



NEWSLETTER

LE MOT DU PRÉSIDENT

Chers Membres,

Mon mandat de président prend fin au dernier jour de cette année 1994 aussi, le moment est venu de passer le relais à notre nouvelle présidente Lucia Berta (I).

Dans ce dernier "Mot du président", je voudrais adresser mes remerciements les plus sincères à vous tous que j'ai rencontrés dans nos réunions et colloques au long de six années de travail dans l'Association, et qui êtes devenus des amis.

L'expérience vécue au fil de ces quatorze dernières années au cours desquelles un groupe de conseillers universitaires, invités initialement par la fondation RUI (I), a préparé, puis mis sur pied et fait grandir l'Association, restera pour moi inoubliable. Elle constitue un des meilleurs souvenirs de ma carrière professionnelle et représente un enrichissement considérable tant sur le plan personnel qu'au niveau de mes activités professionnelles.

Mes remerciements s'adressent particulièrement aux représentants élus des différents pays de l'Union européenne avec qui j'ai eu la chance de collaborer dans deux conseils d'administration successifs.

Des figures sympathiques, bien trop nombreuses pour pouvoir les citer, me viennent à l'esprit en écrivant ces quelques lignes.

Celles des membres du premier conseil d'administration dans lequel nous avons connu quelques affrontements de départ sans doute inévitables dans pareille entreprise. L'estime mutuelle que nous nous portions, une volonté commune de répondre aux défis importants que pose le développement d'une orientation universitaire européenne nous ont toujours permis de trouver les solutions adéquates.

Avec ces premiers administrateurs, sous la présidence de Tony Raban à qui FEDORA doit beaucoup, nous avons mis en place la structure de l'Association et entamé les premiers travaux.

J'ai eu l'honneur de présider au cours des trois dernières années le second conseil, élu directement par les membres effectifs de FEDORA à Berlin. Nous avons, me semble-t-il, réalisé ensemble de l'excellent travail.

La mise en place et le soutien actif à quelques grands projets, l'organisation de nombreuses rencontres et colloques, le lancement de stages d'échanges, l'ouverture de FEDORA aux représentants du monde de l'emploi, l'ouverture

progressive à de futurs pays membres et aux collègues de l'Europe de l'est, l'amélioration de la communication interne par une publication plus régulière de Newsletters programmées, l'élargissement considérable de la représentativité de FEDORA... constituent quelques facettes de cette action.

Merci à Colette Aungier (IRL) qui a tenu avec beaucoup de discrétion et d'efficacité son rôle de Vice-présidente, s'impliquant en même temps dans les activités de deux projets (FEDORA-Emploi et FEDORA-Formation dont elle constitue un des piliers), merci à Frédéric Company (E), efficace Secrétaire du conseil, qui a organisé de main de maître la première session de l'université d'été à Montpellier puis le congrès général de Barcelone en avril dernier; merci enfin à tous les autres administrateurs pour leur amitié, leurs idées et leur efficace collaboration à tous nos travaux.

Place maintenant à l'avenir et au nouveau conseil élu à Barcelone !

Il a toutes les raisons d'être optimiste pour l'avenir si chacun d'entre nous se sent concerné par la réussite de projets communs et apporte sa contribution personnelle à une Association qui n'est pas l'oeuvre d'un groupe mais celle de l'ensemble de ses membres.

Nul doute que ce nouveau conseil ne réitère son appel à vos initiatives personnelles et n'encourage une participation de plus en plus large des membres effectifs ou adhérents à la réflexion et aux travaux tendant à enrichir le travail des conseillers à l'orientation universitaire en Europe. Une large participation des nouveaux membres du conseil à notre dernière réunion à Rhodes permettra dès janvier 1995 de poursuivre cet objectif dans les meilleures conditions.

Tous mes voeux de succès dans la conduite de FEDORA accompagnent notre nouvelle présidente et l'ensemble de son équipe. A vous tous et à vos familles, je présente pour l'année nouvelle mes meilleurs voeux de bonheur et de succès dans la poursuite de vos projets personnels et professionnels

◆ Jean-Marie BURNET
Président

A WORD OF THE CHAIRMAN

Dear Members

My period of office as President comes to an end on the last day of this year, 1994, and the moment has come to pass the baton to our new President, Lucia Berta (I).

In this last Word from the President. I would like to offer my very sincere thanks to all of you who I have met at our meetings and conferences during six years of working in the Association, and who have become friends. The experience which I have had for these last fourteen years, during which a group of University Advisers, initially invited by the Rui Foundation (I) prepared, then set up and enlarged the Association, will remain unforgettable for me. It constitutes one of the best memories of my professional career and represents a considerable enrichment both at personal level and in my professional activities.

My thanks are addressed particularly to the elected representatives from the different countries of the European Union, with whom I have been lucky enough to collaborate during two successive Executive Committees.

Sympathetic faces, far too many to list, come to mind as I write these lines.

Those of members of the first Executive Committee, in which we experienced various initial problems, no doubt inevitable in such an enterprise. The mutual esteem in which we held each other, a common willingness to rise to important challenges which the development of European university guidance raised, always enabled us to find appropriate solutions. With these first Executive Committee members, under the Presidency of Tony Raban, to whom FEDORA owes a great deal, we put in place the structure of the Association and launched the first projects.

I had the honour of presiding during the course of the last three years over the second Council, elected directly by the full Members of FEDORA at Berlin.

We have, it seems to me, together carried out excellent work.

The setting up and the active support for several large projects, the organisation of a number of meetings and conferences, the launching of exchange visits, the opening of FEDORA to representatives of the world of work, the progressive opening to future Member States and colleagues from Eastern Europe, the improvement of internal communication by the more regular publication of Newsletters according to a programmed timetable, the considerable enlargement of the representativeness of FEDORA . . . these are some of the aspects of this activity. Thank you Colette Aungier (IRL) who has played with discretion and efficiency her role as Vice-President, involving herself at the same time in the activities of two projects (FEDORA Employment and FEDORA Training, of which she forms one of the pillars). Thank you to Federic Company (E), effective Secretary of the Committee, who organised in a masterly way the first session of the summer school at Montpellier, and then the General Congress at

Barcelona last April, and finally thank you to all the other Committee Members for their friendship, their ideas and their efficient collaboration in all our work.

Now it is time for the future and for the new Committee elected at Barcelona !

They have every reason to be optimistic for the future if each one of you feels committed to the success of common projects and brings a personal contribution to an association which is not the work of a group, but that of the entirety of its members.

There is no doubt that this new Committee will reiterate its appeal to your personal initiatives and will encourage more and more participation by both full and associate members in the debates and the activities which will lead to the enrichment of the work of University Guidance Counsellors in Europe.

The full participation of new members of the Committee at our last meeting in Rhodes will allow the pursuit of this objective in the most favourable circumstances from January 1995 onwards.

All my wishes for success in leading FEDORA go with our new President, and the whole of her team. To you all, and your families, I send my very best wishes for the New Year, and for happiness and success in the pursuit of your personal and professional objectives.

Yours sincerely

◆ Jean-Marie BURNET
President

NEWS FROM THE EXECUTIVE COMMITTEE

The fourteenth meeting of the Executive Committee, which was also the last of the current period, took place in Rhodes (Gr) on 10th September 1994.

As usual, I would like to let you know the main decisions which the Committee members took at this important and profitable meeting.

First, I would remind you that the present Executive Committee wanted to invite to this meeting the new Committee members elected last April by the General Assembly at Barcelona. This approach would give them the opportunity of assuming more easily their responsibilities in the conduct of the Association from the 1st January 1995.

The Executive Committee accepted in Rhodes 9 new full or associate members. FEDORA welcomes them.

Administration and financial management of the association

The Executive Committee took two important decisions in this matter :

- All financial assistance requested and obtained in the name of FEDORA will in every case have to be paid immediately into the central account of the Association. It will then be attributed to the people (or to the groups) which carry out these supported projects in accordance with the production of appropriate invoices. This procedure should ensure the proper management of our Association's accounts.
- After a study by the administrative secretary of FEDORA, it appears that the average annual costs per member (mail, postal costs, fax and tel, Newsletters, report of Symposiums or workshops) now reach the amount of 1320 BEF for an annual subscription of 1800 BEF. This situation blocks us and no longer allows us the possibility to carry out the projects which in General Assembly you wished us to develop together. As a consequence, the Executive Committee decided to alter the subscription to correspondent to the real costs. It will be fixed, from 1995, at 2500 BEF a year. However, it will stay limited to 2000 BEF a year for new members during the first two years.

Communication of information between the members

One of the main interests of an organization like ours is certainly to make every effort to increase the professional efficacy of its members by encouraging exchanges and by communicating rapidly useful or indispensable professional information.

The two decisions which follow relate to this preoccupation with efficacy.

- In addition to the Newsletters which will continue to be published at the rate of three of four numbers a year, the Executive Committee decided to start the publication of "Bulletins", intermediate publications which will

have as an aim to give you more rapidly small and recent news items concerning the association's life or activities organized in the member countries. They will deal with a precise theme. The national Committee members will arrange to translate and disseminate the bulletin in their countries.

You will receive the first bulletin in the course of January 1995. We depend on your reactions regularly to improve the content.

- One of the first bulletins will be devoted to the FEDORA exchange visits which we launched two years ago, with the aim of reactivating and promoting this project. We also have the idea of making you better informed on this subject and of elaborating a form for evaluating exchange visits as well as a basic contract. These two tools should enable the expectations both of the participants in the exchanges and of the centres or services which welcome them to be better defined.

Services to the students

We are presently preparing a publication which will be named "Guide to Postgraduate Study in Europe".

The task here is to bring to the attention of the readers - European university students - the main useful sources in this area for all the countries of the European Union. Led by Raoul Van Esbroeck (B), a group of members from different countries is already at work and two Committee members have been chosen by the Executive Committee to look after this project. These two persons are Richard Pethen (UK) and Elin Kibsgaard (DK).

A partial publication may be considered in the context of the deadlines which will be fixed by the group. Those countries which may be late will be included in a future issue.

New project group

The Executive Committee, which had no time to give it proper attention, preferred to defer to 1995 the start of the project "Secondary School-FEDORA". However your attention is drawn now to the great interest of this working group. The main aim is to study the guidance actions already established in some countries for secondary school finalists by university guidance advisers, and then to make proposals to develop a more global policy which raises the quality of individual choices and improves the often difficult transition between Secondary School and Higher Education. Anyone who would like to participate actively in this project should now give their name and suggestions to the Executive Committee through their national Committee member. They will be contacted and informed in due course.

◆ Jean-Marie BURNET
President

NOUVELLES DU CONSEIL D'ADMINISTRATION

La quatorzième réunion du Conseil d'Administration, qui était également la dernière de l'exercice en cours, s'est déroulée à Rhodes (Gr) le 10 septembre 1994.

Comme nous en avons pris l'habitude, je tiens à vous faire part des principales décisions prises par les administrateurs à l'occasion de cette importante et fructueuse rencontre.

Je rappellerai tout d'abord que le CA actuel a souhaité inviter à cette réunion les nouveaux administrateurs élus par l'assemblée générale de Barcelone en avril dernier. Cette démarche leur permettra, nous le souhaitons vivement, d'assumer avec plus d'aisance leurs responsabilités dans la conduite de l'association dès le premier janvier 1995.

Le CA a reconnu à Rhodes 9 nouveaux membres effectifs ou adhérents auxquels FEDORA souhaite la bienvenue

Administration et gestion financière de l'association

Le CA a pris en cette matière deux décisions importantes :

- toutes les aides financières demandées et obtenues au nom de FEDORA devront nécessairement être versées directement sur le compte central de l'Association. Elles seront attribuées ensuite aux personnes (ou aux groupes) qui poursuivent les projets soutenus, en fonction de la production de factures conformes. Cette procédure doit garantir la saine gestion des comptes de notre Association.
- après une étude menée par le secrétaire administratif de FEDORA, il s'avère que les frais annuels moyens par membre (courrier, frais postaux, fax et tel, Newsletters, rapports de colloques ou de réunions de travail) atteignent actuellement la somme de 1320 BEF pour une cotisation annuelle de 1800 BEF. Cette situation nous bloque et elle ne permet plus de faire face aux projets que vous avez souhaité, en assemblée générale, que nous développions ensemble. En conséquence, le CA a décidé d'adapter le montant annuel de la cotisation en la faisant correspondre aux coûts réels. Celle-ci sera fixée, dès 1995, à 2500 BEF par an. Cependant elle restera limitée pour les nouveaux membres à 2000 BEF par année durant les deux premières années.

Circulation de l'information entre les membres

Un des intérêts majeurs d'une organisation comme la nôtre est certainement de tout mettre en oeuvre pour accroître l'efficacité professionnelle de ses membres en favorisant les échanges et en transmettant rapidement à ceux-ci toutes les informations professionnelles jugées utiles ou indispensables

Les deux décisions qui suivent répondent à ce souci d'efficacité.

- A côté des Newsletters qui continueront à paraître au rythme de trois ou quatre numéros annuels, le CA a décidé d'entamer la parution de "bulletins de liaison" intermédiaires qui auront pour objectif de vous fournir plus rapidement des nouvelles brèves et récentes concernant la vie de l'association ou les activités organisées dans les pays membres. Ils traiteront d'un thème précis. Les représentants nationaux se chargeront de la traduction et de la diffusion du bulletin dans leur pays. Le premier de ces bulletins vous parviendra dans le courant du mois de janvier 1995. Nous comptons sur vos réactions pour en améliorer régulièrement le contenu.
- Un des premiers bulletins sera consacré aux stages FEDORA que nous avons lancés il y a deux ans, de manière à réactiver et à promouvoir ce projet. L'idée est également lancée de mieux vous informer à ce sujet et d'élaborer un formu-

laire d'évaluation des stages ainsi qu'un contrat de base. Ces deux outils doivent servir à mieux préciser les attentes de ceux qui participent aux échanges et les souhaits des centres ou des services qui les accueillent.

Service aux étudiants

Nous préparons actuellement une publication qui s'intitulera "Guide des études de troisième cycle en Europe".

Il s'agit de relever, à l'intention du public des étudiants universitaires européens, les principales sources utiles en cette matière pour l'ensemble des pays de l'Union européenne.

Piloté par Raoul Van Esbroeck (B), un groupe de membres de divers pays est déjà au travail et deux administrateurs ont été désignés par le Conseil pour suivre particulièrement ce dossier. Il s'agit de Richard Pethen (UK) et Elin Kibsgaard (DK).

Une publication partielle pourra être envisagée en respect des délais qui seront fixés par le groupe. Les éventuels pays retardataires ne seront repris que dans une édition suivante.

Nouveau groupe projet

Le CA n'ayant pas eu le temps d'y consacrer toute l'attention souhaitable, il a préféré reporter à 1995 le démarrage du projet FEDORA-Enseignement secondaire.

Cependant votre attention est attirée dès à présent sur le grand intérêt de ce groupe de travail. L'objectif principal est d'étudier les actions d'orientation déjà mises en place dans certains pays pour le public des finalistes du secondaire par les conseillers d'orientation universitaires, puis de faire de propositions pour développer une politique plus globale qui favorise la qualité des choix individuels et améliore la transition souvent difficile entre l'enseignement secondaire et l'enseignement supérieur. Tous ceux et celles qui se sentent concernés par une participation active à ce projet peuvent dès à présent communiquer leur nom et leurs suggestions au CA par l'intermédiaire de leur représentant national. Ils seront contactés et informés en temps utile.

◆ Jean-Marie BURNET
Président

Michael Schilling,
Co-ordinator of Psychological Counselling for Students,
Federal Ministry of Science and Research - Vienna (A)

The system and some characteristic features of higher education in Austria

Graduates (*Maturanten*) of general education upper secondary schools (*Gymnasium, Allgemeinbildende höhere Schule (AHS)*) and of vocational education upper secondary schools (*Berufsbildende höhere Schule (BHS)*) may, at the typical age of 18 respectively 19 years, transfer to the following post secondary educational institutions:

- Short-term higher education
 - colleges (*Kolleg, 2 years*) are mostly attended by graduates from AHS who want to obtain a BHS (vocational education) *Matura* commercial, engineering, tourism, educator ...);
 - social work academies (3 years);
 - teacher training academies for teachers of compulsory schools or special teacher training academics (3 years);
 - medical-technical academies (3 years) for medical technical Assistance;
 - (various) special vocational training courses.
- Professional colleges (*Fachhochschule, 3 years*) with a scientific-vocational orientation focusing on the fields of engineering and economics, starting with the academic year 1994/95.
- * Universities : University study courses are composed (in most cases) of two stages - a basic stage followed by a specialisation stage. The length of the study courses, as defined by law, is between 8 and 12 semesters. In the twelve Austrian universities, study courses are offered in the fields of humanities, natural sciences, theology, medicine, veterinary medicine, law, economics, engineering, agro-forestry and mining.
- Art colleges (*Kunsthochschulen*) have been granted university status and provide education in the fields of music and drama and of fine or applied arts.

In most cases, university and art college graduates can go on to doctorate studies.

In the past years from all upper secondary school graduates approximately 60 % transferred to universities or art colleges, 16 % decided to take short-term courses.

In principle, universities are open to everyone having a "Matura". If certain requirements are met, also persons who have not had the opportunity to earn a "Matura" may undergo a specific examination in order to be admitted to a specific study course. There are no study fees for Austrian students. A system of direct public aid for students, via grants has been set up and is a federal responsibility.

The open university access and the expansion of upper secondary education led to great increases in the numbers of university students between the 1960's and the 1980's. On the other hand, the academic courses are very selective, the average success rate for university students is about 50 %, with many drop outs in the first years but also in later stages of the study courses. About 25 % are changing their study courses. Another problem of and for the higher education system in Austria, and often for the students is the length of study courses. The average length of study courses is about 4 to 8 semesters longer than the minimum length defined by law.

Students' Counselling system in Austria

The counselling-system for prospective and actual students includes a great number of contributing bodies, co-operating to various degrees.

- Higher Education counselling for pupils of secondary schools (by a specialised teacher of the school) about the possibilities after the "Matura" which are available to them.
- Psychological Counselling for pupils of secondary schools.
- Upper secondary - graduate counselling services (*Maturantenberatung*) offered by the provincial labour market services which provide vocational guidance and sometimes career guidance.
- The Austrian Students Union, which not only represents the students and has responsibility for social and cultural services, but also provides course and enrolment guidance.
- Psychological Counselling Centres for students, established by the Federal Ministry of Science and Research provide with an integrative approach not only :
 - psychological support and psychotherapeutic treatment, but also
 - guidance for prospective students when they are wavering about their choice of studies,
 - preventing and supportive measures to improve learning and working skills and
 - personality-enhancing training.
- One career advising centre established at an economic university.
- Many other institutes and fairs supply educational and vocational information - also about European mobility programs.

Conclusion and a personal remark

In spite of all these organisations and activities I think a lot still needs to be done in the areas of counselling and guidance for students and for prospective students in Austria. I am thinking particularly of general and specific study-course counselling and career advising provided by professionals at the universities. Continuous educational and vocational guidance in the upper secondary school, could help young people making decisions suitable to their personal needs and interests. I am hoping the co-operation and exchange in these areas at an European level will be helpful in making further developments of counselling and advise programs in Austria.



HIGHER EDUCATION COUNSELLING IN HUNGARY

Dr. Magda Ritook,
Head of the LORAND EOTVOS UNIVERSITY
Student Counselling Center

The general situation

Based on the day to day experience with university students as a teacher and practicing psychologist or over ten years it has become obvious that similarly to Western Europe, the United States, and Canada, the mental-hygiene services of Hungarian higher education have to be organised in Hungary, too. The Higher Education Counselling Centre of the Faculty of Humanities of Eotvos University was established in 1985 initiated by three organisational units, the Departments of Social and Educational Psychology, Personal and Clinical Psychology, and Career Socialisation and Work Psychology. At the same time some universities, such as the Kossuth University of Science (Debrecen), the Semmelweis University of Medical Studies (Budapest), and the Budapest University of Economics created their own student counselling centres. The dynamic changes in higher education have fostered the need for the further development of higher education.

Students of higher education in Hungary need more help in their career orientation nowadays than they did in the former period of static career planning. Besides psychological assistance provided to students a very important and new element among the activities of a university counselling center is the spread of information. As a result similar attempts have been made at the Teachers' Training colleges of Zsambek and Budapest, at the Jozsef Attila University of Sciences (Szeged), at the University of Medical Studies (Szeged), at the Technical University of Budapest, at the Teachers' Training College of Eger. Further higher education institutions have also reached the initial phase of organising and preparing such services. A new initiative is added to those already mentioned by the peer-counselling group formed by psychology majors of the Faculty of Humanities of Eotvos University. They help and support their fellow students' orientation and integration and they also involve non-psychology majors in their work. A similar project has been started by higher education students in Szeged.

The most common problems of college and university students that Hungarian higher education counsellors encounter are the following :

For outsiders and for people observing this age group from a distance admission to a university or to an other higher education institution means a sort of "arrival" in what - so it seems - the uncertainties and stress of the earlier period ceased, but the oppressive worries of adulthood are yet absent. Actually the period between the age of 18 to 25 has many hidden crisis possibilities in it. It is one of the main tasks of the mental-hygienic service of university and college students to help them solve these problems.

For those admitted to higher education adaptation to the new situation of their lives might, in many of the cases, cause some problems. The following tasks of adaptation rise at the beginning of their studies :

- For those moving in dormitories the conditions of their private life change completely. Changes in the macro-environment (village-town, small town-big city) in which there are a number of additional tasks of adaptation.
 In the case of foreign students the change from their own culture to an unknown one and sometimes additional climatic changes are demanding.
 A new system of academic expectations and the necessity to work out new learning methods to meet them. New, unknown groups of age and new, unknown teachers.
- Those going through the stress of one or several changes of place, who might be highly gifted yet unable "to speak" and "to decode" the language used by their fellow students and teachers.

Another source of crisis can be the gradually gained independence from parents. They have to fight their parents' expectations to be able to find themselves. They have to learn to live independently in a country where becoming an adult is not supported by outer life conditions. They can't get a flat on their own, they can't support themselves, they can't become independent from the family life style.

Another source of crisis is the problem of partner relations. They suffer from the rigidity of relationships and they suffer from solitude/loneliness, too. "They are learning" to take up intimacy and to preserve their identity at the same time. They need help to understand these problems.

The claim for a lengthened moratorium period is also one of these temporary crises. The need for becoming an adult is postponed even if there are no economic obstacles in its way.

There are also transitional sexual problems, psychosomatic symptoms, panic-reactions, and complaints of depression.

Besides the problems that require help of integration there is a growing need of students of higher education for valid information. During the past decades in Hungary the majority - in comparison with the situation in Europe, a very low number - of young people admitted to higher education finished their studies in the institution where they started out. Although internal divergence, change of faculty or university was theoretically possible, it was rare.

A trend meaning a new possibility of career development has appeared in recent years. Due to the actual flexibility of the system higher education changes can occur with respect of personal interest, positive attitude to studies, good performance and talent. All this has been adjusted to main trends of educational systems in highly developed European countries. Nowadays it is more and more important to help students' choices in their orientation within higher education, too.

A new tendency in higher education is the higher than ever number of students entering higher education that implies that the academic requirements have gone further up, so the number of those leaving, quitting higher education without a degree is also higher. The prevention of this unreasonable quitting and the vocational correction of those unavoidably quitting outline their counselling, too.

There is an increasing need for information concerning employment possibilities during studies and after graduation; jobs and education possibilities abroad; and also information about how to finance studies from other than university sources.

As opposed to counselling in higher education a new task all over the world as well as in Hungary is the information of those secondary school, college or university students, and adults intending to proceed with their studies, who apply for admission to a certain higher education institution and want to learn more about its academic requirements, entrance examination, etc.

Student Counselling Center at the Faculty of Humanities of Eotvos University

In the following we are going to deal briefly with the activities of the Student Counselling Center of Eotvos University.

The Student Counselling Center provides information for foreign and Hungarian students about problems arising during their studies. The Center considers its task to offer help to students wishing to continue successfully with their studies, to help them solve their problems of adaptation to their studies and future vocation by means of individual consultation or by community developing group methods. In the case of psychological or adaptational crises it offers the help brief psychotherapeutic methods. In the treatment of

cases requiring longer psychotherapeutic treatment or hospitalisation in a psychotherapeutic or other department, the Counselling Center cooperates with the clinical base institutions.

The staff of the Student Counselling Center consist of experts in psychotherapy with a practice in counselling, clinical psychologists or teachers and experts in psychiatry working partly at the Faculty of Humanities of Eotvos University and partly in other institutions. The staff of the center consists of five psychologists, one psychiatrist, one social worker, and one administrator all of whom work part time. Their work is supported by the peer-counsellors mentioned above.

The tasks presented so far by the Student Counselling Center of Eotvos University were assisted by the reform of teacher's training as follows :

Tasks helping decision-making

Applying for teacher's training is no longer part of the chosen major subject, on the contrary, those wishing to teach can take it as an independent minor subject. Depending on students' further decisions this can be done at the beginning or in later years of training. The Student Counselling Center advises individuals or groups when they make their decisions. Counsellors do not intend to select them, instead they wish to help students to become better acquainted with themselves and the vocation they have chosen and whether they will be able to decide if they would be able to undertake teachers training.

Tasks of personality-development

These primarily refer to the development of the professional personality, that is programmes from the development of communication abilities to programmes to raise teachers' effectiveness to the formation of strategies to prevent burnout. Compared to past years this task is also new. The programmes belong to the group of compulsory subjects to be chosen which means that one of its versions must be chosen for a semester in a twice a week form by all teaching majors. These programmes might be thematically based groups helping profession-adaptation, Gordon-groups developing teaching effectiveness, T-groups, autogenous training groups, and psychodrama can also be found among the choices as a special possibility of the development of teachers' personality.

Development of pedagogical problem-solving abilities

Students first meet the necessity and difficulties of solving actual pedagogical problems during their teaching practice semester. To solve them they need either individual or group consultation possibilities (Balint group, individual signals, etc.). It is the task of the Student Counselling Center to help the realisation of this task which is part of the so-called teaching practice semester.

The personnel base of higher education counselling

As another result of the development of counselling specialist training the psychology of counselling has been taught at Eotvos University, Budapest since September, 1993 as part of the training of psychologists to become counsellors on the level of the Hungarian Academy of Sciences. In addition, the postgraduate training of psychologists was started at the same university in February, 1993, to specialise them in vocational and work counselling. There is also an explicit need for the training of higher education counsellors especially trained for this purpose. Their training programme has already been prepared at the Counselling Psychology Department of Eotvos University. We hope that the financial devices of this training will also be gained.

Professional cooperation

The development of higher education counselling has speeded up in Hungary in recent years and it has launched a closer cooperation, exchange of experiences and methodology results between college and university counselling centers. As a result a higher education workshop was formed within the Institute for Psychology of the Hungarian Academy of Sciences.

For further professional development there is a great chance opened up by possibilities of international exchange of experiences, inter-institutional relations, and various international conferences (eg. IRTAC, Bordeaux 1979, FEDORA, Berlin, 1991). The same tendency is assured by our joining of FEDORA in 1994.

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Head of Careers Service
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On October 25, 1993 in the Medieval Old Town Hall at Torun, the birthplace of Nicholas Copernicus, in the north-west of Poland, The British Ambassador to Poland, Michael Llewellyn-Smith, The Rector Magnificus of the University of Nicholas Copernicus, Professor Andrzej Jamiolkowski, Vice-Minister of Labour, Bartłomiej Piotrowski, and FEDORA member and Head of the Careers Service of the University of Hull in England, John Franks, joined in opening the first University Careers Service in Central Europe operating on the "Western" model. This is the story of how it all came about, told by John Franks who masterminded the project, and now looks to the future.

"The concept of Careers Services in Higher Education is simple but fundamental to the operation of the Economy and the place of Higher Education within it. It operates at the point of transition from Higher Education to the wider Economy and ensures the aspirations of those involved and the expectations of those who invest in Higher Education are efficiently met."

My first visit to Poland was as a student in the winter of 1967, to visit the family of my Polish girlfriend. Before I left after New Year, Bogda was my fiancé and my next visit in the summer of 1968 was to marry in Warsaw, just before the Russians went into Czechoslovakia to "save Socialism". Two years later in 1970 I became a Careers Adviser at the University of Hull, becoming its Head in 1982. With frequent visits to Poland it became necessary for me to learn Polish, as until recent years Russian was the ubiquitous foreign language taught in schools. It was inevitable that my interest in the transition from Higher Education to the world of work in Poland should eventually lead me to explore what provisions existed for this.

12 years ago my initial inquiries met with negative reactions. A function existed which luxuriated in the title of, "Plenipotentiary with responsibility for employment and work". 37 of these functionaries employed by the Ministry of Labour and Social Policy, had offices in most of the 92 Universities, Polytechnics and other Institutions of Higher Education (IHE's), although they were peripatetic attending each IHE at different times each week. Having found out this I was determined to find out more. To understand why my enquiry met with negativity, we must remember how the Communist System operated. It was a social and governmental system that placed controls, regulation and permitted pathways on every aspect of life, and especially on those important for the maintenance of the system. Regulation was by a sub-system of rewards or credits on the one hand, or punishments or the withholding of credits on the other. Active support of the system or "The Party" was rewarded by accelerated advancement or favoured treatment, but for dissidents the opposite held even more strongly. In a society that would not admit to any unemployment, the direction of labour linked to this corrupt system of preferment was a cornerstone. The transition from Higher Education to work was a vitally important element, and the Plenipotentiaries were created to manage it. In the early 1980's, I soon realised why these functionaries and their role were held in such low esteem, and that unless I wished to provide support to the Communist system, my time and expertise would be better spent elsewhere. Seven or eight years then passed.

In 1990 I attended a conference held by an EC regional organisation called Signpost Europe in Newcastle upon Tyne. The political, economic and social changes in Poland, East Germany and other parts of the old Soviet Bloc had been nothing short of revolutionary. I decided it would be a good time to reopen my enquiries and I applied for one of the Bursaries Signpost Europe on offer. My application was successful and in 10 working days in September 1990 I attempted to engage the prospects for Careers Services in Polish Higher Education.

Although the parliament and government were still in the capital Warsaw, the

country was being run in almost every detail by Solidarity in Gdansk. A friend took me in his Skoda, 400 kilometres to the Baltic City where the beginning of the end of the Communist Bloc was first written in blood in the 1970's. We entered straight into Walesa's "command post", just missing meeting him in person. A whole country was being restructured from there without anyone having an idea where it was all leading, but knowing where it had come from. One of Walesa's closest aides agreed to give this Englishman 5 minutes to explain what he wanted. Explaining in Polish why I felt Higher Education and Poland in general might benefit from Careers Services, to people who were wrestling with hyper-inflation, rocketing unemployment, industrial and political unrest, for the first time in their lives, was challenging! However something I said must have reached its mark because I was given instructions to seek out an important member of Solidarity in Warsaw who would be contacted and told both to expect me and to assist me.

Back in Warsaw was even more striking. Young and not so young Solidarity activists were now holding together and seeking to rebuild important parts of the nation. Newsletters and bulletins on regional employment rates, new draft laws for the protection of employment, and a host of other matters tapped out on typewriters and word processors, by people who, only a year before had been risking their freedom or more by writing and circulating Solidarity newsletters by whatever means they could devise. In the middle of all this was Bartłomiej (Bartek) Piotrowski, a quietly spoken but totally committed man, who in quieter times one might expect to find in a University Senior Common Room. He listened to what I had to say and said I must pursue my quest as it was an important component for the future of Polish Higher Education, and Poland. He also promised his help and support, but just now our discussion had to end so that he could give his attention to the impending redundancies at the tractor factory, with a threatened attendant strike!

During those two weeks I set-up and attended meetings with the following: Ministry of Labour & Social Policy (2); Solidarity Headquarters - Gdansk; Solidarity Mazowsze Regional Office - Warsaw (2); SGPiS Central School of Planning and Statistics (now the Warsaw School of Economics); University of Warsaw; University of Lodz; Polish Academy of Sciences; International Association "East/West"; Gdynia City Board; Price Waterhouse; Ernst & Young; Moore Stephens; KPMG; British Airways; Cargill Enterprises; The British Embassy (2); The British Council (2).

I produced a report that a year later took me back to Poland, this time to the office of a Vice-Minister in the Ministry of Labour and Social Policy, a certain Bartłomiej Piotrowski! My report had outlined a number of points including the clear need, in my opinion, to place in the new and developing situation in Poland a facility in Higher Education to assist in the transition of graduates to the Polish Economy and Society. I had also indicated that, again in my opinion, the existing system of Plenipotentiaries had nothing to bring to this endeavour. I proposed to establish a "pilot" Careers Service at one university, planned and structured to address the special circumstances in Poland. I had also decided that the Service should be set up as a joint venture between the University and the local office of the Ministry of Labour and Social Policy. With the Ministry support from Warsaw, this would enable me to conduct negotiations on budgets and cost allocations at one place rather than two or more. This was especially important because telephone and fax were very unreliable at that time in Poland, and often still are. The idea met with approval, but where was this "pilot" to be? So far I had focused most of my attention in Warsaw, but I knew the challenge would be to establish and operate a Service in a provincial university. I was assured of Ministry support and help anywhere in Poland. Before setting out I asked Bartek about the Plenipotentiaries. It transpired he had terminated all their contracts on the basis of my report, and added with a wry grin, it was my responsibility to put something in their place!

Considering the various possibilities I decided the place would have to be easily accessible, with a university of reasonable size, range of courses, and with a good reputation in Poland. Equally I had to be sure of unequivocal support from the university,

and access to all the subject areas, rather than as an "add-on" to an individual department. The University of Nicholas Copernicus, (UMK) was founded in Torun in 1945, by a group of academics displaced from Vilnius after World War II by the Russians who colonised Eastern Poland and effectively moved the whole country and much of its population westwards. UMK has 10,000 full-time and 5,000 extra-mural students about 1,000 post-graduates. The curriculum ranges from Fine Arts to Applied Physics, and of course Astronomy, and it enjoys a good reputation throughout the country and abroad. The reception at all levels of the University from the Rector Magnificus, (Chancellor - Vice-Chancellor equivalents), downwards could not have been more positive. Vice-Minister Piotrowski's mandate was also fully in operation and in the capable hands of the local Director for the Ministry. Finally, relationships between the University and the Ministry Office in Torun were excellent.

By this time I had begun to draw heavily on the advice and good offices of the British Embassy and The British Council. The help I received from both was to grow as the project matured, and the general attitude of, "can do", assisted me through some frustrating times. Having "sold" the idea there now came the hard work of putting it all together. The main challenge was to adapt my own knowledge and experience to what I perceived was needed in Poland, but in a manner appropriate to a markedly different, but also volatile situation. Premises had to be found and agreed, my equipment requirements were by Polish standards, extravagant, but were also agreed. Estimates of staff numbers, experience and skills needed, led to drawing up the job and person specifications. At each step negotiations had to be carried out between and with the two partners, the Ministry and the University including the resources for training programmes that would have to be carried out in the UK. The British Embassy, the British Council and the Know How Fund played an invaluable part, when £ 3,000 was made available to underwrite two training periods in the UK. Before this could be used, adverts had to be designed, candidates interviewed, and staff appointed. Assisting in selection interviews in Polish in Poland, and having a major part of the final decision, was a fascinating exercise. Two staff were appointed, both females.

In the spring of 1993 the first University Careers Service in Central Europe on the "Western" model began. Soon afterwards the two staff came to Hull University and began their first period of training. This involved an introduction to information systems and the Careers Library. It also involved training in interviewing students and visiting employers to establish contacts, build relationships and of course to secure their vacancies. Because I had visited employers both "western" and "indigenous" in Poland I was able to adapt this advice to be effective there, although the main task was to train the staff to take it upon themselves. A second period of training followed in September that took in the AGCAS Conference at Newcastle upon Tyne when a third Adviser and Head of Service, Mr Przemek Pawlak had been appointed.

October 25, 1993 saw the official opening of the Service in the Old Town Hall in Torun carried out by the British Ambassador, Michael Llewellyn Smith, the Rector Magnificus, Professor Andrzej Jamiolkowski, Vice-Minister Bartlomiej Piotrowski and myself. Dr Barry Brown, Director of The British Council in Warsaw was present, as was no less than Peter Forbes of ICL and the FEDORA Council. In all, well over 100 people including representatives of organisations such as Procter & Gamble, Price Waterhouse, Unilever, and many others gave the Service a memorable send off. Miss Pat Broderick, my Administrative Assistant at Hull University was there to cast an expert eye over the administration and information resources, and to add a few more.

Since then I have conducted an "end of year 1" Service appraisal and have been impressed by the progress made. Staff turnover occurred as the training given made two members of the original staff good catches for other organisations able to pay more than the low salaries common in the HE sector in Poland. There is now a well founded, well equipped and functioning Service of three Advisers, (Przemek Pawlak, Ania Wolinska, Ewa Bolonowska), able to promote itself, and the University's students to employers, with good relationships established to enable the transition to work of UMK students to proceed in a way not possible and not catered for previously. Most recently Przemek Pawlak has undertaken another two week period of training at Hull University, to observe the methods of running on-campus recruitment programmes, and to observe how another Service, Edinburgh University, operates. With Student Interviews, Employer Evening Presentations, a Milk-Round, and recently improved premises, there appears to be much of our experience in Western Europe that can be transferred to Central Europe IHE's. So what of the future?

There is a window of opportunity that will be open for probably no more than the next 3 or 4 years, when Careers Services can be "planted" in Central European IHE's in a way that will enable them to grow organically as the HE system develops. Part of that is due to the uniformity of the Soviet system, which means all the "ex-bloc" economies are starting from broadly similar points. Certainly the Students and the Universities of Central Europe deserve no less than to have such Services available to them. Equally the Economies of Central Europe could benefit greatly from the assistance which Careers Services can bring to the transition to the world of work.

I am currently in discussion with another University in Poland that wishes to establish a programme under the TEMPUS-PHARE programme. The movement must now spread or the benefits of networking and the economies of scale when Services exist at all or most Universities, will not be enjoyed. The "movement" could either be small and piecemeal, or it could be very big, and truly exciting. What do FEDORA members think? Perhaps we should begin a discussion and determine if we have a role to play? I will be pleased to hear your response, and comments.



VISUALLY IMPAIRED STUDENTS AT COMENIUS UNIVERSITY IN BRATISLAVA, SLOVAKIA

Mrs Elena Mendelova, Comenius University Support Centre for Visually Impaired Students

One of the main objectives of a humanistic and democratic society is the full participation of all members in fulfilling their personal capacities. Human and civil rights guaranteed by the Constitution are equally valid for the citizens of a particular state.

The right to education, possibility to assert oneself at work, a dignified and valuable life is therefore concerned with our hardly health-impaired citizens as well. The inclusion of the impaired in the society was not a matter of course in the recent past of Slovakia. On the contrary, the segregation of these people as to the kind and degree of their impairment, shifting them aside to the periphery of the society, no possibilities for the choice and the preparation of their future jobs according to their interests and abilities existed and caused the increase in their social and economic dependency.

The segregation dominated also in the field of the education. On the one hand, system of special schools had its advantages, of course. The comprehensive solution of many social, economic, psychological, technical and educational problems at the one place was enabled by the concentration of special technology, compensatory equipments, experts experienced in special pedagogy and counselling. Great effort was devoted to the development of the education of the impaired. On the other hand, these special schools did not often succeed to prepare them for everyday life where independent and capable people were needed.

The change of the political system called forth new trends. In fact, non-traditional activities in education were promoted also in the past, especially in the form of experiment. The tasks of The Government Committee for the Issues of the Handicapped Citizens of Slovak Republic, that was created, are to improve the conditions for the integration of the disabled to everyday live and to promote the laws concerning this effort.

The Ministry of Education and Science has prepared a conception to develop an integrated education of disabled children. New legislation creates conditions for establishment of counselling centres and institutionalises educational counsellors for disabled persons at the first and second level of education.

Unfortunately, no institution intended on the support of impaired students at university level. However, The Support Centre for Visually Impaired Students has been operating at Comenius University in Bratislava since November 1993. This centre was built within the frame of Joint European Project TEMPUS, according to the model of similar centre at University Karlsruhe, Germany.

The main goal of the centre is to support the integration of the visually impaired into university study and life. This includes the appropriate conditions for fulfilling of their educational duties and study rights equal to those of their sighted fellow students (for example, the access to information and literature, the way of passing the exams, leisure-time facilities, etc).

Our centre is the only one in Slovakia. Because in other universities impaired students study too, we would like to be the basis for creation of the network of similar support centres. To inform on the support system for impaired in our country, we must regard relative shortness of our experience.

Gathering the information about the situation in Slovakia, we contacted the teachers and pupils of special schools, specialists and many institutions, faculties and departments, whose experience and knowledge will be useful to us.

We have to say, we have encountered a whole range of opinions and attitudes towards the prospect of our support centre. They range from totally sceptical to the dis-

plays of enthusiastic promotion. This diverse response prove ours and foreign colleagues' experience that one of the basic conditions for the successful work of a support centre is not only its technical equipment, perfect service and counselling, but also the engagement of the public - from the upper, official level to fellow students at the end.

This is the reason why from the beginning the centre's activity should be focused on as wide circle of population as possible. In our situation, it seems, it will be a long-term process of teaching not only the academic public to accept handicapped students, communicate with them, understand their needs and demands and form a proper psychological climate for their study and life. The communication itself between the non-handicapped and the handicapped is often more problematic for the healthy as they unlike the handicapped have usually no experience with such problem.

Creating the conditions of the entrance at University we had to refer to the university law, especially in beginning. According to this law, all citizen has the right to study in chosen study field at a university, if he has complete secondary education and proves the required ability for such a study (Law Nr. 172/1990). Applying this law requires appropriate conditions. Therefore, the technical provision of equal "starting point" for impaired should not be considered as an act of mercy or a gift. It should be a matter of course.

However, the law does not oblige universities to create such conditions. It means, the admission and providing the impaired with necessary facilities is the exclusive competency of a university/faculty.

The structure of universities in Slovakia is different to those of West-European countries. For instance, the Comenius University in Bratislava - the oldest Slovak university - consists of 12 faculties. Each of them is an independent legal subject, i.e., it has created its own system of study, examining, own entrance criteria, etc. No united criteria for entrance examinations exist. All applicants are obliged to pass these exams. The admission criteria are based on the secondary school results and the results of entrance exam. As the number of applicants exceeds the real possibilities of the university, the students with the best results are preferred. The preference of a successful handicapped applicant to equally successful non-handicapped applicant lies within the competency of a faculty.

The process of admitting the impaired students varies according to individual cases. The attention is paid whether the contingent alleviation could endanger the qualification or not. In the past, the academic official's subjective persuasion, that impaired student is incapable to study, was sometimes the reason of his rejection. Nowadays, we try to prevent these situations. Therefore our activities are logically oriented also towards the academic staff. We inform them in advance about the services offered by our support centre, we offer consulting services concerning the methods of education and examination acceptable for the visually impaired.

We have to admit, the co-operation of our centre and the faculties at which the visually impaired study, is very good nowadays. A good contact with the responsible officials of particular faculties was made and an obvious effort to help the students in every way can be seen. We suppose this is a good starting point for the legal solution of the disabled persons' position at faculties in the future.

The integrated form of university study of the impaired seems to be the most suitable concerning the situation in Slovakia. There is an assumption, the grown-up individual, who is aware of his own decision and is prepared to fulfil the obligations, enters the university. Self-sufficiency in self-service, in mobility and necessary abilities for everyday life should be matter of course.

Unfortunately, our observations do not always confirm this. The integration in our country comes too early. The inevitable conditions and the impaired are not prepared enough. Besides their usual problems, the blind students often worry about acceptance

by their fellow students. They have little experience in contacting non-handicapped people. They are not sufficiently prepared to make the best of their unsuccess.

The fellow students' attitudes vary - from protecting or even charitable to absolutely rejecting. We can say, the students are willing to accept their successful impaired fellow rather than the less successful, too dependent and too demanding colleague. That's why it is very important for impaired to deal with people with appropriate diplomacy and tact. Impaired should also know his own imperfections and try to remove them. Our support centre would like to help them in this effort.

The integration requires more universal activities. Granting of compensatory equipment, provision and preparation of study literature into suitable form, advice and help with the problems concerning the study, accommodation, hobby, leisure-time and so on, forms only one of the parts of the issue. The other one, often much more problematic, is psychological counselling.

We regret our centre cannot offer services of this kind till now. But we co-operate with the Slovak Blind and Partially Sighted Union, with the Psychological Counselling Centre at the Comenius University and with the Department of Pedagogy of Visually Impaired at the Faculty of Education. At any rate, it is inevitable to build the counselling centre for impaired students at Comenius University in the course of time.

Our Support Centre grant the services for two blind and four partially sighted students nowadays. They study journalism, law, history, mathematics, computer science and foreign languages.

Our students passed first examinations. Their first terms are over, a lot of problems are solved and first victories are won. Let's wish them successful during all the study. Let's wish the Support Centre and the whole academic public help them fulfil their difficult goal.

EUROPE ORIENTATION

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Cours européen de formation des conseillers
d'orientation universitaire.
European Training for University Counsellors
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News

A European Perspective on Student Psychological Health

1996 Annual Training Event and Conference
 UK Association for Student Counselling
 19-22 March, University of Sussex (UK)

Shirley Meredeem invites everyone who can offer papers, workshops, seminars or symposia to let her know of their interest before 1 February 1995.

Psychological student counselling in higher education

IV European Congress of Psychology
 2-7 July 1995, Athens (Gr)

FEDORA is a participating Association in the IV European Congress of Psychology. The Congress is organized by the Association of Greek Psychologists in collaboration with the Hellenic Psychological Society, under the aegis of the European Federation of Professional Psychologists Associations. The International Union of Psychological Science and the International Association of Applied Psychology are associated with the Congress. More than 50 European and international scientific societies are taking part as participating associations in the 1995 Congress.

We have a key-note speaker at the Congress (G. Rott, Interaction between emotion, cognition and behaviour as a focus for higher education and in student counselling), as well as sponsored symposium. Professor Anastasia Kalazi-Azizi will be responsible for the organisation of the symposium.

If you are interested to participate in it and if you want to present a paper there, please let Anastasia know as soon as possible.

Those members who wish to present additional thematic papers, poster sessions or workshops at the Congress should send their proposals also to Anastasia. The deadline for thematic papers and posters is 1 February 1995.

FEDORA will have a "meeting point" at the Congress site available to our members to gather informally during the meetings.

FEDORA NEWSLETTERS

Nous vous rappelons que les projets d'articles et les "nouvelles brèves" peuvent être envoyés au secrétariat de FEDORA ou au Centre d'Information et de Documentation - CID - de l'Université catholique de Louvain

16 Place de l'Université
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Réalisation: CID - Université catholique de Louvain
 Ce numéro a été réalisé en collaboration avec N. Jaminet, étudiante en 3ème année de secrétariat et en stage au CID.

Agenda



14/1/95

Réunion du Conseil d'Administration
 Louvain-la-Neuve (B)



8-11/2/95

Salon européen de l'Etudiant, Bruxelles (B)



27/2/95

Réunion du Groupe FEDORA-EMPLOI - Munich (D)

