, this time of 633 students, or 17.2% over the previous year. Substantial increase was noted in full time courses at M.C.A.S.T—up by 1706 students, while the Institute of Tourism Studies registered a decrease of 85 full-time students.

The one and only university caters for tertiary education. Tertiary education in Malta is provided mainly by the University of Malta. The few exceptions are those young people who either opt to follow tertiary courses overseas or other courses by foreign Universities offering tertiary education either via distance education or through local representatives. These, however, are very few, and often at post-graduate level.

In the year 2004/2005 there was a decrease in student population at the university by 1051 students or 11.7 per cent. The main contributor to the decrease was the Faculty of Education (6.4%) as the job market indicated a decrease of vacancies in that area.

An emphasis on participation in Erasmus programmes is being made for Maltese University students.

A present challenge in post secondary education sector lies in adapting the range and the capacity of teaching and research programme to national requirements including the market needs. The Commission for Higher Education (Oct. 2005) states “ mobilising Malta’s brain power and applying it to the economy and society will require much more diversity than available today: target groups, teaching modes, entry and exit points, mix of disciplines and competencies in curricula need renewal. Profound curricular revision is required to ensure the highest level of academic content and to respond to the changing needs of the labour market”.

Another lies in changes whereby Malta’s achievements in the HE sector are brought more in line with EU performance indicators.

Lifelong learning is another area that is receiving attention locally in line with European recommendations. The education division has a section that deals with issues of Further Studies and Adult Education, and offers various learning opportunities. With Malta being one to the EU countries with the lowest participation of women in the labour market the need for this is urgent for both economic and social reasons.

Many reforms suggested by the Commission for Higher Education are in the planning stage and this sector will see many changes in the coming few years. The University boasts of a new rector; the person himself who was the guiding force behind the CfHE. The role of guidance services in this process is essential, as is the centralisation and co-ordination of these services. The CfHE emphasis “the role of a strong element of guidance which moves in tandem over the long term with overall educational strategy.” (P.19)

### **Implementation of Bologna process at the University of Malta**

Being one of the 29 countries that have signed up to the bologna declaration in June 1999, Malta, through the University of Malta embarked on a binding commitment to reform its Educational system with the aim of facilitating mobility and recognition of qualifications. Since then major improvements have been achieved.

### **1. Degree Structure**

The degree structure, traditionally based on three main cycles, has been followed for many years. Full-time programmes leading to Bachelor's and Master's degrees last 3 to 4 years and 1 to 2 years respectively. They are offered by the University of Malta in most disciplines. Full-time doctoral programmes vary in duration between 3 and 6 years and are based solely on research. There are no programmes offering initial preparation. A 15-month full-time research programme is undertaken by holders of first-cycle degrees prior to formal transfer to doctoral studies. This period is included in the duration of the doctoral programme.

### **2. Award of Joint Degrees**

On 20 January 2005, the University of Malta approved provisions for the award of joint degrees in conjunction with other overseas universities. In such cases, programmes are offered and degrees may be awarded as laid down in the agreements reached with them.

### **3. ECTS Credit Transfer and Accumulation System**

ECTS has been implemented since October 2003. It is mandatory for all first and second cycle programmes and is applied both in terms of transfer and accumulation.

### **4. Diploma Supplement**

The University of Malta is working on introducing the Diploma Supplement in the near future, possibly towards the end of 2006. Pending its introduction, students receive a transcript of their academic record. Such transcripts include students' personal details, course of studies, duration, mode of attendance, areas of study, titles of modules followed and results obtained, participation in overseas exchange programmes and final classification of the award. The issuing of a Diploma Supplement is not legally mandatory in Malta. When it is issued, it is expected that the chosen language will be English.

### **5. Quality Assurance**

Quality assurance is undertaken for study programmes at the Univer-

sity of Malta through the annual participation of external examiners (both visiting and non-visiting) in setting and correcting examination papers and dissertations of final year students. They are also expected to report on the courses in general. External examiners from overseas institutions are always appointed members of the Board of Examiners for doctorates.

The internal evaluation procedure is pursued by a Quality Assurance Committee set up in 1996 by the University of Malta. This includes representatives from each faculty and the administrative staff, as well as from the Students' Representative Council. As from 2004/05, measures introduced by the Committee and approved by Senate include faculty internal audits. At this initial stage, the Audit Team includes a member of the Quality Assurance Committee, the Dean (or representative) of the faculty and an external auditor who will normally be an academic working in an overseas university and who is well acquainted with the Maltese academic scene.

The Students' Representative Council is represented on the Committee and provides feedback and suggestions. The Committee relies on External Examiners to provide feedback on the standards prevailing at the University.

Malta participates in the European Association for Quality Assurance in Higher Education (ENQA) through the University of Malta Quality Assurance Committee and the Academic Audit Unit. The University of Malta has expressed an interest in joining ENQA.

Legislation is in the process of being enacted by Parliament so that, apart from the University of Malta, higher education will include the Malta College of Arts, Sciences and Technology (MCAST) that has merged various colleges for vocational and professional education. Currently, MCAST offers courses at ISCED 3 and ISCED 4. However the development plan of the College envisages the provision of ISCED 5 courses. There is no indication regarding the type of programmes and date of implementation as yet. (Report written by Veronica Grech, Assistant Registrar, 2006)



## **Coordinating bodies**

There is no national body co-coordinating guidance and counselling activities (like U.K.'s Guidance Council for example) and hence there is no formal and regular forum which functions as an advisory board to the relevant ministries. Likewise there are as yet no comprehensive formal/ legal documents outlining the government's key policy objectives for guidance and counselling in Malta and there is no overall legislative steering instrument applied to guidance and counselling. (Sultana, 2002)

## **Malta Guidance Forum**

The past two years (2004 and 2005) have seen the setting up of the Malta Guidance Forum. This forum brings together the different key stakeholders – educators, trainers, the E.T.C., Trade Unions and employers, to discuss and work out the best strategy with respect to the provision of career guidance both at school level and within the world of work within the concept of lifelong learning. This forum has met for a number of times. However no one person is responsible and for this reason it is in danger of dying

## **Social change**

With much social, educational, economic and religious change occurring at this time in Malta the need for counselling has increased greatly. At university demand for it has doubled in the past couple of years and the counselling services has noted an increase in the seriousness of the problems presented. This trend is also present in the schools and colleges. There is a need for the expansion of the services given to students at every level of education.

## **Educational Guidance & Counselling (Area 1)**

### **Structural trends**

#### **General**

The trend in the educational establishments is to have a skeletal staff that caters for the enquiries of students vis-à-vis choice of course, necessary qualifications to enter a particular course at university, at MCAST or at ITS. Vocational guidance is available upon specific request.

The current situation is that the provision of career guidance within compulsory education varies in quality and quantity and depends mainly on the efforts of individual teachers within the schools. There is thus a lack of an overall policy in the case of provision as well as well-balanced and organised structure offering standardised services across the whole education system.

An example of this trend is the following case at MCAST: “A reduction in guidance and counselling services has been noted with the recent establishment of MCAST: while the institutes that previously fell under the aegis of the department of Further Studies and Adult Education each had a guidance personnel, the bringing together of many of these institution under the College umbrella means that only two counsellors are available to over 4000 MCAST students, and that at the central campus”. Sultana P.79. Furthermore the same persons are expected to provide personal counselling as well.

Most of the priorities targeted by Malta’s policy-makers concern counselling, not career guidance (Sultana, 2003).

There is a felt need to diversify service providers. The issue of life long and life wide occupational guidance is being raised. The Department for Further Studies and Adult Education has plans to establish an adult guidance and counselling service.

Internet based services would be a welcome contribution in the area. If the services could serve the whole of the HE area the prospective and present students would be better served.

### **Specific Institutions**

At the **University of Malta** there is but one trained guidance counsellor available for a population of 7955. The service is called Student Advisory Services and fall under the responsibilities of the registrar.

<http://www.um.edu.mt/sas.html>

Likewise at **Junior College** the 2 persons available are also expected to provide guidance as well as personal counselling. Here the population is of an average of 3200 students.

Web site: <http://www.jc.um.edu.mt/jccounselling.html>. These are under the University of Malta.

At the previously mentioned **MCAST** there are 2 counsellors for over 4000 students in 9 different campuses. <http://www.mcast.edu.mt/>. These are under the Education Division of the Ministry of Education.

At the **Gozitan Refalo Complex** there are two qualified guidance teachers and one unqualified one catering for over 500 students. These are under the education division of the Ministry of Education.

<http://schoolnet.gov.mt/giovannicurmi.hss/intro.html>

The **ITS** has two part time counsellors who are in possession of a Diploma in School Counselling.

The 2 of the three **private colleges** employ a counselor/ guidance teacher each. The other has no counsellor/guidance teacher.

### **Qualifications**

The educational background of the guidance teachers varies, as there are no nationally recognised qualification standards. However most have a minimum of a postgraduate diploma in school counselling while some are reading for M.A. in guidance.

## **Role**

### **The University student advisory services**

“The university office integrates both public relations and an administrative function and attempts to provide assistance to students in the following areas:

Practical or personal issues related to career paths and courses of study within the local context;

Establishment and maintenance of links with schools particularly those at the post-secondary levels;

Assistance to the Registrar with enquiries relating to courses of study and the provision of information; and

Advice to prospective students and a vocationally-related clientele”.

The **Junior College** web-site states: “The Junior College Guidance and Counselling Services aim at helping students in various ways, to make the most of their Junior College experience.

Students at the Junior College are offered the services of qualified counsellors in three main areas:

a) Personal Counselling to help students find their own way to manage their difficulties and problems and to find out who they really are or want to be. Day seminars are held to help students get to know each other, develop a positive self-image and learn to form, keep, and sometimes end, relationships.

b) Educational Guidance and Counselling to help students choose the course of studies that will lead them to decide what they want to do in life. During this course, through seminars and individual counselling, students are helped to improve their study habits, prepare themselves for exams, and manage time and stress.

c) Vocational Guidance to help students orientate themselves to a future career by means of vocational interest questionnaires, orientation talks by specialised guest speakers, and visits to various places of work.

The Guidance and Counselling Services provide time and space for students to explore any concerns in a strictly confidential and non-judgmental setting, with a view to helping them establish priorities, make decisions, set goals, and find solutions for their difficulties.” <http://www.jc.um.edu.mt/jccounselling.html>

The Junior College staff is also expected to address the 5<sup>th</sup> form students in the various schools on admission criteria to Junior College etc.

**MCAST** website states: Guidance and Counselling Service” If you are not sure which course you would like to follow, you may wish to discuss the matter with a counsellor. The counsellor will guide and assist you to make an informed choice about which course is most appropriate for you. The service is available by appointment at the Information Centre on 21 806440 or 21 801590/1. You may also phone the MCAST Guidance and Counselling Service direct on 21 665687 and ask for an appointment.” Web site: <http://www.mcast.edu.mt/>

The job of the MCAST counselors also involves visiting Secondary Schools and Junior Lyceums on request, to deliver sessions on MCAST both Form 5 students and their parents.

**Institute for Tourism Studies:** website states: “The Guidance and Counselling Unit at the Institute of Tourism Studies provides a professional, confidential service in both personal counselling, and career/ vocational guidance.

The philosophy of the service is the overall well being of the student attending the Institute of Tourism Studies. All students attending the ITS can access the service for any situation concerning their welfare.” <http://www.its.gov.mt/generalinfo.htm>

## **Means/ Instruments**

All the institutions mentioned operate a web site that carries information about courses on offer and the employment opportunities that these lead to.

Visits to secondary schools are conducted by the guidance staff to inform students of their options.

## **Disability & Special Needs (Area 2)**

### **Structural trends**

#### ***General***

While there are as yet no legislative basis for the identification of priorities in the field of guidance and counselling, nevertheless policy directions are signaled by the government through policy documents, which often help to focus attention on particular challenges. Thus the national commission for persons with disability within the Ministry of social policy has published a national Policy on Special education in Malta. (1994) That is very much in line with the Salamanca Statement to which Malta is a signatory.

The commission has also published another key document, entitled Employment and persons with disabilities: National Policy (1995), where a number of points made are directly relevant to the provision of guidance and counselling, given that they focus on assistance that should be provided to persons with disabilities in their transition from school to work, and in the provision of suitable employment opportunities and sheltered workshops. The commission effectively functions as a pressure group. (Sultana, 2003)

#### ***Specific Institutions***

MCAST website states: **Disabilities and Learning Difficulties** students with learning difficulties or disabilities, who are considering applying for a course at MCAST, must make an appointment with a member of the Inclusive Education Unit before they apply for a course. Eve-

ry applicant is offered a confidential interview to assess their particular needs and to determine what level and type of support the College can offer in order for them to follow the course of their choice. Phone the Information Centre on: 21 806440 or 21 801590/1 for an appointment before you apply for a course. At MCAST we take inclusive learning seriously and wherever possible we try to provide the support and facilities that students need to succeed in their chosen courses. <http://www.mcast.edu.mt/>

The students are catered for by the Inclusive Education Unit (I.E.U.) within MCAST, a team of three full time staff members together with five part-time facilitators. They support students in the main stream and also offer the course 'Pathway to Independent Living' for other students.

University of Malta website: <http://www.um.edu.mt/disacc.html>

The **Gozo Sixth Form** College has a guidance teacher who is also qualified in Special Needs (Diploma).

The **private sixth forms** have no special needs facilitators.

### **Roles and qualifications**

The university provides the services of a person who assists students with a special needs or a disability.

3 persons assist such students in the post-secondary sector (other than university).

## **Psychological Student Counselling (Area 3)**

### **Structural trends**

Only the **University** employs counsellors who's role is solely to provide personal counselling. The staff of the other establishments are required to both provide personal counselling and provide guidance services.

## **Roles and qualification**

The web-site of the **University Counselling Services** states: Counselling is provided in order to allow students to make the most of their time at university in preparation for a fulfilling life. Short-term personal counselling is done on an individual basis and in a confidential setting. Counselling provides students with a chance to understand and change feelings, behaviour and situations that are problematic. Students come for many reasons including difficulties with a relationship, emotional difficulties, confusion about their identity and such distressing feelings as depression, eating disorders and anxiety. Different kinds of difficulties that are emerging as part of the academic life are tackled. Apart from individual counselling, the Service offers students the opportunity to work on personal issues in a group setting. This is being done through the organisation of psychotherapy groups and workshops on specific issues like time management, relationships, procrastination, self-improvement, grief and bereavement. The Service also enables students who have difficulties with their studies to work through these problems. Students are helped in times of stress, especially before and during examination time and whilst writing their dissertations. <http://www.um.edu.mt/counsell.html>

The Counselling Services at the **Junior College, Malta, MCAST and ITS** provides similar services to that of the University, except that the same staff are also expected to provide guidance services. For websites see above.

The **Private Sixth Forms** have no qualified counsellors. However each has a person in possession of a B.Psy (Hons) who provide counselling (and guidance).

## **Qualifications**

At the **University of Malta** the two full time and 5 part time counsellors are all in possession of an M.A. M.Psy. or M.Sc in Counselling, Psychotherapy or Counselling Psychology.



Of the other institutions the **Junior College, Malta** is also are staffed by persons in possession of an M.A. in Counselling, the **MCAST** staff both have a diploma in school counselling and the **ITS** staff also have a Diploma in School counselling.

The Gozo **Sixth Form** has two counsellors who are completing their Post Graduate Diploma in school counsellor.

### **Tasks (See above)**

### **Means and instruments**

At the university service the part time clinical psychologist on the staff provides personality testing when necessary.

One on one consultations is the means used most often.

Group work is also used at times.

## **Career Guidance & Employment (Area 4)**

### **Structural trends**

The provision of career guidance for adults for lifelong learning is weak and still very limited. Career guidance is still mainly either provided to those who are unemployed and are seeking to become more employable or else provided informally by staff who lack the required professional training

An organisation called the ETC (Employment and Training Cooperation) largely targets young unemployed-who are guided towards employment opportunities or back into training-, women returners, long-term unemployed, disabled clients and clients who are in special need (e.g. ex-convicts).

The ETC has a number of employment advisors at a ratio of 1:550 registered unemployed. These employment advisers are mainly concerned with job matching, mainstreaming job seekers' skills with employer needs as well as referring job seekers to relevant education and

training programs that may help to increase their employability. Many of these employment advisers have only recently been trained by means of a Diploma course in career guidance offered by the University of Malta in response to specific request made by the ETC. The main current problem is that these employment advisers suffer from a case overload that limits the amount of time and thus the quality of the service that can be offered to its clients.

The E.T.C. has the intention of setting up a career guidance unit. However, due to the limited funds allocated so far and the limitations on new recruitment within the civil service, this has as yet not been possible. The E.T.C. are currently studying how they can use the currently existing operation and try to find time to have some of the personnel dedicated to guidance. This requires a whole rethinking of the caseload system that is under the responsibility of the employment advisers. The E.T.C is also thinking about developing and having tools which would enable clients to obtain information about opportunities for work and further study supplied electronically and which can be accessed by Internet from clients' home should they wish so.

Other provision of guidance that also exist include the Euro-guidance unit housed within the Ministry of Education, Youth and Employment, as well as EURES, which falls within the Employment and Training Corporation. The Euro-guidance unit provides information about study opportunities abroad within the European Union. The EURES cross-border network is a group of collaborative bodies, which, within the framework of the European EURES network, aim to meet the needs for information and coordination connected with labour mobility in the border regions. They bring together the public employment and vocational training services, employers and trades union organisations, local authorities, institutions dealing with employment and vocational training problems in the border regions, as well as the European Commission. This cross-border network is not applicable to Malta since we do not have border regions with other European countries, however Maltese nationals living and working in other European countries where such cross-border issues and queries may arise can avail themselves of

these services being offered in that area. EURES provides mainly information about work opportunities in Europe.

The ETC website states: “The Employment and Training Corporation is Malta’s Public Employment Service and was set up by an Act of Parliament on August 7, 1990, with the following objectives:

- To provide and maintain an employment service
- To find suitable employment and to assist employers to find suitable employees
- To provide training service to clients seeking new jobs and to clients already on the job
- But wanting to improve their knowledge and skills

### **Our ‘Clients’**

All persons seeking employment are considered to be Corporation’s clients. Youth make up the major part of new entrants to the labour market. Every effort is made to refer such persons to a training programme/scheme or job as soon as possible. Measures to encourage women to return to work are implemented. Persons with special needs have to be integrated into society and the working world as they qualify for exclusive services. Former drug addicts alcoholics and correctional facilities’ inmates are given personal attention. Clients over 40 are given priority. The problem of long-term unemployed persons is carefully analysed. Employers play a key role in the Corporation’s activities. Government and support organisations rely on ETC for information on Malta’s labour market.

<http://www.gov.mt/frame.asp?l=2&url=http://www.etc.gov.mt/site/page.aspx?pageid=2059>

The mission statement of ETC can be found on: <http://www.gov.mt/frame.asp?l=2&url=http://www.etc.gov.mt/site/page.aspx?pageid=2059>

It’s policy towards those with special needs and disabilities can be found on: <http://www.gov.mt/frame.asp?l=2&url=http://www.etc.gov.mt/site/page.aspx?pageid=2011>

Awareness that guidance personnel at the ETC require specific training in responding to the needs of the clientele normally dealt with by public employment service has been growing. An internal audit at the etc highlighted that action must be taken to ensure appropriate and effective standardised profiling, and better client follow-up ( Bartolo, 2002). In response to this a diploma in Occupational Life-Long Guidance and Career Counselling has been launched recently.

## **Role**

At the ETC, there is only one category of guidance personnel. Employment advisors operate from four job centers. Job centers handle requests for manpower from employers, as well as applications for work from job seekers and advertise vacancies. Employment advisors guide jobseekers in finding an occupation, and also inform clients about possible training opportunities.

There are 16 of these employment advisors. It provides one employment advisor for every 550 clients. They interview clients and draw up a profile and an action plan for each interviewee on the basis of the registrant's work experience, qualifications. Aptitude and work preferences. The employees tend to suffer from both role and case overload. With the administrative functions taking precedence over the vocational guidance functions (Sultana, 2003).

## **Training and qualifications**

Till recently, employment advisors at the ETC did not receive specialised certified pre-service training in guidance, and have largely developed their knowledge and skills on the job. The situation is has now changed with the completion of the first Diploma course especially tailored for their needs (see above).

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# National Report for the Netherlands

**Author:** Eleonore Vos,  
Vrije Universiteit Amsterdam

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## General Facts & Figures about HE in Holland<sup>102</sup>

- Total enrolment 540.000 students
  - 200.000 in 14 universities
  - 340.000 in 44 polytechnics
- Each year ca 83.000 students graduate during the course of the year.
- Average age: 18 – 23
- Foreign students: 37.000 (50% from Europe, 50% from rest of the world)
- Dutch students abroad: 12.000 a year (50% in programmes)
- 14 Universities: 10 general, 3 technical and 1 open university
- 15 institutes of international education (mainly mid career professionals)
- There are many graduate courses for professionals and people wanting to qualify as a professional in a certain field. These are handled on a profit basis.
- There are also tailor made courses for employers in specific organisations.  
Students enrolled in these courses are older than 23 years.
- In polytechnics there is also some cooperative education, mainly in the field of management.
- Higher Education for Elderly People (HOVO) in Universities: courses for people aged 50+ on interesting topics, organised by the university and often given by university teachers.

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<sup>102</sup> Important websites:  
[www.studyinthenetherlands.net](http://www.studyinthenetherlands.net)  
[www.nuffic.nl/factsandfigures](http://www.nuffic.nl/factsandfigures)  
[www.minocw.nl](http://www.minocw.nl) (Ministry of Education)  
[www.cfi.nl](http://www.cfi.nl) (higher education figures)

www.vsnunl.nl = organisation of the universities  
www.hbo.nl = organisation of the polytechnics

### **Source of Finance for universities**

Lump sum financing by the Ministry of Education (Agriculture & Health) + extra money for special projects under the conditions specified by the Ministry.

The Netherlands only spends 4,7 % of BNP on education (OESO 5,5%).

Universities must therefore acquire more and more money from different sources.

Government: € 3,5 billion (70% of total budget)

Private sector: € 0,25 billion from fees }

€ 1,25 billion from third parties } (30% of total budget)

### **Finance for students**

Funding for study was very good in the past, but is getting more and more limited in terms of amounts available and the time limit in which students are allowed to apply for funding (4 years, part of it is a loan that can become a grant under certain conditions + 2 years loan at rates slightly below market prices) and in terms of the age of the students (max 26 years).

www.ib-groep.nl IB-groep is a privatised institution that organises finances for studying, student fees and country wide exams, i.e. Dutch for foreigners.

### **Bologna Process in the Netherlands**

1. Universities have two cycles from 2002 or 2003 onwards:

Bachelors (3 years = 180 ECTS)

Masters (1-3 years = 60 – 180 ECTS)

Medicine will follow later and still retains the old 4 year programme + 2 years second phase of professional training

Polytechnics offer 4 year programmes for Bachelors (240 ECTS) and Masters Programmes (with or without universities) of 1 year = 60 ECTS

There are three types of master programmes in universities: those oriented towards research (+ official TOP masters), education and labour market.

A mid size University with 10 Departments can offer 50 Bachelor & 100 Master Programmes (of which 50 will be in English) plus professional and other education.

2. Diploma Supplement: introduced in technical Universities in 2004 / 2005 introduced in general Universities in 2005 / 2006 (VU)

It is not yet implemented universally.

3. Quality Assurance: Netherlands – Flemish Accreditation Organisation (NVAO [www.nvao.nl](http://www.nvao.nl)) wants all study programmes to be assessed in 2006. It is a member of the [www.INQUAAE.org](http://www.INQUAAE.org) and of the [www.ENQA.eu/](http://www.ENQA.eu/)

4. International Exchange of students is given a lot of importance in student services in terms of personnel and money (HE): language courses, logistics, information & recruitment, Masters in English.

## **Trend**

Cooperation between HE institutions –polytechnics and universities:

- merger between UvA and HvA into one organisation
- merger between VU and Windesheim (Zwolle 100 km distance)

with different levers of cooperation between student services.

Universities opening up departments in other cities:

- University of Leiden has a department in Den Haag.



## **Training for student guidance and counselling workers**

Cooperation in training for study advisers in HBO (via [www.loshbo.nl](http://www.loshbo.nl))  
Cooperation in training for study advisers in universities (via [www.lvsa.nl](http://www.lvsa.nl)).

Exchange of expertise, tests, literature, descriptions of training and courses for students by teachers, study advisers, (educational) researchers, study guidance workers, student counsellors and student psychologists in Landelijk Overleg Studievoordigheden (via [www.losweb.nl](http://www.losweb.nl))

## **Publishing**

LDC is originally the publishing organisation of the joint student services within the universities (compare with Prospects in UK). It is now privatised but still works in the field of education: study choice information in secondary schools and universities, career work in universities, polytechnics and elsewhere. [www ldc.nl](http://www ldc.nl)

## **Universities**

### **Educational Guidance & Counselling (Area 1)**

- stable over the years in terms of the number of people working in the field – there are now more women student deans than men
- mainly individual work
- changing initiatives for group work
- information of future students in secondary schools or universities (in cooperation with schools from the region that come to Amsterdam)
- national cooperation in this field (LBS – no website)
- a centralised service with psychologists for careers & disability
- study advisers in specific departments also work in this field. These advisors are fairly numerous; most of them are professionals in the field (often with an academic background in the same subject as the department in which they are working) though some are teachers doing this work as an extra job. Study advisers have

a nationwide organisation: [www.lvsa.nl](http://www.lvsa.nl) and organise training and events.

## **Disability & Special Needs (Area 2)**

- this was and still is a part of the work carried out by student deans at central level
- Handicap & Study is the centre for expertise [www.handicap-studie.nl](http://www.handicap-studie.nl)
- there is now more attention given to this field and a greater amount of national cooperation
- From 2003 there has been extra money available from the Ministry for projects concerning:
  - autism
  - dyslexia (<http://dyslexie.pagina.nl>)
  - information for target groups
  - buildings
  - individual help (by buddies & student deans & coordinators in depts)

[www.uaf.nl](http://www.uaf.nl) The University Assistance Fund is an organisation for Refugee Students (students who have asked for asylum in the Netherlands) and helps students to apply for university study and to integrate into the university world + labour market).

[www.forum.nl](http://www.forum.nl) is the Institute for Multicultural Development in the Netherlands (mainly education).

[www.echo-net.nl](http://www.echo-net.nl) is the Dutch Expertise Centre for Higher Education (ECHO) for the enhancement of participation of ethnic minorities in higher education.

[www.lvsv.nl](http://www.lvsv.nl) is the nationwide organisation for ‘vertrouwenspersonen’ in general. In Dutch universities there is a special sort of ombudsman or “trustperson” for problems of sexual harassment, discrimination, violence and aggression. They are directly appointed by the university board. They have a university network (no website).

## **Psychological Student Counselling (Area 3)**

### **General trends**

- part of general student service centres is centralised
- more or less the same number of counsellors as 10 years ago
- more or less the same percentage of clients (out of total student population)
- in essence same kind of questions & problems, more students from ethnic minorities than before: study choice and study problems, how to graduate, problems of adolescence, housing, identity and religion
- shorter treatment (5 – 10 sessions max. otherwise referral to specialists outside university)
- more group sessions on specific issues (anxiety about failure, how to speed up your study)
- website -> students make more specific choices regarding the service they need
- foreign students do not visit student psychologists (i.e. special a Study Support Group in each university is not realistic)
- [www.studentenpsychologen.nl](http://www.studentenpsychologen.nl) provides information on all student services in Holland, outlines the tasks and roles of student psychologists and provides information on the national network and their meetings

## **Career Guidance & Employment (Area 4)**

- there are big differences between universities: from no career guidance at all to career centres employing up to 6 members of staff
- most career centres have 2-4 persons (although not all are full time)  
national cooperation within WASA ([www.uu.nl/universiteit/samenwerking/WASA](http://www.uu.nl/universiteit/samenwerking/WASA))
- courses at a centralised level
- courses in departments, some of them within programmes

- individual counselling or guidance
- one university has cooperation between careers guidance for students and personnel (this practise was also started in another university but has since been discontinued)
- two universities work closely with the Labour Office in the region (including financially)

## Summary

In the Netherlands all universities and polytechnics (universities of professional education) have implemented Bachelor (3years) and Master (1/2 years) programmes. Information for students can be found at: [www.studyin.nl](http://www.studyin.nl). The organisation for universities is: [www.vsnu.nl](http://www.vsnu.nl) and for polytechnics: [www.hbo.nl](http://www.hbo.nl).

Study guidance and counselling takes place at a central level by student deans, student psychologists and career counsellors mainly. In departments there are study advisers. This latter group is very large and active in promoting professionalisation at a national level: [www.lvsa.nl](http://www.lvsa.nl).

The field of disability and special needs is covered by study deans at universities. There has been more attention and money given for this field in recent years. [www.handicap-studie.nl](http://www.handicap-studie.nl).

Psychological counselling in universities is organised nationally in: [www.studentenpsychologen.nl](http://www.studentenpsychologen.nl). On this site, you can also find details on all the student services available in the Netherlands. Career Guidance is organised differently at different universities. National cooperation is the responsibility of WASA: [www.uu.nl/universiteit/samenwerking/WASA](http://www.uu.nl/universiteit/samenwerking/WASA). Contact persons for career centres can also be found at this address.

# National Report for Poland

**Author:** Malgorzata Kalaska,  
Career Services, Cracow University of Technology  
Monika Rebisz  
Career Services, Jagiellonian University<sup>103</sup>

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## Short outline of the Higher Education Area

### Facts and Figures

- Most important factor: a significant increase in the total number of students during the past 15 years: 1990 – 394 000 of students, 2004 – 1.838 000
- in 1990 – among those aged between 19-24, 13,1 % had higher education, in 2003 – 47%, in 2004 - 48,5%
- At public schools – 70,7 % of all students in the country, (58 % engaged in “daily”- free of charge studies)
- At non-public schools 29,3 % of all students in the country (among them 21,7% engaged in daily studies – also paid, and 78,3% extramural and evening studies)
- The proportion of students from rural areas to those living in towns is 25% of the total - This figure is still not satisfying and remains an important concern.
- Participation in the life-long learning among those aged between, 24-60 was 5% in 2003 compared to an average of 8,5% in the “old 15 EU”
- Number of public HEI – more than 120, non-public – more than 300 and still growing. This situation is due to the fact that since

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103 Correspondence should be sent to: Kalaska@pk.edu.pl; rebisz@uj.edu.pl

1990 HEI have had more autonomy in many areas resulting in the following developments:

- HEI have more freedom to open new faculties
- state HEI were allowed to take charge of evening and extramural studies
- the first private HEI (self-financed, no state funding, students pay for didactics) has been established
- A dramatic increase in the number of private business schools and private and public vocational schools (the latter since 1997 – new legislation) with limited and mixed range of faculties (i.e. – pedagogic + nursery + marketing + production management) – not always reflecting the labour market demands – most of these schools are only allowed to award Bachelor degrees
- many HEI including some “old” state universities since 1990 have opened new External Units offering selected faculties and mostly extramural/ evening studies – unfortunately some offer a lower quality of education (busy academics coming to the Unit just for classes/ lectures, scarce tutor-student contact)
- most “old” state universities run a wide range of faculties and are still involved in scientific research, whereas only few private specific HEI do so with most focussing on didactics only

### **Quality issues**

- Easier access to many diverse educational opportunities, however, quality is also diverse and very uneven despite ostensibly equivalent titles and degrees.
- Increased demand for higher education among young people – however poor recognition of the qualification and skills really needed, instead a tendency to overvalue the importance of “titles” and “diplomas”.
- Insufficient number of highly professional academic staff with qualifications higher than PhD – no increase between years 2002-

2005 despite an high increase in the number of students. In contrast the number of PhD titles gained has increased threefold during this period.

- No official system of measurement to ensure teaching and overall education quality standards existed until 2002 – just few private rankings in popular newspapers (which still had quite a significant influence on candidates choices) which were not always reliable and used diverse criteria (from employability to staff/ student rate, scientific activity and achievements to library content and organisation).
- In 2002 the State Accreditation Commission was founded to give opinion on quality in existing and new proposed faculties and programs. Funding and permission decisions were to be based on the opinions of this organisation.

## **Financing in higher education**

### **Public HEI**

State funding remains the main source providing 68,3% of all funds spent on teaching in public HEI (whereas from the fees charged for extramural and evening studies only 24,6% is spent on teaching).

Teaching in public higher education in 2004 took up little more 1% of PKB, (but compared to the increased number of students this translates as much less per one student than before). Research is funded by the Ministry of Science – decreasing funds – in 2004 only 0,34% of PKB.

### **Non-public HEI**

98% of the budget on didactics is collected from fees.

## **Future trends**

National Strategy for Education 2007-2013 (formulated in 2005) includes:

- planned changes in public financing of HEI – part of the cost to be covered by the fees, combined with a new, better and widely accessible system of special credits and scholarships for students.
- increasing the quality of education
- increased involvement of HEI in the provision of life long-learning opportunities
- building better cooperation between HEIs and regional business and industry
- internationalisation – cooperation within European Area of Higher Educations: students and staff exchanges

### **Bologna implementation**

- At the moment an increasing number of HEI have ECTS system implemented (on 2002 it was 70 HEI)
- the Bachelor degree is prevalent in non-public and public vocational studies, in state technical universities (called Politechnika) a two-stage system (Engineer plus Master in Science) has been in existence for many years already, regardless of Bologna
- In 2002 about 120 HEI were involved in the Socrates/Erasmus and/or Tempus programs and coordinated exchanges. More on Bologna implementation: [http://www.menis.gov.pl/proces\\_bolonski/realizacje/szkwyz.php](http://www.menis.gov.pl/proces_bolonski/realizacje/szkwyz.php)
- New legislation on higher education since 2006 has made two stage studies obligatory except for in a few faculties (i.e. psychology, medicine)

## **Educational Guidance & Counselling (Area 1)**

### **Structural Trends**

In most HEI no official structure for this kind of counselling exists. This is particularly unfortunate when coupled with a rapidly increasing choice of options, more flexible programs, and inter-faculty multi-option modes of studying available for some students.

Neither does Strategy for Education 2007-2013 indicate any actions



HEI should undertake in this area despite stressing the importance of life-long learning and promoting the process of teaching and learning focused on skills and qualifications development.

As for the secondary-tertiary education transition some guidance should be provided by regional Pedagogical and Psychological Centres for schools as well by schools themselves (it is obligatory for schools to have one person employed in “School Career Centre” to give career guidance – usually these are teachers doing extra hours for extra salary). However, there is presently no system of cooperation between these centres and HEIs.

As there is competition between HEIs for candidates, the information provided by these institutions about future opportunities tends to be purely promotion and concerned with increasing the recruitment and focused on the presentation more than the needs of the student.

### **Roles/Qualifications**

Administration units and Personal Tutors are appointed by university staff in the questionnaire as those responsible for educational guidance. However, one tutor has dozens students to supervise so the role is rather symbolic. The system of Tutors works better in exclusive non-public schools (lower number of students per one tutor).

In some HEI also The Department for Teaching and the Dean for Student Affairs are indicated as the potential source of help in this area – however, the counselling activity depends more on personal attitude and good will of the staff, not on the officially defined duty. Knowing the bureaucracy demands and lack of resources at polish HEI it is very doubtful they can offer such service to the extent which could be sufficient.

In practice these are Career Services staff together with the staff of international Offices staff do the job being familiar with the guidance and counselling methods.

## **Tasks and Means/Instruments**

### **Career Services:**

- Providing information (access to databases, announcements on libraries with educational opportunities, leaflets)
- short-term individual counselling ( mostly focused on job-related clues for the choice of further education) with quick-query often included
- short term-group counselling (workshops on self-development, self-management and career planning partly cover the issue of further educational choices)
- teaching (some CS run courses within the curriculum on career planning i.e. [www.pk.edu.pl/kariery](http://www.pk.edu.pl/kariery) or <http://home.agh.edu.pl/~ckagh/>);
- referral of students to international offices and advice on studying abroad

### **International Offices:**

- providing information and administrative support related to educational exchange programs
- occasional individual counselling – mostly depending on time resources and “good will” of the staff
- these services are sometimes more effective at “exclusive” non-public schools i.e. <http://wse.krakow.pl/strona.aspx?id=38,10>

## **Summary**

This is definitely the least developed area of student support in HE in Poland being dispersed among many administrative bodies with unclarified tasks. There is presently no strategy for development on a national level. However, given the rapidly growing number of students and available opportunities, there seems to be an underestimation of the importance of providing this kind of service both by the government and HEI authorities.

## Disability & Special Needs (Area 2)

### Structural trends

In 2003 Poland joined the European Program of Actions for Alleviating Discrimination 2001 -2006 and the Disability Discrimination Act of 1995. Its main goals are “removing technical and legal obstacles for the participation of disabled in the information society and ensuring they will have full access to the potential offered by it”.

However, the percentage of disabled people (over the age of 15) with higher education titles in 2002 was still only 4%.

The only existing legislation which really works, despite its dependence on financial resources, involves architectonic solutions for disabled. There are no other official requirements concerning the adjustment of HEI services and organisation to the special needs of the disabled.

Disability includes physical or mobility, hearing and visual impairment as well as mental illness if clinically recognised, dyslexia and progressive conditions not being regarded as disability.

Most HEI have only one member of staff with a responsibility for developing policy and provision in the area of equal opportunities – the position is called Rector’s Plenipotentiary for Disabled (reporting to the Rector directly). The list of names and contact details around the country at: <http://www.niepelnosprawni.info/ledge/x/14846> Only four universities have Disability Support Services, all four are public, mostly “old” universities:

1. Jagiellonian University: <http://www.uj.edu.pl/dispatch.jsp?item=studia/niepelnosprawni.jsp&lang=en>
2. Warsaw University: <http://www.uw.edu.pl/en.php/admiss/disabl.html>
3. Akademia Podlaska: <http://ckiron.ap.siedlce.pl/> (website in polish only)
4. Catholic University in Lublin – KUL

A set of standards has been designed for complex education accessibility for disabled, worked out by the association Partnership named „Universities for Everybody”. The association together with other institutions concerned with the disability issues lobbies for a clear anti-discriminative legislation. <http://www.uniwersytetydlawszystkich.pl/>

On the initiative of Jagiellonian University Rector Magnificus Professor Franciszek Ziejka, who is the Presidium Chairman of the KRASP (Conference of Polish Schools Academic Rectors), the Resolution of KRASP nr 40 regarding accessibility to higher education studies for people with disabilities was accepted. It is the first resolution in the history of KRASP which concerns disabled students and is a key issue in the discussion about increasing the accessibility of higher level education for this group of people, especially those with considerable disabilities. Rector’s Representatives of Jagiellonian University and University of Warsaw took part in the development of this document.

## **Roles and tasks**

Rector’s Plenipotentiary for Disabled:

- increases the awareness of the issue at university, sets an internal system of standards and criteria for his institutions concerning special educational needs;
- other tasks from “New Skills for New Futures”:
- information via publications
- advocacy.

The Disabled Support Services:

- increasing awareness, publications, information and training on the usage of technical support available preparing entrance examinations for disabled,
- information giving,
- educational mostly individual short-term counselling
- referral
- advocacy
- some DSS - like this one at UJ – close cooperation with Career Services.

Example: “Jagiellonian University the Disabled Support Service:

- organises entrance exams for university candidates in so-called alternative forms i.e. adapted to the type and degree of disability,
- organises the technological base for people with disabilities, advises in the sphere of Assistive Technologies which support the didactic process of disabled students,
- organises meetings which help to explain the nature of disability and how it should be compensated in the context of access to education
- organises a system of assistants for students with mobility disabilities,
- cooperates with similar units at other colleges in Cracow and all over Poland, with local authorities and Government in the sphere of education of people with disabilities,
- cooperates with the university Career Service and with other units of this type at other universities
- cooperates with the European Universities
- co-creates European projects which support people with disabilities during studies and in the access to labour market, e.g. Leonardo da Vinci projects ”SUN” or ”IDOL”: <http://www.idol-project.org/konferencja/>”

## **Qualifications**

No special requirements for Disabled Support Services staff although all have higher degrees, should have a good knowledge of the law and a deep knowledge, preferably experience, in working with disability issues. Staff should also be skilled in administrative work. Those responsible for counselling should have high interpersonal skills.

One member of the staff is also a disabled person – i.e. Ireneusz Białek UJ.

## **Summary**

Some (but still insufficient) developments have been made to develop and improve the provision of the services but the process of changing

institutional cultures is long and difficult especially when faced with financial constraints. There is a dramatic need for legislation “incentives” (like fines for those not keeping to the standards) but this requires first establishing basic universal standards concerning the complex support (with counselling services included). Some HEI respond “we do not have disabled students so we do not desperately need such services”. Let this be a sad “motto” for the whole sector.

## **Psychological Counselling (Area 3)**

### **Structural trends**

Psychological counselling has been regarded as a sort of medical service and the shares at location with these services.

In big cities with many universities there are special Medical Centres for Students and HEI Staff including Mental Health Service Unit with psychiatrists and psychotherapists where students from all universities in the town can be served free of charge. There is not much cooperation between them and HEI. Sometimes some Career Services employees – usually holding a psychological degree – rely on their personal links with Mental Health Unit employees and contact them when referring a client in need professional psychotherapeutic intervention.

There are a few universities where academics from the Faculty of Psychology run a special Unit or Centre devoted to professional training and scientific research into counselling and psychotherapy which is based on the practice and cases of clients. These centers are open to the general public, not only students, but the selection of clients is up to the staff and depends on the research and training goals. Example: Academic Centre of Psychotherapy at Warsaw University [www.uw.edu.pl/pl.php/kwart/kwart\\_0503/psych.html](http://www.uw.edu.pl/pl.php/kwart/kwart_0503/psych.html).

Equivalent services at non-public schools do not exist; some non-public schools buy services for their students at private psychological service centres, however, this is rare. Usually students attending non-public HEIs use public Medical Centres to get the psychological support.

At some HEI there are separate departments/ services of Rectors

Plenipotentiary for Prevention of Addictive Drug Usage. These services were indicated by staff as those responsible for psychological care, but in fact they have an administrative and managerial function only.

Mental Health Counselling Units within Medical Centres for HEI are funded by the Ministry of Health. All medical services in Poland are extremely underfunded.

Academic Centres for Psychotherapy are funded by the University and regional governmental administration.

The psychotherapeutic help offered by public institutions is scarce when compared to the number of clients and their needs. This refers to all types of psychotherapy for all groups, not only students. Therefore, those who can afford it, usually, choose private, paid and relatively expensive services.

### **Roles/Qualifications**

The standard qualification required to offer psychological services, regardless of the institution or type of clients, is determined by the legislation on the profession of the psychologist (a document founded in January 2006 which was very criticized due to some serious mistakes. The document will probably be revised soon) or old legislation concerning the medical profession (for psychiatrists). However, for years there has been a widely known and accepted “Ethical Code for the Psychologist” worked out by PTP (Polish Psychological Association) and an informal set of standards on which the training and program of professional certification run by PTP has been based. According to these requirements for the certificate a counsellor should be a graduate (usually in clinical psychology or psychiatry or related discipline). It is required that they have specialist training in counselling and/or psychotherapy and substantial post-qualification experience.

Some counsellors at Mental Health Counselling Services at the HEI Medical Centres are chartered by PTP or Polish Association of Psychiatrists. They should all be under supervision. However, this is not a specific requirement for HEI counsellors. The requirements are based on the internal decisions of the management and there are no structural standards for HEI counsellors currently in place. As a result, they are

usually treated like psychiatrists or therapists in any other public medical centre.

Such Mental Health Counselling Services usually employ therapists and psychiatrists, group therapist, most have a secretary (who is often also a nurse), in some cases there are voluntary psychology graduates or students doing their internships and working as co-therapists under the supervision of experienced employees etc.

### **Tasks**

- Issues range from classical separation/attachment difficulties associated with adolescent development through to problems seriously disturbed students who may require psychiatric intervention.
- The provision of a wide range of sessions from brief drop-in to short/ medium/long-term therapeutic and psychiatric support
- Individual and group psychotherapy is offered in different fields (psychodynamics, cognitive-behavioural, family therapy).
- There is one Academic Counselling Centre which offers on-line counselling: [www.acpp.ukw.edu.pl](http://www.acpp.ukw.edu.pl).

### **Summary**

Except for a few institutions which usually combine their services with research and training goals, psychological support for students is not regarded as HEI responsibility. Some links between HEI and Counselling Services are established on the initiative of Career Services staff and some academics. No structural solutions have been planned. The provision of public services in this area is very insufficient.

## **Career Guidance & Employment Counselling (Area 4)**

### **Structural trends**

At about 140 public and private HEI there are Career Services operating.

The first Career Service was founded in 1998 in Torun at Mikolaj



Copernicus University and later at eight large Polish universities and technical universities. Soon after the Polish Network of Career Services (OSBK) had been founded although this body has no legal identity but just partnership and lasting cooperation (each year a conference of OSBK in Krakow). The website of OSBK: [www.biura-karier.net](http://www.biura-karier.net)

After 2003, thanks to the special grants from the Ministry of Labour and Social Issues for the development of CSs at HEIs, there was a rapid growth in the number of CSs and also in non-public HEI which mostly employed only one person, and sometimes combined with promotion office or international office. The subsequent grants were devoted to developing new instruments and the professional training of career counsellors.

According to Bologna priorities and the Polish Strategy for Education 2007-2013 the development of career guidance is strongly promoted. However, there is no legal requirement nor standards for this. The only legal standard has been worked out by the OSBK and certifies (recommends) the CSs which satisfy the basic structural criteria (having a separate independent room, at least one full time permanent employee, internet access, any career guidance offered). However, recently (since March 2006) a project has been realised which aimed to work out the standards for certification and professional development of CS combined with program for training CS employees in Poland (funded from EFS). The website of the project (in Polish): [www.biura-karier.net/efs](http://www.biura-karier.net/efs)

Most CS employ 2-4 employees, a few are hiring more than ten people, most non-public employ only one person.

### **Roles/Qualifications**

- The Role of staff within services vary, e.g. service managers, careers advisers/ counsellors, employer liaison officers, most CS have neither secretaries nor reception desk staff.
- There are no legal requirements for staff to be qualified, most training is offered by CS at CUT [www.pk.edu.pl/kariery](http://www.pk.edu.pl/kariery) and within the project mentioned above [www.biura-karier.net/efs](http://www.biura-karier.net/efs)

- It often happens that psychologists, sociologists or marketing and economy specialists work there who are sometimes former academics. It is common that they possess a higher education degree. FE CS are run by student organisations.

## **Tasks**

### **Most services provide**

- information on career options and local labour market, further study
- database with vacancies for part-time, permanent posts, internships
- organisation of job fairs, company presentations, internships programs
- group counselling, trainings and workshops on career management and skills development courses, presentation skills, job-search strategies, psycho-metric testing etc.
- individual counselling with special stress on helping to prepare application documents
- some CS publish their training materials or career guides
- on the basis of the personal links worked out with other specialists CS staff provide referral (especially to Mental Health Counselling Units and International Offices)
- in public HEI, the Consent of HEI authorities along with regional authorities and employers decide on the curricula with the relation to local labour market needs. Within National Strategy for Education 2007-2013 further “autonomisation” in this area is planned. A few universities have such a consent – i.e. the Academy of Mining and Metallurgy where the Head of Career Services participates [www.agh.edu.pl](http://www.agh.edu.pl), and also the consent recently developed at CUT [www.pk.edu.pl/kariery](http://www.pk.edu.pl/kariery); contact person: [domanska@pk.edu.pl](mailto:domanska@pk.edu.pl)

## **Means/Instruments**

- Most services are provided through a range of media – 1:1, group work, assessed course modules, website resources, collaboration with academic colleagues etc.

- CS are funded by the relevant HEI and supported with grants from Ministry of Labour as well as from many European frameworks like LdV, ESF.

## Summary

- HE Career Services in Poland are well established, much better than other guidance or counselling services
- They have clear structure and a relatively stable position within HEI structures
- The OSBK is an proof of the successful professional cooperation despite formal and financial obstacles
- Considerable diversity in provision depending on location, size and type of university and budgets available
- Programs on developing the quality of service standards and evaluating the presence and effectiveness of CSs and of the overall quality of educational services offered by HEI should be promoted

## General summary and conclusions

We can conclude that conditions and state of different types of guidance at Polish HEIs is currently very uneven. On average, the best developed structures are definitely the career services, although the sources, range of tasks realised and type of help offered as well as number of employees make the standards in this area vary from small offices to well established institutions. Thus, there is still the need for official detailed standards and an initial public discussion on the precise definition of CSs' role. As for the psychological and psychotherapeutic help the most important fact is the serious lack of funds and sources compared to the needs of the students, and the fact that they are more related to medical centres than to universities. Services for special needs students exist at only four universities, whereas on some others, but this is not the general standard as there is only one person filling the role of Rectors Plenipotentiary, and this person is more concerned with the general policy of the university in this area than with specific cases. So, the importance of such services seems to be under-

estimated. Fortunately, several bodies are lobbying for the changes to be made to the legislation and this seems to be successful. The role of educational guidance is dispersed among academics, career services and other agents and the need for separate institutional bodies in this area is not even recognised.

## **Related websites**

Ministry of Education: [www.men.gov.pl/](http://www.men.gov.pl/)

Ministry of Science and Informatization [www.mnii.gov.pl](http://www.mnii.gov.pl)

Ministry Labour and Social Issues: [www.mpips.gov.pl/](http://www.mpips.gov.pl/)

Polish Psychological Association: [www.ptp.org.pl](http://www.ptp.org.pl)

## **Appendix 1**

Finally we thank all our colleagues who have taken part in the survey and filled out questionnaires working in Career Services.

1. Uniwersytet Warszawski <http://www.biurokarier.uw.edu.pl>
2. Uniwersytet Zielonogórski <http://www.bk.uz.zgora.pl/>
3. Uniwersytet Gdański <http://biurokarier.univ.gda.pl/>
4. UMCS Lublin <http://www.kariera.umcs.lublin.pl>
5. UMK Toruń <http://www.biurokarier.uni.torun.pl/>
6. Politechnika Lubelska [www.biurokarier.pollub.pl/](http://www.biurokarier.pollub.pl/)
7. Politechnika Łódzka <http://biurokarier.p.lodz.pl/>
8. Politechnika Warszawska <http://bk.pw.edu.pl/>
9. Politechnika Koszalińska <http://www.kariera.koszalin.pl/>
10. Politechnika Szczecińska <http://biurokarier.ps.pl/>
11. Politechnika Świętokrzyska <http://www.tu.kielce.pl/biurokarier/>
12. Politechnika Gdańska <http://biuro.karier.pg.gda.pl/>
13. SGGW Warszawa <http://agrokadra.sggw.waw.pl>
14. AR Kraków <http://www.ar.krakow.pl/bpz/>
15. AR Lublin [http://www.ar.lublin.pl/miedzywydzialowe/biuro\\_karier.html](http://www.ar.lublin.pl/miedzywydzialowe/biuro_karier.html)
16. AR Poznań <http://www.au.poznan.pl/biurokarier/>
17. AWF Warszawa <http://www.bkarier.samorzadawf.waw.pl/>

18. AP Kraków <http://bks.ap.krakow.pl/>
19. PAP Słupsk <http://www.pap.edu.pl/biurokarier/index.htm>
20. CM UMK <http://www.cm.umk.pl/>
21. AM Warszawa <http://www.amwaw.edu.pl/~hreband/biurokarier/>
22. PWSZ Konin <http://www.bpza.pwsz.konin.edu.pl/>
23. PWSZ Włocławek <http://www.pwsz.wloclawek.pl/>
24. UJ <http://www.uj.edu.pl/biurokarier/>
25. Wydział Chemii UJ <http://www.chemia.uj.edu.pl/bk/html/index.html>
26. WSHE Włocławek [www.biurokarier.wshe.pl](http://www.biurokarier.wshe.pl)
27. GWSH Gdańsk <http://www.gwsh.gda.pl/>
28. WSFIZ Siedlce [http://www.wsfiz.siedlce.pl/index.php?option=com\\_content&task=view&id=53&Itemid=235](http://www.wsfiz.siedlce.pl/index.php?option=com_content&task=view&id=53&Itemid=235)
29. WSIZ Rzeszów <http://www.wsiz.rzeszow.pl/bk/>
30. SW im. Włodkowica Płock <http://www.wlodkowic.pl/>
31. WSAP Szczecin <http://www.wsap.szczecin.pl/kariera/>
32. WSZINS Tychy [www.wszins.tychy.pl](http://www.wszins.tychy.pl)

# National Report for Portugal

**Author:** Isabel Cristina Gonçalves,  
FEDORA National Coordinator Portugal  
Núcleo de Aconselhamento Médico e Psicológico  
do Instituto Superior Técnico

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## Short Outline of the Higher Education Area

See: [www.dges.mcies.pt](http://www.dges.mcies.pt), [www.mctes.pt](http://www.mctes.pt), [www.cnaves.pt](http://www.cnaves.pt)

See: “NEW SKILLS FOR NEW FUTURES” Portuguese report

- ***The higher education in Portugal is under the responsibility of:***  
Ministry of Science, Technology and Higher Education

Higher education in Portugal includes private and co-operatively run, as well as public university and polytechnic institutions. The role of private higher education is not different from that of public education, but is of growing importance as demand for higher education is increasing rapidly.

The system is largely decentralised. The public universities are self-governing and operate autonomously, awarding their own degrees and diplomas. However, the polytechnics must submit their curricula proposals to the Minister of Education, who is responsible for the approval of their courses and study plans. The two systems are linked and it is always possible to transfer from one to the other.

### **The university sector**

These programmes are essentially theoretical and academic, providing the analytical skills and understanding which constitute a scientific and cultural foundation for those who will undertake further fundamental or applied research or go on to professional roles elsewhere. They are provided by universities, which are organised into schools (Escolas), institutes (Institutos), faculties (Faculdades) or other units.

## **The non-university sector**

Polytechnic higher education (Ensino Politécnico) is designed to provide a high level of theoretical knowledge and practical skill to be applied in a variety of professional fields. It is offered at schools (Escolas) and polytechnic institutions (Institutos Politécnicos). Polytechnic institutions award the degree of “Bacharel”, a “Diploma de Estudos Superiores Especializados” (DESE) and also, in many cases, the “Licenciatura”.

The degree of Bacharel is a final qualification and the courses leading to it have an average length of three years. It qualifies its holder to proceed to study for university Licenciatura courses and for courses leading to the DESE.

The DESE courses last 18 months to two years, and are open to those who hold the Bacharel, as well as to holders of a “Licenciado” qualification.

The DESE is awarded to those who have successfully completed their studies in specialised fields of professional activity, and constitutes a qualification equivalent to a licenciatura, entitling its holder to attend mestrado courses and be admitted to the Doctoral examination.

The schools for fine arts are integrated within the Polytechnic Institutions. However, they are organised differently and award different degrees. Courses are organised in two cycles: the basic cycle, lasting three years, leading to the diploma do “Ciclo Básico”; and the specialised cycle, lasting a further two years, leading to the diploma do “Ciclo Especial”. The diploma do “Ciclo Básico” is equivalent to the degree of “Bacharel”. The diploma do “Ciclo Especial” is equivalent to a “Licenciado” degree.

## **Postgraduate education**

Holders of academic degrees from both the universities (“Licenciado”) and the polytechnics (“Diploma de Estudos Superiores Especializados”) may apply for admission to a “Mestrado” course (Master’s) or a “Doutoramento” (Doctorate) on equal terms.

### **Mestrado (Master's) academic programmes**

The degree of mestre, only offered by universities, indicates an advanced level in a specific scientific field and the capacity for conducting practical research. The postgraduate courses leading to the award of this degree usually last for one to two years. A dissertation must be submitted and defended within two years after completion of the academic course.

A pass in the postgraduate course leading to the degree of mestre gives exemption from all examinations, except that of the presentation and defence of the Doctoral dissertation for the degree of doutor in the same specialisation.

### **Doutoramento (Doctorate) academic programmes**

This degree is conferred only by the Universities. The degree of Doutor indicates a high level of academic achievement and the capacity to undertake scientific research in a given branch of knowledge. It is conferred following the writing and defence of a thesis that constitutes an original contribution to research in a given field of knowledge. This has to be done once the student has taken and passed additional examinations. In the majority of Portuguese universities, there are no specialised courses leading to a Doctoral degree. Unless he/she is given a specific three-year grant from the Foundation for Science and Technology, no period is laid down by law during which the candidate must prepare for Doctoral examinations, but the preparatory work usually takes between five and six years in the humanities and from three to four years in technology and the exact sciences.

- **Universities**
  - *16 Universities and 26 Polytechnic Higher Education Schools (public, state-owned) and a Catholic University*
    - o *total number of students studying in the first year, first time(2006/07): 117 292*
      - 82720 female
      - 34 572 male
- <http://oces.mctes.pt>



- **Implementing the “Bologna Process” in the country**

Higher Education is organized in three cycles of education (conducting to Licenciante, Master’s and Doctorate degree). Each cycle is structured in accordance with European ECT’s system.

For the next academic year (2006/07) many of the curricula will be according to the two-tier study system.

## **Educational Guidance & Counselling**

### **Structural trends**

- Recapitulating description**
  - Psychological Student Counselling Centres
- Involved in:** their own area
- Funding/administrative control:** Ministry of Science, Technology and Higher Education, either directly at the Higher Education Institutions or through the Social Support Services at the Ministry of Science, Technology and Higher Education
- Location:** In some Higher Education Institutions, either Public, Private or Catholic
- Target group:** Higher Education Students
- Website(s)**
  - <http://resapes.fct.unl.pt>
- Number of employees:** 20 aprox.
- Mission statement existing:** No
- Publications:** Some members of these services publish regularly articles and books on themes of that area

## **Roles and qualification**

**Roles:** Counselling Psychologists, Career Counselling Psychologists (mainly), some Higher Education Teachers;

**Competencies and qualification:** additional qualifications (Psychotherapy and/or Counselling training)

**Tasks:** information guidance and counselling in HE institutions; counselling and psychotherapy; study skills training; entrants tutorials

## **Means, instruments**

- information (in the class, web, leaflets); counselling (individual, groups);  
Disability & Special Needs

## **Structural trends**

- **Recapitulating description**
- 10 Higher Education institutions provide support for students with disability and special needs – technical aids, accessibility and bibliographical material – open library; these support structures are not related with the Counselling and Guidance Services, except for one case.
- **Involved in:** their own area
- **Funding/administrative control:** occasional funding through the Ministry of Science, Technology and Higher Education
- **Target group:** The primary target groups include: “blind and partially sighted students”, “print disabled students” and, generally, “students with disabilities”.

Roles and qualification:

Most of the staff work in areas directly related to their studies (informatics, mathematics, sociology & social sciences...), or has a degree in psychology or social service

### **Tasks**

Staff at these services deal with all aspects of disability, accessibility and information / communication technologies (ICT).

### **Means**

- Counselling before (counselling on abilities, skills & competencies – with or/and without parents), during students' time at university.
- Help with administrative tasks (timetable, inscription, enrolment, contacts with teaching and administrative staff).

## **Psychological Student Counselling**

See: <http://resapes.fct.unl.pt>

### **Structural trends**

- Recapitulating description**
- Psychological student counselling in Portugal is mainly done by the 40 **Psychological Student Counselling Centres**, placed at some Higher Education Institutions and dependent on the Ministry of Science, Technology and Higher Education.
- Funding/administrative control:** Ministry of Science, Technology and Higher Education
- Location:** in 40 Higher Education Institutions including the main Portuguese cities: Lisboa, Porto, Braga (Minho), Coimbra and Aveiro
- Target group:** higher education students
- Number of employees**
- Total: aprox. 40 - 50 (about 10-15 fulltime positions for psychologists)
- medium size of staff: 3

- **Mission statement existing:** no
- **Publications:** Members of these services publish regularly articles and books about themes of their work.

### **Roles and qualification**

- **Roles:** no changes since “new skills for new futures”; All of the psychological student counselors are psychologists: most of them clinical psychologists and/or psychotherapists.
- **Competencies and qualification:** no essential changes since “new skills for new futures”; Psychological degree (5 years, fulltime), clinical psychological qualification (2 years, part time, average); initial training in student guidance and counselling (28 weeks part time +final report, usually a “case study”)

### **Tasks**

***The main task*** is to support students and their work by psychological means. Psychological treatment and psychotherapy are offered frequently since psychological treatment and psychotherapy are not easy for students to find outside of the university.

### **Means, instruments**

No essential changes since “new skills for new futures” (see Austrian report, pages 29,30)

***Listing:*** Psychological counselling, psychotherapeutic treatment and support, clinical psychological treatment (individuals, groups) psychological tests, personal development training, trainings to improve learning and social skills, coaching.

# Career Guidance & Employment

## Structural trends

- **Recapitulating description**
- Some HE institutions have career centres, but they're not usually run by counselling psychologists, sometimes they're run by students – they're called UNIVA – Insertion in Active Life Units.
- **Funding/administrative control:** Universities, Alumni Clubs, Private Sponsoring
- **Target group:** students, graduates

## Roles and qualification

In their majority, staff members of career planning centres are university graduates who have completed further training programmes geared towards counselling work, in particular in communicative and methodological fields.

## Means, instruments

**Some examples:** counselling of individuals on the topics of job interviews and applications; the drafting of a curriculum vitae and personal career planning; information on further training options and career fairs + company presentations.

## Summary

*What has proved of value:*

- The RESAPES-AP, a network of technicians who work in the counselling and psychotherapy area in Higher education, who have proposed to the Ministry of Science, Technology and Higher Education full reports about the reality of the Counselling Services in Portugal, and a set of common “Guidelines” for the way these services should operate.
- RESAPES-AP allows for cooperation under a common roof, and provides support to associates, especially those who are new to the profession.

*What has proved a failure:*

- The counselling services not being a priority for the Ministry of Science, Technology and Higher Education;
- The counselling services not being supported by legislation
- Too direct dependency of universities
- Low funding by the Ministry of Science, Technology and Higher Education

*Conclusion:*

Since the last study (NEW SKILLS...) the needs for guidance and counseling in higher education seem to have increased, and in spite of a bigger offer (mainly in the AREA IV), they seem never to be enough, having to fight with “waiting lists”. In times of limited resources it is impossible to respond to all demands, but at least there should exist one service for each university. The main objective should be to improve the efficiency of the existing services as well as the networking (national/international). FEDORA could play an important role in both counts.

# National Report for Slovenia

**Author:** Majda Širok,

Director CMEPIUS/ NA Socrates and Leonardo da Vinci

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## Short outline of the higher education area in Slovenia

Higher education is under responsibility of: Ministry of Higher Education, Science and Technology

Universities: detailed information can be found at:

[www.mvzt.gov.si/dejavnost visokega šolstva](http://www.mvzt.gov.si/dejavnost_visokega_šolstva) (in Slovene language)

Short description of the system and important statistical data in English language can be found at: [www.mvzt.gov.si](http://www.mvzt.gov.si) - English

Other institutions in that area: information can be found at:

[http://www.mvzt.gov.si/dejavnost visokega šolstva](http://www.mvzt.gov.si/dejavnost_visokega_šolstva) (in Slovene language)

How the “Bologna Process” is being implemented in the country:

Information and report can be found at: [www.mvzt.gov.si/bolonjski proces](http://www.mvzt.gov.si/bolonjski_proces)

## Services in the area of student guidance

In Slovenia there is currently no special scheme for student guidance and counselling within the institutions of higher education. We do have a national scheme but it functions within the National Employment Office, the so-called NCIPS (National Career Guidance and Counselling Centres) which are regionally located. Services are available for all young future employees and advice is given or for further education or job/employment.

Nevertheless at some universities they are seriously considering introducing this activity (and service) as a part of quality assurance strategic plans.

## **Vocational guidance and scholarships and CVIG**

The basic responsibility for educational guidance and counselling is shared between educational institutions (predominantly educational counselling for further education) and Employment Service of Slovenia (ESS) for vocational guidance. ESS vocational orientation has recently experienced some changes. The year 1999 was a turning point for the area of vocational orientation for schoolchildren. Further information can be found at: [www.ess.gov.si](http://www.ess.gov.si).

Within the ESS in 1998, the **Centre for Vocational Guidance and Information (CVIG)** – [www.ess.gov.si/eng/Nrcvlg](http://www.ess.gov.si/eng/Nrcvlg) was founded. One of its tasks is to provide the necessary information for planning educational and career paths for young people who are making decisions about their study paths and professions. At the moment there are more than 160 descriptions of professions available. In the CVIG library there is also information about courses and training at all levels, as well as information on financial assistance for education available in the EU and other countries, as well as other tools and instructions on how to seek employment.

In the higher education area, educational guidance and counselling traditionally exist in informal ways at the departmental/institutional level and are organised as a part of tutorship/mentorship and student organisation activity. A more systemic approach at an institutional level as a part of an experiment with the university mission/charter is under development this year in the University of Ljubljana ([www.uni-lj.si](http://www.uni-lj.si)).



# National Report for the Slovak Republic

**Authors:** PhDr. Mária Zvariková,  
Akademické poradenské a informačné centrum,  
Technická univerzita v Košiciach,

PhDr. Tatiana Soroková,  
PhD, Ekonomická fakulta TU

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## Short outline of the higher education area

### Higher education under responsibility of ...

Martin Fronc, Minister of Education of the Slovak Republic  
<http://www.minedu.sk/DIEN/en.htm>

### Universities

[http://www.uips.sk/vs/files/Higher\\_Education.pdf](http://www.uips.sk/vs/files/Higher_Education.pdf)

There are 21 higher education institutions in the SR which are structured according to fields of study; scientific-humanitarian, technical, agricultural, economic and artistic. The total number includes two military academies and one police academy. At present about 83 thousand full-time students, 18 thousand part-time students and 2 thousand foreign students study at higher education institutions.

### Other institutions in that area

All higher education institutions are university-type and operate at the national level. There are no higher educational institutions of non-university type in the SR though the development of this sector has not yet finished and post-secondary professional higher education is being experimentally developed.

## **Implementing the “Bologna Process” in the country**

[http://www.srk.sk/index.php?menuclick=G-Bolonsky\\_proces4](http://www.srk.sk/index.php?menuclick=G-Bolonsky_proces4),  
[http://www3.srk.sk/?language\\_set=SK](http://www3.srk.sk/?language_set=SK)

2005: Národná správa pre summit v Bergene (angl. jazyk, pdf. verzia)

2003: Národná správa pre summit v Berlíne (angl. jazyk, pdf. verzia)

## **Services in the area of student guidance**

**Area 1: Educational Guidance & Counselling**

**Area 2: Disability & Special Needs (Appendix 1)**

**Area 3: Psychological Student Counselling**

**Area 4: Career Guidance & Employment**

## **Structural trends**

### **General overview**

1. in the post-November period, i.e. after the “Velvet revolution” in 1989, on the initiative of some academic staff members, especially psychologists, teachers or departments of psychology and/or pedagogics several new counselling and advice centres were established or started to provide counselling services for undergraduate students as a demonstration of the democratisation and humanisation process. Further establishment of counselling centres occurred in connection with the tasks of higher education institutions in the field of drug prevention, later to provide help and support for disabled people and nowadays to take care of further education. A radical change was brought about by Act No 131/2002 Coll. on Higher Education Institutions as amended, which reads that “each higher education institution provides applicants for study, students and other persons with information and counselling services related to study and employment opportunities for graduates from study programmes”,
2. there is no central registry of counselling centres at higher educational institutions, according to the information available, i.e.

only the following workplaces at higher educational institutions/ universities are likely to provide counselling services for students:

- Psychological counselling centre, Comenius University in Bratislava, has been providing its services for more 30 years,
- Department of psychology and patopsychology of the Pedagogical faculty of Comenius University in Bratislava – “selected members of the department provide psychological and counselling services for faculty students”,
- Psychological counselling centre for undergraduate students, Bratislava,
- Anti-drug and counselling services at the Department of pedagogics, University of Economics in Bratislava – “provides professional counselling and information services for students and employees of all UE faculties in the field of prevention of drug addiction and psychological counselling”,
- Socio-psychological counselling centres for undergraduate students at the Department of school psychology and the Department of psychology of the Pedagogical faculty of Constantine the Philosopher University in Nitra <http://www.pf.ukf.sk/kps/>
- Student services center within the University in Presov was established in the framework of the Leonardo da Vinci project “Development of career guidance for young people” <http://ssc.unipo.sk>
- Academic counselling and information centre (counselling) – APIC [www.tuke.sk/apic](http://www.tuke.sk/apic) (established in the framework of the ESF projects “Career guidance at the Technical University of Kosice”) and Student information and counselling centre (guidance) - ŠPIC [www.tuke.sk/spic](http://www.tuke.sk/spic), the Technical University of Kosice (TUKE)

3. Counselling for undergraduate students in Slovakia is also provided by the church, especially in University pastoral centres. Information service centres for young people which function as civil associations [www.icm.sk](http://www.icm.sk) in 15 towns in Slovakia are focused on young people up to the age of 30. In the centres and on their web sites they also provide information and counselling services.

### **Involvement in**

Not found

### **Funding/administrative control**

Not found – ?Universities

### **Location**

universities: facilities assigned in the premises of a higher education institution /university or just in the work-rooms of academic teachers/ counsellors

### **Target group**

Students of higher education institutions (and applicants for study), in some cases higher education institution staff/academic teachers or parents, general public

### **Website(s)**

□ S.Grajčár - Beratung in SK

### **Number of employees**

#### ***Total***

not found - ?10 psychological student counsellors (TUKE/APIC workplace during the course of the project: 1 counselling psychologist and part time expert co-workers according to the needs and funding sources of the project, plus other full and part time project tasks developers – group, collective counselling, analysis of graduate employment)

#### ***average number of staff members***

not found (TUKE/APIC 1+1 – part time)

### **Mission statements existing**

Not found, only web site of CPU Nitra: Statutes of the Psychological-counselling center (TUKE/APIC: is preparing a model of the statutes)

### **Linked with**

(TUKE/APIC: counsellors in the CZ, HU, in Slovakia: NRCCG:<http://www.saaic.sk/nrcg/>, PPP for SS in Kosice, Presov)

## Roles and qualification

### Roles

#### Skills and qualification

- The law only regulates the provision of psychological care for the general public,
- there is no possibility to study “counselling for undergraduates students/higher education counselling” and obtain formal education and specialisation as a “counsellor for undergraduates students/higher education counsellor” or a study counsellor, career counsellor, profession counsellor but only as a general psychologist or counselling psychologist (5 year Master study programme at faculties of Philosophy)

## Tasks

### General description

- **guidance** is usually provided to students and people interested in study by the faculty study departments, in respect to foreign students and our student mobility also/or by departments for international relations or information and guidance departments, all higher education institutions/universities have their web sites
- **counselling** is usually provided in relation to educational problems, intra- and interpersonal, career and profession-related (decision-making) problems, in some cases anti-drug counselling is also provided and some workplaces provide legal (especially socio-legal) counselling, financial (loans and accounts for students, etc) and pastoral counselling.

## Means, instruments

### Description

- **face to face counselling:** personal counselling (also psychological diagnostics), group counselling (self-knowledge and understanding of the world of work), training (strategies of decision-making and effective and ethical forms of behaviour) and col-

lective counselling (Career Days, Open Day Days, discussions, workshops etc.).

- **distance counselling** (e-mail, on-line, phone/SKYPE)

## **Summary**

### **What has proved of value/failure?**

The expert and methodical basis for the functioning of higher education counselling centres in the Slovak republic was established before 1989 by developing a bi-dromal concept of counselling (assoc. prof. Jozef Košč) procedures, methods and programmes of “optimalisation” of educational, professional, partnership, marital, social and personal development of undergraduate students. Thus, it is necessary to update the concept of higher education counselling and programmes and their targeted dissemination by a competent person/expert. Practical experience and these pre-conditions helped prepare the necessary experts for higher education counselling centres. The issue of material equipment and staff for counselling centres remains open until today.

### **Suggestions for the future**

- executive regulation by the Ministry of Education should be linked to respective provisions in the effective Act on Higher Education Institutions, it is necessary to define the status and competences of higher education counselling centres and the minimum compulsory standards for providing these services, minimum quality requirements (organisational, facility, material and technical as well as personal requirements, funding)
- information, research and scientific as well methodical requirements, supervision
- continual theoretical (expert, psychology as a basis) and practical (special development of socio-psychological qualification) training of counsellors specialised in higher education counselling including languages, IT and communication technology and knowledge in selected subjects such as sociology, law, economics, medi-

- cine, teaching, special teaching, etc. (disabled, minorities, intercultural differences, foreign partners, professional organisations)
- multidisciplinary and interdisciplinary collaboration, creation of an integrated counselling system, creation of platforms for regular expert discussions, making the most of the up date information available

## **Appendix 1**

### **Disability & Special Needs (Area 2)**

On the initiative of the Association of organisations of disabled people and with the support of the Ministry of Education of the SR support centres for equality of rights and opportunities were established on the academic grounds for students with disabilities within universities and higher education institutions.

#### **Structural trends**

Comenius University in Bratislava has a Support centre for students with eyesight problems working within the Faculty of Mathematics and Physical sciences. In Kosice a special pedagogical workplace was established called Assess centre as a result of a trilateral agreement signed with the University of Pavol Jozef Safarik and the University of Veterinary Medicine in Kosice. The main mission of these institutions is to carry out technical, counselling, methodical and training activities to support students with disabilities before and during their study at a higher education institutions and to provide information and counselling services for the general public and teachers in this field. The centres work with the support of grants from domestic and foreign sources, special purpose financial allocations from the Ministry of Health of the SR, Ministry of Labour, Social Work and Family of the SR, Ministry of Finances of the SR, Ministry of Education of the SR.

## **Roles and qualification**

An association of organisations of disabled people of the SR organises and provides a network of qualified counsellors to be in contact with disabled students. It organises meetings with faculty management, at all universities and higher education institutions where there are contact people with degrees in teaching or teaching and psychology who come into direct contact with students and teachers and help to solve technical, methodical-pedagogical and psychical problems.

## **Tasks**

The mission of the initiative for equality of rights and opportunities for disabled students is to provide them with the possibility of obtaining an education and to help them to overcome obstacles related to study at different types of schools. It monitors antidiscrimination laws and compares opportunities with the laws in other countries. By organising international conferences (2005 Slovakia), meetings and exchange study visits abroad (France, Germany) disabled students can take an active part in student life.

## **Means, instruments**

There are still significant problems and constraints relating to the above-analysed issue in Slovakia. Specialised workplaces established in collaboration with organisations of disabled people don't have sufficient funds for research and high quality marketing activities. As a result, old-fashioned technical means are still in use. In many places there is still no possibility for disabled access or modern technical equipment. Improvement to disabled access areas and centres at Slovak higher education institutions would significantly contribute to the realisation of the "National programme of development of the living conditions of disabled people". This is especially true for development of access in the field of education and fulfilling global tasks of the programmes of the European Union in the development of social inclusion in Slovakia and within the whole Union.



# National Report for Spain

**Author:** Paula Ferrer-Sama

Career Guidance Centre. National University for Distance Education

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## Short outline of the Higher Education Area

**The bodies and institutions with responsibilities over Higher Education are**

- The National Government, through the Ministry of Education and Science, being responsible for the coordination and questions relating the definition of the main framework for Higher Education.
- The Governments of the seventeen regions (Comunidades Autónomas), which have direct responsibility over the public Universities in their respective areas and provide the major part of their financing. They also have legal capacity to approve legislation and issue rules and regulations, according the national framework.
- Universities themselves, in accordance with the principle of autonomy.
- The Council for University Coordination (comprising the Rectors of all Universities, the high level officials responsible for Higher Education in each of the regional Governments and a number of individuals designated by the national Government and the national Parliament) is the supreme consultative and coordination body of the whole system and one in which representatives of all three institutional levels participate: The national State, the Regions and the Universities.

There are 74 universities in Spain. 50 are public and 24 private (including 2 open universities). Total number of students in the year 2004/2005 in higher education was 1.283.300. Around one million in public institutions and one hundred thousand in private institutions. The ratio is around 18.000 students per university. 22% of the students come

from other countries (almost 50% from European Countries), with the number of Erasmus students currently at 21.350. Around 25.000 Spanish students participate in exchange programs, most of them travelling to Portugal, Italy, France, UK, Germany, Netherlands and Finland.

Other institutions of Higher Education in Spain are the Vocational Training Institutes and University Schools. The latter provide higher professional training and the former special degrees certified by an associated university.

### **The implementation of the Bologna process in Spain has taken the following forms**

- The reinforcement of the European and international dimension of Spanish Universities is one of the main objectives of the Ministry of Education and Science.
- The legal framework for the implementation of the main instruments included in the statements and communiqués of the Ministers responsible for Higher Education in Bologna (1999), Prague (2001) and Berlin (2003) is now completed.
- Rules on the use of the European credit system (September 2003), the issuing by the Universities of the Diploma Supplement (2003) and the validation and assessment of study programmes and official degrees (2004), are already in force.
- After a very broad discussion that took place in the Council for Universities Coordination, in which a high level of consensus was reached, the Government has just approved (January 2005) by Royal Decree the two basic regulations for the establishment of a new structure of Higher Education programmes.

### **Quality assurance**

It is now obligatory for all Universities. The National Agency for the Quality Assessment and Accreditation (ANECA) is a public foundation established in 2002 whose mission is the coordination of quality assurance policies in Universities. Universities have to submit to ANECA all standards and indicators of quality for assessment and quality assurance purposes. These must be approved by the Ministry of Education

and Science on the basis of an ANECA proposal taking into account the opinion of the Council for Universities Coordination.

## **General overview of Guidance Services in HE**

The total number of guidance services in Higher Education in Spain is 85. The most common format remains a unique service for career and educational guidance services, with separate units for psychological counselling and special units for students with disabilities. However, all kinds of combinations are possible (see annexe 1).

### **Law regulations**

All universities have some sort of Guidance service. However, the only reference to guidance in universities in the current law (LOU, 2001, art. 62.2.a) is that “one of the students’ rights is guidance and information about the activities related with the university”. Thus, each university has developed their own career service independently and with their own resources, addressing the needs of their own students.

### **Quality assurance**

Career Guidance services are not entitled to accreditation so far by official bodies. Each university has their own quality assurance procedures, that are largely driven by the number of new graduates entering the labour market. ANECA is currently developing a national project that claims to develop a tool for exchange of information on quality indicators among the institution and the career services in the universities, and also to develop a set of standards of good practices for guidance. Spain also participates in an Leonardo project with the aim of developing an international accreditation system for guidance practitioners in Higher Education with the support of IAIEVG and the international standards developed by this association.

### **Human Resources**

The total number of employees in guidance services engaged in career, educational and psychological guidance tasks is 625.

- Roles: 104 managers of services, 190 counsellors, 193 information officers/administrative support, 122 new graduate counsellors. The rest do other tasks related to the service. Each university has an average of 7-8 people working in the guidance services. In most cases, directors of the services are also professors at the university. As for guidance practitioners, as many as 33% of services have no personnel with specific training in guidance and counselling. These are usually career services dedicated to placement, job matching or information.
- Gender: 70% women and 30% men. This is the case for positions such as guidance practitioners or information managers, but for the position of director the ratio is almost 50% male/female.
- Staff qualifications: almost 95% of service managers and career guidance practitioners hold master degrees in Psychology (19%), Business and Economics (17%), Teaching (16%), Law (8%) or Social Sciences (7%). 25% hold a PhD. Guidance practitioners hold a masters degrees in Psychology (35%), Teaching (28%), Law (8%) or Social Sciences (7%).

## **Educational Guidance & Counselling (Area 1)**

### **Structural trends**

32 universities provide educational and academic guidance for their students. (see annexe 1).

### **Funding and administrative control**

It usually depends on the Vice-rector at the university.

### **Services are located**

In one of the buildings at the university, usually the rectorate building or a building designated for general administrative support in the university. In other cases, services are located at the faculty of education. In some cases, career Counsellors support professors at different faculties who become tutors of the students.

### **The target group**

The career services are mostly shaped by the needs of prospective students (those who are seeking advice on different courses provided by the university), students and first year students (looking for information about the functioning of the university).

### **Staff, Roles and Qualifications**

(See Human Resources in Guidance Services)

### **Tasks**

- Information on training courses, scholarships, Erasmus, postgraduate studies, etc (55,2% of the services)
- Information on the functioning of the university (48%)
- Counselling on course selection (45%)
- Information sessions in secondary schools and high schools about the university (43,5%)
- Study skills (29%)

### **Means/ Instruments**

Online Information and brochures are provided by the Ministry of Education, and the Autonomous Authorities in higher education. Universities also use material developed by private companies (UNIVERSIA, Círculo de Progreso, Fundación Universidad Empresa,...) and develop their own material.

[www.universia.es](http://www.universia.es) or [www.infoformacion.com](http://www.infoformacion.com). Portal with information on training offers in Spain.

[www.mec.es](http://www.mec.es) Ministry of Education in Spain

## **Disability & Special Needs<sup>104</sup> (Area 2)**

### **Structural trends**

In Spain, 1 in every 26 disabled adults has a higher education degree (1/6 adults without disability); 26% of unemployed disabled people (17% unemployed non disabled). 3% of the available places for each degree must be reserved for disabled students.

Services, programs and units for students with disabilities at the universities began and were developed during the 90s. The statutes of Spanish universities require service to “facilitate access and development in the academic and work life of students with special needs (physical, psychological, or sensorial)“. However, in reality these services are uneven and unstable. Only 20 universities (out of 74) have services dedicated solely to assisting disabled people. 17 more include attention to this group in their social services department, voluntary work, students union offices, or solidarity area.

### **Main Law regulations for disabled students in Spain**

- Law 13/1982, April 7. on the Social Integration of Disabled People (LISMI) promotes guidance, access to vocational training and employment in an open labour market and special adaptation of working environments by offering economic benefits to the employers. Last amended on 2003 (31-12)
- 1992 Policy for the employment of people with disabilities. Promotes qualified vocational training and adaptation of new technologies
- (Disability and HE) 2003. Agreement between the Rector Conference and the Spanish Committee of People’s Representatives with disabilities for open access for disabled people to university, training of the staff in the universities, joint research and shared use of technology.

### **Funding and administrative control**

It usually depends on the Vice-rector of students at the university.

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104 With the assistance of ADU: Asesoramiento, Discapacidad y Universidad

### **Services are located**

In one of the buildings at the university, usually the Rectorate building or a building designated for general administrative support to the university.

### **Target group**

Students, professors and employers of the university with disabilities

### **Websites**

See annexe 1

### **Staff**

Psychologist, teachers, social workers, logo therapist, professors from different departments and technical staff without specific training.

### **Tasks**

Concerning the students:

In general, promoting inclusion, equal opportunities, adaptation and autonomy of students with disabilities. In particular: Adaptation or tests (text enlargement, Braille transcription, audiotape, adapted PCs) and texts (audio and Braille). Interpretation into sign languages for classes and exams (some universities). Provide Psychological assistance. Special examination facilities and Barrier free spaces (ramps, elevators), adapted furniture, transportation and technology. Adaptation of the curriculum. Grants for studies; career guidance and employment.

Guidance and Training of staff and assistant tutors. Research into the needs of students with disabilities. Guidance on teaching adaptations. Information on financial aids and grants. Promoting adapted modes of transportation (some universities).

### **Needs to be done**

Significant adaptation of the curriculum, establishment of agreements with private and public bodies, adaptation of material to general needs of different disabilities.

## **Means / Instruments**

Personal diagnosis and needs analysis through personal interviews.  
Some resources are:

- White paper on attention to people in situations of dependency (pdf document at [http://www.udc.es/cufie/uadi/doc/LibroBlancoDependencia\\_01.pdf](http://www.udc.es/cufie/uadi/doc/LibroBlancoDependencia_01.pdf)).
- White paper on sign language in the Spanish educational system (2004) (pdf document at <http://www.udc.es/cufie/uadi/doc/LibroBlancoLSE.pdf>).
- Webpage of ADU (Main association in Spain dealing with Disabled students in Higher Education: <http://www.usal.es/adu>)

## **Psychological Counselling (Area 3)**

### **Structural trends**

Only 10 universities have separate services for psychological guidance, and 4 more include this type of guidance within their general guidance services.

### **Funding and administrative control**

It usually depends on the Vice-rector of students at the university.

### **Services are located**

In one of the buildings at the university, usually the Rectorate building or a building designated for general administrative support to the university. In other cases, services are located at the faculty of Psychology.

### **The target group**

Services are developed for students at the university and their families and university staff.

### **Staff, Roles and Qualifications.**

Licensed psychologists.



### **Tasks**

- 30% of the universities provide specific programs for personal development (social skills, health education, sexual education).
- 28% of the services offer personal psychological assistance. However, half of the time is dedicated to diagnosis and the other half to treatment.

## **Career Guidance & Employment (Area 4)**

### **Structural trends**

57 universities out of 74 provide career guidance services. From these, 34 have separate services to carry out this task. The rest combine their tasks with other types of guidance (see annexe 1). Public employment services (INEM) at regional level (SIPES) offer career guidance, employment and training for unemployed people in general.

### **Funding and administrative control**

It usually depends on the Vice-rector of students at the university. The national employment service (INEM) provides funding to administrative bodies dealing with career guidance (associations, universities, private bodies). They are called OPEA (Orientation for Employment and Self-employment). The INEM requires a number of placements during an agreed period of time (usually two years) from the service that receive funding. Regulation of OPEAS can be found at <http://www.inem.es/legis/empleo/om200198.htm> . The target groups of this action include new graduates.

### **Services are located**

In one of the buildings at the university, usually the Rectorate building or a building designated for general administrative support to the university. In other cases, career services are located at the faculty of education. In some cases, career Counsellors support professors at different faculties that become tutors of the students for the career issues in their own area of specialisation. In such cases, mostly for larger universities and/or private, there is one office in each building (sciences, arts, languages, humanities...).

### **The target group**

Previous year's students (entitled for apprenticeship) and new graduates. When students leave the institution, they still have two years (roughly, depends on each university) to benefit from the services. Employers also benefit from placement services. There is no charge for either students or employers in public universities. For employers there is usually a fee in private universities.

### **Staff, Roles and Qualifications:** (See point 1.7.)

#### **Tasks**

Information about labour market trends and different study options (70% of the services)

- Information about employment openings (65% of the services)
- Labour marketers?? (62% of the services)
- Guidance and training for employment and self-employment (60% of the services)
- Career development, career planning and decision (60% of the services).

#### **Means/Instruments**

Career guidance is provided through personal interviews (for assessment on job interests, and skills and for career planning), group workshops (on employment strategies and skills). Career services use their own database for CVs and job offers.

#### **Summary**

Guidance in HE is provided by a combination of services inside and outside the institution. Outside, the Ministry of Education provides educational guidance and counselling for students of all ages ([www.mec.es](http://www.mec.es)); the National Employment service ([www.inem.es](http://www.inem.es)) and their regional offices (SIPES) provide career guidance and employment services; the national health system service provides free psychological guidance and counselling.

Inside the universities, guidance is usually provided either by the Information, Guidance and Employment Centres (COIEs), providing all guidance services in one unit, or by separate units for Educational, Career, Psychological counselling, and Disabilities. There is not a national accreditation system for guidance services, nor certification for counsellors, but this professionals usually hold a masters degree (most of them in counselling or psychology).

COIEs are organised into the SIOUS network <http://siou.um.es/>

ANEXE 1. LINKS TO CAREER SERVICES BY UNIVESITIES					
Province	University	Services for Students with Disabilities	Career Guidance Services	Psychological guidance services	Educational Guidance Services
Andalucía	U. de Almería	Unidad de Apoyo a Estudiantes con Discapacidad	Secretaría de Orientación Educativa y Vocacional		Secretaría de Orientación Educativa y Vocacional
Andalucía	U. de Cádiz	Servicio de Atención a la Discapacidad			Dirección General de Acceso y Orientación
Andalucía	U. de Córdoba				Sección de Información al Estudiante
Andalucía	U. de Granada	Servicio de Atención Social al Estudiante	Centro de Promoción de Empleo y Prácticas		
Andalucía	U. de Huelva		Serv. Orient. e Inform., Prácticas, Empleo y Autoempleo (SOIPEA)		
Andalucía	U. de Jaén	Unidad de Atención al Estudiante con Discapacidad	Servicio de Atención y Ayuda al Estudiante	Servicio de Atención y Ayuda al Estudiante	Servicio de Atención y Ayuda al Estudiante
Andalucía	U. de Málaga	Servicio de Atención al Alumnado con Necesidades Especiales	Servicio de Orientación Profesional		
Andalucía	U. Pablo de Olavide				Servicio de Asesoramiento Educativo
Andalucía	U. de Sevilla	Programa de atención a personas con necesidades educativas especiales (perteneciente al SACU)	Unidad de Orientación e Inserción Profesional		Centro Información Universitaria y Reclamaciones

<b>Aragón</b>	U. Pública de Zaragoza	Unidad de Protección y Prevención de Riesgos. Área de Ergonomía.	Universa: Plan de formación ocupacional		
<b>Asturias</b>	U. de Oviedo	Mesa de la Discapacidad	UNIVERSIT		Centro de Orientación, Información y Empleo (COIE)
<b>Baleares</b>	U. de Islas Baleares	Oficina Universitaria de Suport a Persones amb Necessitats Especials.	Dpto. de Orientación e Inserción Profesional		Dpto. de Orientación e Inserción Profesional
<b>Canarias</b>	U. de La Laguna	Programa de Atención a Estudiantes con Discapacidad	Servicio de Orientación para el Alumno (SOPA)		Servicio de Orientación para el Alumno (SOPA)
<b>Canarias</b>	U. de Las Palmas de G.C.	Programa de Atención a Estudiantes con Discapacidad	Centro de Orientación e Información de Empleo (COIE)		Fundación Canaria Universitaria de Las Palmas
<b>Cantabria</b>	U. de Cantabria	Universidad y Discapacidad (SOUCAN)	Sistema de Orientación Universidad de Cantabria (SOUCAN)		
<b>Castilla-La Mancha</b>	U. de Castilla - La Mancha	Servicio de apoyo al estudiante con discapacidad	Centro de Información y Promoción del Empleo (CIPE)		Oficina de Búsqueda de Empleo y Promoción Empresarial (OBEM)
<b>Castilla-León</b>	U. de Burgos	Unidad de apoyo a estudiantes con discapacidad	Unidad de Empleo		Centro de Orientación e Información al Estudiante (COIE)
<b>Castilla-León</b>	U. Católica de Ávila		Servicio de prácticas e información para el empleo		Servicio de Atención al Estudiante
<b>Castilla-León</b>	U. Pontificia de Salamanca		Servicio de Orientación Profesional (SOP)		
<b>Castilla-León</b>	U. Pública de León	Unidad de Apoyo a Estudiantes con Discapacidad	Centro Orientación e Información de Empleo (COIE)		Centro Orientación e Información de Empleo (COIE)
<b>Castilla-León</b>	U. S.E.K.	Servicio de Extensión Universitaria y Alumnos	Servicio de asistencia e información laboral	Gabinete Psicopedagógico	Servicio de asistencia e información laboral
<b>Castilla-León</b>	U. de Salamanca	Unidad de Atención a Universitarios con Discapacidad	Servicio de Orientación Universitaria (SOU)		Sección de Acceso

<b>Castilla-León</b>	U. de Valladolid	Programa de Integración entre Universitarios con Discapacidad.	Centro de Orientación, Información y Empleo (COIE)		Centro de Orientación, Información y Empleo (COIE)
<b>Cataluña</b>	U. Abat Oliba CEU		Serv Orient e Inserción Profes		
<b>Cataluña</b>	U. Autónoma Barcelona	Programa d'Integració d'Universitaris amb Necessitats Especials PIUNE.	Treball Campus		
<b>Cataluña</b>	U. de Barcelona	Programa FEM VIA	Feina UB - Borsa de Trab. y Or. Laboral		
<b>Cataluña</b>	U. de Girona		Centro de Información y Asesoramiento al Estudiante	Centro de Información y Asesoramiento al Estudiante	Centro de Información y Asesoramiento al Estudiante
<b>Cataluña</b>	U. Internacional de Catalunya		Serv. de Orientación Académica y Profesional (SOAP)		Serv. de Orientación Académica y Profesional (SOAP)
<b>Cataluña</b>	U. de Lleida	Programa de Atención a Estudiantes con Discapacidad	Bolsa de Trabajo		
<b>Cataluña</b>	U. Politécnica de Catalunya	Programa d'Atenció a les Discapacitats	Oficina de Orientación e Inserción Labor		
<b>Cataluña</b>	U. Pompeu Fabra	Estudiants amb necessitats educatives especials	Oficina de Inserción Laboral		
<b>Cataluña</b>	U. Ramón Llull	Programa de Atención a Estudiantes con Necesidades Especiales. Programa ATENES	Gabinete de Promoción Profesional	Servicio de Orientación Personal (SOP)	Servicio de Información y Orientación al Estudiante (SIOE)
<b>Cataluña</b>	U. Rovira i Virgili		Bolsa de Trabajo		
<b>Extremadura</b>	U. de Extremadura	Unidad de Atención a Estudiantes Universitarios con Discapacidad			Serv Orient. y Form. Docente (SOFD)
<b>Galicia</b>	U. de A Coruña	Unidad de Atención á Diversidade	Servicio de Asesoramiento y Promoción del Estudiante (SAPE)	Servicio de Asesoramiento y Promoción del Estudiante (SAPE)	Servicio de Asesoramiento y Promoción del Estudiante (SAPE)
<b>Galicia</b>	U. de Santiago de Compostela		Area de Orientación Laboral		Centro de Orient. Integral al Estudiante (COIE)

<b>Galicia</b>	U. de Vigo		Oficina de Orientación al Empleo (OFOE)		Servicio Inform., Orient. y Promoción al Estudiante
<b>La Rioja</b>	U. de La Rioja	Consejo de Estudiantes	OPE (Prácticas y Empleo)		
<b>Madrid</b>	U. de Alcalá de Henares		Intermediación (Prácticas y y bolsa de trabajo)	Servicio de Orientación Psicopedagógica	Servicio de Orientación Psicopedagógica
<b>Madrid</b>	U. Alfonso X el Sabio		Gabinete de Apoyo a la Orientación Profesional (GAOP)	Gabinete Psicopedagógico	
<b>Madrid</b>	U. Antonio de Nebrija		Centro de Asesoramiento Profesional		
<b>Madrid</b>	U. Autónoma de Madrid	Oficina de Acción Solidaria y Cooperación: Area de Discapacidad	Centro de Orientación e Información de Empleo (COIE)		Centro de Orientación e Información de Empleo (COIE)
<b>Madrid</b>	U. Camilo José Cela		Centro de Orientación, Información y Empleo (COIE)		
<b>Madrid</b>	U. Cardenal Herrera CEU		Servicio Integrado de Prácticas/ Empleo	Servicio de Orientación Psicopedagógica	
<b>Madrid</b>	U. Carlos III	Programa de Integración de Estudiantes con Discapacidad (PIED)	Servicio de Orientación y Planificación Profesional (SOPP)		
<b>Madrid</b>	U. Complutense de Madrid	Oficina para la Integración de Personas con Discapacidad	Centro de Orientación, Información y Empleo (COIE)		Centro de Orientación, Información y Empleo (COIE)
<b>Madrid</b>	U. Francisco de Vitoria	Departamento de Acción Social	Dpto. de Orientación, Información y Empleo		Dpto. de Orientación, Información y Empleo
<b>Madrid</b>	U. Politécnica de Madrid		Centro de Orientación, Información y Empleo (COIE)		Centro de Orientación, Información y Empleo (COIE)
<b>Madrid</b>	U. Pontificia de Comillas	Programa de Atención a Alumnos con Discapacidad	Bolsa de Prácticas y Trabajo	Unidad de Atención Psicológica	
<b>Madrid</b>	U. Rey Juan Carlos	Programa de Atención al Estudiante Discapacitado	Centro de Orientación e Información para el Empleo (COIE)	Centro de Orientación e Información para el Empleo (COIE)	Centro de Orientación e Información para el Empleo (COIE)

<b>Madrid</b>	U. de San Pablo-CEU		Centro de Orientación e Información de Empleo (COIE)	Servicio de Orientación Psicológica	
<b>Madrid</b>	U. Europea de Madrid	Programa de Apoyo a Estudiantes con Discapacidades	Gabinete de Orientación para el Empleo	Gabinete de Orientación Pedagógica	
<b>Nacional</b>	U. Nacional de Educación a Distancia	UNIDAD DE ATENCIÓN A LA DISCAPACIDAD	Centro de Orientación, Información y Empleo (COIE)	Servicio de Psicología Aplicada	Centro de Orientación, Información y Empleo (COIE)
<b>Navarra</b>	U. de Navarra	Unidad de Acción Social	Oficina de Salidas Profesionales		
<b>Navarra</b>	U. Pública Navarra	Unidad de Acción Social	Serv de Empleo Universitario		
<b>País Vasco</b>	U. de Deusto	Programa de Apoyo a Estudiantes con Discapacidades.			Servicio de Orientación Universitaria (SOU)
<b>País Vasco</b>	U. Mondragón		Bolsa de Trabajo		
<b>País Vasco</b>	U. del País Vasco	Servicio de Atención a Personas con Discapacidades			Servicio de Orientación Universitaria
<b>Valencia</b>	U. Jaume I		Area de Inserción Profesional		Unitat de Suport Educativo
<b>Valencia</b>	U. Miguel Hernández		Observatorio Ocupacional		
<b>Valencia</b>	U. Politécnica de Cartagena	Asesoría de Programas Especiales	Centro de Orientación e Información para el Empleo (COIE)	Centro de Orientación e Información para el Empleo (COIE)	Centro de Orientación e Información para el Empleo (COIE)
<b>Valencia</b>	U. Politécnica de Valencia	Assessoria Universitària d'Estudiants amb Discapacitat; Fundació CEDAT	Servicio Integrado de Empleo (SIE)		
<b>Valencia</b>	U. Pública de Alicante	Centro de Apoyo al Estudiante	Gabinete Inform. Prof. al Estudiante (GIPE)		
<b>Valencia</b>	U. San Vicente Mártir			Gabinete psicopedagógico	
<b>Murcia</b>	U. de Murcia	Unidad de Apoyo a Estudiantes con Discapacidades	Centro de Orientación e Información para el Empleo (COIE)		Centro de Orientación e Información para el Empleo (COIE)

# National Report for Sweden

**Author:** Anita Stervander  
FEDORA National Coordinator for Sweden,  
Student Counsellor at Orebro University.

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## Short Outline of the Higher Education Area

The Swedish higher education system was decentralised in the early 1990s. In the latter part of the 20th century and up until today there has been a major expansion of higher education in Sweden. A large number of new institutions have been founded and the student population has grown enormously. Regional colleges have been founded throughout Sweden to meet the political objective of enabling access to higher education for everybody.

The government now sets degree frameworks and conducts quality controls but leaves decisions regarding course content to the institutions themselves. The Government issues educational directives to the higher education institutions. These directives lay down the objectives for their activities. For instance, they state the number of full-time equivalent students the institutions are to teach and also how many degrees or qualifications are to be awarded during a three-year period. Programmes are structured and grants allocated in response to student demand.

Two slightly different terms are still used in Sweden to describe institutions of higher education: universitet (university) and högskola (university college). The formal difference is that the former enjoys the unrestricted right to award Licentiate and PhD degrees while the latter does not. Most university colleges do not award PhDs. However, the government can decide, on application by a university college, whether it should be permitted to confer doctoral or licentiate degrees. Some colleges have been granted the right to do so in specific fields of study.

As for the right to award lower level degrees there is normally no difference between a university and university college. A degree conferred by a university college is equivalent to a degree awarded by a university.



## **The higher education area in Sweden is under the responsibility of**

Ministry of Education, Research and Culture.

In Sweden the state is responsible for all activities in the higher education sector. The Swedish Riksdag and the Government decide what regulations are to be applied and how resources are to be allocated.

### **Institutions**

Universities : .....	14
Other Higher Education Institutions: .....	26
Total number: .....	40
Number of students .....	400.000

## **Implementing the Bologna Process in Sweden**

Starting in the 2007 academic year, Swedish universities are switching to a new structure for educational programmes and degrees that fully conform to the Bologna Process.

This means that all degrees are placed in one of the three levels. The level of each course offered at basic and advanced levels is to be determined. The higher education institutions are to state goals for what a student is to achieve in each course at basic and advanced levels. Decisions have also been taken regarding admission to courses and programmes at the three levels. A new higher education credit system will be introduced that is compatible with the European Credit Transfer System (ECTS). This has partly been used by the Swedish higher education institutions already.

Also included in the decision are new and revised degree descriptions. The degree descriptions are arranged in accordance with the three higher education levels; basic, advanced and research. The objectives are expressed in terms of expected learning outcome and state what the student is expected to know, understand, be aware of or be able to perform in order to receive a certain degree. Accordingly, universities and other higher education institutions are to design educational programmes and course requirements for degrees in such a way

that the objectives are achieved.

The new Degree Ordinance contains two general degrees at basic level; a University Diploma comprising 120 higher education credits and a Bachelor's Degree comprising 180 higher education credits. In addition there are two general degrees at advanced level; a degree of Master (magisterexamen) comprising 60 higher education credits and a Master's Degree comprising 120 higher education credits.

At research level a Licentiate is achieved after 120 higher education credits and a Doctorate is achieved after 240 higher education credits.

## **Educational Guidance & Counselling (Area 1)**

### **Structural trends**

Educational Counselling in higher educational institutions is usually offered at central level (for students with a broad spectrum of questions) and at departmental level (for questions in the specific field of subject).

The increase in the student population and especially as a result of widening participation has had an impact on this area as well as the rapidly changing labour market. New technology has made education available for students in form of distance studies which shows the need for new methods of "distance-counselling".

There has also been a huge increase in available information on the internet about everything concerning higher education and that has created a need for personnel who can help the student to become familiar with all the available information.

At the moment the Swedish National Agency for Higher Education has initiated a national enquiry about the support offered to students within higher education institutions in order to publicise good examples.

### **Engaged in this area**

- Educational and vocational counsellors in upper secondary school
- Educational and vocational counsellors in the communities

- Educational guidance and counselling in higher education institutions

### **Funding/administrative control**

Ministry of Education, Research and Culture (Utbildnings- och kulturdepartementet) is responsible for matters regarding pre-school education and child care for school children, pre-school classes, compulsory school and equivalent schools, upper secondary school, independent schools, adult education, popular adult education, post-secondary education, universities and university colleges, research, study support, student social issues, youth policy, culture and media.

### **Roles and qualification**

A three year programme in “Bachelor of Education in Career Counselling“ or/and, for counsellors at the universities, a Bachelor in a relevant subject.

### **Target group**

- Young people in and after leaving upper secondary school
- Adults thinking about starting academic studies
- Students who have second thoughts about their choice of programme
- Students who want to discuss the free choices they can make in their programmes

### **Tasks**

Guidance and counselling individually or in groups of students, recruitment (visiting secondary schools or participating in fairs), course and programme planning, helping students develop good study-habits and giving supplementary training to educational and vocational counsellors outside higher education institutions.

## **Equal Opportunities (Disabilities & Special Needs Area 2)**

### **Structural trends**

”The Equal Treatment of Students in Universities Act” came into force in Sweden in the spring of year 2002. This law states that no student at a university or other higher education institution must be discriminated against or otherwise differently treated on grounds of origins, sex, sexual orientation, or disability. This covers all levels of studies: admission, study environment, teaching, and examination. The law requires all universities annually to draw up plans of action covering measures necessary to encourage and strengthen the students’ equal rights regardless of ethnicity, sex, sexual orientation, and disability.

At all universities and institutions of higher education there is at least one contact person/coordinator, working with issues relating to educational support for students with disabilities. The coordinator also works with plans and strategies for the development of accessibility and equal opportunities, and is a source of knowledge and guidance for the university staff. Since students with dyslexia have become the largest group of students with a disability, several higher education institutions also have a Dyslexia Remedial Teacher working to implement different kinds of support for these students.

New diagnoses that entitle students to compensatory support are gradually included.

The overall approach in this work is to promote equal treatment of students with disabilities. Attitude is reflected by terminology used. That is also why this area of student guidance should be called Equal Opportunities instead of Disabilities and Special Needs; focusing on the possibilities instead of the problem.

### **Funding/administrative control**

Each university or other higher education institution in Sweden is obliged to set aside funds (0,3 % of the total annual budget) to cover extraordinary costs for educational support measures for students with disabilities. A large part of these costs is financed and distributed an-

nually from a common national pool. In addition, various public authorities have specific responsibilities for certain specific measures; Si-sus, the National Agency for Special Education Support, provides certain services in the area of personal assistance and TPB, The Swedish Library of Talking Books and Braille, provides students at Swedish universities experiencing difficulties with reading (dyslexia, impaired sight or mobility) with course literature in different alternative formats, such as talking books or braille versions.

### **Location**

There is at least one contact person or a coordinator in every higher education institution.

### **Target groups**

All students with disabilities are the primary target group. Since the coordinators are working with issues concerning attitude and treatment, the teachers are also an important target group.

### **Linked with**

The coordinators have a very strong network that works closely with different national public authorities in questions concerning this area.

## **Roles and qualifications**

Many of the coordinators are study consellers (with a Bachelor of Education in Career Counselling) sometimes with this as part of their work. In some cases the coordinator has a Bachelor in the area of Public Health or Behavioural Science.

## **Tasks**

The main idea of the work is to organise the support for the student in a way that makes her/him equal among other students. The form of support is individually based and can include extra time for examinations, the possibility to do exams on the computer, assistance with taking notes, course literature in different alternative formats such as talk-

ing books or braille versions, sign language interpreter or personal assistance. The coordinator arranges the support but does not actually administer it.

### **What has proved of value?**

The wellfunctioning network among the coordinators and the sharing of experience and good examples is good ground to build on. This has proved very useful where the activities of the area have expanded. Below are the numbers of students with disabilities who got support last year within the higher education institutions.

	2005		
	Women	Men	numbers
specific learning difficulties/dyslexia	1 424	815	2 239
visual impairment	112	68	180
mobility impairment	302	116	418
deaf students (with interpreter)	89	45	134
deaf students (teacher knows sign language)	14	0	14
neuropsychiatric disabilities	66	108	174
mental illness	147	65	212
hard of hearing students (without interpreter)	108	60	168
others	167	80	247
postgraduate students	12	5	17
<b>In all</b>	<b>2 441</b>	<b>1 362</b>	<b>3 803</b>
Students who have been in contact with the coordinator for planning of the studies, without applying for other forms of support	525	465	1 160
<b>All in all</b>	<b>2 966</b>	<b>1 827</b>	<b>4 963</b>

### **Website**

<http://www.studeramedfunktionenhinder.nu/>

## **Psychological Student Counselling (Area 3)**

### **Structural trends**

Psychological student counselling is mainly offered by psychologists or social workers usually within the Student Health Care Center at the higher education institution.

### **Funding/administrative control**

The university is responsible for providing students with health care and that usually includes psychological counselling.

### **Target group**

Students

### **Roles and qualifications**

Psychologists have a Master of Science (MSc) in Psychology (five year full time studies) and an authorisation issued by the Swedish Board of Health and Welfare. Social workers have a Bachelor of Science (BSc) in Social Work and an authorisation issued by the university.

### **Tasks**

Mainly dealing with students' personal psychological problems.

## **Career Guidance & Employment (Area 4)**

### **Structural trends**

Many of the higher education institutions in Sweden have a career center. Career Centers often started out as projects which later had to be transferred into regular academic activity. Activities are carried out under strained circumstances and have to compete with other student support services. They are mainly of a broad and comprehensive nature.

Size of staff varies. In a study of 18 higher education institutions, Career Centers existed in 11, with a staff between 0,75 and 4,5 persons. Still it is partly a task for the educational counsellors.

### **Tasks**

Career Centers promote interaction between students and companies and organisations in the region. They provide a number of services to facilitate taking the big step between university studies and being an

employee. These services can be seminars in job interviews, help with CVs and application letters, mentorship, trainee or providing links between students and their society.

## **Summary/ Conclusion**

Today there is an excessive amount of information available on the internet and students are used to researching and retrieving information by themselves. Thus the need for information has decreased but the need for qualitative counselling has increased. An abundance of information does not guarantee that students can relate the information to their own personal situations.

As new techniques become more and more available the communication patterns change too. We experience a decrease in telephone calls and a corresponding increase in e-mails. Counselling via e-mail has to be done with careful consideration since you can not instantly read the student's reaction and understanding. New technical solutions also promote a more flexible course structure which enables students to take more distance-studies. This stresses the need for new methods for counselling for distance students.

Today we see a rapidly changing labour market and not only restricted to our own country. Since students tend to see themselves more as world citizens they also want to see the world as their future labour market. This forces us to try to meet these challenging new demands.

The best way of developing your own work is by networking, getting colleagues points of view on your way of thinking and also sharing good practise with one another. One of FEDORA'S future important tasks could be developing and administrating continued further education for counsellors.



# National Report for United Kingdom

**Author:** Ann Conlon

Director of Student Services, Medical Centre King's College London

*My thanks to: Margaret Dane, Chief Executive of AGCAS*

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## Outline of the Higher Education Area

The nature of higher education in the UK has changed significantly over the past 30 years. According to the Higher Education Statistics Agency ([www.hesa.ac.uk](http://www.hesa.ac.uk)), the number of students studying at universities and colleges in the UK has increased dramatically with nearly two and a half million students studying at higher education institutions today which include 96 universities, 125 University Institutions and 43 other higher education institutions in 2005 ([www.uuk.ac.uk](http://www.uuk.ac.uk)). Devolution of government in the UK has had a considerable impact on HE institutions which need to respond to different government priorities, funding regimes, and graduate labour markets in their part of the country.

The age of undergraduates has changed too. Formerly these were largely school leavers studying full time. The student population now includes large numbers of mature and part-time students.

## Universities and higher education colleges

Universities are diverse, ranging in size, mission, subject mix and history. They are self-governing and independent. In the UK, the older universities were established by Royal Charter or statute or Act of Parliament. The Privy Council<sup>105</sup> has the power to grant university status to an institution that has the necessary characteristics.

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<sup>105</sup> The Privy Council advises the Queen on the approval of Orders in Council including the granting of royal charters and incorporation of universities.

Former polytechnics were given the status of universities under the Further and Higher Education Act 1992. These are sometimes called ‘new’ universities, although many of them have their origins in vocational colleges that have a long history. The existing ‘old’ universities include many founded in the 1950s and 1960s, the ‘civic’<sup>106</sup> universities and the first colleges of the University of Wales, which was established in the 19<sup>th</sup> and early and mid 20<sup>th</sup> centuries. The universities of Oxford and Cambridge date from the 12<sup>th</sup> and 13<sup>th</sup> centuries and three Scottish universities, St Andrews, Glasgow and Aberdeen, have existed since the 15<sup>th</sup> century. Because of its size, the HE sector in the UK has tended to fragment into different groupings usually representing the institutions’ status and priorities. The best known of these is the Russell Group, roughly equivalent to the US Ivy League Universities.

Universities have their own degree-awarding powers. They range in size from 4,500 students (University of Abertay, Dundee) to over 32,000 students (Leeds and Manchester universities). The combined schools and colleges of the University of London have over 124,000 students; and the Open University, where part-time students study by distance learning, is even larger with over 158,000 students.

There is one privately funded university – the University of Buckingham, which provides courses mainly in business, information systems and law.

## Colleges

Higher education colleges also vary in size, mission, subject mix and history. Like universities, they are self-governing and independent. Some colleges were founded up to 150 years ago, and a significant number were established as church colleges. Some award their own degrees and other qualifications; in other colleges, qualifications are validated by a university or national accrediting body. Colleges range in size from small specialist institutions with 460 students (Dartington College of Arts), to large multi-discipline institutions of 13,700 stu-

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<sup>106</sup> ‘Civic’ universities were founded by Royal Charter in major cities in the 19<sup>th</sup> and early 20<sup>th</sup> centuries.

dents (Canterbury Christ Church University College). The average size of HE colleges in the UK is 3,500 students. Many colleges cover a wide range of subjects, while some specialise in one or two areas, such as art and design, dance and drama, agriculture, or nursing. Several colleges provide teacher training as a major element of HE provision. In Northern Ireland, Scotland and Wales these courses are funded by the higher education funding bodies. In England they are funded by the Teacher Training Authority (TTA). Many further education colleges offer higher education courses, which are validated by a higher education institution or a national body such as Edexcel.

## **Staff**

Higher education institutions in the UK employ around 96,000 full-time staff and around 38,000 part-time academic staff. If all staff are included, the figure is estimated to be around 300,000. Academic staff in most universities, and in some colleges, carry out research as well as teaching. Most have doctorates and many have professional qualifications.

## **Governance**

Higher education institutions are legally independent. Their governing bodies are responsible for ensuring the effective management of the institution and for planning its future development. They are ultimately responsible for all the affairs of the university or college.

## **Funding and resources**

Total revenue for higher education in the UK was round £15.6 billion in 2002 – 03. Around 61 per cent of this comes from UK or EU Governments.

Four funding bodies provide the largest amounts. They are the Higher Education Funding Council for England (HEFCE), the Higher Education Funding Council for Wales (HEFCW), the Scottish Funding Coun-

cil (SFC), and in Northern Ireland the Department for Employment and Learning (DEL). The funding bodies allocate most of their funds by formula for teaching and research.

Universities and colleges also generate funds from a wide variety of private sources, such as sponsorship, fee-paying students, conferences and donations, and through providing services. It is also worth mentioning the quality culture that has developed within HE higher education in recent years, applying to research, teaching and other activities, including student services. Funding is attached to quality, particularly in the field of research.

### **Tuition fees**

Each student attracts around £4,400 of funds (funding council and grant and fee income) per year. The Government meets most of this through the funding bodies. The arrangements are different in Scotland from the rest of the UK. In England, Wales and Northern Ireland, undergraduate students from the UK and European Union (EU) on full-time higher education courses contribute up to a maximum of £1,125 per year in tuition fees (in 2003-04). From 2006-07 institutions will be able to charge any amount between £0 and £3,000 in fees. Repayments can be deferred until the graduate's income reaches £15,000 a year.

See [www.hefce.ac.uk](http://www.hefce.ac.uk) and [www.sfc.ac.uk](http://www.sfc.ac.uk) for information on tuition fee arrangements in England, Wales and Northern Ireland and in Scotland. For student loans and student funding see [www.slc.co.uk](http://www.slc.co.uk).

### **Students in the UK**

There has been a small increase recently in the proportion of female to male students, so that women now make up around 57 per cent of the student population. In the UK around 21 per cent of full-time first degree students are 21 or over when they start their course.

There are now many students studying for higher education courses eg Foundation Degrees ([www.fdf.ac.uk](http://www.fdf.ac.uk)) in further education colleges. In addition there are over 121,100 students on further education courses at UK universities and HE colleges.

The level of participation in higher education by school leavers increased rapidly in the 1980s and early 1990s. Around 30 per cent of young people in England and Wales, 40 per cent in Scotland and 45 per cent in Northern Ireland take degree and other advanced courses in universities and other colleges. The government's long-term aim is that 50 per cent of 18 – 30 year olds in England will enter higher education by 2010.

### **Widening participation and access**

Higher education should be accessible to all those who are able to benefit from it. The Government and the funding bodies are seeking to broaden access to and participation in higher education, so that equal opportunities are available for all, including people from minority ethnic groups, people with special needs, and people from poorer socio-economic backgrounds.

Universities and colleges in England which plan to charge more than the current fee for a course will first have to enter into an agreement with the new Office for fair Access (OFFA), setting out their proposals for improving access.

### **International students**

There are more than 275,000 students from overseas studying in the UK. They come from over 200 countries and represent almost 13 per cent of the student population. Thirty seven percent of these students come from the European Union countries.

Student mobility is encouraged and promoted by the National Academic Recognition Information Centre (UKNARIC), which provides information and advice on the comparability of qualifications from different

countries. About 10,000 students from the UK take part in the Erasmus scheme each year.

UKCOSA Council for International Education provides advice and information to students from overseas and to advisers and professionals in HE institutions who assist them. Universities and colleges also provide support services for overseas students on academic and other matters, and to help them adjust to life in Britain.

### **The implementation of the Bologna Process**

Since the launch of the Bologna Process in 1999, Ministers have met three times to assess progress towards the creation of the (EHEA) European Higher Education Area in Prague 2001, in Berlin in 2003 and in Bergen in 2005. It was recently agreed that the UK will host the next ministerial summit in London in 2007.

As discussion on the social dimension of the Bologna Process takes place in the lead up to the 2007 London ministerial summit, it is important that the Student Experience Strategy Group (SESG) should monitor the relevant developments and play an active role.

Key issues to be considered are the removal of barriers to student and staff mobility, both inward and outgoing mobility; portability of grants and loans; and access to higher education. There is a role for SESG first with regard to what action may be required in UKHEIs to enhance the social dimension of higher education in terms of access, life-long learning and mobility but also from the perspective of sharing good practice with other European countries.

The UKHE Europe Unit is a sector wide body with aims to raise UKHEIs and stake-holders awareness and engagement in European HE and Bologna initiatives. The Unit is financed by the three funding councils, UUK, QAA and SCOP.

Web links:

[www.europeunit.ac.uk/bolognaprocess/index/cfm](http://www.europeunit.ac.uk/bolognaprocess/index/cfm)    [www.dfes.gov.uk/publications/EULLLprog.govlordresponse/docs/webgovernmentresponsefinal.doc](http://www.dfes.gov.uk/publications/EULLLprog.govlordresponse/docs/webgovernmentresponsefinal.doc)

Reference: a link to the UK HE Europe Unit's booklet on the Bologna Process which provides an overview of the Bologna Process, what it means for the UK HE sector and actions required.

<http://www.europeunit.ac.uk/resources/Guide%20to%20the%20Bologna%20Process%20booklet.pdf>

a link to the national report on the UK's engagement in the Process, produced for this year's Bergen Ministerial summit:

[http://www.bologna-bergen2005.no/EN/national\\_impl/00\\_Nat-rep-05/National\\_Reports-England-Wales-N-Ireland\\_050113.pdf](http://www.bologna-bergen2005.no/EN/national_impl/00_Nat-rep-05/National_Reports-England-Wales-N-Ireland_050113.pdf)

Weblinks

[www.hefce.ac.uk](http://www.hefce.ac.uk)

[www.sfc.ac.uk](http://www.sfc.ac.uk)

[www.universitiesuk.ac.uk](http://www.universitiesuk.ac.uk)

[www.hefce.ac.uk/pubs/hefce2005](http://www.hefce.ac.uk/pubs/hefce2005)

[www.dfes.gov.uk/hegateway](http://www.dfes.gov.uk/hegateway)

[www.agcas.co.uk](http://www.agcas.co.uk)

[www.aucc.uk.com](http://www.aucc.uk.com)

[www.hesa.ac.uk](http://www.hesa.ac.uk)

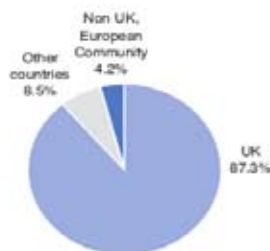
[www.hero.ac.uk](http://www.hero.ac.uk)

# Key facts about higher education

## Students

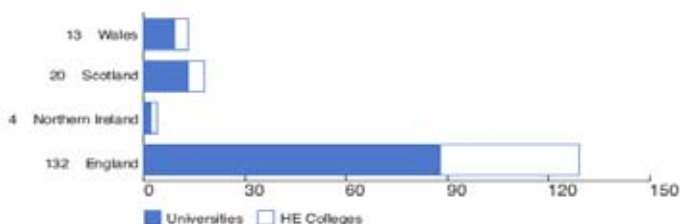
Over 2 million HE students in UK higher education institutions\*. Where do they come from?

There are also around 198,000 higher education students in further education colleges.



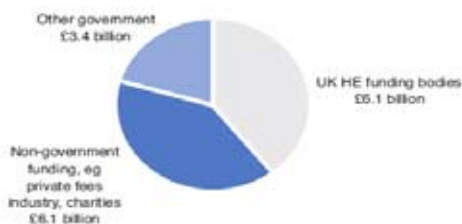
## Institutions

169 universities and HE colleges in the UK



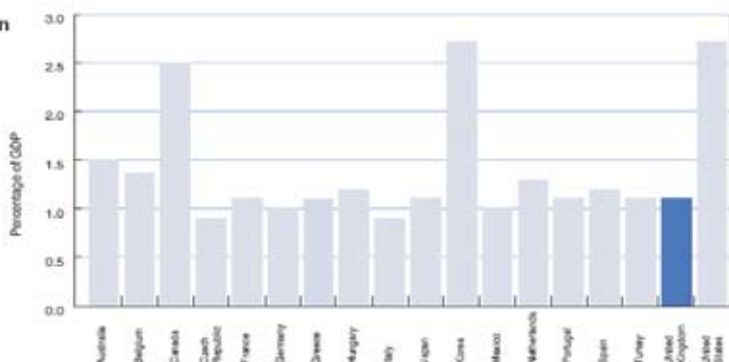
## Sources of income

Universities and colleges receive £15.6 billion in funding. Where does it come from?



How much do we spend on HE compared to other countries?

(expenditure on tertiary educational institutions as a percentage of GDP 2001)



This guide relates to higher education in the UK. Most of the references are to higher education in universities and higher education colleges.

\* Some of these students are studying by collaborative agreement at further education colleges, such students are registered at HEIs.

Sources of data are explained on page 22.

Many of the issues in this publication are described in broad terms only. A list of organisations that can provide further information is given on pages 20-21.





ing Participation, has resulted in a variety of activities and interventions in HE Institutions. Widening Participation not only includes recruiting a wider range of school leavers, it involves making provision for part-time and work-based students and requires that the institution thinks about the student life cycle. This includes: pre-entry, the curriculum, student support and employability. In addition, the dramatic growth of students numbers and recent developments in terms of the increase of student fees has resulted in more universities, even the more traditional higher education institutions, having to make greater student developmental provision as the student becomes more overtly ‘a client’.

Funding for Widening Participation and student retention initiatives will come from the individual institution and will have increased in recent years.

### **Weblinks include**

[www.universitiesuk.ac.uk/studentexperience](http://www.universitiesuk.ac.uk/studentexperience)

[www.heacademy.ac.uk](http://www.heacademy.ac.uk)

[www.amossh.org.uk](http://www.amossh.org.uk)

[www.ukosa.org.uk](http://www.ukosa.org.uk)

[www.oisc.gov.uk](http://www.oisc.gov.uk)

[www.resource.org](http://www.resource.org)

### **Roles and qualifications**

Widening Participation offices in universities are staffed by graduates who do not have a specific qualification for their work.

Developments in Widening Participation and Student Retention have not superceded the role of the Admissions Tutor and Personal Tutor which is not surprisingly in a state of transition. Although educational and personal guidance may traditionally be officially part of the role of the personal tutor, the reality is that students are rarely taught by the same tutor or necessarily in the same department throughout the whole of their course.

The tutorial system, however, is still an integral part of university life especially in the older more traditional institutions. There is no doubt that academic tutors can still exert influence on students' perceptions of and decisions about learning and work. Although there is no nationally recognised training for tutors, most institutions provide an induction course for new tutors and follow up seminars on various aspects of student and academic life [www.heacademy.ac.uk](http://www.heacademy.ac.uk) ref for tutors.

## Tasks

Since guidance and learner support have become part of the Teaching Quality Academic Assessment Exercise (TQAA), many universities now include some form of study skills tuition for students and provision of professional staff development.

In December 2005, a report commissioned by Universities UK and SCOP (Standing Conference of Principals) 'From the margins to the Mainstream: embedding widening participation in higher education' demonstrated the ways in which institutions are ensuring that widening participation practices are central to their work. A total of 141 examples of practice were returned by the sector and these have been collated into a searchable and updateable directory of practice available at [www.heacademy.ac.uk/wpdirectory](http://www.heacademy.ac.uk/wpdirectory).

This is the third in a series of studies exploring how universities and colleges in the UK are supporting access to HE from lower socio-economic groups. The previous studies were from *Elitism to Inclusion* published 1998 and *Social Class and Participation* published 2002.

Initiatives embarked on by staff in Widening Participation offices, for example, include making contact with local schools and colleges and organising pre-entry visits and courses.

## **Means and instruments**

In order to help students with more practical problems such as finance, housing, debt and international students with visas, work permits etc, welfare advisers<sup>107</sup> have traditionally worked within the framework of student services as have accommodation officers. The organisation of this form of support will vary from institution to institution. Similarly, in all universities and HEIs, student union sabbaticals will have particular responsibility for education and welfare matters amongst others. Some student unions will employ permanent staff to deal with these areas.

In addition, there are multi-denominational chaplains and a Nightline network (the student equivalent of The Samaritans) which although not in the direct employ of the institutions, would see themselves as offering support to individuals in HEIs.

## **Summary**

This is the weakest and least developed area of guidance in HE in the UK. There have been a number of significant developments in all HEIs, however, in recent years, particularly within the new universities where there are likely to be large numbers of students who are part-time, work-based and have entered university via non-traditional, academic routes. However, there is still more work to be done in terms of the establishment of effective networks and of engaging with related processes within the community.

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107 Immigration advice is regulated by OISC (Offices of the Immigration Services Commissioner) [www.oisc.gov.uk](http://www.oisc.gov.uk) . UKOSA (UK Overseas Student Association) is a key resource [www.ukosa.org.uk](http://www.ukosa.org.uk). Most welfare advisers are members of NASMA (National Association of Student Money Advisers) [www.resource.org](http://www.resource.org).

## **Disability & Special Needs (Area 2)**

### **Structural trends**

The Disability Discrimination Act 1995 (DDA) was extended to Education from September 2002 following amendments introduced by the Special Educational Needs and Disability Act (SENDA) 2001. The legislation aimed to ensure that disabled people have equal opportunities to benefit from, and contribute to, the learning and services available in higher education institutions.

The act makes it unlawful to discriminate against applicants, potential applicants or students and uses a wide definition of disabled person to include people with physical or mobility impairments, visual or hearing impairments, dyslexia, medical conditions and mental health difficulties.

The term 'student' has a wide definition. It includes full and part-time students, post-graduates and under-graduates, home, EU and International students, students on short courses and taster courses, students taking evening classes and day schools, distance and e-learning students, students undertaking only part of a course or visiting from another institution.

From September 2003, Further and Higher Education Institutions have been required to make reasonable adjustments to provide auxiliary aids, such as appropriate software for dyslexic students and services such as note takers for visually impaired students and from 2005 to make reasonable adjustments to the physical features of premises, such as steps.

The Disability Discrimination Act 2005 amended the Disability Discrimination Act 1995. Since 5 December 2005, the definition of 'disability' no longer requires that a mental illness is 'clinically well recognised' before it can amount to a mental impairment for the purposes of the Disability Discrimination Legislation. Consequently, someone who

has a mental illness could be covered by the act even if it is difficult to name the precise condition. The amended definition of disability also includes progressive conditions such as HIV, cancer and multiple sclerosis from the point of diagnosis, rather than at the point when symptoms are manifested.

Since 5 December 2005, student unions have come within the ambit of the Disability Discrimination Act 1995. As a consequence, it is unlawful for students unions to discriminate against its disabled members and guests in relation to access to benefits, facilities and services.

Most providers of higher education have a member of staff with designated responsibilities for working to develop policy and provision. In larger institutions there is likely to be a service which is fully staffed whilst in small ones the responsibility is likely to be an additional responsibility based upon an individual.

When the National Funding Councils began to become involved in support work for this group of students, a small amount of targeted funding was allocated to HEIs which were already making high quality provision. The gap between institutions was widening. However, the latest special funding (2002 – 2005) has been provided to try to ensure that all institutions reach a basic level of provision. The baseline had been identified in a study by HEFCE in 1999 which recommended that the minimum level of support should be 1 FT disability officer for every 200 disabled students. In practice, however, there are wide variations.

Funding for students comes through the Disabled Students Allowances which allow students to purchase specialist equipment and services. The amount available has increased annually at around the annual rate of inflation. Since 1997 they have become available to part time and postgraduate students and the parental means test has been abolished.

There have been approaches to co-ordinating the work at a national level. This began first in Scotland and then was taken up in England. However, since December 2005 the National Disability Team (England) has

been disbanded. This is based around a view which suggests that as far as possible policy and provision for disabled students should be a routine part of mainstream everyday activities.

### **Weblinks include**

[www.martineau-johnson.co.uk](http://www.martineau-johnson.co.uk)

[www.drc.org.uk/education/knowyourrights/students.asp](http://www.drc.org.uk/education/knowyourrights/students.asp)

[www.skill.org.uk](http://www.skill.org.uk)

[www.nado.org/pubs/techbrief](http://www.nado.org/pubs/techbrief)

### **Roles and qualifications**

Staff working with disabled students have few specific, specialist opportunities for initial training and for continuing professional development. However, the vast majority are graduates. For those working mainly with Deaf and hard-of-hearing students there is a structured programme of qualifications in British Sign Language. There are short courses also for those working closely with blind and visually impaired students. However, the major opportunity for specialist continuing professional development lies in the programme of modules at post-graduate level validated jointly by the Universities of Central Lancashire and Plymouth. For those starting their career there is a module validated at the University of Central Lancashire. The content has general relevance and the course has been completed successfully by staff working in countries other than the UK.

Staff working with disabled students have two main opportunities to exchange good practice. Many staff are members of SKILL: National Bureau for Students with Disabilities, a small national charity based in London and founded in 1974. There is an annual conference and there are also regular meetings on a regional basis. SKILL also publishes a regular journal and a range of useful publications for students and for staff. The National Association for Disability Officers (NADO) which was more recently established, is more concerned with issues of staffing and professionalism. It too holds conferences and publishes a journal.

## **Tasks**

When widening participation began to be seen as important, a major concern was securing physical access to facilities and to learning for students with sensory and physical impairments. Overall, these students constitute the minority of those students who are supported by Disability Services. The biggest groups are those with unseen impairments (such as mental ill health) and those with specific learning difficulties ( e.g. dyslexia). The steady increase in the number of students declaring that they have dyslexia has contributed to the switch of focus. Now the main concern is to promote inclusive curriculum design and delivery. Because of this, specialist disability staff are required to undertake a different role, perhaps more pro active and forward-thinking than being reactive and solving “problems” as they arise.

One strategy to ensure progress is not lost, is for specialist staff to work closely with those responsible for staff training and development. For example they could ensure that the challenges posed by the development of inclusive learning, teaching and assessment are a compulsory part of all courses for staff new to teaching.

## **Means, Instruments**

Within institutions, a concern for the quality of the learning and teaching provided for all students has become much more prominent. This is linked to developments such as the national network of subject centres (known first as the Learning and Teaching Subject Networks - LTSN) and the establishment of the Institute for Learning and Teaching in Higher Education (ILTHE now the Higher Education Academy – HEA).

Also important was a new system for auditing the quality of provision led by the Quality Assurance Agency (QAA). The QAA devised and circulated a Code of Practice which recommends to institutions what they should do in relation to what they provide. One part of this Code of Practice covers students with disabilities. Whilst the Code is still applicable and indeed is being revised, the approach to quality assurance has changed and has become much less intensive.



Alongside these developments within the sector, there have been important changes in anti-discrimination legislation. In 2001 the Special Educational Needs and Disability Act (SENDA) extended the existing laws to include education. Institutions are required not to discriminate against individuals solely on the grounds of their disability. To avoid this they might have to make “reasonable adjustments”; they must also act in an anticipatory way rather than waiting for an initial contact from a disabled person – for example they should plan ahead and anticipate what might be necessary if a person with an impairment came to the institution. The Disability Discrimination Act 2005 tries to strengthen the original law. In addition to changing definitions of “disability” institutions have both general duties and specific duties. One of the latter is the requirement to produce and publish a ‘Disability Equality Scheme (DES) by December 1<sup>st</sup> 2006. This has to involve disabled people in the process of its production, it has to include future plans, and there has to be an identified means of assessing the impact of the DES.

## **Summary**

Whilst this could be a further powerful stimulus to developing and improving policy and provision, it would be foolish to anticipate too much progress - in the words of an American writer “A law cannot deliver what the culture does not will” (Mary Johnson 2003). What staff are involved in, is the long and difficult process of changing institutional cultures.

It also remains to be seen what the impact of the proposed increase in tuition fees will mean for disabled students from Autumn 2006.

(Many thanks to Professor Alan Hurst of the Department of Education, University of Central Lancashire, Preston. He is a trustee of Skill: National Bureau for Students with Disabilities.)

## Psychological Student Counselling (Area 3)

### Structural trends

There is a growing body of evidence within the UK which shows increasing levels of mental health disturbance and emotional distress in students as well as amongst young people in general. This was recognised by the Committee of Vice-Chancellors and Principals (CVCP) when they published their guidelines on student mental health policy and procedures for higher education (CVCP 2000). Since then the issue of mental well-being has become increasingly prominent partly because of changes in disability legislation, concern over social exclusion and developments in National Health Policy.

Within both higher education and the NHS there has been a number of high profile reports and conferences including the Royal College of Psychiatrists report on the Mental Health of Students (Royal College of Psychiatrists 2003), the Universities UK and Standing Conference of Principals' Report on reducing the risk of student suicide (UUK/SCOP 2002) and the Heads of University Counselling Services (HUCS 2002) *Beautiful Minds* Conference. In order to take the issues forward and act as a focal point for future developments, UUK and SCOP agreed in 2003 to the establishment of the Committee for the Promotion of Mental Wellbeing in Higher Education. The Committee reports to UUK's Student Experience Strategy Group and to the SCOP Council.

According to the 2002 AUCC report, all but two universities in the UK have campus-based psychological counselling provision as do the vast majority of colleges of higher education. It is difficult to be precise about the exact number of counsellors in individual services as numbers depend on the size of the institution. Most staff apart from the Head of the Service (and maybe one or two others in the team) work part time.

The total (including full and part-time) student to counsellor ratio in the higher education sector (both colleges and universities) is about 4650:1. In Higher Education Colleges the average ratio is one full-time equiv-

alent (FTE) counsellor to 2,005 students; in universities, the ratio is higher and the average is one FTE counsellor for about 3,500 FTE students (AUCC 2001).

An AUCC Survey 2003-4 showed that the average FTE members of staff in a service was 2.9 for HE Colleges, 5.7 new universities and 5.6 old universities. Most services will have some secretarial/ receptionist support which will vary according to the size of the service.

Psychological counselling services are funded by the institution. There has been an increase in the average counselling services budget in the last few years so that for 2003-4: HE Colleges received £41,589, New universities £177,496, Old universities £208,667.

Most services will have mission statements on their websites which will be linked to a network of other websites and publications.

### **Roles and qualifications**

Recent research (Royal College of Psychiatrists Report 2003) shows that the vast majority of university counsellors are graduates, many with higher degrees and with a further training in counselling and/or psychotherapy and with a substantial amount of post-qualification experience. Counselling tends to be a second or even third occupation and it is common for counsellors to have extensive experience in other relevant fields before training in counselling; common backgrounds include lecturing and teaching, psychology, social work and nursing. Some services employ clinical psychologists and cognitive therapists; many have psychodynamically trained psychotherapists. Increasingly, counselling training particularly those of a psychodynamic orientation, are offering masters degrees post-diploma. Similarly, in order to achieve chartered status, psychologists are increasingly required to have at least a Masters and increasingly a Doctorate.

Information on requirements and guidance for good practice can be found in the British Association for Counselling and Psychotherapy

(BACP) *Ethical Framework for Good Practice in Counselling and Psychotherapy* (BACP 2002b)<sup>108</sup> AUCC's Guidelines for University and College Counselling Services (AUCC 1998).

Regular and ongoing clinical supervision with a more experienced practitioner in a related field is a requirement for all BACP members who are practising counsellors (BACP 2002). Continuing professional development is seen as necessary for maintaining competent practice for all counsellors, psychotherapists, psychologists and psychiatrists. The BACP offers its members a scheme for further voluntary self-regulation through accreditation with BACP (the regulations were revised in 2004) and registration with the UK register of counsellors. Some university counsellors who are not registered with BACP are registered with BPS (British Psychological Society), UKCP (United Kingdom Register of Counsellors and Psychotherapists) or BPC (British Psychoanalytic Council). An AUCC Survey reported that 75% of HEI counsellors are accredited or registered, 51% of those in new universities and 68% of those in old (AUCC 2001).

It should be pointed out that accreditation is not a qualification but an additional undertaking, one that is not a statutory requirement. Other specialists within counselling teams such as Group Analysts, Mental Health Co-ordinators/ Advisers and Psychiatrists will have undergone a specialist training and be accredited members of their own specialist organisations such as the Royal College of Psychiatrists.

## Tasks

As access to university and participation are widened, student counselling services have to acknowledge and work with the specific demands

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108 The majority of university and higher education counsellors belong to the British Association for Counselling and Psychotherapy which is responsible for ethical codes, accreditation and registration. The Association for University and College Counselling (AUCC) is a division of BACP and offers sector-specific guidelines. The Heads of University Counselling Services (HUCS) Group is a special interest group of AUCC but membership is open to the Heads of Service in all Universities regardless of their affiliation to any other professional body. The HUCS initiated the 1999 report 'Degrees of Disturbance' and organised in 2002 a Conference on Student Mental Health.

that are presented by different student groups. These will range from classical separation/attachment issues associated with adolescent development, through to more complex interactions and tensions between study and family requirements with mature students. Post-graduates have their own problems and difficulties and an increasingly diverse international student population has to be engaged with in ways that are sensitive to themes of difference - for example, culture, race and in a number of higher education institutions – refugee status.

In addition, decisions to withdraw from studies or outright failure are seldom straight forward processes. By understanding the complexity of emotional and psychological processes inherent in student life, counsellors pay a critical part in helping students make the connection between mental health and their ability to learn.

The psychological counselling services within the Higher Education Institute (HEI) Sector provide a wide range of services from brief drop-in sessions through to longer term therapeutic and psychiatric support. Students presenting for counselling may be at risk emotionally, academically and increasingly, financially. It is of course recognised that there may be complex inter-relationships between all three. Indeed a HUCS (Heads of University Counsellors) Report; ‘The Impact of Counselling Services on Student Retention’<sup>109</sup> (June 2002) showed that students’ psychological counselling is likely to be most effective when integrated with academic and teaching support provision and that it is not at all uncommon for financial pressures to be a contributory factor in the emotional and academic decline of vulnerable students. The relationship between ill health, financial stability and student retention is of increasing interest and has recently been reviewed (Roberts and Zelenyanski 2002).

A recent survey (HUCS 2002) indicated that over 80% of university counselling services offer training in mental health issues to staff and over 50% to students. By working with staff across the institution,

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109 The impact of student counselling on student retention can be found on [www.ad.rhul.ac.uk/counselling/retention/html](http://www.ad.rhul.ac.uk/counselling/retention/html)

counsellors can raise awareness of the kinds of problems that students and staff can experience, which if not taken seriously can result in withdrawal from academic and social involvement, leading potentially to students dropping out. The training can be done in a variety of ways including:

- Individual and group counselling.
- Delivery of workshops and training.
- Supporting students and staff through training initiatives and mentoring.
- Advising the institution on policies and procedures through membership of committees and working parties.

Some counselling services operate within a framework of student services<sup>110</sup>, but all services would, when appropriate, liaise with academic and halls of residence staff, chaplains, student unions and other student support services and would be involved with them in a number of policy making and training activities.

### **Means and instruments**

There are many broad similarities between counselling services in different HEIs as well as some local variations. Similarities are in requirements for training, qualifications and supervision, in the reliance on the therapeutic (not an advice and guidance approach), in the adoption of theoretical models which are systemic and developmental in emphasis and an involvement with the educational context. There are also some differences – in levels of funding, in staff experience, expertise and training, in theoretical orientation and in the emphasis on different aspects of the work (Royal College of Psychiatrists Report 2003).

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110 The Association of Managers of Students Services in Higher Education (AMOSSHE) brings together those who have responsibility for the management or co-ordination of a range of learner support and guidance services for students. AMOSSHE serves as a forum in which members can discuss matters relevant to the provision, quality and effective management of support guidance services and provides the opportunity to share ideas and discuss issues of common interest. Weblink: [www.amosshe.org.uk/links.php](http://www.amosshe.org.uk/links.php).

All services respond to the pressures presented by students which are caused by the demands of the student role. A range of interventions is offered: from short-term focussed work – perhaps to deal with a crisis, life event or current conflict – to the exploration of more complex developmental issues and therapy for deeper seated and long standing psychological problems.

Whilst the majority of counselling in HEIs is short-term, average number of sessions 4.5 (Royal College of Psychiatrists Report 2003), this does not mean the issues dealt with are simple. Indeed according to an AUCC report 2001, the proportion of students with difficulties rated by counsellors as ‘severe’ has increased, particularly in HE colleges and new universities. Although many services have staff appropriately trained and experienced to offer longer term or specialist help – not all services have the resources to offer the interventions to all students who might benefit. Whilst the establishment of links with local medical and psychiatric services including local mental health teams, for consultation and referral, would be seen as an essential part of the work of an HEI counselling service (AUCC 1998), many services now have a part-time psychiatrist either as part of their team or a consultant. A HUCS Survey 2002 reported that 62% of services were broadly satisfied with existing arrangements for psychiatric support. A number of teams have employed mental health co-ordinators/ advisers whose role may be to forge links with external psychiatric and social services, as well as mental health promotion and awareness-raising within the institution. In some universities, these posts are located within the Disability Office.

Counsellors may also work in conjunction with their university health centre doctors and nurses when dealing with students with, for example, severe depression, eating disorders or self-harming behaviour.

Increasingly, services are seeking to evaluate their work by inviting students to give a written evaluation of the service they have received and the impact counselling has had on them. Some services use the CORE system which is widely used within the NHS as a means of measuring

the effectiveness of their work (Clinical Outcome Routine Evaluation) – devised by University of Leeds Psychological Therapies Research Centre).

## **Summary**

There have been significant developments in the provision of psychological counselling in HEIs in recent years. This is in part due to government initiatives in terms of Disability Legislation and Widening Participation which has resulted in a greater provision of resources. Alongside these developments, standards and the requirements for professional qualifications, accreditation and continuing professional development, have been raised, yet agreements for statutory recognition still remain unresolved. Some services are still under-funded, despite the reported increase in the severity of psychological disturbance amongst students, so that many students are having to wait too long for the treatment they need.

## **Careers Guidance & Employment (Area 4)**

### **Structural trends**

All universities and most other institutions of higher education in the UK have career services which are an integral part of the institution and these are supported by a professional body AGCAS, the Association of Graduate Careers Advisory Services working in close partnership with Graduate Prospects to provide extensive resources and professional development as well as a national voice for HE Careers Services. There are many reports available on the work of HE Careers Services, the most recent of which is ‘Delivering Quality’ published by the DfES in 2005 as a follow-up study to the Harris Report in 2001. Both looked in detail at the services provided to students, graduates and employers and made recommendations for further improvements for particular groups of clients or areas of activity. In addition, there have been a number of reports developing key issues raised in the Harris Review; 2001. These are listed in the publications section. There is concern about the wide



variation in staffing and resources between institutions, often unrelated to student numbers or needs.

AGCAS has made accreditation under the matrix quality standard a condition of service membership and this has had a major impact on the quality of HE Careers Services across the country.

For fuller information about AGCAS, HE Careers Services and Graduate Prospects see [www.agcas.org.uk](http://www.agcas.org.uk) and [www.prospects.ac.uk](http://www.prospects.ac.uk). Both sites also link to many other useful websites in the UK and elsewhere.

Most HE Careers Services get their core funding from the Institution, but many now have to generate external funding and for some this is the larger part of their budget. This money comes from employers for services rendered in relation to their recruitment activities; from regional development agencies for projects to do with graduate recruitment and retention in the region or for services for smaller media enterprises etc. Others might come from project funding to do with enterprise initiatives, supporting internal students, enhancing student employability etc. Some heads of service, like some heads of academic areas, spend a lot of their time now chasing money so that they can deliver what is expected of their services.

Increasingly HE Careers Services are part of a wider Student Services, and even where they are not, they are more fully integrated into the wider activities of the University, including the curriculum, than in the past. Devolution in the UK has had an impact on services which are responding to different government priorities, funding regimes, and graduate labour markets.

HE Careers Services aim to meet the needs of students, graduates employers and the academic community in the institution. Undergraduate and postgraduate students are their main priority and services are tailored for entrants, those in the early study years and finalists seeking help with the next steps. The wide diversity of students is reflected in the wide range of resources and services for them including ethnic

minorities, students with disabilities, mature students and international students to name but some. Links with employers are a key aspect of their work, at local, regional, national and international levels.

There are over 1600 HE careers practitioners in the UK. The average number of professional staff members per service is around 10 but this figure includes service managers, adviser, information managers, employer liaison staff and project staff and also hides huge discrepancies between different services and institutions. Core staff tend to be on permanent contracts but others may be part-time or on short-term contracts.

HE Careers Services are very likely to have employability policies and strategic plans which state their objectives and how they will achieve them, and link with the institution's overall strategy. Details can usually be found on the service websites.

### **Publications**

DfEE (2005), *Delivering Quality*, NICEC Cambridge

DfEE (2001), *Developing Modern Higher Education Careers Services*, DfEE Nottingham

UUK & SCOP (2003), *Modernising HE Careers Education*, UUK London

### **Websites**

[www.agcas.org.uk](http://www.agcas.org.uk)

[www.prospects.ac.uk](http://www.prospects.ac.uk)

[www.dfes.gov.uk](http://www.dfes.gov.uk)

### **Roles and qualifications**

The roles of staff in HE Careers Services in the UK include: service managers, careers advisers, careers information managers, employer liaison managers, administrative and IT support staff. All staff can expect to work in different ways with students, graduates, employers and academic staff.

The competences of particular staff reflect their duties and responsibilities. While there is no legal requirement for professional staff to be qualified, many services expect their recruits to be both qualified and experienced. Those who are not are actively encouraged to gain the relevant professional training, the AGCAS/Reading University qualifications in HE Careers Guidance which are available as in-service training. An extensive programme of professional development is available through AGCAS at national and regional levels. See website [www.agcas.org.uk](http://www.agcas.org.uk).

### **Tasks**

Most HE Careers Services provide detailed information on career options, further study, employer vacancies for part-time, vocational and permanent employment post-graduation. They increasingly provide career management and skills development courses as part of the curriculum, often in conjunction with academic staff and employers and including job-hunting and presentation and enterprise skills. Psychometric assessment and individual careers guidance is usually also available to complement this work with groups. They work closely with both large and small employers of graduates from the public and private sectors to hold presentations, run training sessions to help develop students' skills, and facilitate their entry to the labour market and to publicise opportunities for work experience/ placements and permanent posts. Many also run Careers and Recruitment Fairs, often collaboratively in a region.

### **Means, Instruments**

Most HE Careers Services provide their services through a range of media including face to face contacts, group work including assessed course modules, collaboration with academic colleagues in curriculum development and delivery, paper publications, website resources including interactive programmes and links to a vast range of other resources available on a 24/7 basis. These include careers information and guidance, help with application and interview techniques, psycho-

metric testing practices, links to employers' websites and on-line applications, careers fairs, employer presentations, mentoring schemes and much more depending on the particular needs of the local student population.

## **Summary**

HE Careers Services in the UK are well established and have functioned effectively for over forty years in many cases. They have adapted to meet the needs of students, their institutions and the employers who recruit graduates. There is considerable diversity in provision depending on the location, size and type of university and of course, the budgets available. However, drawing on the central resources provided by AGCAS and Graduate Prospects, there is a core provision which can be offered anywhere at relatively little cost and the network of services which AGCAS represents has been shown to bring considerable strength to the sector and to the individual Careers Services within it and, most importantly to the students and graduates whom they serve.

# Analysis of the data and discussion

**Author:** Paula Ferrer-Sama

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This part analyses and summarises the information content in the reports<sup>111</sup> about guidance services in EU countries. It starts with a description of the higher education framework, and follows with the main features of guidance services in the four main areas of FEDORA: Educational Guidance and Counselling, Disability and Special Needs, Psychological Student Counselling and Career Guidance and Employment.<sup>112</sup>

## Short outline of the Higher Education Area

The description of the Higher Education (HE) system is only intended here to serve as a framework for better understanding of the guidance services, so references will be made only to those features which are relevant to this purpose. For the last ten years, Higher Education systems in EU countries have continued to evolve according to the pattern described in the last FEDORA revision (Watts and Esbroeck, 1998<sup>113</sup>) but with some new element. Most of them are now experiencing dramatic changes, and some are expecting new changes in the near future.

On the one hand, the number of institutions is still growing to suit the needs of the increasing number of students in all the countries (with the exception of France, where the number of students has decreased since the year 2000).<sup>114</sup> Governments are allocating increasing resources to make HE available for all students (e.g. the Widening Participation initiative in the UK, and other similar initiatives in MT and SW),

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111 The comparative analysis only includes the data provided in a explicit way by each reporter. It does not include the information contained in the websites referred by them or other information that might be truth but is not being made explicit in the reports.

112 The country code of the reporter that provided the information is indicated between parenthesis or hyphens (see country codes in annexe 1).

113 Watts, A.G. Esbroeck, R.V. 1998 New skills for new futures: higher education guidance and counselling services in the European Union. FEDORA. 1998.

114 See annexe II for the number of HE institutions and students in comparison with the total population.

while students' profiles are getting more and more diverse, including more mature students (UK), part time – working students (FR), international students (FR, NE, ES, CZ, see also annexe II), disabled students (FR, ES) and new graduates who experience difficulties gaining access to the work environment (FR). Also, governments are more and more aware of the role that higher education plays in personal development and economic well being (IR) and for enhancing the cultural, social and economic development at national level (CY). Despite these concerns, funding seems to be insufficient, and the tendency is to reduce it still more (eg. DE, PL, NE). Although in some countries all universities are supported by public funds (FI), in others HE is financed by other funds as well, such as special projects within the Ministry of Education (NE), Private Funding (30% of the budget for NE) or sponsorships, conference and donations (for UK, attaching funding to quality particularly in the field of research) or student fees (e.g. in PL students fees cover 34,6% of funding for public institutions and 98% for private ones). In the UK, HE institutions are self-governing and legally independent, although 61% of the funding is supplied by the UK or EU government.

Responsibility of HE falls to the Ministry of Education in most countries, an institution which is also responsible for other areas, with diverse titles in each country (Youth and Sports in CZ, Research in EE, Science in LV, Science and Culture in AT, Youth and Employment in MT, Religious affairs in EL, Agriculture and Health in NE, Culture and Sports in ES) or/ and the local government (SW, ES, DE). Danish universities are the responsibility of the Ministry of Science, Technology and Innovation, while the Ministry of Education is responsible for colleges.

Apart from universities, HE is also provided by other institutions. Most of them are vocational training institutions (AT, EE, ES, SK, PL), also named Fachhochschulen (AT, DE), Colleges (CY, DK, LT, LV, MT, UK), Ecoles (FR), Hautes ecoles/ hogescholen (BE) that provide diplomas oriented towards employment; another common pattern is the existence of technical institutes (FR, IT, IE, CY), polytechnics (FI), or institutes of technology (EL), intended to provide technical training; finally, some countries have special universities reserved for foreign students (IT and NL).<sup>115</sup>

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115 See annexe III

Accession of new member countries with different political, social, economical and educational background to the EU has increased diversity. The Common framework for HE intended in the Bologna framework addresses this diversity in such a way that allows student and professional mobility while ensuring the quality of the whole system.

EU countries show different levels of progress on the Bologna Process. Although some countries (CZ, DK, BE, UK) fulfil the demands almost completely, in most cases the countries have fulfilled only some of the requirements of the EHEA European Higher Education Area. For example, the transition of study programs to the European Credit Transfer System or the diploma supplement. Most countries have already decided on the structure of their study programmes following the three cycles system (Bachelor, Master and Doctorate) and the ECTS. Some had no need to make major changes since their curricula was traditionally adapted to the three cycle system (FI, MT, ES, PL for technical universities) and have started to implement it in their curricula (CY, FI, FR and SE since 2005-2006; NE since 2003-2004; EE since 2002-2003; PL since 2002-2003). The expected year of the completion of this transition is 2006-2007 for some countries (AT, CY, HU, and SE). Diploma supplements are already issued in CY, FI, LV, NE, ES and will come into being at the end of the next year in MT and LT<sup>116</sup>.

Regarding quality assurance, study programs are only implemented by universities after approval by the pertinent authorities. Agencies for Quality Assurance have been created in AT (AQA, 2004), PL (2002), NL (Flemish Accreditation Organisation, NVAO), ES (ANECA, 2002) and MT (Quality Assurance Committee in the university of Malta), while other countries have created quality assurance systems for the Bologna process (LV, 2001) or participate in the European Association for Quality Assurance in Higher Education, ENQA (MT, NL).

As mentioned before, European educational authorities recognise the importance of addressing the needs of diverse population of students in terms of mobility and the adaptation of HE training to the world of work. Guidance services now play a crucial role in this task. The common pattern for most countries is to have different guidance services (in

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116 This data corresponds to the reports that actually mention it. If others have the same situation, it doesn't show on the report.

and outside the institution), although resources are very variable among countries and institutions. Some countries have only one organisational structure for all the guidance services (CZ, BE, DK). Main features of this services are described next.

## **Educational Guidance & Counselling<sup>117</sup> (Area 1)**

This area has been approached unevenly in different countries and at different times, from minor structural changes (DE, FI, FR, NE) to more professionalisation (DK); it is the best covered area for some countries (BE) and the worst in others (IE).

Educational guidance and counselling is provided through guidance services (created expressly for this purpose or also covering other types of guidance) or at a minimum by tutoring systems where teachers also perform some kind of counselling and mentoring services.

Most services provide not only educational guidance and counselling, but also other services like career guidance, psychological counselling or support for students with disabilities.

Administrative control lies on Funding and administration is usually provided by the Ministry of Education at a national level (The Educational Advisors in Schools and the Schools Psychology departments and Psychological student counselling centres in AT; the Counselling and Career Education Service of the Ministry of Education in CY; the Open Information Counselling and Guidance System in LT; educational guidance centres at universities in SW) or regional level (ES, LV, the psychological departments at universities in AT or the educational guidance services in LT). In some cases the responsibility falls to the private institutions (CY), Public employment services (Vocational Guidance Services in AT), or student unions (National Union of Student Services in AT). Services are usually located on the university campus, either in general buildings or within specific departments (usually for tutoring systems), but can also function at a local or regional levels.

Usually the students and graduates of the university (either staying on the campus or abroad) are the main beneficiaries of the service, along with secondary leavers or other applicants to the institution. In some cas-

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117 See a reference list of all guidance services in annexe IV



es parents, teachers or the general public can access these services.

Regarding the staff working in educational guidance services, some countries do not have a registration of the number of employees (DK), while others do. For those, numbers are quite variable: 10 at Private services in CY; 12 at different HE institutions in MT; 30 at the Psychological Student Counselling Services in AT; 108 at the Ministry of Education Counselling and Career Education Services in CY; 120 at the School Psychology departments in AT; 146 in FR, 150 at the Open Information Counselling and Guidance System in LT; 259 in LV; 1300 at the Educational advisors in school in AT.

This professionals are usually counsellors (EE, IT, ES, Vocational Guidance Services in AT, Student Education and Career Centre at the University of Cyprus, Educational Guidance centres at universities in LT, Junior Colleges in MT) or advisors (National Union of Students services in AT, private services in CY, educational guidance services in the NE). In some services they are also called psychologists (either educational or work psychologists) or pedagogists (some times social pedagogists). Frequently some teachers act as student advisers in their own departments (NE, AT, CY, MT). Other professionals performe different roles, like tutors (UK, PL, SL) or social workers.

Guidance counsellors or advisors are usually required to have a university degree (teacher, bachelor or master) in most cases in psychology or counselling, but also social sciences or education. Sometimes they need to have in service experience or training or have been involved in research projects. In many cases, these skills are only recommended, but not required.

Main tasks performed by this professionals include information and advice. Information requested by clients of educational guidance services is usually related to career choices, entry requirements and enrolment procedures for a specific institution, rights and obligations for students, grants and fees, accommodation, etc). Guidance on career planning, study skills, studying abroad, adaptation to academic life and also self-knowledge. Other task performed by these professionals concern the assessment of learning difficulties, counsellor training or tutoring and mentoring.

Guidance is provided usually through individual or group counsel-

ling and information. Other resources are also used such as web-based information, brochures and books, or measurement tests. Seminars and educational fairs, sometimes shared by several institutions are also commonplace

## **Disability & Special Needs (Area 2)**

As equal treatment for students is regulated by law in all countries, HE institutions are required to make adjustments to provide auxiliary aids and services for disabled students, and in some countries (NE, ES) more attention and funding is available nowadays for this area. However, the reality shows an scenario where resources are insufficient to make necessary adjustments that transform regulations into practice (Governmental funding has been reported for HU, UK and NE; institutional funding reported for LV, AT, LT, ES; external project funding or ESF is reported for IE, AT, LT, ES).

Within this framework, provision of special services for disabled students is very limited in some cases (DK) or practically nonexistent (EE) since in most cases it does not constitute a priority of the institutional services. The most common pattern is for universities to have special units for DS, others where there are not separate units but services for DS are incorporated in various student service departments (usually within the social services department, voluntary department or guidance services), or a combination of both.

For some countries (DE, BE, SE) each university has a person designated to provide support to DS, but significant changes have not been made since the nineties (FR). In others, only some universities (107 in DE) or in some cases none at all have special employees who work only with handicapped students (LV). Roles and competencies for these professionals are very variable. The person in charge of the service takes different titles: Disability Officer (FR, IE, PL), Representative of the Special Needs Students (BE), Coordinator of the Disability Unit (NE, SE) or Rector Plenipotentiary for Disabled students (PL). Some services also have other professionals, like Learning Support Tutors (IE), As-

sistive Technology Officers (IE, ES), Psychologists (LT, ES), Guidance Teachers (MT), Social Workers (ES), Logo-Therapists (ES) or Dyslexia Remedial Teachers (SE).

There are no specific qualification requirements for these professionals. Institutions can provide staff in these special units with some training in counselling or psychology (AT, ES) and usually require a certain amount of experience in dealing with DS (DK), a further knowledge of legal issues regarding disabilities, administrative work or high interpersonal skills (PL) or even a specific ability such as a knowledge of sign language (UK).

The tasks performed by these professionals are summarised below:

- Promote integration (LV, LT, UK, SE, ES, PL), eliminate architectural barriers (DK, LV, SK) and guarantee reserved seats (IT).
- Guarantee inclusive curriculum design and delivery (AT, SK, UK, ES) through adaptation of examinations and texts (text enlargement, Braille transcription, audiotape)- IT,SK, ICT support (DK, DE, MT, SK, PL), production of study material (AT), administrative support (AT) and providing sign language interpretation (DK, IT, SK).
- Encourage rehabilitation (LT) through speech therapy and improve social skills and communication (LV).
- Advocacy (DE, PL) developing policies (UK), facilitating grants (LV, SK), increasing awareness and information of the issue on the campus (PL) and training staff (SE).
- Provide guidance and counselling (DE, AT, SK) and tutoring (IT)
- Promoting research and project management (AT) as well as gathering financial support for projects (LV).
- Personal assessment and diagnosis (LT, AT, MT, UK)
- Referral (PL).

Networking provides significant support for HE services to DE. In the UK, SKILL (National Bureau for Students with Disabilities) organise

annual regional conferences and meetings, and NADO (National Association for Disability Officers) promote professional development and publish a journal on DS). In NE the Handicap and Study resource for expertise on DS pays more attention to national cooperation, and the LVVV is a nationwide organisation that provides each university with a “trust person” to promote equal opportunities. In AT, a national interuniversitaria institute, made up of five independent institutions at university level, has an informal network for material adaptation, research and teaching. In PL the association Universities for Everybody sets standards for accessibility for disabled students. DS coordinators meet annually in SE to draw up plans of action for their students with disabilities.

### **Psychological Student Counselling<sup>118</sup> (Area 3)**

As in the case of other guidance services, Psychological counselling for HE students is provided by specific units only in some European universities. Separate psychological counselling units are present in most institutions in CZ, some in IT and PT and few in EE (3 universities), EL (9 HE institutions), ES (10 universities), AT (6 universities), BE (only big universities), LT (4) and DK, LV and PL. Usually, these university services are provided by the Psychological department at the university. In many cases, psychological support is considered to be a medical service, and for this reason the national health services in most countries also provide this type of counselling in health clinics outside the universities, to which the students are either referred by the university psychological guidance centre in cases of severe distress, or directly at the student’s request (like in FR, the Bureau for University Psychological Support, BAPU). In the NE, there are no separate units, and psychological counselling is provided by personnel working in other guidance services in all universities.

The main difference between Psychological guidance services and others is that they are staffed by highly qualified personnel. Most hold a bachelor or master in psychology and are required to be certified by a

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118 See a reference list of all guidance services in annexe IV

professional body (IE, FI) or to have passed a state exam (IT). In others they are counsellors (EE) or guidance teachers (like the Gozo sixt for college in MT). They can also be assisted by other professionals like social workers (DK, FR) or reception staff (FR). Many are required to have postgraduate training in clinical psychology, counselling or psychotherapy or nursing (UK). There are also cases where the service is staffed by volunteers (like in the Youth Psychological Aid Centre in LI, where personnel can have any professional background, but are required to take a training course in psychology).

Some studies (e.g. Committee of Vice-Chancellors and Principles guidelines on student mental health policy and procedures for HE, 200) show increasing levels of mental health problems an emotional distress among students. Staff working in psychological services in HE institutions make diagnoses following personal interviews and testing (IT, LV) of psychological disorders, mainly psychosocial and psychosomatic (AT) like depression (EE) stress and anxiety (separation distress in adolescents – UK-caused by moving to another town or country to undertake further studies for international students – IT -, housing – NE -, adapting to university life – LV - examinations - BE, ES, DE - , tensions between study and family for mature students – UK - personal identity (cultural, sexual, religious) - NE, SE - or family problems - FR. Treatment and group therapy is also provided to improve social skills (MT) clarify personal, social and cultural identity (NE, MT, SE, DE), address eating disorders (MT) and provide health and sexual education (SE). Counselling is also given for issues related to study, for instance attempts to minimise the number of dropouts by setting up academic goals (AT), improving learning skills (FR, CY) and acquiring time management skills (MT). Treatment lasts an average of 2 - 3 hours in DE and an average of 4, 5 sessions in UK. Severe disorders or special therapy (like family therapy in BE) are usually referred to external services.

Many services in IE are also actively involved in developmental, outreach work and health promotion activities, and are acutely aware of youth suicide. Some of these services are also used for assessment and research (LV)

## Career Guidance & Employment<sup>119</sup> (Area 4)

Generally speaking, career guidance is a well established area in European HE institutions, and is the area which has undergone the most prominent changes since the last report in 1998 in DE and DK. The most common pattern is to combine career guidance services in the institution (either separate career centres or integrated within general guidance services) and vocational and placement services outside the institution. Some countries have specific career services in most universities (AU, IE, UK, in all state funded institutions, FI in all but the open university, SW), while others only have these opportunities in some of their institutions (in EE 5 of 12 universities; in BE only in big universities; LI in 6 of 19 universities; PL around half ). Public employment services or vocational guidance centres exist outside the universities in AT (Vocational Guidance Services), BE (Service d' information sur les Etudes et les Professions in Wallonia and the VDAB in the French community), CY (Ministry of Education Counselling and Career Education Service), EE (The Employment Service of Slovenia and the Centre for Vocational Guidance and Information), EL (Greek Manpower Employment Organisation, OAED) and MT (Employment and Training Cooperation).

The average number of employees by institution varies from one to three in BE, CY, EE, LV, DK, NE, more than 3 in LT, MT, ES and UK. These professionals perform different roles. Career counsellor or advisor is the most frequent, appearing under different titles such as counselling technician (FR, ES), placement, appointment or employer liaison officers (IE). There are also other professionals working in career services such as information officers, managers (program, project or service managers), IT support staff and administrative support staff.

No essential changes in staff qualifications have been made since the 1998 review in AT, BE, FI, and DE (for professionals working in public employment centres).

Roles and qualifications for carer guidance practitioners are apparently unregulated by law in all the countries, so there are no entry requirements to work in a career centre apart from those formulated by

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119 See a reference list of all guidance services in annexe IV

the institution itself. Usually there is no professional register for career guidance staff, although some professional associations require a certain level of competency to be a certified counsellor (in UK, AGCAS, Association of Graduate Career Advisory Services, has made accreditation a condition of service membership).

In practice, all career guidance advisors/ counsellors in IE and DE and in most of the other countries hold a HE degree, usually in education, psychology, but also in sociology, law, marketing or other social sciences; but in some cases, only teacher qualification is required (CZ) while in others, counsellors are required to have further training in counselling or psychometric testing (AT, CY) or even competitive examination (FR). In MT most of the competencies are acquired during the service training. In LV, the career counsellor profession is included in the Classification of Occupations (determining the main role, skills and knowledge); however, specific training for career counsellors doesn't yet exist (although it will be implemented in 2007).

Career counsellors perform a wide variety of tasks, than can be summarised into three main areas: career information, career guidance and placement. Information is provided on labour market trends in most services. Career guidance includes the development of employment skills, career planning, job seeking skills (CVs, Interviews, application letters, etc); assessment of the school to work transition process and adaptation to the job market; information and guidance on self-employment opportunities and procedures. Placement tasks include liaison with employees, e-recruiting for graduates and arrangement of internships for undergraduates. Some services carry out personality testing (CY, PL, UK), others cooperate with academic staff and with curricula development (IE). Information is provided through printed texts and job fairs and forums. Guidance is provided by individual and group guidance (seminars, workshops) mentoring and coaching. Placements are usually found through online databases of CVs and Vacancies and liaisons with employees.

University Career Guidance Centers are connected in networks in some countries such as PL (OSBK), AGCAS (UK) and ES (SIU).

# Towards an Identity of Guidance and Counselling in Higher Education

**Author:** Michael Katzensteiner

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## Introduction

At first glance, the national reports seem to reveal a landscape of guidance and counselling in higher education, which is characterised more by diversity than by identity. They reflect together the overall situation in Europe, of which we are all familiar. Aside from that, the definition of the terms „guidance and counselling“ does little to create a clearer presentation of the subject inside and outside our professional field. On the other hand, on a closer inspection of the results, there seem to be a lot of commonalities - among the people and institutions of our field and among the people we work with. So it makes sense to search for components that can build an identity for “guidance and counselling in higher education.“

Some efforts have already been made to collect the relevant data by asking clear questions in the guidelines for the national reports<sup>120</sup>. The present reports are the result of a process of intense communication between the rapporteurs and ourselves and between the teams in each country. If we are to try to find an identity for advising and counselling in this field, we need an appropriate model in order to reflect all aspects of the situation including this mentioned discussion process, and Krappman’s (1971)<sup>121</sup> concept of identity balance can be useful for this task.

The term identity should be applied to each section of the national reports: the areas of guidance and counselling, the institutions/ services

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120 See Appendix: Guidelines for the National Report.

121 Krappman, L. (1971). *Soziologische Dimensionen der Identität*. Stuttgart: Klett Verlag



(and the field in which they are embedded), the counsellors, their roles and qualification, their aims and tasks and last but not least to the means and instruments used to provide the services.

## **The Model of Identity Balance**

In Krapmann's concept, which is based on the tradition of "symbolic interactionism", identity is not proposed as a ready product, but must be continually established and renewed by the balance of forces in the process of interaction. In the view of an individual this balance is related to his/ her own interests, needs and intentions as well as to the demands, expectations and regulations from outside. In the real interaction, inconsistencies arise between these forces or they turn out to be heterogeneous and ambiguous. Moreover, at this point the individual's identity can emerge. In order to succeed, the individual needs a base, a reasonably steady self-concept on one hand and a clear presentation of some components of his "personal identity" like age, sex, profession, family, nation on the other hand.

The balanced identity model can serve not only as a way to describe the process of gaining personal identity but also as a way to establish a common profile in a professional context like for example our project<sup>122</sup>. This will be explored in the following text. Some components, which are needed for developing and presenting a clear identity, are not yet sufficiently elaborate. As mentioned above the collecting of the data and the results can be seen as an example for the forces, which take effect in communicating identities. The rapporteurs described the situation of guidance and counselling in their countries in very different ways, based on their own expertises, needs, and evaluation(s). In the following we try to analyse the components of identity (according the Guidelines for the National Reports) based on the model.

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122 Katzensteiner, M. (1997). Zur Identität der Psychologischen Studentenberatung. In: Turriani, H., Schilling, M. (Hrsg.). (1997) *Wi(e)der die studentischen Probleme* (S. 451-468). Wien: bm:vw

## **Identity of the Four Areas on the Background of Higher Education**

Encouraged by the Bologna process, higher education will soon achieve a common structure in Europe. But what is the role of guidance and counselling in this process? Of course the relevant documents have emphasised the need for such services. However, the weak link between “guidance and counselling” and the academic community remains problematic. Only in rare cases the counsellors are parts of the academic staff or the scientific community and can thus share this sense of identity. In terms of identity dynamics we can sometimes take advantage of these circumstances. However, when considering the reports it seems very important to obtain a closer connection with the academic field. Only some of the rapporteurs answered the questions concerning the qualification of the counsellors. It seems a professional training (based on scientific methods) cannot always be taken for granted. It is one of the main priorities of FEDORA to continually improve this situation. Only if we can communicate on a common academic level, will we be accepted.

A further component in the presentation of our identity should be to show field competence in higher education. Beyond this, a very important part of our job is to enable people to take entrance exams, leave the education system for the job market and in some cases return in the context of lifelong learning. The “subjective view” provided by this comparative project could give us the means to create a common profile among the education systems of Europe.

The four areas (educational guidance, disability and special needs, psychological counselling for students, career advising) are the building blocks of a common identity in this field. A lot of services are involved in more than in one area or have labels, which are too general or capable of being misunderstood. Communication within networks like FEDORA and between the networks and research should lead to a clear profile in every area. However, the suggested classification does not cover all the activities in the field.

## Educational Guidance

For balancing identity, a clearly defined “basic identity” must first be established. This kind of clear identity does not seem to exist either in terms of self-perception of the counsellors or in terms of “public perception”. Therefore this area is running the risk of becoming “something of a stepchild” as noted by Anderson<sup>123</sup>. One of the reasons for this is the very heterogeneous nature of this area due to the variety of different tasks such as study advice, initial tutorials, and study management, helping to develop study skills. Another reason seems to be inherent: a part of the counsellors’ job is to help students to manage transitions, a task that cannot be exactly defined. As shown in the reports some counsellors are involved in secondary education, some are part of the academic staff, some are members of the student union – the list of the professions involved and the titles of these roles is very considerable and confusing as we know from the excellent study carried out by Watts and Van Esbroeck<sup>124</sup>.

Educational guidance seems to need a background identity to provide a link between the diverse components. In terms of our identity concept the educational counsellors are the partners of (adolescent) people, who have to find out their deepest wishes and to establish their own identity while being faced with the demands of society, of parents, of the economy and – in the case of students - with the demands of their study. One of the missions of educational guidance in general should therefore be to help the future students and students in this process to develop an identity instead of “student-role playing” in different situations. This should be the background for imparting information, knowledge, and skills like deciding, learning, presentation, and goal finding. In this way educational guidance and counselling could become a key area in the whole field.

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123 See the article „Educational guidance and counselling – a short overview” in this book

124 Watts, A.G., Van Esbroeck, R., (1998). *New Skills for New Futures*. Higher Education Guidance and Counselling Services in Germany. Louvain-la-Neuve: FEDORA

## **Disability & Special Needs**

This area seems to have developed a clear identity. The counsellors are highly qualified experts in their field and a pioneering spirit can be felt when reading this part of the reports, if the area is covered of course. There are networks where knowledge is shared and presented to a broader public, not just a narrow academic one, and seems very professional. In the following, we have revised the premises on which we have built the identity of this concept.

To define the identity of this area the terms “disability“ and “special needs”, and also “equal opportunities” have been used. Within “special needs” the term “need” is included, bringing it closer to our conception of identity balance, where an individual has to learn to balance his or her often-inconsistent needs with the demands and conditions outside. It could be noted that the expert helps the concerned students with this process, gaining their identity and defining their own professional area for this reason.

But the subject is more complicated than that. Without going into detail, “disability” has to be related to the ICF (International Classification of Functioning, Disability and Health), which was published by WHO as the international standard for describing and measuring health and disability<sup>125</sup>. The point is that disability is not only related to a special group but also to the environment of that group. In our case this refers specifically to the academic environment and the student’s physical as well as social surroundings! The focus of intervention is therefore not clear from the start. Mental disorders like depression are put on an equivalent level as physical handicaps for attending a job (or academic study in our context).

In this way it seems essential to cooperate in order to succeed in this area. It cannot be left to a few specialists to deal alone with this challenge. Only a steady process of interaction between the experts as well as the students and the academic public will succeed.

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125 see the pages of WHO [www.who.int/inf-pr-2001/en/pr2001-48.html](http://www.who.int/inf-pr-2001/en/pr2001-48.html)

## Psychological Counselling in Higher Education

Psychological counselling seems to be a well-covered area in higher education. A lot of publications<sup>126</sup> followed the first overview<sup>127</sup> including a study by members of the FEDORA PSYCHE working group. Furthermore, conferences are organised at three-year intervals. Regarding this and the data produced by our study, the identity of psychological counselling in higher education<sup>128</sup> seems well founded. Psychology is a part of the canon of sciences, a fact that contributes to its good reputation. However, for several reasons the situation turns out to be complicated. I will mention shortly three causes: prejudices about psychology and psychologists, the diversified field of psychology and the collective term “psychological counselling“.

As is generally known, psychology and more so psychologists are perceived by the public in an ambiguous way: On the one hand, high expectations exist about the solution of problems by psychological methods, on the other hand psychology is devalued and marked by the negative association involved with mental illness. These prejudices present obstacles to psychologists in their everyday work, but also allow us to clarify the identity of the subject area and of the subject itself. Psychologists have learned to deal with these obstacles, but they are not experts in giving a realistic image of the potential of psychological work.

That leads us to the second cause of equivocality, namely the numerous relevant sub-areas of psychology. Psychological student counselling is related in practice to clinical psychology, health psychology, organisational and occupational psychology, educational psychology, psychological diagnostics, psychology of cognition, learning and memory, psychological psychotherapy and supervision. Regarding the last

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126 At the following address (most of the) FEDORA publications in an electronic version are available:

<http://elpub.bib.uni-wuppertal.de/rootcollection/zsb/fedora>

127 Bell, E., McDevitt, C., Rott, G., Valerio, P. (Eds.) (1994). *Psychological Counselling in Higher Education*. Napoli: La Città del Sole and Istituto Italiano per gli Filosofoci

128 Katzensteiner, M. (2004). Die psychologische Studentenberatung. In: Metha, G. (Ed.). (2004). *Die Praxis der Psychologie*. (S.151-158). Wien, New York: Springer Verlag

two FEDORA PSYCHE conferences,<sup>129</sup> Psychological Counselling in Higher Education seems to be increasingly gaining a profile, which includes the mentioned areas of psychological work and is beginning to stand on its own feet. But there is still a long way to go, since some elements such as standardised contents of curricula and journals are still missing. Issues like this one could be essential for the survival of the field. We have to defend this identity against ideas of outsourcing psychological student services to general health services or to private psychotherapy practices. If, however, long-term psychotherapy or special treatment (e.g. addiction) is needed, passing on the client can make sense and is therefore one of the tasks of our services.

In lots of countries psychological law regulates psychotherapy, clinical psychology, health psychology, sometimes even „psychological counselling“. But there is no European law at the moment. Consequently – regarding the third cause of confusion – it will be very important to specify the term “psychological counselling” in order to make it clear to the target group, to the academic field and to the psychological experts. Under the heading “means and instruments“ of the national reports a lot of examples can be found which can help to explain the application of psychological methods.

### **Career Guidance & Employment**

Already in the eighties, there was a need for the advisers and employers in this area to build a European network for sharing ideas and experience, a significant factor contributing to the establishment of FEDORA. The results of this study show that the area is well covered and has a really clear profile, networks exist beside FEDORA, successful conferences<sup>130</sup> and summer universities are held, and also in the new member

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129 Rott, G., Figueiredo Dias, G., Broonen, J. P., (Eds.) (2005) *Cognition, Motivation and Emotion: Dynamics in the Academic Environment*. Louvain-la-Neuve: FEDORA

Internationalisation within Higher Education in an Expanding Europe; New Developments in Psychological Counselling», 8th to 11th June 2005

130 The FEDORA Career Guidance & Employment Group organises regular conferences dealing with matters of interest to HE careers advisers and employers, the last one in London (2004)

states the importance of this area seems to be recognised. Career advising including all of its professional aspects seems to have a distinct professional identity. Regarding our balance model the problems seem similar to educational guidance.

One of the key issues seems to be the definition of the term “career” for both the target group and the public. From the viewpoint of an undergraduate it may seem an objective term that will turn into “my career”. But what does it mean in terms of the demands of the current labour market (age of preference: twenty one, at the same time ten years work experience, two master degrees...), against a background of numerous unemployed academics, in terms of the jobs offered (in so called “projects”)? Is it possible to achieve our aspirations (if we know them) on the “path of life” or is it just a luxury to have that option? Is it possible to earn a living from a certain job offer? Is a social life alongside the daily (and nightly) work plausible? Is the buzz phrase “entrepreneurship”<sup>131</sup> only a euphemism for “precarial labour conditions” or “ego agencies”? Besides the necessity, is there a real possibility for lifelong learning?

Both partners in the advising process, counsellors on the one hand and students/ graduates on the other have to consider such questions and subjects. As described above regarding the educational guidance, it is important to stimulate a process at the people seeking for help to build up their own identity (considering of all heterogeneous components detailed in the balance concept). In the same way can the experts “win” their identity. Systematic reflecting and interaction can help. Networks like FEDORA should play a role in this process as it did in the past, but a more systematic process based on an analysis of the results of the reports could be the next step on this path.

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131 In Paris 2001 were held an excellent summer university about this theme (by the FEDORA Working group Career Guidance & Employment)

## **Identity on the background of roles<sup>132</sup>, skills and qualification**

An impressive list of roles can be found in the results of our study. Yet due to diverse terms used by the different languages it is very difficult to spot precise common characteristics. And if professional experts are acting in distinct roles like “career advisor,” they might also be part of an academic staff, of a university administration or of a public body. It is essential to clarify the social identities, which are reflected in the listed roles in connexion with the areas, the tasks, the professional skills and qualifications. This study should be a step in upgrading the research and analysis done by Watts and Van Esbroeck<sup>133</sup> and Bell et al.<sup>134</sup> Not until the results are communicated and discussed can a common social identity - maybe combined with a general role like student counsellor - come into existence.

According to Krappmann<sup>135</sup> the people involved require some premises in order to reach such a target. He emphasises some basic skills that people have to develop in order to gain identity in an interaction process: role distance, tolerance of ambiguity, role taking and role making.

### **Role distance**

This concept devised by Erving Goffman (1961)<sup>136</sup> describes a kind of “space” between the individual and his role in the process of interactions. It can be activated by jokes or by any behaviour, which shows that the person in a certain role is not totally congruent with the performed role. Psychological counsellors or psychotherapists need that skill to survive in their professional field. Krappmann relates “role distance” to ambiguity between the diverse demands which society focus-

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132 The term role in collecting the data is used in a pragmatic way not in the sense of former functionalistic role theory.

133 Watts, A.G., Van Esbroeck, R., (1998). *New Skills...*

134 Bell, E., McDevitt, C., Rott, G., Valerio, P. (Eds.) (1994). *Psychological Counselling...*

135 Krappman, L. (1971). *Soziologische Dimensionen...*

136 Goffman, E. (1961). *Encounters: two Studies in the Sociology of Interaction*. Indianapolis: Bobbs-Merrill



es on an individual. In the current psychological use, role distance is seen as one of the basic social skills of a mature adult and refers to the ability of perceiving and handling all the ambiguous role demands in respect of one's own needs. It should be a task for all experts to develop this ability during the process of finding their own professional identity. Particularly in contact with members of legal professions or the administrative staff, it may be difficult to act by role distance. A sense of humour can be useful. One of the characteristics of well-established roles is that there are jokes existing around these roles. Except for psychologists (not specific to our field), there seem to be no jokes about our roles in different areas...

### **Tolerance of ambiguity**

The need to develop this skill stems from the task of helping individuals to find their own identity on their path of life. It is very helpful to clarify all components of our professional identity, but ambiguities will remain, and we have to deal with them. The people entrusted to us learn also by identification with the experts.

### **Role taking and role making**

Role taking means showing empathy to the partner with whom we interact. It is of course a basic skill for counsellors, but is also necessary when we deal with all the inconsistencies and ambiguities involved in acquiring our professional identity and the identity of our services and institutions. Role taking has to be supplemented by role making. So we can create a new social identity by combining all the components of our roles and (shared) social identities. Of course, new roles cannot emerge without disintegration in order to find constructive solutions. We need both clear role concepts and the skill of role making.

### **Skills and Qualification**

Skills and qualification are related to personal as well as to professional and legal aspects of identity presentation. The results of the study show

a high level of diversity between the areas, except maybe in the case of psychological counselling. Nevertheless, some basic qualifications can be identified. In terms of a common identity of all the professionals who work or wish to work in the field of guidance and counselling in higher education, it is important to reach an agreement on some basic skills that each person should have or acquire in a curriculum. Some suggestions are the following:

### **Personal skills**

It is of course impossible to provide an “unfailing guarantee” that a future advisor will be a mature, mentally healthy personality. But as with educational training for psychological counselling and psychotherapy, so could basic seminars about social competence and communication skills serve to select qualified people. Gaining self-awareness and empathy should be indispensable aims for advisors and counsellors.

### **Professional skills**

The following are some important professional requirements – this list is neither exhaustive nor systematic:

- Academic degree
- Counselling skills not only in general, but adapted to the specific tasks in the field, case studies about counselling
- Psychological skills about learning, adolescence, personality
- Group working techniques, teaching and presentation skills
- Basic skills in project management
- Standardised on-the-job training
- Dealing with new medias like web<sup>137</sup>
- Evaluation
- Organisation dynamics
- Training of skills required in the area

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137 Web counselling was an important theme at the FEDORA PSYCHE Conference held in Groningen 2005. See above: Internationalisation within Higher Education ...

## “Field competence” in higher education

- Knowledge of the law regulating studies and institutions of higher education (in their home country and European and International overview)
- Organisation of programs of study and institutions of higher education
- Study abroad<sup>138</sup>
- European and international developments in this field
- Policy of European Union in this field
- Trends in European and international job market
- Networks in this field
- Research results about the area of higher education and career

Field competence should definitely be a characteristic of a common identity and identity gaining can be best achieved by cooperation.

## Means and Instruments

Means and instruments depend on the respective tasks, which differ according to the areas. Inside the areas, the results of our study show a certain uniformity concerning career guidance and psychological counselling. As we have already mentioned in the earlier discussion of FEDORA events, it seems that we are in a process of developing a canon of special techniques for our areas. The application of the web, especially web counselling, can serve as an example for this.

As regards our identity model, we must cooperate within the areas as is the tradition in networks like FEDORA, EAIE (European Association for International Education) or the relatively new ENOHE (European Network Ombudspersons in Higher Education) etc.<sup>139</sup> However, it does not make sense, apart from in the area of basic qualifications to construct a canon of common means and instruments.

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138 There are excellent publications like The Hobsons Study Europe Guide done in partnership with FEDORA

139 You will find a lot of networks in our study

The best means of improving our way of doing our jobs is to exchange experience and to learn from each other how to present our activities to our target group and to the public.

Another is to develop a kind of a “corporate philosophy” in applying our means and instruments and thus creating a base for a “corporate identity” of guidance and counselling in higher education.

## **Conclusion**

We have discussed the components of developing a common identity, and in regarding the results of our study this seems to be a realistic target. We consider the following as useful:

- Enforced discussion on the base of the Vilnius Charter
- Standardised professional training for the four specific areas and shared training concerning the “field competencies.“ Several aspects/ responsibilities should be moved to a European rather than national level
- Intensification of advanced training
- Quality assurance regarding curriculum and practice of counselors and advisors

It is well known in psychology that multitasking undermines progress – that is why we should focus on few attainable sub goals. There is no need for a perfect result; it is more important to make systematic progress towards the mentioned goals.

“Guidance and Counselling“ will remain a varied part in Europe’s higher education landscape – but as already said: inconsistencies help to create identity.

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# Educational Guidance and Counselling – a short outline

**Author:** Per Anderson

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As documented in the national reports the provision of guidance and counselling differs greatly from country to country and from sector to sector – even more so, when we focus on educational guidance and counselling as a separate service apart from academic counselling.<sup>140</sup>

All countries offer educational counselling and guidance to some degree, primarily focused on helping students to choose the relevant study programme, how to apply or how to supplement entrance qualifications needed. These activities are typically organised as external activities offered to students in their last year before entering higher education or are embedded in the institutions such as high schools, “gymnasiums”, secondary schools etc.

There seems to be no common pattern in the way, these services are offered. In some countries the services are highly centralised and run as organisational entities placed outside the institutions, in others the services are embedded in the individual institution and taken care of by professional administrative staff or teachers, performing this task as part of their responsibilities in line with tutorial work and teaching specific topics. There seem to be no overall design behind these significant differences and certainly no predominant solutions in the field. If there is a trend however, it seems to point in the direction of more countries moving towards a model of more centralised provision of educational guidance and counselling, when we look at the services offered potential students in the process of choosing a study programme after secondary education. In some countries this is based on the assumption, that the organisational framework will ensure a more professional approach and provide more unbiased counselling – but the national reports provide no

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<sup>140</sup> Academic counselling is defined as the counselling closely connected to the individual study of the student, i.e. tutorial activities, guidance on how to present papers etc.

conclusive assessment studies to support this view.

The recourses allocated for this purpose and the professional qualifications of the staff differ greatly and again no geographical or cultural pattern is predominant, the same being the case, when we look on the professional background of those responsible, be it teachers acting as counsellors or full time employees in guidance centres run centrally.

As a supplement to the public provision a few countries offers privately run agencies, offering guidance and counselling for schools leavers, but this area is not well documented.

All countries are moving towards greater use of it technology to support the students in the decision process mostly by offering a growing number of information on study programmes, easy accessible by the net, but also to some extent offering decision helping programmes as tools in the decision process but again it is difficult to find a common denominator.

The area is even more diversified and heterogeneous, when we focus on the higher education area.

Where we see a growing concern and focus on the provision of career guidance and also in a number of countries provision for the disabled and handicapped student, the latter mostly a consequence of legal initiatives, educational guidance and counselling has been and is still something of a stepchild.

This is partly due to the fact, that is can be difficult to distinguish between academic counselling as such and educational guidance and counselling, but is also a consequence of national traditions and design of study programmes. Finally in a number of countries this area has not been considered important and focus has been on provision of career guidance and psychological guidance.

Where some institutions of higher education offer all students educational guidance and counselling on a very professional level as a supplementary to academic counselling, other institutions offers no such services at all and apparently rely on the students own ability to navigate in the area, choosing the right courses, composing their own study

programme and finding their own solutions to problems.

Not only the provision of actual services and the possibility to get access to such services differs significantly, also the professional background and training of the staff, engaged in this area differs greatly. You might expect that all counsellors had some kind of professional training as supplement to their professional degree, but this is by no way the case. Where you in one country may find institutions offering a whole package, including social and psychological guidance, professionals offering educational guidance and counselling, coaching and advising on study techniques etc., other institutions do not. This is of course a matter of finance but also of tradition and how to prioritise.

It is however also true, that educational guidance and counselling is moving more into the focus at managerial level at most institutions. This is mainly a consequence of the Bologna process and the consequent redesign of courses and the new opportunities and options giving to student, enabling them to a lesser or greater degree to compose their own study programmes and to do so on an inter faculty basis. This is primarily the case at university level and to a lesser degree at the vocational level.

This development alone calls for more educational guidance and counselling to students during their studies, but there is also a growing managerial understanding of the need for more counselling and guidance of students, as more institutions have to adjust to an increasing number of students with no academic background, implementing quality assurance programmes, accreditation etc.

Finally a number of countries are moving towards a new system of financing HIE, introducing incentives for the institutions to ensure a growing number of students actually leaving with a degree of professional qualification.

This process therefore is beneficial for the development of educational guidance and counselling, as greater focus on the area also means a growing understanding and recognition as such. However resources are limited and allocated in competition to other areas of similar importance and the area is still struggling with creating the necessary profes-



sional recognition, placing educational guidance and counselling in line with similar services, aiming to help the students.

This calls for innovative approaches and in a number of countries some development to meet this challenge is addressed by introducing group counselling on a larger scale, new solutions and also new methods like learner centred approach, coaching etc. Other institutions try to combine the services by creating designated guidance centres, offering the student a wide range of services in a one stop concept and at the same time building up centres of competences.

Alas other countries and institutions are still struggling to find means to provide just a minimal provision of guidance resources, so the picture is very diversified at an overall level.

In conclusion it seems fair to say, that even though resources for educational guidance and counselling have grown since the original study, the area is still not recognised at the same level as careers guidance, psychological counselling or services for the disabled students.

One reason may be, that the area is difficult to define in relation to other activities such as academic counselling and other activities and therefore not in the eye of management, another that training and competences are somewhat lacking and finally that goals are unclear - hence it is difficult to document the results and justify additional resources.

A synthesis of the national reports give us some references to, what is needed to ensure, that educational guidance and counselling can be recognised for its true value - areas where FEDORA through its network and the working group can contribute. Areas, where there will be a clear interest and benefit for students and the sector, if FEDORA can identify and suggest solutions and present proposals.

This suggests, that the following areas must be addressed by the working group in the future

- Present proposals for minimum provision of resources for educational guidance and counselling, ensuring that a service is available for all students enrolled in higher education
- Lobby to ensure, that guidance and counselling is part of quality assurance programmes and accreditation standards

- Present proposals to ensure training programmes and exchange ideas and examples of best practices, innovative programmes etc. to enable a higher standard of service
- As part of a charter describe and define a code of practice, ensuring that professionals in the field meet the same high standards and ensure, that they are accepted in the guidance community
- Help formulating strategies and formulation of goals on an institutional and national level

If FEDORA succeeds in this, it will mean an important step ahead, not only for colleagues from the new members states, working in the field, but it will enable us all to work together to qualify and professionalise educational guidance and counselling.

# The Role of FEDORA as a Catalyst in the European HE Area

**Author:** Gerhart Rott

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From its very beginning in 1988 FEDORA substantially supported the objective of enhancing student and HE staff mobility. It reflected students' learning experiences and educational development, and identified common ground on how students could be supported by teaching as well as guidance and counselling staff in their universities both at home and on European exchange programmes. In the early nineties FEDORA was one of the very few organisations in which an overall debate on the impact of the HE institutions on students' educational, professional and personal development could take place on a European scale. In this way it contributed to making the European mobility programmes effective.

With the ambitious aim of creating a European Higher Education Area (EHEA), a far more comprehensive process of cooperation, involving structural and functional change, has been set up for the beginning millennium. Within this challenging context FEDORA's contribution is again set to play a constructive role. With increased structural complexity the number of stakeholders, and the scope of educational and policy issues, have widely risen. Drawing on its wide resources, FEDORA will have to reframe its agenda to match this new perspective. It is essential that FEDORA should put its unique professional background and its specific body of knowledge to use in meeting the challenging tasks of the European Higher Education Area.

With the signing of the Bologna Declaration in 1999 the so-called Bologna Process was started. Initially, the Ministers of Education of 29 European countries signed this declaration. Up to now 45 countries have joined the process. The principles of mobility, employability, competitiveness, attractiveness and quality assurance of HE institutions form its pillars. The Bologna Declaration itself is the culmination of a dec-

ade-long process and the beginning of a program planned ahead until the year 2010. Earlier policy agreements include the Lisbon convention on the recognition of higher education qualifications in the European region (1997) and the Sorbonne declaration on harmonisation of the architecture of the European higher education system (1998). On a more global level, the Bologna Declaration stands in the context of the “World Declaration on Higher Education” by UNESCO (1999) and the “Guidelines for Quality Provision in Cross-border Higher Education” published by the OECD and UNESCO in 2005.

Despite the fact that the Bologna Declaration and its follow-up communiqués of Prague (2001), Berlin (2003) and Bergen (2005) are predominantly government policy statements, the European HE institutions themselves play an important role in the Bologna Process. Acting as their representative, the European University Association (EUA) ensures the full involvement of the universities at each step in the process by providing essential information and analysis of trends in HE and by presenting EUA Declarations on the HE institutions’ main priorities and positions, such as those of Salamanca (2001), Graz (2003) or Glasgow (2005).

The Bologna Process has changed the structure of the qualification framework in Europe immensely, reframing national educational settings within an overarching structure. The overall aims to be achieved with this process include an increase in the transparency of university structures, comparable degrees and enhanced employability. At the same time, work and study experience abroad are fast becoming a prerequisite in an increasingly globalised job market, meaning that students need to be given the opportunity to gain international experience by undertaking at least part of their studies abroad without too many problems on the part of the delivering or the accepting university. To this end, universities are moving towards a two-tier structure in university degrees (BA/MA structure), and introducing a European Credit Transfer System (ECTS). At the meeting of the ministers responsible for higher education in Bergen in 2005 the structure of degrees was extended to a three-tier system and now includes the possibility of inter-

mediate qualifications (cf. European Ministers Responsible for Higher Education, 2005).

Of course, changes such as these do not happen without conflict. Indeed they bring about a number of uncertainties and risks, especially for the student, such as the new modularisation of studies and differentiation of courses. It is the goal of the Bologna Process to make the aims and contents of degree programmes more transparent to the students as well as to prospective employers. To this end, not only the universities but the students themselves are called upon to document their accomplishments throughout their studies. They are advised to develop some sort of portfolio which will help them answer questions such as how did I spend my time at university and what did I achieve? This portfolio will support them in clarifying their own goals, as well as in evaluating their own competencies. Moreover, this system encourages an active approach to studying on the part of the student (cf. Rott, 2004).

In these times of change students not only have to face the uncertainties inherent in the restructuring process. At the same time they need to acquire additional skills and competencies that can facilitate the transfer of knowledge acquired in the educational setting to any given or likely employment situation. This, presents them with even more responsibility than before. Increased student responsibility entails a shift from a teacher-centred to a learner-centred approach for the higher education institutions. This approach is an interactive one which focuses on the individual student's learning needs, including their non-academic requirements and informal learning experiences. For successful academic learning includes personal growth and development as well as the acquisition of knowledge. This change in perspective gives the individual student the possibility to balance their personal aims with what the university offers, especially with regard to finding a field of studies that is most in sync with their strengths and goals in life. On the other hand, students may easily feel overwhelmed when faced with the task of balancing their own needs and educational and professional requirements in an educational setting that, at least at the moment, is in a state of considerable flux.

The risks and uncertainties accompanying the Bologna Process are even more profoundly felt by students who spend at least part of their studies in a foreign country. They are not only faced with finding their way in a changing university structure, they also have to cope with studying in a country with traditions that differ from their own. Students may experience a number of difficulties and disappointments once the initial excitement of studying in a foreign country fades and the impact of cultural differences and difficulties is felt. In order to balance attachment and separation requirements in the new environment, international students need to adapt biographically learned “internal working models” (cf. Rott, 2002). To counter the uncertainties and risks that accompany the implementation of the Bologna Process, a well-founded student support system is needed, especially in this initial period of implementation of the Bologna structures. Well developed guidance and counselling services are needed to accompany and support the restructuring process with additional explanation, information and assistance.

In recent years, it has become common practice to think of learning as a lifelong process in which the individual learner is perceived as a learning subject with the ability and possibility to make educational, training and occupational decisions at any point in their life. This is closely connected to the concept of sustained employability and occupational and geographical mobility. In the context of lifelong learning, the individual is encouraged to adopt a proactive approach to life and learning and to reflect their own inner self, so that they will be in a position to actively shape reality. Still, in many countries certain areas of lifelong learning are not yet sufficiently developed. Further work is needed in extending learning at the workplace, as well as creating flexible learning pathways and bridges between the different systems and learning frameworks (cf. Council of the European Union, 2004, p. 20). In this context, responsive lifelong guidance and counselling provision take on a crucial role in encouraging, motivating and facilitating learners’ progression through a flexible learning system. Therefore, guidance and counselling services should be coherent and transparent and designed to meet the needs of the individual learner (cf. European Commission, 2001, p. 15).

Besides helping students solve problems related to their career development and personal well-being, guidance and counselling professionals also have the task to raise the higher education institutions' awareness of the risk factors and challenges that accompany studying. This task gains additional importance in the light of the Bologna Process and its internationalisation. Still, it remains a challenge for professionals and administrators alike to communicate this feedback within the wider context of the university and society. To enhance this communication, the development of a professional community across Europe is needed.

FEDORA is one such professional community. Since its foundation it has been FEDORA's concern to bring together colleagues from all over Europe to exchange ideas and experiences in order to further our knowledge about guidance and counselling within a European perspective. Due to its extensive body of knowledge on the various aspects of guidance and counselling in higher education, FEDORA has, over the years, become a catalyst for bringing the different professional communities together. This body of knowledge was established at the conferences, congresses and summer universities that FEDORA organises annually. The summer universities are devoted to student advisor/counselor training and have in the past covered topics such as knowledge and transitions or "Best Practice" in Europe. The FEDORA congresses that take place every three years cover more general topics such as "Students and Graduates in the Europe of Tomorrow" or "Guidance and Counselling within the European Higher Education Area". Finally, the different working groups organise regular conferences dealing with matters of interest to professionals in their respective fields of expertise.

FEDORA's four working groups mirror the work provided by guidance and counselling services all over Europe: The "Educational Guidance & Counselling" group is concerned with facilitating the transition from school to higher education and with the different European approaches to student integration. The "Disability and Special Needs" group provides information and guidance for students with disabilities on topics such as study, exchanges and employment. "Psychological Counselling in Higher Education (PSYCHE)" supplies psychological

support for overcoming difficulties of adjustment to the new educational setting or finding new and effective ways of solving developmental queries and problems. Last but not least, the “Career Guidance & Employment” group is concerned with careers education, information and guidance as well as graduate recruitment and liaison with employers. This working group structure resulted from the analysis of guidance and counselling services that was conducted in 1998 in the context of the FEDORA Leonardo project – an analysis whose results can be found in the publication “New Skills for New Futures. Higher Education Guidance and Counselling Services in the European Union” by Anthony Watts and Raoul van Esbroeck (cf. Watts & van Esbroeck, 1998). After a thorough examination of our own network and the guidance and counselling sector we found this to be the most effective way to structure our work. It has also provided a useful framework for the reports published in this book, which will in turn, we hope, make the endeavours of our working groups even more effective.

The reports at hand update the results of the FEDORA Leonardo project and extend them to include the newer EU member states. This up-to-date information will assist in the efforts of our working groups and facilitate cooperation between them. Moreover, it will provide opportunities to exchange experience not only among European countries but between single universities across Europe. This will help us achieve three important goals:

- To establish common ground with colleagues from other European universities in our daily work
- To identify best practice models at individual universities and to transfer these to other universities
- To improve the quality of the guidance and counselling structures in each university across Europe by a concerted exchange of experience and information.

The holistic approach to student guidance and counselling is at the heart of FEDORA’s work. Exchange of information and experience on topics such as cognition, motivation and emotion or separation and attach-



ment takes place at all levels of guidance and counselling and is not restricted to any one area of expertise. It is important for the network to strengthen the professional community's position within, as well as raise its awareness of, the establishment of the EHEA.

FEDORA's importance as a platform for the exchange of information and experience has gained another dimension with the eastern enlargement of the European Union in 2004. Although we could already appreciate the information and experience exchanged between colleagues from the old and the new member states, this exchange has been given fresh impetus during the last two years. During this time we have been able not only to widen our own knowledge through contributions by colleagues from the new member states at FEDORA events, but also to pass on our experience and thus facilitate the establishment or foster the further development of guidance and counselling provision in those countries that only recently joined the EU and/or the Bologna Process.

Not least, we would like to think, because of FEDORA's impact, an extensive dialogue has arisen between guidance and counselling professionals across Europe and relevant stakeholders in the various areas of mutual interest and expertise. FEDORA's short-term goal is to distil the results of this dialogue into a coherent "Charter on Guidance and Counselling within the European Higher Education Area". The charter intends to answer the question how guidance and counselling can contribute to the overall mission of the universities in the EHEA. It will contain strong recommendations and objectives for political and cultural decision-makers and the wider public. Based on FEDORA's wide experience in counselling and guidance, and above all, perhaps, in the communication of this experience, the charter will form a unique contribution to the strengthening and development of the European Higher Education Area.

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# Report on FEDORA Symposium Krakow 8 – 10 February 2006

**Author:** Margaret Dane

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## **Welcome**

Monika Domańska, Head of the Careers Service, welcomed all the participants on behalf of the Krakow University of Technology and gave a brief overview of HE Careers Services in Poland and of the network they have established. There were 9 members at the beginning and there are now over 160. Most universities have a careers service, but often with only one member of staff. They work for students and other stakeholders including the universities themselves, government and its agencies and employers/ business. There are concerns around the status of staff and the resources, profile and sustainability of these services.

A full version of the presentation can be accessed on the FEDORA website at: <http://www.fedora.eu.org>.

## **FEDORA President's welcome & Introduction**

Gerhart Rott, FEDORA President, welcomed everyone to the symposium and highlighted the key aim of the session which was to provoke a debate and provide potential input for a first draft of the charter on Guidance and Counselling in Higher Education. The aim of the charter itself is to develop a more political framework for FEDORA's work and to give FEDORA a voice in Europe that attracts wider attention and interest amongst stakeholders and the wider public.

Dr Rott went on to explain the recent development of FEDORA and its progress through its various Congresses, specialist conferences and Summer Universities since its foundation in 1988. Its Working Groups, which reflect the professional activities of FEDORA members, are the backbone of the organisation and work in the context of European and

OECD policy developments in guidance and of course the Bologna process affecting higher education across Europe. The national reports which form part of the symposium discussion, are designed to update the work done in 1998 for the EC project “New Skills for New Futures”. Finally he referred to the impact and contribution of the new EU member states on the work of FEDORA and of guidance professionals across Europe. All of this provides the context and the impetus for the proposed charter.

A PowerPoint version of the introductory speech can be found on the FEDORA website.

## **National Report Summaries**

Each national Co-ordinator was asked to provide a report for their country based on the following headings.

### Background of Higher Education system

- Universities:
- Other higher education institutions
- Implementing the “Bologna Process”

### Student Guidance Services

- Educational Guidance & Counselling
- Disability & Special Needs
- Psychological Student Counselling
- Career Guidance & Employment

For each of these groupings they were asked to report on

- Structural trends
- Roles & qualifications of staff
- Tasks carried out by services
- Means & instruments used

Per Andersen introduced the purpose of the Charter, highlighting the implications of Bologna for the work of FEDORA, the institutions

where our members work, guidance practitioners, their networks and the ethical context in which we work. One aim of the charter will be to establish some minimum standards for guidance provision in this wider context. Service standards are seen as an important issue and the example of the **matrix** standard in the UK was used as an illustration. This is closely linked to other issues of quality assurance in higher education, a matter of particular interest to the EUA representing University Principals & Rectors across Europe.

Issues arising from the reports and this introduction were discussed in more detail and these include:

- The importance of professional networks, within countries, across different student services and between different countries. FEDORA captures the essence of these through its collaboration and sharing of knowledge and expertise, but more could be done to improve sharing information about the involvement of FEDORA members in EU and other similar projects
- Student services need to focus more on the needs of part-time and distance learning students
- Some countries will have financial difficulties in continuing to provide services currently paid for by EU funding, so there are issues of sustainability. The EU generally funds development costs but not the costs of delivery
- The question was raised about why only some higher education institutions in some countries provide the student services covered by FEDORA. Even where all institutions provide such services, there is considerable disparity in resourcing and provision
- The issue of the qualifications held by professional guidance staff was also raised as there is considerable disparity in this respect both within and across EU member states. Enhancing the professionalism of practitioners is one of FEDORA's key aims
- The impact of cuts in services because of financial constraints
- The need to link projects to policy and to other practitioners e.g. to have a section on the FEDORA website linking it to current and future EU projects

- Different countries have different equal opportunities legislation e.g. in relation to disability, age etc.
- How is FEDORA integrated in each EU member state? Are all relevant bodies, individuals aware of it? Need for a more proactive approach
- The need to make the best use of scarce resources by sharing knowledge and expertise
- The link between effective guidance and student retention was highlighted as was the need for good guidance at the pre-entry stage of higher education. Often the advice available at this stage is limited and narrowly focussed
- Student mobility before, during and after courses of study is seen as increasingly important, but individual financial and other constraints often limit the scope for this
- The tensions between pressures to enhance competition and collaboration are increasing
- Of the various services covered by FEDORA, the field of careers guidance is growing fastest across Europe reflecting the increasing government focus on employability as a performance measure for higher education

### Overview of FEDORA Working Groups

There was a brief introduction to the aims and work of the various FEDORA Working groups and how their work will feed into the proposed Charter.

- a) Disability & Special Needs
- b) Employment & careers Guidance
- c) Psyche (Psychological Counsellors)
- d) Educational Guidance & Counselling

**The following is a copy of the summary notes from the PowerPoint presentation by Jennifer Wannan of CEDEFOP**

## **European Policy Development in Guidance & Counselling**

Draft reference points for quality assurance for guidance provision

- Background/ policy context
- Purpose & use
- Status & content
- Next steps

Policy context Lisbon 2010 Goals: Competitiveness, Social inclusion, Knowledge-based economy and society:

- Economic Policy;
- Employment Policy;
- Social Inclusion Policy;
- Education and Training Policy.

Education & training 2010 (3 strands)

- Objectives: Quality, Access, Openness
- Lifelong Learning: Partnership, Learning culture, Excellence, Insight to demand for learning, Access, Resourcing
- VET: Transparency, Quality, Credit Transfer, Sectoral Qualifications, Non-Formal Learning, Lifelong Guidance, Trainers, European Mobility.

Lifelong guidance is relevant for all 3 strands

Strategic Issues

- Education & training process methods
- Education & Training = National Competence → Open method of co-ordination:
- Political Mandates: Council Resolutions & Conclusions
- Common Benchmarks & Indicators
- Exchange of Policies & Practices – Stakeholder/ Technical Groups

Lifelong Learning Guidance Expert Group provides technical support to all strands.

Mandate for common tools: establish common European instruments, references & principles to support national policy development for life-long learning

(March 04 Joint Report COM/ Council to European Council).

Use common tools to support reform & development of vet systems/ practices & raise stakeholders' awareness at national, regional & local levels to enhance visibility and mutual understanding (December 2004 Maastricht Communiqué).

EU Council resolution on guidance - Resolution Priorities:

- Broadening **access** across lifespan;
- Developing **skills to manage learning & career**;
- Improving **quality assurance**;
- **Strengthening structures** for policy & systems development.

Key action: examining national guidance provision in light of results of guidance policy reviews.

Lifelong Guidance Expert Group developed 3 main systems level common tools:

- Aims & principles of LLG;
- Draft reference points for LLG quality assurance systems;
- Key features of LLG systems.

The purpose of these tools is to help to review and improve policies, systems, practice → support follow-up of the Resolution. Each tool provides a checklist to help Member States identify existing strengths & remaining challenges facing their guidance services in developing lifelong guidance provision. These are also areas for co-operation at EU level.



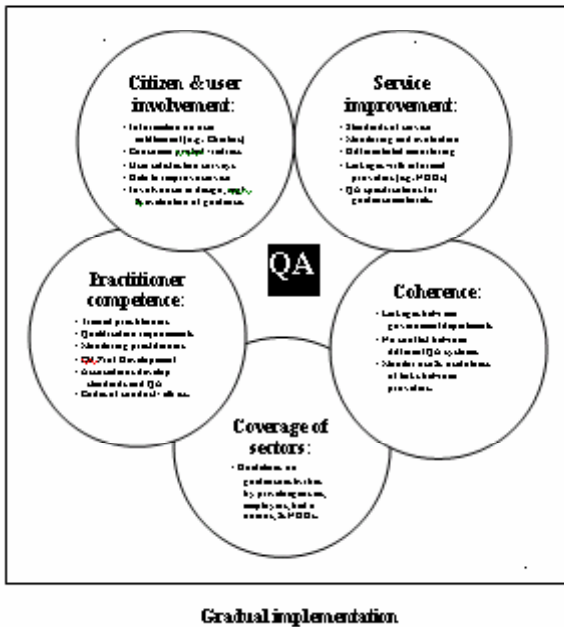
## Use of tools

- Voluntary basis to help Member States modernise guidance policies & systems;
- Self-assessment & development of guidance provision;
- Support for comparative analysis & peer learning.

The above are all meta-level tools which need to be contextualised, tested & refined in order to be applied at national, regional and local level.

The Expert Group are seeking suggestions for the improvement of these tools & ideas for other common European tools for guidance.

## Draft reference points for quality assurance



## Next steps

- Develop a framework/model for quality assurance for guidance provision;
- Develop a resource pack to support implementation;
- Deepen knowledge of QA approaches for guidance provision;
- Promote coherence/consistency with Fedora ‘Charta’.

## **Draft Model**

Purpose and plan

Feedback and procedures for  
change

Methodology

Implementation

Assessment and Evaluation

Cedefop resources to support work on guidance

LLG website: [http://www.trainingvillage.gr/etv/Projects\\_Networks/Guidance/](http://www.trainingvillage.gr/etv/Projects_Networks/Guidance/)

LLG virtual community discussion forum:

[http://communities.trainingvillage.gr/lifelong\\_guidance](http://communities.trainingvillage.gr/lifelong_guidance)

## **Presentation by Tony Watts**

### **Towards a Charter of guidance & Counselling in HE - Reflections on the implications of recent international policy reviews**

This represents a summary of the presentation given. A full version can be found in this publication.

Tony Watts began by outlining the work he had done as part of the OECD, European Commission and World Bank international policy reviews of career guidance in relation to lifelong learning. The 37 country studies, together with the three synthesis reports and a number of other papers commissioned as part of the reviews, constitute the largest database on career guidance policies we have ever had; the review proc-

ess has also, in several countries, had a considerable impact in its own right. The core documents can be found on the OECD website ([www.oecd.org](http://www.oecd.org)). Tony pointed out several relevant factors:

- First, the reviews were lifelong in their scope: they examined guidance services in higher education, but only as part of a wide range of services in a wide range of sectors.
- Second, the reviews included all EU countries, but also a number of others around the world.
- Third, the focus of the reviews was on career guidance services rather than on the wider range of guidance and counselling services with which FEDORA is concerned.

The definition of career guidance adopted for the reviews covered services intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. These may include services in schools, in universities and colleges, in training institutions, in public employment services, in companies, in the voluntary/ community sector and in the private sector. The services may be on an individual or group basis; they may be face-to-face or at a distance (including helplines and web-based services). They include career information (in print, ICT-based and other forms), assessment and self-assessment tools, and counselling interviews. They also include career education programmes, taster programmes, work search programmes, and transition services. So the range covered was very broad.

Tony pointed out the link established by OECD between career guidance and the development of human capital, and the role which career guidance could accordingly play in economic growth. The fact that such an authoritative and influential organisation as OECD is viewing it in these terms is very significant. The result of all this is that countries increasingly recognise the need to expand access to career guidance services so that they are available not just to selected groups like school-leavers and the unemployed, but to everyone throughout their lives.

Tony also referred to the proactive approach which has subsequently been strongly affirmed in a formal Resolution of the EU Council of

Education Ministers: the first time such a Resolution on guidance has been passed. Three aspects of the Resolution are particularly worthy of note<sup>141</sup>:

- Its perspective is lifelong.
- It places guidance firmly in a broad policy context, linked to the strategic goal of ‘Europe becoming the world’s most dynamic knowledge based society by 2010’.
- It adopts a proactive approach, under which guidance services are to be positively promoted. It notes that: ‘Services need to be available at times and in forms which will encourage all citizens to continue to develop their skills and competences throughout their lives, linked to changing needs in the labour market.’ It adds: ‘Such services need to be viewed as an active tool, and individuals should be positively encouraged to use them.’

A Ministerial conference on guidance is to be held under the Finnish Presidency in the second half of 2006. This will provide an opportunity for member-states to review the progress they have made in implementing the Resolution and in developing their lifelong career guidance systems.

So far as higher education is concerned, the reviews concluded that in several countries career guidance services were inadequate. In some countries such guidance as is available is confined largely to choice of studies: the assumption seems to be that students can manage their own transitions into the labour market without any support. This may have been sustainable when their student body covered a small academic elite, who normally entered a narrow field of work related to their studies. It is much more questionable when the number of students is much larger and more diverse, and when the links between their studies and the fields open to them are much more complex. There is accordingly

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141 Council of the European Union (2004). *Draft Resolution of the Council and of the representatives of the Member States meeting within the Council on Strengthening Policies, Systems and Practices in the field of Guidance throughout life in Europe (8448/04 EDUC 89 SOC 179)*. Retrieved August 15, 2006, from [http://ec.europa.eu/education/policies/2010/doc/resolution2004\\_en.pdf](http://ec.europa.eu/education/policies/2010/doc/resolution2004_en.pdf).

increasing recognition of the need to strengthen career guidance services in higher education.

The extent to which universities provide career guidance services varies considerably both between and within countries. Four patterns can be distinguished:

- *Counselling services.* Career guidance is sometimes integrated into personal counselling services. Such services tend to have staff with counselling qualifications, but may have weak links with the labour market and concentrate mainly on personal problem counselling.
- *Integrated student services.* Some institutions have an integrated student services model which includes career guidance among a range of other student welfare services.
- *Placement services.* These focus mainly on job placement. They may include on-campus recruitment services. In addition to post-graduation jobs, they may include placement into vacation jobs and part-time jobs. Such services may offer limited attention to helping students to determine their career path. This is the case for example in Korea where separate placement services and counselling services tend to be the principal forms of student services available.
- *Specialised careers services.* A growing number of institutions have separate careers services which offer a variety of career guidance and placement services. Separate specialised careers services are well established in the USA and the United Kingdom, and also in Australia, and are growing in a number of European countries.

Within the careers services, there has been a trend to redesign the physical facilities of the services on a self-help basis. It is now becoming increasingly common for a variety of ICT-based and other resources to be on open access, with clear signposting, and with specialist career counsellors being available for brief support as well as for longer counselling interviews. Diagnostic help can then be provided on reception to help clients decide whether they can operate on a self-help basis, need brief staff assistance, or require intensive professional help.

In addition to such services, there has also been a growth of relevant elements within the higher education curriculum:

- Career management courses have been developed in a number of countries, particularly in Australia, Canada, Korea and the UK; there is also the odd example in other countries (e.g. Germany and Spain). Some of these courses are for credit; some are not. In a few institutions they are mandatory.
- Alongside such courses, or independent of them, there may be opportunities for work experience in the form of co-operative education programmes, internships, work shadowing or work simulation.
- In a number of institutions in Australia and to some extent in Germany, as well as in the UK, portfolio systems have been introduced which require students to record not only what they have learned, but also the work-related competencies they have acquired through learning it. This is often related to attempts to enhance students' employability by helping them to identify the generic transferable competencies they are acquiring through their higher education, both inside and outside the curriculum, and to develop strategies for enhancing such competencies. The skills of reviewing, reflecting and action planning which are enhanced by these processes arguably lie at the heart of career management skills.

Tony concluded by pointing out that career guidance services have often in the past been viewed as marginal services in terms of public policy. The three reviews have affirmed that this view is no longer adequate. Such services need now to be brought into the mainstream of policy formation.

Within lifelong guidance systems, higher education has a critical role to play, in at least three respects: in the services it provides for its own students; in the education and training it provides for the sector as a whole; and through its research capacity. It therefore has a particular interest in the systemic approach adopted by the reviews. It should also be noted

that no country has yet developed a good working Lifelong Guidance System though evidence of good practice exists in many parts and of course practice can be different in all countries.

## **Presentation by Friedrich Wittib (EC Directorate General for Education & Culture)**

### **European Universities & their Challenges: the Bologna Process and its implications for Guidance & Counselling within HE**

Friedrich provided a brief background to current thinking in the context of the Bologna and Lisbon agreements within which strategies for higher education are being developed, adapted, modified and expanded for application at regional, national and international levels. It is clear that the differences between systems are not as different as imagined.

The following questions were asked:

- how can systems, missions and tasks related to guidance best be integrated into the strategy of HE institutions
- how can HE institutions operate more effectively in a context of global competition and increasing mobility of labour
- how can student service missions and objectives be better integrated more effectively into the HEI mission and objectives
- what demands will be made on student services in the context of increasing financial demands on students from tuition fees and their expectations of improved services and value for money

In Barcelona in 2002, Heads of State asked for a transformation of QA systems to improve the European economy. As part of this improvement they want:

- modernisation of social welfare, medical care & pensions
- radical modernisation of education systems
- ensuring the EU is attractive to investors
- recognition that knowledge & innovation are the beating heart of European growth

HEIs need to be responsive to these challenges. Changes in governance are planned as the relationships between the State and Universities changes.

In Bologna in 1999 the new European Higher Education Area was created with a target of comparability by 2010. Key factors are a student focus, transparent access to quality courses, providing citizens with choices and the possibility of a smooth transition across the EHEA. Bologna is an international government process (now covering 45 countries) not a European Commission process. The EC's scope regarding education is very limited. Much progress has already been achieved but much remains to be done. Mobility is high on the agenda. HE institutions agree on the need for change but also on the insufficiency of the resources availability to implement it.

It also has to be recognised that most aspects of HE provision are nationally regulated e.g.

- courses are nationally defined
- regulations re HE staff, including salaries & working conditions
- admissions requirements and procedures

In this complex context, learners have a wide range of career choices and this makes the role of guidance even more important but this demand also poses huge challenges for guidance providers. There is a need to respond to

- changes in the labour market
- the needs of new kinds of HE leavers
- more output and skills oriented curricula
- demand for more lifelong learning opportunities
- demand for courses which re developed and marketed with industry and commerce in mind
- the need for new sources of funding

It was noted that the demand for learner centred curricula may sometimes be at conflict with specifically defined demands from employers.



The European Commission views information, advice and guidance services as very important in achieving other key goals related to the Lifelong Learning agenda e.g.

- continuous professional development
- the recruitment of multicultural staff
- unbiased information on educational opportunities and providers
- social inclusion

The key competences for successful EU graduates have been identified as Knowledge, Skills & Attitudes but most important is Learning to Learn. Together these aim to provide: personal fulfilment, social cohesion, enhanced employability. Guidance helps them to become more aware of their own strengths and needs, the range of opportunities available to them and to develop their ability to make and implement decisions at key transition stages.

It is recognised that there are still many differences in the HE sector across Europe, that there is still a lack of clarity regarding new qualifications and the competences of graduates from new courses and that many academic teachers still find it difficult to cope with the concept of learning outcomes, skills oriented outputs and learner centred approaches. There is often no national support to develop new courses and staff are usually expected to deliver more subjects in less time within an ever tighter timeframe.

In this context there has never been a greater need for good guidance of all kinds for HE students.

## **Presentation by David Crosier, Programme Development Director European University Association (EUA)**

### **EUA Projects and Trends with A Special Focus on Guidance and Counselling within Higher Education**

- **EUA:** is the main representative organisation of universities (c740) and their national Rectors' Conferences (34) in 45 countries across Europe
- **Mission:** to promote coherence in European higher education and research through:
  - ✓ Policy development
  - ✓ Support to members (projects & services)
  - ✓ Encouraging a quality culture
  - ✓ Particular focus on Bologna implementation
- «New» Bologna country universities not well represented, -> shared challenge for EUA, for the countries, & for the Bologna process (& these countries shouldn't be forgotten here either)

### **Changing higher education landscape + demands on institutions**

- Increase participation & widen access but cut costs/ charge fees, adopt management approach of business
- be more competitive/ be more socially inclusive
- be more local, more regional, more European, more global
- increase mobility within Europe/ attract more students and scholars from outside Europe
- improve academic quality/ be more responsive to industry providing graduates with more employable skills
- provide compatible curricula across Europe/ maintain cultural diversity & be more learner-centred
- be more autonomous/ conform to set framework
- & do all of the above with decreasing public funding

### **Bologna and other European agendas: Lisbon strategy and convergence with research since 2000**

- Lisbon Heads of Government Summit 2000: Europe to become the world's most competitive and dynamic knowledge economy by 2010 (now "time to step up a gear")
- **The Bologna Process**: Governmental push for convergence in 1999 → implementation in universities across Europe. Also by 2010
- **The European Research Area**: shared expertise, knowledge and resources with priority on research training, through FP7 - including ERC
- HEIs increasingly recognised as central actors if the Lisbon EHEA/ERA goals are to be reached

### **EUA role in Bologna Process**

- Policy positions for the European higher education sector
  - ✓ Salamanca, Graz and Glasgow Declarations
- Participation in Bologna decision making
  - ✓ EUA is a member in the BFUG, & in all working groups
  - ✓ EUA represents European HEIs in the biannual Ministerial meetings
- Support to members in implementing reforms
  - ✓ Conferences, seminars and workshops
  - ✓ Programmes & projects focusing on developing & sharing good practice.

### **How to achieve common policy among diverse HEIs?**

- Glasgow Declaration as example:
- Glasgow Convention prepared over 18 months:
  - Identification of key themes (Values for H.Ed, Quality, Research, Bologna implementation, Funding)
  - Debates prepared through EUA projects and conferences
  - HEIs invited to Glasgow (over 600 participants)

- Discussion in working groups of all themes, prepared questions & key points
- Declaration written after the Convention, taking account of inputs
- Discussed and adopted by EUA Council (all National RCs);
- used as a basis for policy input to Bergen Ministerial Conference & for EUA work programme

### **EUA Bologna related projects**

- Quality Culture
- Joint Masters
- Doctoral studies
- EMNEM (European Masters New Evaluation Methodology – guidelines for internal QA of joint programmes)
- Higher Education Reform information project – for Bologna promoters (new)
- Creativity project (new)
- Trends – accompanying the Bologna process

### **Trends V**

- Objectives:
  - ✓ To gauge how the Bologna process is developing across Europe;
  - ✓ To stimulate institutional and national discussion of key challenges in implementation;
  - ✓ To provide reliable information to institutions, Ministries, general public
- Methodology: Two main stages:
  - ✓ Survey by questionnaire of European higher education institutions (currently being undertaken) MAJOR CHALLENGE
  - ✓ Institutional site visits (from April – December 2006)
- Plus additional focus group discussions

- Report to be presented at 2007 EUA Convention (March 2007, Lisbon) and then at London Ministerial Conference (May 2007)

### **The Future: what should we take more care about?**

- Extraordinary amount achieved in Bologna through voluntary process (in stark contrast with many formal, legislature-oriented EU procedures)
- But - diversity of European higher education not yet well understood, nor its implications recognised – both in terms of state of implementation, but also conditions for implementation (Norway vs. Moldova)
- Do we (try to) understand enough the impact of change on HEIs, academics and students? Comparative data/ information even on basic issues is not available at the moment...
- Systems may be doing more of the same things (convergence), but are they doing the right things?
- Social dimension – very difficult to address, especially when dominant discourse promotes competition/ élitist excellence
- If thinking at national level often lacks coherence, (how far) can the European level compensate?

### **Some implications for guidance & counselling**

- Bear in mind all aspects/benefits of higher education - not only labour market, but also personal growth & fulfilment, & other services of HE to society
- In knowledge society, competitive economic development depends on ability to broaden access, and support learners
- Increasing complexity (in HE & society) means more learners have more g & c needs...
- Responsibility has to be taken to address challenge of widening access to non traditional learners (too much lip service to this)
- Need to work and exchange good practice at European level, as well as at national, local, institutional level

- Issue should be subject of broad societal debate and linked to rest of the education system
- -> clear need to bring guidance & counselling from margins of policy docs and into the mainstream of re-thinking HEIs

**More information on EUA**

david.crosier@eua.be

EUA Website: [www.eua.be](http://www.eua.be)

# Trends in European Higher education, and their implications for Guidance and Counselling

**Author:** David Crosier

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## **The Bologna Process: a European success story?**

European higher education is currently in the throes of major transformation. The Bologna process has launched wide-scale reform across the continent, and over the past few years, not only has implementation of the Bologna action lines taken centre stage, but a range of other European initiatives – especially the elements of European research and innovation that are driving the Lisbon agenda – have found synergies with the Bologna reforms to create an even more potent process of change.

Despite many negative perceptions, the Bologna Process has so far been a noteworthy success in stimulating reforms across the continent. While some consider the Bologna Process to be essentially a technical matter, in reality it represents what may in years to come be looked back upon as the most wide-reaching and profound reform of higher education to take place in the modern era. This has been done, not by any central European legislation nor in fact by any compulsion at all, but simply by voluntary commitment from countries combined with a coordinated process of reporting on implementation. In the same era as other major European initiatives, such as the development of a Constitution for the European Union, have been spectacularly rejected, the Bologna reforms progress steadily, and are changing higher education systems in countries within and beyond the European Union.

The Bologna Process is indeed wide-reaching in terms of geographic scope – and in addition to the forty-six countries now participating should be considered all the regions around the world where the impact

of the Bologna Process is also felt. Yet even more important than geography is the content of the reforms themselves. While some mistakenly consider that Bologna reforms are no more than a minor structural adjustment to higher education systems – moving continental European systems closer to the “Anglo-Saxon model” - in reality the changes imply a major shift in educational philosophy.

The most significant purpose of Bologna is to respond to new needs by moving away from a system of teacher-driven provision, and towards a student-centred concept of higher education. If Bologna is successfully implemented, higher education will no longer be essentially a matter of professors transmitting information and knowledge. Instead the reforms are laying the foundations for a system adapted to respond to a growing variety of student needs. The Bologna process envisages a student-centred system where students are the engaged subjects of their own learning process, and academic staff form one part of the support system which enables this learning to take place.

### **From Teacher to Student centred higher education**

This focus on student-centred learning is the most significant challenge that European higher education institutions are facing. Indeed Bologna curriculum reform is not, as many assumed in the early days of the process, a matter of simply cutting the former long first cycle into two shorter cycles and making a few adjustments to content only where absolutely necessary. Rather the real challenge is in thinking through what students actually need from a first or second cycle programme. This approach to curriculum – thinking about the outcomes that students need rather than the inputs that professors are capable of delivering – is the most important pedagogical revolution underway in our institutions. And for many who have been socialised in a more traditional higher education environment, it may prove to be a step too far. No doubt much of the negative and even hostile reaction to Bologna reforms from academic staff is a reflection of this malaise with the changing role of the academic profession.



## **Changing context for higher education**

It is vitally important to consider that the context in which higher education institutions operate is also changing rapidly. Firstly, the Bologna process has taken root at a time when, all across the continent, institutions are under pressure to increase participation and widen access. This pressure of “massification” is primarily a result of a structural shift of economic activity in Europe. No longer is there a dominant industrial model of production where one of the main roles for higher education is to educate a societal elite. Rather, in our global economy, the objective for European nations is increasingly to compete as centres for innovation and knowledge, and higher education must therefore adapt in order to produce the large number of highly skilled employable graduates needed to sustain such a notion of knowledge economy. Whereas the end of the nineteenth century saw universal secondary education become the norm in industrial societies, the dawn of the twenty first century has seen higher education move in many countries beyond 50% participation of the age cohort, and hence closer towards universal provision.

## **Other Pressures on Higher Education Institutions**

Other demands are also piling up on higher education institutions. Demographic change is set to have major consequences on society and, as the baby boomers start drawing their pensions, significant numbers of immigrants, including skilled workers and talented students, will be needed to sustain Europe in the global arena. Higher education institutions therefore need to think how they can attract not only national but international students, and what role they should be playing to ensure a sufficient pool of potential staff for the academic labour market of tomorrow. Universities can no longer claim to offer all types of higher education to all kinds of students. Rather they now have to consider whether to focus their missions on being more responsive to the local, regional, national, European, or global community. They need to ask questions about how to adapt and develop programmes that are relevant for the labour market, and in questioning how to be more responsive to learners, they need to work more closely with other partners in society.

## The Funding Gap

However, this pressure for higher education institutions to change has not been accompanied by a corresponding increase in public financing. As European higher education has been traditionally funded by the public purse – with the implicit and sometimes explicit argument being that this investment is a price worth paying for the societal benefits to be reaped – many institutions now face a new challenge. The message being broadcast by governments to institutions is that they can no longer expect the public sector to meet all their costs, and they should therefore reconsider their role in light of this reality. This means operating along more professional business lines, cutting costs wherever possible, perhaps introducing or increasing tuition fees where this is socially accepted, and adopting a range of managerial and entrepreneurial practices.

In short, at the same time as institutions are asked to expand provision and be more socially inclusive, they are also asked to be more competitive and cost-effective, recognising that they operate in a market environment. If they run into problems with insufficient funding, rather than expecting support from the public sector, they should look for more private investment. Higher education is thus being privatised by stealth, but as governments and society nevertheless retain a strong interest in the work of higher education, the euphemistic term which is used to denote these changes is usually not privatisation but “*modernisation*”.

### **Students: beneficiaries or victims of reform?**

However opinions divide about the purposes, logic and coherence of higher education reform processes, few would argue that governments and institutions have a responsibility to ensure that both current and future students should benefit as much as possible from the changes underway. While the problems faced by students caught in the transition between the old and the new systems should not be neglected, and while there are very serious questions to be asked about the quality of student experience as public support diminishes, there are never-

theless many positive trends in terms of student involvement in higher education that have been brought about through Bologna reforms. This is largely to the credit of the persuasive and consistent approach to the Bologna process that has been taken by European-level student representatives, and in particular by ESIB (National Unions of Students in Europe). Indeed ESIB, which is represented in all official Bologna discussions, has ensured not only that student voices are heard at meetings regarding the Bologna process, but also that those voices add real substance and value to the dialogue. It has often been the far-sighted and coherent views of students that have led to advances in the Bologna process. For example, much of the progress with regard to addressing the social dimension of European higher education within the Bologna Process is a result of ESIB's sustained work on this topic.

There are other very good reasons to believe that Bologna reforms will bring positive outcomes to many students. The fact that European countries are comparing their higher education systems and practices is itself a factor that raises awareness of problematic national practice. For example, countries where still only a small elite in the population complete higher education have become aware that they are out of step with European trends and developments, and therefore need to move fast to reorient their systems, and open access to greater numbers as well as to a wider range of students. This phenomenon is particularly notable in countries outside the European Union, but it is also a reality for many European Union member states. Thus, although in the past many may have had concerns about the social impact of high student dropout and non completion, it has taken a European process to act as a catalyst for change.

## **Quality assurance**

Paradoxically, as public funding has been decreasing, institutions have been required to justify more effectively that they offer value for the money that they receive. This has been typified in recent years by the rise in national quality assurance and accreditation systems.

Although the language of quality assurance has become a feature of higher education over the past decade, and is indeed a central aspect of the Bologna process, it is not self evident why this should be so. Part of the answer is surely that when higher education catered almost exclusively for the privileged middle and upper classes, fulfilling an important function of social reproduction, it went without question in higher education circles that quality could be trusted. Moreover in these “good old days” there were so few cases of students entering from other national systems that there was little need to pay particular attention to notions of comparative quality between national systems. Perhaps in some cases, unusual individuals who wanted to study outside their country of origin would encounter some obstacles, but these cases were on such a small scale that no system-level reflection was considered.

In recent years this has changed. As the Bologna Process envisages the creation of a European Higher Education Area by 2010, and as the goals of increasing mobility both for academic and labour market purposes have become more prominent, it is clear that institutions and countries are obliged to cooperate and work together much more than in the past. Yet in the face of this reality, the first tendency of many systems is to be protective and conservative - assuming the superiority of their particular practices and traditions, and considering that others should adapt to them. All kinds of examples could be used to illustrate this point, but whether the issue is admission procedures, credit systems, student assessment, or something else it is extraordinary how many countries, institutions, academics and administrators consider that they have already developed the best system imaginable.

This strong ethnocentricity may cause considerable problems as countries move closer towards a European Higher Education Area. Unless understanding and trust in difference increases dramatically, the likelihood is that the real space for cooperation in the EHEA will remain rather limited. Certainly institutions that consider themselves similar will find fewer problems in cooperating, but when confronted with genuine difference in other European systems, the tendency may be to remain sceptical and to maintain obstacles for those from outside. It is

therefore vital to pay serious attention to fostering trust, as the vast potential benefits of opening up and exploiting European diversity in our common interest may be severely reduced.

## **Audits, rankings and labels**

Another force which is a feature of quality assurance regimes, and which is designed to foster transparency, trust and cooperation, is the increasing emphasis being placed on benchmarks, labels and audits of all kinds. New rankings and typologies are being developed by all kinds of bodies – some trustworthy and others not - while some institutions seem to believe that what Europe needs are “labels” of supposed quality regarding programmes and institutions. The question is whether this emphasis on comparison, measurement and judgment of quality will drive standards up and foster a culture of increased cooperation, or whether other side effects of this cultural approach will tend to dominate.

It should not be forgotten that higher education deals with risk, uncertainty and innovation - characteristics that are not susceptible to the type of quantitative and qualitative measurement used to develop labels, rankings and typologies. As part of the process of teaching and research involves challenging accepted ideas and working creatively, it is perhaps not appropriate even to attempt to measure successful teaching or research in a standardised way. And even if it were felt possible to identify indicators of successful teaching, would this equate with successful learning, dealing adequately with the shifting emphasis towards student-centred learning? Learning is not bound by time or place, often takes place in unpredictable circumstances, and is greatly affected by human interaction. How can this be taken into account in our rational, transparent approach to higher education institutions, and in the world of league tables, rankings and quality assurance? One major danger of increasing our reliance on audits, rankings and labels is that systems will end up measuring, assessing and judging what can be measured, assessed and judged, but all of this activity may fail completely to capture the essential processes involved in learning, teaching and research.

## Guidance and Counselling

Particularly with the rise of mass higher education and the other trends outlined in this paper, higher education systems and institutions need to think carefully about the provision of a range of guidance and counselling services to support student learning and development. As the profiles of learners is set to diversify even more in the future, professional support will need to be developed in more directions if a wide range of students are to be able to fulfil their potential through higher education.

Making good choices and navigating a complex path of diverse programmes is much easier for some than others, and in an age of information overload, many students may be able to manage with generic information and tools. However there will be a significant and growing number of students who need personal guidance, and services should therefore be targeted at those whose need is greatest.

Guidance and counselling services are primarily directed to providing individuals with tools to help them decide and construct their own future. At the same time, effective services can be harnessed for the attainment of policy goals in access to higher education. A range of guidance and counselling services can play a role in reducing dropout, raising motivation, reducing mismatch of students and courses, and thus raising the efficiency of the system. They can also be targeted to encourage students from groups under-represented in higher education (for example, ethnic minorities, students from lower-income backgrounds and adult returnees) to enter programmes. They may also help combat gender stereotypes in the choice of careers, for example by supporting women in studying science and technology subjects, or men in training to be primary school teachers or nurses.

At a time when institutions are required to do more with less, it is understandable that some services will suffer. However, it would be a fatal mistake for higher education not to grasp the importance of guidance and counselling services and to address now the challenges of shaping

these services in the interests of tomorrow's students. While guidance and counselling provision is organised very differently from country to country and from institution to institution, professionals in the field would not find it too difficult to identify common challenges across Europe. Problems in the structure and organisation of services need to be identified and addressed; issues of appropriate training and qualifications require attention; the relationship of services in higher education with the wider guidance and counselling environment needs to be properly developed; questions regarding financing of services, and payment of user fees need to be considered.

Until now, the Bologna Process has not taken up the challenge of guidance and counselling, and it is perhaps as a result of very diverse organisational approaches in different countries that the issue has not (or has not?) reached the political agenda. This needs to change. Guidance and counselling is an urgent policy matter, which needs to be addressed by Education Ministers in the Bologna Process. Failure to support and re-orient guidance and counselling systems in response to diverse learner needs and rapidly changing society could deal a hammer blow to the reforms that European countries are undertaking. There is considerable work ahead to develop guidance and counselling services professionally, and those with relevant expertise in different countries should now be finding ways to work together more effectively to share knowledge and develop the system-level plans which need to be put in place for the benefit of tomorrow's students.

# Towards a ‘Guidance and Counselling in HE Charter’

## Reflections on the Implications of Recent International Policy Reviews

**Author:** Tony Watts

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### Introduction

My aim is to outline some of the issues that emerged from three overlapping policy reviews of career guidance in relation to lifelong learning which have recently been carried out by three influential international organisations:

- First, the Organisation for Economic Co-operation and Development (OECD), based in Paris, conducted a Career Guidance Policy Review which involved 14 countries (OECD, 2004).
- Next, the European Commission, as part of its policy work on lifelong learning, decided to use the OECD questionnaire to collect information on all the existing and new EU member-states that had not been involved in the OECD review, and produced a report covering career guidance policies across the European Union as a whole (Sultana, 2004).
- Alongside this, the World Bank decided to use an adapted form of the OECD process to conduct a parallel review in 7 middle-income countries (Watts & Fretwell, 2004).

Together, these three reviews covered 37 countries. The 37 country studies, together with the three synthesis reports and a number of other papers commissioned as part of the reviews, constitute the largest database on career guidance policies we have ever had; the review process has also, in several countries, had a considerable impact in its own



right. The core documents can be found on the OECD website ([www.oecd.org](http://www.oecd.org)). I have been privileged to be involved in all three reviews, and indeed in 12 of the 20 country visits made as part of the OECD and World Bank reviews. The process is now being taken further, through some work which the European Training Foundation is carrying out in the West Balkans and some Mediterranean countries.

In considering the results of these reviews, it is important to make three important points at the outset:

- First, the reviews were lifelong in their scope: they examined guidance services in higher education, but only as part of a wide range of services in a wide range of sectors.
- Second, the reviews included all EU countries, but also a number of others around the world. While I recognise that FEDORA's main direct interest is in the EU countries, I will include a few references to these other countries in what I say here.
- Third, the focus of the reviews was on career guidance services rather than on the wider range of guidance and counselling services with which FEDORA is concerned.

The definition of career guidance adopted for the reviews covered services intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. These may include services in schools, in universities and colleges, in training institutions, in public employment services, in companies, in the voluntary/community sector and in the private sector. The services may be on an individual or group basis; they may be face-to-face or at a distance (including help-lines and web-based services). They include career information (in print, ICT-based and other forms), assessment and self-assessment tools, and counselling interviews. They also include career education programmes, taster programmes, work search programmes, and transition services. So the canvass was very broad.

What I plan to do is to present the main findings from the three reviews, with particular attention to higher education. I will first say a little on the general policy rationale for career guidance services; then some particular comments about services in higher education; and finally some thoughts about staffing, the evidence base, and strategic leadership across the career guidance field.

## Rationale

First, then, rationale. The review indicates that in all countries policy-makers clearly regard career guidance services as being of value not only to the individuals who engage with them but to society as a whole. In other words, they represent not only a private good but also a public good. This is a crucial argument. If they were only a private good, then it could be argued that the provision of such services should be left to the market: that if individuals want them, they should pay for them. It is because they are also perceived as a public good that governments are interested in them and are prepared to support them financially and in other ways.

The public-policy goals which policy-makers expect career guidance services to address fall into three main categories:

- The first are *learning* goals, including improving the efficiency of the education and training system and managing its interface with the labour market. If individuals make decisions about what they are to learn in a well-informed and well-thought-through way, linked to their interests, their capacities and their aspirations, the huge sums of money invested in education and training systems are likely to yield much higher returns.
- The second are *labour market* goals, including improving the match between supply and demand and managing adjustments to change. If people find jobs which utilise their potential and meet their own goals, they are likely to be more motivated and therefore more productive.

- The third are *social equity* goals, including supporting equal opportunities and promoting social inclusion. Career guidance services can raise the aspirations of disadvantaged groups and support them in getting access to opportunities that might otherwise have been denied to them.

The precise nature of these three sets of goals, and the balance between and within these categories, varies across countries. A challenge for all countries is to maintain an appropriate balance between them in the provision of services.

These goals are long-standing. But they are currently being radically re-framed in the light of policies relating to lifelong learning, linked to active labour market policies and the concept of sustained employability. Career guidance is crucial to the success of lifelong learning policies. Government regularly state that such policies need to be significantly driven by individuals. The reason is simple: schooling can be designed as a system, but lifelong learning cannot. It needs to embrace many forms of learning, in many different settings. It is the individual who must provide the sense of impetus, of coherence and of continuity.

This places career guidance centre-stage. It means that if, as many governments believe, lifelong learning is crucial to their country's economic competitiveness and social wellbeing, then their country's future is significantly dependent on the quality of the decisions and transitions made by individuals.

This is reflected in recent OECD work on human capital (OECD, 2002), which suggests that the career management skills which are now a growing focus of career guidance policies and practices may play an important role in economic growth. It points out that less than half of earnings variation in OECD countries can be accounted for by educational qualifications and readily measurable skills. It argues that a significant part of the remainder may be explained by people's ability to build, and to manage, their skills. Included in this are career-planning, job-search and other career-management skills. Seen in this perspec-

tive, it seems that career guidance interventions designed to develop these skills have the potential to contribute significantly to national policies for the development of human capital. The fact that such an authoritative and influential organisation as OECD is viewing it in these terms is very significant.

The result of all this is that countries increasingly recognise the need to expand access to career guidance services so that they are available not just to selected groups like school-leavers and the unemployed, but to everyone throughout their lives. Within such strategies there is a strong case for viewing career guidance services in more proactive terms than has been the case hitherto. Until recently, such services have been viewed largely as a reactive device, designed to help young people to manage the necessary transition from education to the labour market, and unemployed people to return to work as quickly as possible. This means that guidance services have been made available only when people have been perceived as having a problem which these services could help them to solve. Within the context of lifelong learning, however, it can be argued that such services need to be viewed as an active tool, and individuals positively encouraged to use them. This requires rationing mind-sets to be replaced by active marketing strategies linked to cost-effective models of service delivery.

This proactive approach has subsequently been strongly affirmed in a formal Resolution of the EU Council of Education Ministers: the first time such a Resolution on guidance has been passed. Three aspects of the Resolution are particularly worthy of note:

- Its perspective is lifelong.
- It places guidance firmly in a broad policy context, linked to the strategic goal of ‘Europe becoming the world’s most dynamic knowledge based society by 2010’.
- It adopts a proactive approach, under which guidance services are to be positively promoted. It notes that: ‘Services need to be available at times and in forms which will encourage all citizens to continue to develop their skills and competences throughout

their lives, linked to changing needs in the labour market.’ It adds: ‘Such services need to be viewed as an active tool, and individuals should be positively encouraged to use them.’

A Ministerial conference on guidance is to be held under the Finnish Presidency in the second half of 2006. This will provide an opportunity for member-states to review the progress they have made in implementing the Resolution and in developing their lifelong career guidance systems.

### **Services within higher education**

The reviews go on to examine the current delivery of career guidance services in relation to the changing rationale I have outlined. They demonstrate that no country has yet developed an adequate lifelong guidance system. But all countries have examples of good practice, and across the range of countries these indicate what such a system might look like – recognizing that in terms of its detail it will take different forms in different countries.

So far as higher education is concerned, the reviews concluded that in several countries career guidance services were inadequate. In some countries such guidance as is available is confined largely to choice of studies: the assumption seems to be that students can manage their own transitions into the labour market without any support. This may have been sustainable when their student body covered a small academic elite, who normally entered a narrow field of work related to their studies. It is much more questionable when the number of students is much larger and more diverse, and when the links between their studies and the fields open to them are much more complex. There is accordingly increasing recognition of the need to strengthen career guidance services in higher education.

The extent to which universities provide career guidance services varies considerably both between and within countries. Four patterns can be distinguished:

- *Counselling services.* Career guidance is sometimes integrated into personal counselling services. Such services tend to have staff with counselling qualifications, but may have weak links with the labour market and concentrate mainly on personal problem counselling.
- *Integrated student services.* Some institutions have an integrated student services model which includes career guidance among a range of other student welfare services.
- *Placement services.* These focus mainly on job placement. They may include on-campus recruitment services. In addition to post-graduation jobs, they may include placement into vacation jobs and part-time jobs. Such services may offer limited attention to helping students to determine their career path. This is the case for example in Korea where separate placement services and counselling services tend to be the principal forms of student services available.
- *Specialised careers services.* A growing number of institutions have separate careers services which offer a variety of career guidance and placement services. Separate specialised careers services are well established in the USA and the United Kingdom, and also in Australia, and are growing in a number of European countries.

Within the careers services, there has been a trend to redesign the physical facilities of the services on a self-help basis. It is now becoming increasingly common for a variety of ICT-based and other resources to be on open access, with clear signposting, and with specialist career counsellors being available for brief support as well as for longer counselling interviews. Diagnostic help can then be provided on reception to help clients decide whether they can operate on a self-help basis, need brief staff assistance, or require intensive professional help.

In addition to such services, there has also been a growth of relevant elements within the higher education curriculum:

- Career management courses have been developed in a number of countries, particularly in Australia, Canada, Korea and the UK; there is also the odd example in other countries (e.g. Germany and Spain). Some of these courses are for credit; some are not. In a few institutions they are mandatory.
- Alongside such courses, or independent of them, there may be opportunities for work experience in the form of co-operative education programmes, internships, work shadowing or work simulation.
- We also found that in a number of institutions in Australia and to some extent in Germany, as well as in the UK, portfolio systems had been introduced which required students to record not only what they were learning, but also the work-related competencies they were acquiring through learning it. This is often related to attempts to enhance students' employability by helping them to identify the generic transferable competencies they are acquiring through their higher education, both inside and outside the curriculum, and to develop strategies for enhancing such competencies. The skills of reviewing, reflecting and action planning which are enhanced by these processes arguably lie at the heart of career management skills.

In all these respects, institutions usually have considerable freedom to decide what they offer. This raises two issues:

- *Unevenness of provision.* This may mean that what is provided may not be sufficient to meet the interests either of the student or of the wider public good.
- *Partiality.* In their attempts at boosting recruitment, particularly where funding follows students, institutions may place guidance staff in awkward situations, where they are expected to attract and retain students in their institution, even where this is not in the best interests of the student.

There is accordingly interest in policy instruments which governments can use to shape and influence career guidance services. An example is

the use of performance contracts with universities in Finland. Another is the use of quality-assurance processes: these have, for example, been used recently in the UK to require all universities to introduce personal development planning for their students.

## **Staffing**

On staffing, there is a need for stronger occupational structures in the career guidance field. In many countries, the current structures are weak in comparison with those in related professions. Ironically, career development roles within education tend in many countries to be least strongly professionalized in higher education, which is the sector responsible for much of the professional training in the field as a whole: this was a point which I and Raoul van Esbroeck also made in our earlier FEDORA study (Watts & van Esbroeck, 1998). Many services are provided by people who do it for only part of their time (the rest being devoted to teaching, job placement, or guidance on personal or study problems) and little appropriate training. Often, qualifications from apparently related fields – such as teaching and psychology – seem to be regarded as proxies for career guidance qualifications, without any verification of whether they assure the requisite competencies or not. Career guidance strategies can include delivery through others – teachers and mentors of various kinds, for example; there is also a need for wider use of trained support staff. But clarity is needed about the role of career guidance professionals within such diversified delivery systems. Their training should include consultancy and management roles, and embrace the types of cost-effective and flexible delivery methods that can widen access to services.

Supporting such diversified training provision, there is also a need for competence frameworks which can embrace but also differentiate a variety of career guidance roles – and provide a career development structure for guidance staff themselves. The Standards and Guidelines for Career Development Practitioners, developed in Canada through a long consultation process, are of particular interest in this respect. They have strongly influenced the international standards recently developed by



the International Association for Educational and Vocational Guidance, which provide a useful reference point for such processes in other countries.

## **Evidence base**

Another issue addressed by the reviews was the need for a stronger evidence base in this field. Stronger infrastructures are required to build up the evidence base for both policy and practice, and to do this cumulatively so that experience is not wasted and mistakes repeated. This should include evidence on users, on client needs, on which services are delivered to whom, on the costs of services (on which remarkably little information is available at present), and on the immediate and longer-term outcomes of career guidance interventions. Some of the information should be collected on a routine basis; some requires sophisticated studies. This links to the issue of research, where higher education again has an important contribution to make. To date, few countries have established specialist career guidance research centres or research programmes to develop the knowledge base in a systemic way. There is also a need for university chairs to provide status and intellectual leadership for the field: few countries have such chairs at present.

## **Leadership**

Finally, a need is evident in many countries for stronger co-ordination and leadership mechanisms in order to articulate a vision and develop a strategy for delivering lifelong access to career guidance services. Such mechanisms are required at several levels:

- First, they are required within government, where responsibility for these services is often fragmented across a number of ministries and branches.
- Second, there may be a need to bring together the various career guidance professional bodies, which in some countries are somewhat fragmented. Such fragmentation can weaken their voice and their influence. Higher education bodies, in particular, sometimes

stand somewhat apart from the rest. In a number of countries, including Australia, Denmark and the UK, there are cross-sectoral bodies which bring the associations together. This arguably needs to be mirrored at international level, where there could be stronger relationships between bodies like FEDORA, the International Association for Educational and Vocational Guidance, and the Association of Career Professionals International.

- So Governments and career guidance professionals both have an important role to play in providing strategic leadership. But they need to do so in association with each other, and with other stakeholders: education and training providers, employers, trade unions, community agencies, students, parents, and other consumers. This, then, is the third level.

A number of exemplars of this third level were mentioned in the reviews. These included Denmark, Poland and the UK. By contrast, in some other countries, seminars set up for the OECD and World Bank reviews seemed to provide an unusual opportunity for the relevant groups to come together, and led to proposals to develop a more sustainable infrastructure for joint action. This process is now being supported by the European Commission, which a couple of years ago issued a call for proposals from member-states that wished to develop national fora for lifelong guidance. Twelve countries, linked together in two consortia, are currently setting up such fora, with funding support for the European networking provided through the EU Joint Actions Programme.

At European level, the setting up of these fora may have an additional advantage. The EC Memorandum on Lifelong Learning, issued in 2001, stated that the Commission would set up a European Guidance Forum. In the event this was resisted by some of the Member-States, and replaced by the somewhat weaker mechanism of an Expert Group on Lifelong Guidance. This has done some good work, including the development with OECD of a policy handbook (OECD/EC, 2004) which summarises some of the main policy lessons from the reviews, and also includes statements on the aims and principles of lifelong guidance provision, criteria for assessing quality, and key features of a lifelong guid-

ance system. But the chief weakness of the Expert Group is that it does not represent all the Member-States, and therefore has difficulties in translating its efforts into effective action at Member-State level.

The last time we had a representative guidance group within the Commission was when there was a separate guidance strand in the PETRA II programme in the early 1990s: it proved extremely effective. But the European Community, as it then was, was much smaller. A difficulty now is how to achieve effective representation of so many Member-States within such a complex and multi-faceted field. If however there was a National Guidance Forum in each Member-State, this would make the task much more feasible. The Commission has indicated that it intends under the Finnish Presidency in late 2006 to establish a European Guidance Network as an EU-level advisory body, replacing the current Expert Group. Member-states will be invited to join the Network: this could provide a strong incentive to the existing national fora to assure their sustainability, and to other member-states to establish fora of their own.

An important focus for such collaborative action is identifying gaps in services and developing action plans for filling them. Another is the development of strategic instruments which can be operationally useful across the whole range of the career guidance field and hold it together:

- Competence frameworks for career guidance practitioners along the lines I have already mentioned one.
- Another is organisational quality standards of the kind developed in the UK, covering how individuals are helped and how services are managed: these can be voluntary in nature, but can also be made mandatory for organisations in receipt of public funding.
- A third type of instrument, developed in Canada drawing from earlier work in the USA, is the Blueprint for Life/Work Designs: a list of the competencies which career guidance programmes aim to develop among clients at different stages of their lives, with accompanying performance indicators. The OECD report on Cana-

da suggested that the systematic publication of data linked to such indicators could provide a way of introducing more coherent accountability across a co-ordinated career guidance system.

Together, these three instruments could co-ordinate the range of provision, particularly if they could be linked to common branding and marketing of services.

The key point here is the need to view career guidance services within each country as a coherent system. In reality, of course, they are not a single system. Rather, they are a collection of disparate sub-systems, including services in schools, in tertiary education, in public employment services, and in the private and voluntary sectors. Each of these is a minor part of some wider system, with its own rationale and driving forces. But in the reviews these different parts have been brought together, and viewed as parts of a whole. From the lifelong perspective of the individual, it is important that they should be as seamless as possible. If career guidance systems are to play their role in national strategies for lifelong learning linked to sustained employability, it is essential that the holistic vision adopted in the reviews be sustained and collectively owned by a council or other structure with the breadth and strength of membership to implement the vision. This is why stronger strategic leadership structures are so necessary.

## **Conclusion**

Career guidance services have often in the past been viewed as marginal services in terms of public policy. The three reviews have affirmed that this view is no longer adequate. Such services need now to be brought into the mainstream of policy formation.

Within lifelong guidance systems, higher education has a critical role to play, in at least three respects: in the services it provides for its own students; in the education and training it provides for the sector as a whole; and through its research capacity. It therefore has a particular interest in the systemic approach adopted by the reviews. I hope that the brief re-

port I have provided will indicate some ways in which these considerations might influence the proposed 'Guidance and Counselling in HE Charter'.

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# Towards a European Charter for Guidance and Counselling in Higher Education

**Author:** Per Anderson

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As documented in the FEDORA paper, provision of guidance and counselling, the way of organising it, the level of competences and qualifications differs greatly from sector to sector, from institution to institution and from country to country.

This is of course a consequence of national traditions, ways of organising the higher education area, financial resources etc. and this has to be recognised and accepted. As a general rule the diversity can be considered as a challenge but also as an opportunity to learn from colleagues, working in different environments and under different conditions.

If however guidance and counselling aim to play an important role in the realisation of the Bologna process and in the process towards creating a truly European Higher Education Area, it is essential to provide students with the a minimum of access to qualified guidance and counselling, being it educational, academic or careers counselling, services for the disabled and qualified psychological help.

FEDORA's aim and purpose is to work for the highest standards possible in the field of educational guidance and counselling, career counselling, psychological counselling and help for disabled students, as we find it to be a major area of interest and importance in higher education, an area growing in importance as more students enter higher education and the growing expectations to the sector to succeed and play an important role in the future development of Europe means new challenges to our institutions.

FEDORA's main contribution to the development of the area is conducted by the work of FEDORA's four working groups, organising professionals in the fields of educational guidance and counselling, psychological counselling, career counselling and help for disabled students.

The four groups form important networks through out Europe and organise events and summer universities, where professionals meet and exchange ideas, present new and innovative methods in counselling and guidance and create common understanding and cooperation.

The present study, earlier studies and the experiences of more than 10 years working together in higher education in Europe has proven to us, that although diversity exists in the way, in which we approach the work, there is a growing need for a common denominator, a set of standards and some guidelines to ensure professional provision of guidance and counselling for our students.

This is the case for a number of reasons. With new demands for increasing the number of students leaving HE with a degree, new categories of students enter the institutions, demanding more help.

The Bologna process and the redesign of higher education following, creates new and challenging opportunities and demands for counselling and guidance in a European context. The enlargement of Europe, the concept of life long learning and the globalisation are presenting new challenges to higher education as such and to our role as counsellors and professionals. Finally where some countries have to cope with academic unemployment, others experience a growing demand for academics.

In this process we want to play an important role and are doing so in our daily work, but we also recognise the need to set up some guidelines and minimum requirements, ensuring the growing number of students qualified help in their journey.

At the FEDORA conference in Vilnius we will therefore present a proposal for a FEDORA charter, addressing the issue.

The charter will be the result of a continuous debate at the conference, but will be prepared in advance by a small editorial group.

The charter will present FEDORA's views and our proposals for common denominators in the field of guidance and counselling, arguing for the need, that all institutions in HE take up these challenges and allocate resources, ensuring minimum provision of services. More important even, the charter will define and describe quality standards and ethics for our work, ensuring students the qualified help, they can and will expect.

This will of course be done with due recognition of the fact, that diversity exist and will continue to do some, but we hope to create a charter, that will help professionals in the field of guidance and counselling to define their role and create a common ground and understanding for our work in a greater context.

We also hope and expect, that a charter will ensure, that counselling and guidance will be put more firmly on the agenda in the future and invite all members to join in the work at the conference and before.

Coordinator will be Per Andersen, registrar, University of Southern Denmark, and proposals, suggestions or questions may be sent to him on the following address: [pca@adm.sdu.dk](mailto:pca@adm.sdu.dk)



# Tables

Paula Ferrer - Sama

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## ANNEXE. I. COUNTRY CODES

CODE	COUNTRY
AT	Austria
BE	Belgium
CY	Cyprus
CZ	Czech Republic
DE	Germany
DK	Denmark
EE	Estonia
EL	Greece
ES	Spain
FI	Finland
FR	France
HU	Hungary
IE	Ireland
IT	Italy
LT	Lithuania
LV	Latvia
MT	Malta
NL	Netherlands
PL	Poland
PT	Portugal
SE	Sweden
SI	Slovenia
SK	Slovak Republic
UK	United Kingdom

ANNEXE II. Population, number of universities and students <sup>142</sup>

COUNTRY	Country total Population (In millions)	Number of Universities	Number of students in HE	Number of International Students
AT	8,1	32	210.125	NA
BE	10,4	19	120.000	6.000
CY	0,7	1	4.650	NA
CZ	10,2	66	279.000	17.500
DE	82,5	333	1.982.000	246.000
DK	5,4	12	NA	NA
EE	1,4	12	47.120	NA
EL	11,0	23	360.000	NA
ES	42,3	74	1.300.000	286.000
FI	5,2	20	174.000	NA
FR	59,9	83	1.435.700	46.000
HU	10,1	NA	NA	NA
IE	4,0	7	319.000	NA
IT	57,9	79	1.800.000	NA
LT	3,4	NA	NA	NA
LV	2,3	33	131.072	NA
MT	0,4	1	17.285	NA
NL	16,3	14	540.000	37.000
PL	38,2	320	NA	NA
PT	10,5	97	388.724	NA
SE	9,0	14	NA	NA
SI	2,0	NA	83.000 <sup>1</sup>	NA
SK	5,4	21	NA	2000
UK	59,7	125	2.500.000 <sup>2</sup>	275.000

<sup>142</sup> NA means this data is not available in the country report

ANEXE. III. OTHER INSTITUTIONS IN HE

COUNTRY	Name of the institution
AT	Fachhochschulen
BE	Hautes ecoles/ hogescholen
CY	Higher technical institute
	School of nursing
	Cyprus Forestry College
	Higher Hotel Institute
DE	University of applied sciences (Fachhochschulen)
	Arts and Music colleges
DK	University Colleges
	Colleges of education
EE	Professional HE Institutions
	Vocational Institutions of HE
EL	Technological Education Institutes
ES	Vocational Schools for HE
	University Schools
FI	Polytechnics (ammattikorkeakoulu)
FR	Ecoles
	Technical institutes
IE	Institutes of Technology
IT	University for foreigners (Università per Stranieri)
	University for Computers (Università Telematiche)
	Higher Technical Training (Formazione Tecnica Superiore)
LT	Colleges
	Priest Seminars
LV	Colleges
MT	Junior College
	Sixt Form College
NL	Institutes of International Education
PL	Private Bussiness Schools
	Vocational Schools
SE	Other
SK	Postsecondary profesional HE (experimental)
UK	Higher Education Colleges

## ANNEXE IV- GUIDANCE SERVICES BY COUNTRY AND AREA

		AREA 1	AREA 3	AREA 4
AT	Educational Advisors in schools	X		
	Career Orientation at Fachhochschulen			X
	Career Centers at universities			X
	Schools Psychology departments	X	X	
	Psychological student counselling centres	X	X	X
	National Union of Student services (OH)	X		X
	Psychological departments of the universities	X	X	
	Vocational Guidance services	X		X
	Services of Public Law Bodies Institutions	X		X
BE	Student services	X		
	Career Services			
	SIEP (service d'information sur les Etudes et les Professions)			X
	Psychological Counselling Centres		X	
CZ	Study administration departments.	X		
	<i>Career Centre at the University</i>			X
	Psychological Counselling Centres		X	
CY	Student Education and Career Centre at the University of Cyprus	X		
	Faculty based Course Counselling			X
	Information Service Desk, Call centre			
	Central Student Counselling and Advisory Service			X
	Personal Guidance and Counselling Service		X	
	Ministry of Education, Counselling and Career Education Service	X		
	Private Services	X		

DE	Central Student Counselling and Advisory Service	X	X	
	Information Service Desk, Call centre	X		
	Faculty based Course Counselling	X		
	Distance Learning Centres	X		X
	Career Guidance and Qualification for Lifelong learning	X		X
	Counselling and advisory services for Students with disabilities and Chronic Illnesses	X		
	Psychological and Psychotherapeutic Counselling Service	X	X	
	Social advisory service	X		X
	Vocational Guidance for Secondary school graduates and students/ HE team	X		X
DK	Student Counselling Service	X	X	
	Career Services			X
EE	Student counsellors	X		
	Career services			X
	Psychological counselling centres		X	
ES	Educational Guidance and Information Office (COIESs)	X		
	National employment service (INEM)			
	Career services			
	Psychological Counselling Services		X	
	Tutors	X		
		AREA 1	AREA 3	AREA 4
FI	Counselling services	X		
	Career centres			X
	Finnish Students Health Service		X	

FR	SCUIO (Educational Guidance and counselling services)	X		x
	Bureau for University psychological support (BAPU)		X	
	Career Services			X
	Association Bernard Gregory (ABG)			X
	University Secondary School Student Relay Units (REL)		X	
	Medico-pedagogical universities clinics		X	
HU	University counselling Centres	X		
	Career centres			
	Study offices	X		
IE	Academic Tutors and Student mentors	X		
	Career centres			
	Psychological Counselling Services		X	
IT	Educational Guidance Offices	X		
	Vocational guidance offices			
	Psychological Counselling Services		X	
MT	Student Advisory Service	X		
	Guidance and Counselling Units	X	X	
	Employment and Training Cooperation (ETC)			
NE	Career centres			X
	Study advisers	X	X	
LT	Educational Guidance Centres at Universities	X		
	Youth Psychological Aid Center (YPAC)		X	
	Psychological Counselling Centres		X	
	Open Information, Counselling and Guidance System (AIKOS)	X		
	Lithuanian Higher Education Institution's Association to Organise Common Admission (LAMA)	X		

LV	National Resource Centre for Vocational Guidance in Latvia	X		
	Career Services			X
	Psychological Support Service		X	
	Educational Guidance Services at the Institution.	X		
	Student Association of Latvia		X	
	Professional Career Counseling State Agency			X
PL	The regional Pedagogical and Psychological Centres	X		
	Psychological units		X	
	Personal Tutors I	X		
	Career guidance office	X		X
	International office	X		
SE	Educational Guidance and Counselling at the institutions	X		
	Career centres	X		X
SL	Students organisation	X		
	Career centres			X
	Employment service of Slovenia			
	Centre for Vocational Guidance and Information	X		
UK	Widening Participation Offices	X		
	Career services			X
	Psychological Support Centres		X	

# Extracts from the Guidelines for the National Report

Michael Katzensteiner supported by Ann Conlon and Eleonore Vos

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## Structure

➤ ***Short outline of the higher education area:***

- Higher education under responsibility of:
- Universities:
- Other institutions in that area: ...
- How the “Bologna Process” is being implemented in the country:

***Services in the area of student guidance:***

➤ ***Area 1: Educational Guidance & Counselling***

➤ ***Area 2: Disability & Special Needs***

➤ ***Area 3: Psychological Student Counselling***

➤ ***Area 4: Career Guidance & Employment***

• **Structural trends:**

**Obligatory (if possible)**

- Recapitulating description:
- Involved in:
- Funding/administrative control:
- Location:
- Target group:
- Website(s):

**Non obligatory**

- Number of employees:
  - Total:
  - medium size of the staff:
- Mission statement existing:
- Linked with:
- Publications:



- **Roles and qualification:**
  - Roles:
  - Competencies and qualification:
- **Tasks:**
- **Means, instruments:**

➤ **Summary**

Networks

What has proved of value/failure

Suggestions (needs) for the future

## **Annotations**

### **Short outline of the higher education area**

This should be a kind of preface (not longer than a half page!)

- *Higher education under responsibility of ...* (e.g. ministry of science)
- *Universities:* (total number in the country, total number of students in the country, relation public/private ..., instead of details only reference to websites/sources!)
- *Other institutions in that area:* e.g. “Fachhochschulen”, “écoles supérieures” (total number, total number of students, relation public/private ..., instead of details only reference to websites/sources)
- *Implementing the “Bologna Process” in the country:* ... (only reference to websites/sources)

### **Services in the area of student guidance**

**Area 1: Educational Guidance & Counselling**

**Area 2: Disability & Special Needs**

**Area 3: Psychological Student Counselling**

**Area 4: Career Guidance & Employment**

In the following the numbers (1, 2, 3, 4) are used as abbreviations for the areas!

Answer the following questions for each area separately (see 2. Composition)

If there are reports or are summaries of a report for an area in a country (e.g. OECD reports, Tony Watts for GB) mention the website link and/ore the source, so the most of the work is done. It is also possible to copy that summary, if it is in line with the following items and if the author (publisher) agrees.

***Structural trends:*** (describe the services/systems in this area not in detail but in a general way)

**Obligatory (if possible)**

*General overview* (e.g. area 4. “all our universities

have career centers, except the universities of arts ...”) *or potentially listing of names* (only if there are two or three services!!); description and/or websites/sources

*Involved in:* (only if there are tasks beside the main focus, e.g. “some of this career centers are also involved in area 1...”) (multiple mentions are possible), description and/or websites/sources

*Funding/administrative control* (e.g. university, alumni club)

*Location* (universities, region) description and/or websites/sources

*Target group* description and/or websites/sources

*Website(s)* (important sites not mentioned above)

**Non obligatory**

*Number of employees:* approximately for the whole country *total* (approximately, e. g. concerning the area 3: “in Austria there are about 40 psychological student counsellors, not included in this number are the secretaries, approximately half of this number is working part time ..”)

*average number of staff members* (e.g. area 3: in Austria the medium size of the staff is 5-6 employees, most of whom are related to 3-4 full time positions)

*Mission statements existing* (yes/no) websites/sources

*Linked with* (part of a network) websites/sources  
*Publications* (about their activities) only websites/sources)

### ***Roles and qualification***

*Roles* (listing, if possible precise description, regulated by law or

not, e. g. counselling psychologist) short compilation and/ or websites/sources (e.g. no changes since “new skills for new futures” see National Report page...)

*Competencies and qualification* (description, regulated by law or not) description and/or websites/sources

### ***Tasks***

General description (e.g. “psychological counselling for students, who want to change or break off their studies”, “trainings to improve learning and social skills” ...) a n d/ o r websites/sources.

For your orientation you can use the statements of the FEDORA WORKING GROUPS on the FEDORA Website

### ***Means, instruments***

description: e.g. counselling, training, psychological test procedures, potential analysis, application of the web...

description and/or websites/sources

**Summary:** Be free to add additional information!

*What has proved of value/failure* (if possible)

*Suggestions for the future* (if possible)

*Networks* (national/international, EU..., Fedora...)

websites/sources!!!

# Participants

## Krakow Symposium

Aastrup, Willy: wa@adm.au.dk  
Andersen, Per: pca@adm.sdu.dk  
Harriet Andrews: Harriet.Andrews@dkit.ie  
Conlon, Ann: ann.conlon@kcl.ac.uk  
Crosier, David: david.crosier@eua.be  
Dane, Margaret: margaret.dane@agcas.org.uk  
De Vos, Louis: ldevos@ulb.ac.be  
Ferrer-Sama, Paula: pferrer@edu.uned.es  
Frank, Ernst: ernst.frank@uibk.ac.at  
Jamieson, Alan: Alan.Jamieson@bacp.co.uk  
Jaunzeme, Inta: inta.jaunzeme@lu.lv  
Kalaska, Malgorzata: kariery@admin.pk.edu.pl  
Katzensteiner, Michael: michael.katzensteiner@jku.at  
Klaus, Joachim: joachim.klaus@fsz.uni-karlsruhe.de  
Kulka, Jiri: kulka@arcana.cz  
Laviolette, Geneviève: laviolette@ccr.jussieu.fr  
Leray, Nicole: nicole.leray@abg.asso.fr  
Lipinaitis, Algimantas: algimantas.lipinaitis@cr.vu.lt  
Pagès, Martine: m.pages@eioe.u-bordeaux1.fr  
Rebisz, Monika: kariery@uj.edu.pl  
Rott, Gerhart: rott@uni-wuppertal.de  
Steging, Sue: SL.Steging@ulster.ac.uk  
Stervander, Anita: anita.stervander@adm.oru.se  
Vaiciunaite, Jolanta: jolanta.vaiciunaite@karjera.vu.lt  
Vos, Eleonore: E.Vos@dienst.vu.nl  
Vunderink, Daan: daanv@bs21.bs.uva.nl and d.vunderink@hccnet.nl  
Wannan, Jennifer: jwa@cedefop.eu.int (participation only on the 8th and 9th)  
Watts, Tony: Tony.Watts@zen.co.uk  
Wittib, Friedrich: Friedrich.Wittib@cec.eu.int  
Zembyla-Kalli, Anna: azkalli@ucy.ac.cy  
Zvariková, Mária: maria.zvarikova@tuke.sk

# Authors of the Articles

**Aastrup Willy, M.Phil.**(philosophy), is director of the Counselling and Support Centre at the University of Aarhus. He has been advisor to the Danish Ministry of Education in the field of counseling students with special needs and is member on several national advisory boards to the Danish Ministry of Education.

For several years he has been reading among other modern Metaphysics, ethics and psychology and is now officially appointed external examiner (philosophy).

He is the is trained psychotherapist and counselor.

**Andersen Per, Dr.**, Vice president of FEDORA, is one of the founding members of FEDORA, has a Masters degree from the University of Odense and did his doctorate in modern political history, has a degree in education, a degree in journalism and is a trained counsellor. He holds a degree in management and has attended management courses at Fountainebleu and the Ameritech Institute.

He has worked as a counsellor and teacher in secondary education, at university and has trained counsellors in secondary and higher education. He worked as a student counsellor and academic before leaving university to take up a position as PR manager in private industry. Since 2000, Per Andersen has been the director of Student Affairs (registrar) at the University of Southern Denmark.

**Crosier David**'s, academic studies were in literature and sociology, studying at the University College of Swansea in the UK and then at the University of Geneva in Switzerland. Before moving to EUA, David spent six years working at the Education Department of the Council of Europe.

Since joining EUA in 2001, he has been actively involved in developing the strategic work of the EUA, working on a variety of projects, notably Trends IV and V, which are the latest in the series of reports assessing the progress being made in establishing a European Higher Education Area. Mr. Crosier is also strongly involved in EUA activities in South East Europe, working on specific projects in the former Yugoslav States.

**Dane Margaret**, Chief Executive of AGCAS, the Association of Graduate Careers Advisory Services in the UK and Ireland. She represents HE Careers Services at national and international level and has over 30 years experience of working in the field of higher education and careers guidance. Margaret was AGCAS President from 1995 to 1998, and is immediate past President (2000 - 2003) of FEDORA, the European Forum for Student Guidance. In these roles, she has spoken at conferences and developed excellent links with colleagues in HE Careers Services across the world.

**Ferrer-Sama Paula**, Career Counsellor, Open University in Spain, graduated in Pedagogy at the National University of Distance Education and works as a career advisor at the same university. She is also a researcher in the field of international counsellor competencies and a national reference regarding guidance and counselling in higher education. She is also the national coordinator of FEDORA in Spain.

**Katzensteiner Michael, Dr.**, has been the Head of the Psychological Counselling Centre, Linz since 1988.

He studied Psychology at the University of Salzburg and Theology at the University of Innsbruck. Dr. Katzensteiner is authorised to work as a clinical psychologist, health psychologist, psychotherapist and supervisor.

Since 2001 Dr. Katzensteiner has been the national coordinator of FEDORA Austria and a member of the Executive Committee of FEDORA. He is the main contact person for the colleagues of the New EU member states and has been part of the organising committee for the Krakow symposium and the Vilnius conference.

**Rott Gerhart, Dr.**, Academical Director, became the director of the Central Student Advisory and Counselling Service at the University of Wuppertal, Germany, following his work as a scientific assistant at the Psychological Institute and as assessor. He was educated in sociology, philosophy and psychology at the Free University in Berlin, where he wrote his PhD in psychology. He is also licensed as a psychological

psychotherapist. From 2001-2003 Dr. Rott held the office of vice-president of the European Forum for Student Guidance (Forum Européen de l'Orientation Académique – FEDORA), in 2003 he was elected president of FEDORA.

**Watts Tony, Professor,** is a Founding Fellow of the National Institute for Careers Education and Counselling in the UK, and Visiting Professor at the University of Derby and Canterbury Christ Church University. He was formerly Director of NICEC, and worked at OECD in 2001/2. He has carried out many international studies, including co-authoring the FEDORA 'New Skills for New Futures' report.

# Authors of the Country Reports

**Anderson** Per, Dr, University of Southern Denmark

**Andrews** Harriet, MSc Educational Guidance and Counselling  
Careers Officer, Dundalk Institute of Technology,  
Irish National Co-ordinator for FEDORA

**Borg Cunen** MaryAnn, M.A.(Counselling Psychology)  
Counselling Services, University of Malta

**Chiusso** Cristiano CUORI, Venezia

**Conlon** Ann, Director of Student Services,  
Medical Centre King's College London

**De Vos** Louis, Prof, Université Libre de Bruxelles

**Ferrer-Sama** Paula, Career Guidance Centre,  
National University for Distance Education

**Freibergová** Zuzana, Ing., National Training Fund,  
National Resource Centre for Vocational Guidance

**Gavin-Kramer** Karin, M.A., FU Berlin

**Jaunzeme** Inta, FEDORA National Coordinator Latvia  
Deputy Director of Student Service, University of Latvia

**Kalaska** Malgorzata, Career Services,  
Cracow University of Technology

**Karianou** Kiriaki, Careers Service,  
Technological Educational Institution (T.E.I.) of Thessaloniki

**Katzensteiner** Michael, Dr., FEDORA National Coordinator Austria



Head of Psychological Student Counselling Service Linz

**Kulka Jiří**, CSc., Doc. PhDr.

Academic Counselling Centre, Westmoravian College Třebíč

**Lahti Juha**, National coordinator of FEDORA

Counselling Education & Research, University of Jyväskylä

**Laviolette Geneviève**, Université Denis Diderot - Paris VII

**Leray Nicole**, Association Bernard Gregory

**Lisznyai Sandor**, Elte University, Budapest, Hungary

**Luderin Pierpaolo**, Prof, Responsable Centre Universitaire d'Orientation  
Venezia,

Azienda Regionale Diritto allo Studio Universitario

**Niinep Ivi**, University of Tartu

**Rebisz Monika**, Career Services,

Jagiellonian University

**Rott Gerhart**, Dr., Central Student Counselling Service

Bergische University Wuppertal

**Širok Majda**, Director, CMEPIUS/ NA Socrates and Leonardo da Vinci

**Soroková Tatiana**, PhDr., Ekonomická fakulta TU

**Stervander Anita**, FEDORA National Coordinator for Sweden,

Education and Research Office, Student Counsellor at Orebro University.

**Urbanaviciute Ieva**, Psychologist,

Vilnius University Career Centre

**Vos** Eleonore, Vrije Universiteit Amsterdam

**Zembyla – Kalli** Anna, Career Consultant/Counsellor  
FEDORA National Coordinator Cyprus, Head of Careers Office  
University of Cyprus

**Zvariková** Mária, PhD., Akademické poradenské a informačné centrum,  
Technická univerzita v Košiciach,

