

A WORD FROM THE CHAIRMAN

To exchange information and experience, at a European level, between all those involved in the guidance of higher education students.

To set up a network to support and promote the exchange programmes of the European Community to our current and future students and make them known within our higher education institutions.

These two objectives are taken from Article 3 of the FEDORA statutes. Already, by 1988, guidance counsellors were intent on becoming agents for change within their own sphere of competence. They understood the need to participate actively in the creation of a European spirit within higher education institutions.

To achieve these goals, it is vital that we keep adapting to new needs, tackling the increasingly complex questions posed by young Europeans and developing new methods of working in the field of university guidance.

It's about enriching professional practice through exchanges, assimilating new experiences, creating a sense of solidarity amongst guidance practitioners which will become a source of dynamism. We'll get there by adopting the way of "continuous training" which is, more than ever, a necessity for each one of us.

Neglecting this will result in us progressively shutting off our centres to the new realities, deluding ourselves into thinking that retreating to our "national" standpoints might allow us to do a good job for a long time to come. This is not the perspective behind the work of our association.

In this second Newsletter of 1993 I am happy to "give the floor" to colleagues who have demonstrated, either individually or through the activities of the FEDORA-ADVISERS project, their willingness to take part in the setting up of training activities or share their experience and personal views on the subject. The Executive Committee is particularly delighted with the opening, at Montpellier in July, of the first Summer School, organised by FEDORA with the active support of the European Community, official bodies and various European universities. There, university advisers and members who have responsibility for the recruitment or training of young graduates in industrial companies will find themselves side by side. I wish every success to this first, intensive training course.

I hope you will allow me to end this "Word from the Chairman" in an unaccustomed way by expressing a certain disappointment.

Don't guidance counsellors know how to write?

Don't they have anything to say to their colleagues in other European countries?

We have appealed to all members to send the editor of the Newsletter any articles of interest related to the subject of university guidance, whether written by themselves or non-members. Thanks to the efforts of some people, we have managed so far to get together enough material for the issues published. Even if we have some contributions at our disposal for the next edition, we are not seeing the build up of any reserves for subsequent ones.

This sad reality may result in the failure of our wish to establish a yearly schedule for the Newsletter.

There's no doubt we all have a lot of work to do, but the survival of an association like ours and its general well-being can't rest indefinitely on the shoulders of a few. Help yourself by participating actively in these exchanges of ideas and be keen to improve the vital connecting role which the Newsletter must, increasingly, play in the life of FEDORA.

LE MOT DU PRESIDENT

Echanger des informations et des expériences au niveau européen entre tous ceux qui sont impliqués dans l'orientation des étudiants au niveau universitaire.

Mettre au point un réseau qui soutient et fait connaître les programmes d'échanges de la Communauté Européenne au sein des institutions supérieures et universitaires d'enseignement ainsi qu'auprès des étudiants et futurs étudiants.

Ces deux propositions sont tirées de l'article 3 des statuts de Fedora.

Avant 1988 déjà, les conseillers d'orientation entendaient se présenter, dans leur domaine de compétence, en acteurs de changement. Ils avaient compris la nécessité d'une participation active, au sein des institutions universitaires, à la création d'un esprit européen.

Pour atteindre ces objectifs, il est cependant indispensable de nous adapter aux besoins nouveaux, de rencontrer les questions de plus en plus complexes des jeunes européens et de développer de nouvelles méthodes de travail en matière d'orientation universitaire.

Il s'agit d'enrichir la pratique professionnelle par les échanges, d'intégrer de nouvelles expériences, de créer entre les acteurs de l'orientation une solidarité qui deviendra une source de dynamisme.

Nous n'y parviendrons qu'en empruntant la voie de la formation continuée qui est, plus que jamais, une nécessité pour chacun d'entre nous.

Négliger cette réalité aboutirait à fermer progressivement nos centres aux réalités nouvelles en nous donnant l'illusion qu'un repli sur des positions "nationales" peut permettre, longtemps encore, de faire du bon travail.

Ce n'est pas l'optique dans laquelle travaille notre association.

Je suis heureux de laisser la parole, dans cette deuxième Newsletter de l'année 1993, aux collègues qui ont manifesté, individuellement ou à travers les activités du projet fedora - conseillers, la volonté de participer à la

mise sur pied d'activités de formation ou de communiquer la relation de leurs expériences et réflexions personnelles sur le sujet.

Le conseil d'administration se réjouit particulièrement de l'ouverture à Montpellier, en juillet prochain, de la première Université d'Été organisée par Fedora avec le soutien actif de la CE, d'organismes officiels et de différentes universités européennes.

Les conseillers universitaires ainsi que nos membres qui ont des responsabilités dans le recrutement ou dans la formation des jeunes diplômés au sein des entreprises s'y retrouveront côte à côte.

Je souhaite un plein succès à cette première session accélérée de cours de recyclage.

Vous me permettrez, chers amis, une fois n'est pas coutume, de terminer ce mot du président en exprimant une certaine déception.

Les conseillers d'orientation ne sauraient-ils pas écrire ou n'auraient-ils rien à dire à leurs collègues des autres pays européens ?

Nous avons fait appel à tous les affiliés pour qu'ils communiquent (d'initiative) à la rédaction de la Newsletter tout article intéressant rédigé par des membres ou des non-membres et qui traite d'un sujet relatif à l'orientation universitaire. Grâce aux efforts constants de quelques personnes, nous sommes arrivés jusqu'ici à réunir le matériel des numéros parus.

Si nous disposons déjà de quelques contributions pour le numéro suivant, nous ne voyons pas apparaître de réserve pour la suite. Cette triste réalité pourrait mettre en échec notre volonté de programmer annuellement la newsletter.

Nous avons tous beaucoup de travail sans doute, mais la vie d'une association comme la nôtre et son intérêt général ne pourra reposer longtemps sur les épaules de quelques-uns.

Aidez-vous en participant activement à ces échanges d'idées et ayez à cœur d'améliorer ce caractère de lien essentiel que doit acquérir de plus en plus la Newsletter dans la vie de Fedora.

NOUVELLES DU CONSEIL D'ADMINISTRATION

Jean-Marie Burnet,
Président

La onzième réunion du Conseil d'administration s'est déroulée à Amsterdam le 27 mars 1993 à l'invitation de Madame Endrika Doeksen, administrateur hollandais, qui terminait à cette occasion son mandat, en raison de son départ à la retraite en août prochain.

Au nom du CA, le président a vivement remercié Madame Doeksen, membre fondateur de Fedora, pour sa fidélité à l'association et sa collaboration aux travaux du CA depuis 1988.

Passant à l'ordre du jour, nous avons eu le plaisir de reconnaître 22 nouveaux membres provenant de 8 pays différents, qui ont posé leur candidature entre octobre 1992 (CA de Camerino) et mars 1993. Nous leur souhaitons à tous la bienvenue.

La prochaine réunion du CA est fixée au 18 septembre 93 à Copenhague. Le nouvel administrateur, Madame Elin Kibsgaard de l'Université de Copenhague, a bien voulu se charger de l'accueil.

FEDORA est régulièrement invité aux congrès organisés par d'autres organisations européennes et internationales. Lorsque notre présence semble utile, nous confions cette représentation à un administrateur ou à un membre du pays où l'événement est organisé.

Cette politique nous paraît sage et évite à Fedora d'engager des frais inutiles.

Le CA demande à tous les membres ainsi qu'aux administrateurs qui acceptent ou qui ont accepté d'être nos ambassadeurs, de bien vouloir adresser un bref rapport écrit au président à l'issue de leur mission, afin d'en faire profiter l'ensemble des membres et aussi, pour permettre au CA d'apprécier l'intérêt d'une participation ultérieure.

Le CA reconnaît l'importance accrue de la Newsletter comme bulletin de liaison et souhaite la développer. Il marque son accord sur une harmonisation de la conception graphique pour toutes les publications de l'association.

Les membres des différents groupes de travail sont donc invités à recourir aux conseils du secrétariat Fedora avant de procéder à une publication prise en charge par leur groupe.

Le CA rappelle également à chaque membre l'intérêt d'envoyer à Mme F. Michaux (B) (adresse du secrétariat Fedora) tous les articles (en anglais ou en français) dont le contenu peut enrichir notre réflexion commune afin de constituer une réserve indispensable à une bonne programmation annuelle. Pour ceux et celles qui le désirent, l'administrateur national peut jouer un rôle d'intermédiaire dans ces envois.

Le secrétaire administratif présente au CA une première liste de 12 propositions de stages qui nous sont parvenues depuis la parution de la dernière Newsletter traitant des échanges entre les membres.

Le CA décide d'adresser ce questionnaire à tous les Centres figurant au Répertoire de Fedora, de même qu'aux employeurs qui ont participé aux colloques Fedora-Employeurs de Cambridge et de Louvain-la-Neuve.

Dans un proche avenir, la liste des propositions de stage sera adressée à tous les membres qui pourront entamer alors des démarches personnelles.

Le Répertoire va faire l'objet prochainement d'une première mise à jour partielle; elle concerne 5 pays (F - UK - IRL - GR - NL). Une seconde mise à jour rassemblant les corrections des autres pays est prévue pour octobre 93.

L'envoi des fiches mises à jour et la facturation seront adressées par l'éditeur à toutes les personnes ou institutions qui ont acheté le Répertoire, sans intervention de Fedora.

Le CA insiste encore sur l'intérêt de cet outil de travail et demande aux membres d'en recommander l'achat dans les services de leur université et dans les organismes publics concernés par l'information et les échanges.

Le CA marque son accord pour la publication en 1993 (tardive) des actes du colloque d'Athènes-Delphes, ceci afin d'assurer la publication complète des travaux de tous les colloques que nous avons organisés de puis la création de l'Association. Les membres grecs ont réuni la moitié de la somme prévue pour assurer cette publication.

Une allocation complémentaire de 1000 ECU sera mise à leur disposition par Fedora. Cette aide financière est identique à celle qui a été attribuée à chacun des projets reconus de l'association.

Nous ne revenons pas ici sur les travaux des différents groupes-projets qui se déroulent en général à la satisfaction du CA. Ils feront l'objet de commentaires détaillés au fur et à mesure de la parution de la Newsletter qui leur est consacrée.

Le CA rappelle toutefois qu'il est demandé à chaque projet officiel d'utiliser pour son appellation le terme Fedora, suivi du nom du projet, afin d'éviter toute confusion auprès des membres soit : Fedora-Employeurs; Fedora-Conseillers; Fedora-Psyché; Fedora-Handi et Fedora-Glossaire. Pour les mêmes raisons, il est demandé que des termes officiels tels qu'administrateur, responsable, président, vice-président, secrétaire... etc, ne soient pas utilisés dans le cadre de nos projets pour désigner un animateur, ou un rapporteur de travaux.

L'Université d'été de Montpellier (1993)

Le précédente Newsletter annonçait déjà l'événement, vous allez recevoir le dépliant, diffusé et imprimé par Fedora, qui précise le programme de ces cours accélérés de recyclage destinés aux conseillers. Ce programme est important et il est soutenu par la CE, des instances officielles et plusieurs universités françaises, espagnoles et anglaises. Si la majorité des 100 places prévues sont réservées aux membres de Fedora, le CA vous conseille de ne plus tarder à envoyer votre inscription car le cadre se remplit de plus en plus et vous risqueriez de ne plus trouver place.

Le Congrès Fedora de Barcelone (1994)

Le CA a examiné le plan financier présenté par F. Company (E) ainsi que le premier programme fixant les thèmes qui constitueront l'objet de nos travaux.

Le CA a pris une série de dispositions pour la poursuite de la préparation de ce Congrès, entamée par l'équipe restreinte à qui elle avait confié ce mandat. Celle-ci se réunira à nouveau en juin prochain à Barcelone.

Le CA souhaite que les animateurs des groupes de travail (ils sont également les animateurs des projets Fedora) soient ultérieurement intégrés à l'équipe de préparation. Ils seront invités préalablement à préciser le contenu du thème de travail qui concerne leur projet.

Le Président propose au CA qui accepte, le choix de Monsieur Daan Vunderink (NL), directeur du Career Service de l'Université d'Amsterdam comme administrateur provisoire, en remplacement de Madame E. Doeksen (NL) du 1er septembre 1993 au 1er janvier 1995, date de la mise en place effective du nouveau conseil d'administration qui sera élu en avril 94 au Congrès de Barcelone.

Le CA termine ses travaux en adoptant à l'unanimité une motion proposée par le Président. Cette motion accorde de plein droit à tous les membres fondateurs le titre de membre d'honneur fondateur au moment où ils partent à la retraite ou lorsqu'ils mettent fin à leurs activités professionnelles.

Les premiers bénéficiaires de cette disposition sont Madame Denise Auvergne (F) et Madame E. Doeksen (NL).

EXECUTIVE COMMITTEE NEWS

Jean-Marie Burnet,
Chairman

The 11th meeting of the Executive Committee took place in Amsterdam on 27th March 1993 at the invitation of Mrs Endrika Doeksen, the Dutch committee member, who was finishing her term of office on this occasion because of her retirement next August. In the name of the Executive Committee, the Chairman warmly thanked Mrs Doeksen, who was a Founder Member of FEDORA, for her devotion to the Association and her work on the Executive Committee since 1988.

Turning to the Agenda, we had the pleasure of accepting 22 new members from 8 different countries who had applied between October 1992 (Camerino Committee meeting) and March 1993. We welcome them to the Association.

The next Committee meeting will take place on 18th September 1993 in Copenhagen. The new Danish Committee member, Mrs Elin Kibsgaard of the University of Copenhagen, has kindly agreed to organise the meeting.

FEDORA is regularly invited to conferences organised by other European or international associations. Where our participation seems useful we delegate this representation to the Committee member or to another member from the country where the event is being organised. This seems a sensible policy and avoids unnecessary expense for FEDORA.

The Executive Committee asks all members as well as Committee members who agree or have agreed to act as our ambassadors to be kind enough to send the Chairman a brief report at the end of their mission so that all members can benefit from it and so that the Executive Committee can judge whether future participation would be useful.

The Executive Committee recognised the importance of the Newsletter as a membership bulletin and wants to develop it. It also agreed to the standardisation of the appearance of all the Association's publications.

Members of all the working groups are therefore invited to consult the FEDORA secretariat before proceeding with a publication undertaken by their group.

The Executive Committee also reminded each member to send to Mrs Francoise Michaux (at the address of the Secretariat) any article (in French or English) whose contents could enrich our common discussions so that they can act as an essential stock for the annual publication programme. For those members who would like it, the national Committee member can act as intermediary for these despatches.

The Administrative Secretary presented to the Committee a first list of 12 offers of study visits which had been sent to us since the appearance of the last

Newsletter which dealt with exchanges between members. The Committee decided to send the form to every Centre which appears in the FEDORA Directory, as well as to the employers who had taken part in the FEDORA-Employers conferences at Cambridge and Louvain-la-Neuve. In the near future the list of offers of study visits will be sent to each member which can therefore provoke some personal responses.

The Directory will shortly be the object of a first, partial updating: 5 countries are involved (F-UK-IRL-GR-NL). A second update with the corrections for the other countries is planned for October 1993.

The updated entries and the bills will be sent by the publisher directly to all the people or institutions who have bought the Directory, without FEDORA intervention.

The Executive Committee still underlines the importance of this tool and asks members to recommend its purchase to the services in their universities or to the public bodies concerned with information and exchanges.

The Executive Committee agreed to the belated publication of the Report on the Athens-Delphi Congress, in order to ensure the complete publication of all the conferences which we have organised since the Association was founded. The Greek members have raised half the sum needed to ensure publication. A further sum of 1000 ECUs was made available to them by FEDORA. This financial aid is the same as that given to each of the projects recognised by the Association.

We will not go into detail here about the work of the individual groups which is generally proceeding to the Committee's satisfaction. They will be the subject of detailed reports in the future in the issue of the Newsletter devoted to each of them.

The Executive Committee recalls however that it is requested that each official project uses in its title the term FEDORA followed by the name of the project in order to avoid any confusion on the part of members, that is: FEDORA-Employers, FEDORA-Counsellors, FEDORA-PSYCHE, FEDORA-Handi and FEDORA-Glossary. For the same reasons it is requested that official titles like Committee member, director, chairman, vice-chairman secretary etc are not used in the context of our projects to designate convenors, reporters etc.

Summer School at Montpellier 1993

The previous Newsletter has already announced this event and you will receive the brochure, printed and distributed by FEDORA, which will give details of this accelerated training course for advisers. This is an important programme, supported by the EC, official bodies and several French, Spanish and British universities. Even though the majority of the 100 places are reserved for FEDORA, the

Executive Committee advises you not to delay sending in your application because the quote is being filled and you may risk not getting a place.

FEDORA Congress at Barcelona 1994

The Executive Committee examined the preliminary financial plan put forward by Frederic Company (E) as well as the first draft programme defining the themes which will be the subject of our work.

The Executive Committee agreed a series of measures for the organisation of this Congress by the small planning group which has been given this responsibility. This group would meet in Barcelona in June.

The Executive Committee wants the organisers of the working groups (who are also the organisers of the FEDORA projects) subsequently to be integrated into the planning group. They will first be asked to define the theme for their project's work.

The Chairman proposed to the Executive Committee, which agreed, that Mr Daan Vunderink (NL), Director of the Careers Service of the University of Amsterdam, should be chosen as the temporary Committee member to replace Mrs Doeksen (NL) from the 1st September 1993 until the 1st January 1995 when the new Committee, which would be elected at the Barcelona Congress in April 1994, would take office.

The Executive Committee finished its work by unanimously adopting a motion proposed by the Chairman which would give as of right to all the founder members the title of Honorary Member from the time they retired or ceased their professional activities. The first beneficiaries of this proposal are Mrs Denise Auvergne (F) and Mrs E Doeksen (NL).

OCCUPATIONAL PROFILES OF VOCATIONAL COUNSELLORS IN EUROPE

A.G. WATTS

Tony Watts is Director of the National Institute for Careers Education and Counselling in Cambridge (UK). His report on Occupational Profile of Vocational Counsellors, together with the twelve associated country-studies, are available from : CEDEFOP, Bundesallee 22, D-1000 Berlin 15, Germany.

The Advent of the Single European Market is posing major challenges to careers guidance services within the Member-States of the European Community, as well as giving a new policy significance to their work. The Single Market is likely to result in a considerable growth of educational and occupational mobility within the Community. Guidance service will increasingly be asked for information on education, training and employment opportunities in other Member-States. This requires stronger communication and collaboration between guidance services in different countries.

To facilitate mobility within the Community, CEDEFOP has been engaged for some time on projects related to the comparability of education and training qualifications. As part of this programme, it has now started work on developing and testing a methodology on the basis of which the EC commission will be able to build a European Directory of Occupational Profiles. I have recently co-ordinated a study examining the profiles of vocational counsellors. This article summarises some of the main results of the study.

Defining the occupations

We started by attempting to define occupations which could be included under the umbrella term "vocational counsellors". In some cases such occupations have a formal legal status; in others they do not.

The number of occupations identified in the countries-studies as being involved in educational and/or vocational guidance varied from 3 (Italy) to 29 (UK). In all, we estimated that between 50,000 and 100,000 individuals in the European Community are employed in occupations with a significant involvement in educational and/or vocational guidance. This is in addition to those not involved in direct work with clients: managers, trainers and inspectors of guidance services; policy-makers; researchers; and those involved in developing information materials and other guidance resources.

We found it helpful to cluster the direct guidance occupations into a number of categories, based on their "core" occupations. In many cases, vocational counsellors are regarded primarily as psychologists, as teachers, as labour-market administrators, or as librarians: it is only in residual cases that they are regarded primarily as guidance counsellors. We accordingly proposed a classification based on five major occupational clusters:

Occupational cluster	"Core" occupation
(1) Guidance counsellor	Counsellor
(2) Guidance teacher	Teacher
(3) Guidance psychologist	Psychologist
(4) Placement officer	Administrator
(5) Information officer	Librarian

Since the first two of these clusters cover a large number of occupations, we broke them into sub-clusters according to their sector and target group. One of the sub-clusters for "guidance counsellors" covered those working with or in higher education.

Task analysis

We decided to analyse the occupations in terms of a classification of 19 tasks, divided into seven groups:

- Information management
- Work with individuals
- Work with groups
- Placement
- Follow-up
- Networking
- Management

Each occupation was rated on each task on a three-point scale, according to whether it had a major involvement, some involvement, or no involvement, in the task in question. Sometimes the ratings were based on interviews with, or questionnaires sent to, a small number of practitioners in the occupation, in other cases estimates were made and then sent to practitioners and relevant experts for comment.

It was clear that the tasks were defined in different ways in different countries: one of the benefits of the study was to illuminate these differences. It was also clear, however, that different weightings were given to particular tasks by different occupational clusters. Thus:

◆ Information management is not the sole prerogative of information officers but is an important aspect of almost all guidance occupations, though the balance between different kinds of information varies between different settings and service. Placement officers, for example, tend to concentrate mainly on labour-market information.

◆ Work with individuals is also an important element of almost all guidance occupations, though assessment tends not to be a task carried out by information officers. Emphasis on information-giving is particularly strong amongst guidance counsellors working mainly with adults; on counselling amongst guidance counsellors working in higher education and among guidance psychologists.

◆ Work with groups is more variable in extent. Attention to teaching (careers education) is, not surprisingly, common among guidance teachers, although it is also an element of the roles of many guidance counsellors, particularly those working in higher education and with adults. Group counselling is fairly extensively carried out by guidance counsellors, by guidance teachers and by guidance psychologists; rarely by other staff. Facilitating self-help groups is mainly carried out by guidance counsellors, but tends to be given less emphasis.

◆ Placement, too, varies in the attention it is given. Liaison with providers and "insertion" of individuals are particularly important in the roles of guidance counsellors working in employment services and of placement officers; coaching in self-presentation is more widely spread as an activity among guidance counsellors in general and also among guidance teachers.

◆ Follow-up is an element in the role of many guidance staff, though it tends not to be a major activity.

◆ Networking is patchily distributed among the various guidance roles.

Supporting informal guidance sources (e.g. parents, teachers) is particularly strong among guidance counsellors working with schools/school-leavers and also, to a slightly lesser extent, among those working with adults and among guidance psychologists and guidance teachers in schools. Advocacy and feedback to providers are given special attention by guidance counsellors working with the disabled.

◆ Managing is part of the responsibilities of most guidance counsellors, guidance teachers, and guidance psychologists, and especially so among guidance counsellors in self-managing private bureaux.

There are also important differences between countries in some of these respects. In Denmark, for example, less emphasis tends to be placed on assessment than in other Member-States.

Training requirements

The extent of training required for the different occupations varies to an remarkable degree. In the case, for example, of the conseiller d'orientation psychologue in France it is necessary to have a three-year psychology degree followed by a two-year specialist diploma and a year's on-the-job training. In other cases, it is possible to practise within no formal training at all.

These variations are linked to the different levels of knowledge and skill required for different posts. They are also linked to the extent to which careers guidance is regarded as a specialist activity in its own right. Because many vocational counsellors are regarded primarily as psychologists, teachers, administrators or librarians, guidance is often viewed as a secondary adjunct to their primary professional role. Accordingly, their guidance training is regarded as being incorporated into, or supplementary to, their "core" training in this primary role. This explains why guidance training is sometimes very limited (lasting a few weeks or even a few days), why it is sometimes on an in-service basis (rather than being required before undertaking any guidance practice), and also why it is sometimes optional.

In addition, there are still a few cases where guidance is regarded as a generalist "second career" requiring extensive working-life experience that can be drawn upon in providing help to clients. Conversely, there are others where it is regarded as a peer activity best carried out by individuals close to the client group in age and outlook.

Professionalisation

There are some trends within the Community towards a strengthening of traditional professional models in the guidance fields. The clearest example is France, where the *conseillers d'orientation* have recently had the term *psychologue* added to their occupational title, and their training requirements upgraded.

On the other hand, there is also some questioning of traditional professional models. The growing recognition of the need for guidance services, to be available on an all-age basis, does not necessarily lead to a massive increase in services offered by guidance professionals with extensive training of a traditional kind. The concern to restrict increases in public expenditure stimulates questions about the economic feasibility and practical desirability of an increase based solely on this model. This is reinforced by the recognition that much useful help can be offered by supporting first-in-line teachers, supervisors etc. in their guidance roles, and also by the emphasis on the individual as an active agent within the guidance process - visible, for example, in self-help approaches in occupational information centres and in computer-aided careers guidance systems.

The exploration of alternative models is particularly evident in the less formal guidance structures that have grown up in some countries in response to unemployment and/or the attempts to link guidance more closely to local efforts at economic regeneration. In France, for example, the professional guidance structures within the different official bodies have now been supplemented by a diverse range of less formal guidance services which carry out similar functions but have much more flexible recruitment policies.

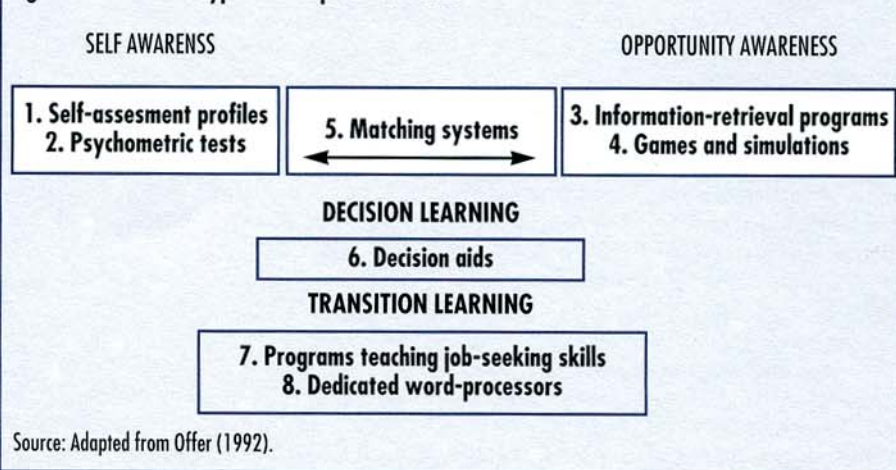
An important issue for the future is whether a stronger professional identity will emerge for the guidance counsellor *per se*, or whether the field will remain a diffuse one, in which it is recognised that professionalism is important but that a variety of professional groups have a contribution to make. This is linked to the relationship of professional guidance counsellors to "first-in-line" guidance providers. One possibility is a three-level model, with teachers and managers/supervisors with no or very limited formal guidance training being supported by guidance counsellors with fairly substantial guidance training, and the latter in turn being supported by psychologists and other specialists with a more extensive theoretical and technical training.

Greater flexibility could be built into such models by the moves towards a competence-based approach currently being developed in the UK within the framework of National Vocational Qualifications. Such approaches could allow individuals to continue to develop their skills and competences throughout their working lives within structures in which professional boundaries are softened and it is much easier to move from guidance occupation to guidance occupation. No comparable developments are as yet visible in other Member-States. Some have expressed interest in the UK approach; other are sceptical.

Whether or not the competence-based model proves

influential, it seems likely that in future there will be greater emphasis on continued professional development in the guidance field, as elsewhere. Since this trend in the world of work in general is one of the major rationales for stronger all-age guidance service, it is appropriate that it should apply *a fortiori* to the guidance field itself.

Figure 1 - The main types of computer software



Source: Adapted from Offer (1992).

Figure 2 - A systematic model for planned careers guidance interventions

	Interview	Curriculum	Work experience	Careers library	Computer aided careers guidance systems
a. Development of readiness for career planning	•	••	•	•	•
b. Acquisition of relevant selfdata	••	•	•	•	••
c. Translation of self-data into educational and occupational options	•	•	•	•	••
d. Acquisition of relevant and comparable information about identified options	•	•	•	••	••
e. Systematic comparative evaluation of options	••	•	-	-	••
f. Reality-testing of favoured options	-	-	••	-	-
g. Planning for implementation of choice	•	••	-	•	••

• = Primary guidance support •• = Secondary guidance support

Source: Watts, Humphries and Pierce-Price (1988); adapted from Harris-Bowlsbey (1986).

SUJETS ET ACTIONS D'ORIENTATION EN ITALIE

Maurizzia SPAIRANI
Responsable du Service d'Orientation I.S.U. Pavie (I)

Il est essentiel de souligner l'importance qu'a pris, dans notre pays, le secteur de l'orientation (surtout au niveau universitaire, sur base d'un projet presque définitif d'études et de travail).

Toutefois, cet élan a été freiné par des contradictions et des interprétations de types divers :

- ◆ il y a l'opinion qui veut que l'orientation est une tâche à laquelle tous les acteurs sociaux sont appelés, sans qu'une formation professionnelle particulière soit nécessaire. Cela a donné, et donne lieu de nos jours encore, à beaucoup d'interventions improvisées et peu dignes de confiance, surtout de la part des mass-médias;

- ◆ il y a la tendance à concevoir l'orientation d'une façon uniforme et peu nuancée, sans tenir compte des différentes exigences manifestées par les utilisateurs dans les trois étapes précises du cursus d'études : avant, pendant et après les études;

- ◆ enfin, il y a les difficultés réelles, qu'elles soient économiques ou liées à la structure, pour répartir les tâches à l'intérieur des institutions (publiques et privées) responsables d'orientation.

Dans de nombreux cas, cela a ralenti l'organisation systématique des activités et a empêché l'intégration, au sein des divers bureaux, de personnes spécialisées.

Pour voir le responsable d'orientation dans une spécificité professionnelle univoque, il faut remonter dans le temps (dans les années 60 et durant la première moitié des années 70). A ce moment-là, le conseiller d'orientation était, de toute façon, un psychologue qui travaillait en faisant appel à des modèles cliniques/diagnostiques et à des tests éprouvés. En outre, il développait de plus un rôle très "directif", donnant des indications précises et des conseils sur les choix de formation et de carrière les mieux adaptés aux dispositions du sujet.

Par la suite (fin des années 70 et début des années 80), suite à des périodes de crises du marché de l'emploi et de récession économique, l'orientation est devenue collective, s'adressant à de grands nombres d'étudiants. L'accent a été mis sur l'aspect économique pour canaliser les forces de travail intellectuel dans les sphères d'activités mises en évidence par le marché.

Afin d'atteindre cet objectif, l'information devient l'instrument capital, enrichie et raffinée au moyen de découvertes technologiques de plus en plus sophistiquées (informatique, techniques audiovisuelles, etc.).

Toutefois, dans notre contexte de travail, on a toujours essayé d'accorder une attention constante aux composantes relationnelles de l'orientation, en les valorisant à travers le counselling s'adressant à l'étudiant en tant

qu'individu et mis en relation avec ses exigences personnelles.

Vers la fin des années 80, dans un marché redevenu progressivement plus favorable, une maîtrise est un atout de premier plan, à condition d'être renforcé par un projet personnel qui vise à optimiser les ressources et les capacités humaines.

Actuellement, un modèle d'orientation qui dépasse l'opposition méthodologique se précise, par la mise en place d'un système caractérisé par l'intégration de passages reliés entre eux : l'information représente l'étape initiale, les rencontres collectives chez les établissements scolaires y occupent la phase intermédiaire, le counselling constituant la synthèse.

A cette suite d'interventions, devrait correspondre une pluralité de professionnels ayant des rôles bien définis, eux-mêmes rangés dans une succession programmée.

Le personnage le mieux placé pour exploiter l'information, en mettant l'étudiant devant plusieurs options et en lui indiquant les critères pour les comprendre et les sélectionner est (ou devrait être) le "documentaliste" qui est apparu tout récemment en Italie.

Dans la phase suivante de l'orientation, ponctuée par des rencontres-débats dans les écoles, les compétences de l'opérateur doivent être celles d'un "spécialiste en communication", capable d'exploiter les problèmes communs auxquels se heurtent des groupes d'élèves.

Enfin, si l'étudiant demande un ou plusieurs entretiens individuels d'approfondissement auprès d'un Service d'Orientation, la personne à laquelle il peut s'adresser est le conseiller : ayant des compétences transversales, mais qui, à ce niveau prend en compte la composante psychologique prédominante. En effet si, dans le déroulement de l'entretien, des éléments factuels et d'information sont encore impliqués (et dans ce sens, le conseiller est personnage de synthèse qui résume en soi même la capacité de traiter l'information ou de débattre des problématiques collectives); ce qui domine, ce sont les dynamiques personnelles du sujet, engagé dans la connaissance de soi, non seulement en ce qui concerne ses "dispositions" (en effet déjà éprouvées à l'école), mais aussi en ce qui concerne ses potentialités innovatrices et créatives qui peuvent ouvrir le chemin vers l'Université.

La nouveauté du counselling d'orientation à caractère psychologique réside dans une situation d'équilibre qui veut éviter soit la proposition de solutions prédéterminées, soit l'abandon de l'utilisateur à une liberté inconditionnelle : le but est, au contraire, celui de favoriser et de mettre en marche des procédés qui aboutissent à un choix réfléchi et personnel.

Dans le modèle présent d'orientation spécialisée, ce

sont, on le voit, les aspects "de communication" qui doivent, plus que jamais, être mis en évidence. C'est précisément ce en quoi ce modèle d'orientation se distingue de l'orientation qui naît à l'intérieur de l'institution scolaire ou universitaire, essentiellement "éducative" et "formative".

La récente loi-cadre 390/91 "Règles sur le droit aux études universitaires", à propos de l'orientation décrète une répartition des compétences entre l'Université (orientation dans les études) et des organismes régionaux (orientation professionnelle).

L'apport de l'Université, en ce qui concerne une orientation relative aux études, ne doit certainement pas être conçu de façon à réduire son importance et à la limiter à une simple énumération de matières, de programmes et d'examens : ce qu'il faut, c'est la définition de la valeur formatrice d'une certaine option, des buts culturels sous-tendus, des fins didactiques prévues.

De même, l'orientation professionnelle instaurée par les Régions devra tenir compte de buts à large souffle, comme la maturation consciente de la personnalité à côté des objectifs de travail et du style de vie qui y sont liés, même et surtout en cette période de ralentissement économique et d'incertitude professionnelle.

Les deux institutions, Université et Régions, sont dès lors appelées à agir en collaboration, par rapport aux programmes à réaliser et aux objectifs à atteindre : cela afin que les deux aspects de l'orientation se recomposent dans un schéma commun et cohérent, où la liaison, voire l'interdépendance, étude/travail est suffisamment soulignée.

UNIVERSITY GUIDANCE SERVICES IN ITALY

Patrizia MOTTA

Servicio di Orientamento I.S.U. Politecnico di Milano

In the late 1970s social services concerning all the Italian institutions of higher education were shifted from the Ministry of Education to the Regions. From that time there has no longer been any state structure for the social sector at the Universities, and Regions became responsible for legislation, planning, finances, supervision and control of all the aspects of study support.

In each Region, within each University, new institutions were established on the basis of a specific regional law with different names (for example I.S.U. in Lombardy).

The complete autonomy of the Regions is the reason why these services can be different and not homogeneous in Italy. Among them were generally established guidance services and at the moment we can say that almost each institution for higher education, especially in the north and in the middle of the country, has its own guidance service.

These services were above all created in order to help the great number of students from the secondary school who each year wish to study at University.

In Italy, any student with a general secondary school leaving certificate is entitled to study in any faculty; for this reason the choice of the right course is often very difficult for them and it is very easy to understand why most students don't finish their university studies.

Numerus clausus is in force only for a few degree courses (dentistry, human medicine, veterinary medicine and in some universities business administration and engineering).

The staff working in the guidance services is employed by the respective regions, but offices are very often located inside the universities.

The counsellors have not a specific qualification and come from different experiences, they generally have an university education: teachers, physicians, psychologists, educationalists, sociologists.

There is not a specific law about the necessary requirements to be a counsellor and there are not as well a professional register and professional associations.

Most of them became counsellors through the daily experience with the students' problems and following short refresher courses organized by the respective regional administrations, others (but only a few) were trained by one of the 3 schools for counsellors existing in Italy (the first in Milan, at the Catholic University, the second in Rome at the Papal Salesian University and the third in Turin).

The courses are two years long and are open to graduate or to persons with a secondary school leaving certificate; in order to be admitted it is necessary to be personally suitable for the profession and to have a general knowledge in the field of the educational sciences.

But all these courses are private and they have not legal recognition.

The counsellors working in the university guidance

services are not many; in most cases there is only a counsellor in each institution with one or more collaborators. Very often they operate in universities where there are thousands and thousands of students enrolled (about 45.000 at Politecnico in Milan where my office is located). Sometimes there are not counsellors at all within the guidance services, but only staff prepared in giving general information and providing facilities.

At present most clients come from the secondary schools in the regional territory. In order to help them in the choice of the most suitable courses, counsellors are obliged to have a very deep knowledge of the whole university Italian system and of all the other opportunities offered to the students by the local institutions.

There are not specific guidance services in the secondary schools and only in some cases voluntary teachers organize guidance activities especially during the last year (fifth year).

Counsellors meet students individually or in small groups, they organize meetings in the secondary schools, lectures about specific degree courses with the cooperation of professors, guided visits to the university buildings and services.

Counsellors in Lombardy, moreover, meet together in order to prepare an annual publication which contains detailed and useful information about all the courses and the services offered by universities in the region, the publication is given free to all students attending the last year in the secondary school.

University students apply to the counsellors if they have problems with the organization of their studies and of their free time, if they want to modify their programme of studies or if they wish to transfer to another degree course or another university. Moreover, counsellors help them in the choice of post graduate or research doctorate courses and give them all the possible information about grants, facilities and stages in Italy and abroad.

In many institutions students with personal problems can be sent to psycho-therapeutical centres, generally working inside the Psychological Departments of the Universities. But such centres are not entitled for long term therapies and in the most serious cases students are addressed to the psycho-therapeutical centres organized by the regional administrations in the context of the Health National Service.

More and more students are interested in studying and working abroad and counsellors are asked to give information about the quality and the characteristics of the studies in other countries, about the job opportunities in Europe and about the recognition of foreign academic qualifications and titles. In this respect they often find difficulties in giving right and complete indications, because there are not regular contacts with counsellors and careers advisers from the other countries.

In most cases, counsellors are in charge as well with the guidance services for foreign students, especially European students participating to the mobility programmes of

European Community (Erasmus, Comett, Tempus, ...).

Finally, they give general information about careers opportunities and the situation of the employment market, but we can't say that at present in Italy there are real careers services for university students.

As far as the job market is concerned, in some universities (generally in big university centres) students associations organize the so called "Careers Days" giving to the final year and graduate students the opportunity to meet representatives of the employers.

In Italy in the last years two very significant laws in the field of higher education have been passed.

The law N. 341/90 establishes the tutoring services, directly organized by each university, and university diploma courses; these courses are run by the relevant faculties, last 2 or 3 years and award final diplomas of 1st university level. Among them specific courses for counsellors could be organized with final official recognition of the title.

According to the law N. 390/91 all the responsibilities about the organization of most social services and especially of guidance services are shifted from the regional administrations to the Institutions for higher education.

The article N. 12 of the above mentioned law states "... Universities take care of the information about all the possibilities offered not only by their courses, but also by all courses in other institutions, especially as far as the mobility programmes are concerned ...".

Besides, the law N. 390 states that the counsellors operating in the regional guidance centres should turn into careers advisers, working together with the placement centres and the observatories for the employment market under the control of the regional administrations.

The situation has not really changed since the law has been passed, first of all because it is not very easy for universities to organize such services without a qualified staff, while professors are just able to provide specific counselling about courses in their faculties, secondly because representatives of the Regions and of the Ministry of the University and of Scientific and Technological Research are still discussing about the possibility of cooperation in the management of some services, and among them the guidance services.

NEWS • NOUVELLES BREVES

European Network for people involved in programmes for Women Returners

The Wageningen Agricultural University - WAU - (NL) and the Careers Service NILI applied for European Social Fund funding to run a project for managing the transition of graduates from the WAU into employment.

The project consists of two parts :

- a part-time programme for women returners who graduated at the WAU, and
- the setting up of a European Network for people involved in programmes for Women Returners. The aim is to communicate with colleague institutions to exchange ideas and information about practice methods of counselling and how graduates can make the transition from course into employment.

Contacts have already been made with Services, Universities and Institutions in the United Kingdom, Ireland, Spain, Belgium, Italy and Greece.

If the application for the ESF will be successful, we will organize a conference with workshops to be held March 1994 in Wageningen, The Netherlands.

If you are interested in this transnational network and conference, please let us know. We will keep you informed.

Dr Ir Marian Bos-Boers, Head Careers Service NILI

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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/CID

A l'attention de Mme F. Van der Mersch-Michaux
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B-1348 Louvain-la-Neuve (Belgium)

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