

New Skills for New Futures Higher Education Guidance and Counselling Services in Denmark

Peter Plant

Royal Danish School of Educational Studies



FEDORA Project
New Skills for Vocational Guidance in Higher Education in the European Union

With the support of
the Commission of the European Communities
under the LEONARDO DA VINCI programme



**New Skills for New Futures
Higher Education Guidance and Counselling Services
in
Denmark**

Peter Plant
Royal Danish School of Educational Studies

A country report of a study on
“New Skills for Vocational Guidance in Higher Education”
carried out under the auspices of FEDORA,
with the support of the Commission of the European Communities
under the LEONARDO DA VINCI programme

1998

This report is published and distributed by the European Forum for Student Guidance / Forum Européen de l'Orientation Académique (FEDORA)

Copyright

FEDORA, Boîte Postale 55, 1348 Louvain-la-Neuve, Belgium.

Legal Deposit: D/1998/7553/4

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system in any form or by any means, electronic, mechanical, photocopying, recorded or otherwise without written permission of the copyright holder.

FOREWORD

This country report is part of larger study on "New Skills for Vocational Guidance in Higher Education". The study has been carried out under the auspices of the European Forum for Student Guidance - Forum Européen de l'Orientation Académique (FEDORA). It has been funded by the European Commission as part of its LEONARDO DA VINCI programme.

FEDORA provides a platform for counsellors and advisers in higher education to meet and exchange their experiences. Its activities have enabled practitioners to gain insight into the wide range of guidance methods and activities in Europe, and to benefit from the richness of this diversity.

In particular, the FEDORA Summer Schools have provided opportunities for practitioners to learn from each other's experience, and to relate this experience to recent theoretical developments. The Summer Schools revealed the strong demand for more systematic training in this field, and the potential benefits of responding to this demand at a European rather than purely national level. It was felt, however, that before planning any initiatives of this kind, a clearer map was needed of guidance and counselling services in higher education in Europe, and of current training provision for practitioners. A proposal for the study was presented to the European Commission, and the Commission agreed to fund it under its LEONARDO programme.

The study is of wide significance. For the first time, a comprehensive analysis is available of higher education guidance and counselling services across the whole of the European Union. In several cases, the study has provided the first such analysis even at national level. Because it is based on a common structure and methodology, the study also enables practices in each country to be contrasted with the others.

This report, together with the 15 other national reports on all Member States of the European Union and the synthesis report written by A.G. Watts and R. Van Esbroeck, is an important one both for FEDORA and for guidance and counselling in higher education in Europe.

This resource will be invaluable for international and national policy-makers, for higher education managers, and for guidance and counselling practitioners, as well as for employers in planning their higher education recruitment links. In particular, it enables the strengths and weaknesses of the different national systems to be identified, and is a powerful source of ideas on how the services in each country might be improved. It will also give clearer direction to the work of the European Commission, FEDORA and other European bodies in supporting such development.

Joachim Klaus
President, FEDORA

Contents

Preface

1. Summary 1

2. Structures 4

2a. Main guidance and counselling services and systems 7

2b. Commentary 8

3. Roles and tasks 30

3a. Tables 30

3b. Commentary: roles and tasks 33

3c. Detailed profiles 35

4. Training and qualifications 40

4a. Table 40

4b. Commentary 41

4c. Detailed profiles 43

5. Conclusions 47

References 51

Appendix 56

Preface

The methodology of this report reflects the fact that it is a contribution to a joint European project. It is written within a uniform pattern in order to facilitate cross-national comparisons, and to provide the basis for the FEDORA synthesis report on 'New Skills for Vocational Guidance in Higher Education' in Europe.

The report is built on the author's personal experience in the careers guidance and counselling field; on previous European reports on educational and vocational guidance in Denmark (Plant, 1992; Plant, 1993); on open-ended interviews with higher education guidance and counselling staff; on research reports; and, in particular, on other types of documentation. Draft versions of the report (April-June 1997) were repeatedly reviewed by a small working group of expert practitioners (five, including the national correspondent), selected to represent different aspects and sectors of the Danish higher education guidance and counselling field.

Other practitioners, managers, and policy makers, in all approx. 15 experts, were involved in the review process, along with relevant guidance organisations, primarily SEVU (the Danish Association of Careers Advisors in Higher Education), FUE (the Danish Joint Council for Associations for Educational and Vocational Guidance), NFUE (the Nordic Association for Educational and Vocational Guidance), and R.U.E. (the Danish National Council for Educational and Vocational Guidance). Their comments were greatly appreciated.

Peter Plant

July 1997

1. Summary

This report is the Danish contribution to the FEDORA (Forum Européen de l'Orientation Académique) project on 'New Skills for Vocational Guidance in Higher Education'. The New Skills Project is funded by the European Commission under the Leonardo programme. Its aims are:

1. To provide a up-to-date overview of the current structure of guidance and counselling services within higher education, the roles of those who work in these services, and the training for such roles.
2. To identify the extent to which training provision exists within the European Union to equip those in guidance and counselling roles in higher education with the new skills they require to meet the changing needs of an increasingly diverse student body, within a European labour market.
3. To provide a basepoint for exploring the extent to which postgraduate and post-experience training modules might be made available across Europe, possibly leading to a European Masters' degree in guidance and counselling in higher education.

The structure of the report follows a uniform pattern for the country studies in order to facilitate a coherent synthesis report on all EU Member States.

First, in *Section 2*, the guidance structures in higher education (HE) in Denmark are outlined in a table format, along with some key figures and the framework of the HE system in Denmark. The main three professional HE guidance and counselling services are:

1. *Guidance services in universities/HE institutions*, known as 'Studievejledningen', linked with the administration of the respective HE institutions. Main services: educational and some vocational guidance.
2. *HE Information Centres*, known as 'ivu*C', in 5 major towns, independent from the universities. Main services: information on study options.
3. *Student counselling services*, known as 'Studenterrådgivningen', in 9 centres, independent from the universities. Main services: personal and educational counselling.

A few additional guidance and counselling services and projects, e.g. a Fountain House based counselling service known as 'The Bookend' (Bogstøtten), are mentioned briefly, along with some projects for graduate refugees and migrant workers. The above-mentioned three main guidance and counselling services are outlined and commented upon in terms of:

- * *The main functions of the services:* The various services deliver a balance of educational, vocational, and personal/social guidance and counselling. One service, known as ivu*C, specialises in the informational aspects of HE careers guidance. Others, e.g. the Student Counselling Services, specialise in personal/social counselling.
- * *The extent to which the services are financed and/or managed by the institution or by other authorities (e.g. central government, regional authorities, local authorities):* The majority of the Danish HE guidance and counselling services are financed either directly by the Ministry of Education, or indirectly by the HE institutions themselves. No fees are paid by the users: all services are free and open to all students.
- * *The extent to which the services are physically and/or organisationally part of the institution, or external to it:* Some services are both physically and organisationally part of the institutions. Others (e.g. HE Information Centres and Student Counselling Centres) are physically separated from the main HE institutions in most cases.
- * *The stages in the student career at which the services operate (pre-entry, induction, on-course/exit):* The emphasis in most services is on pre-entry and on-course guidance and counselling. The equivalent of the British 'milk-round', and other forms of direct contact with employers on exit from education, are found in a few cases.
- * *The degree of integrational separation between the services, and the linkages between them:* Structures of cooperation exist on both an informal and formal level: the Danish HE Rectors' Conference, the Association of Guidance Advisors in Higher Education, and the National Council for Educational and Vocational Guidance, all form important formal links to support the informal ones at guidance practitioner level. FEDORA and IAEVG facilitate international linkages. The limited number of professionals in the field and the relatively manageable size of Danish HE institutions ease referral practices.

In this section, special attention is paid to the extent to which the services cover the needs of particular target-groups, including: disabled students; economically disadvantaged and ethnic-minority students; work-based, part-time, mature and distance students; and students from other countries (including those on European exchange programmes). In brief, these groups, in most cases, get some degree of special attention: a few examples are given of vocational insertion projects for refugees. But, more often, such students are seen as average students with no or few special needs, apart from obvious ones like lack of physical mobility or language difficulties. For historical reasons, special links exist between the Nordic countries: students from Scandinavia enjoy relatively easy credit transfer, and they may, e.g., write dissertations in their native Swedish or Norwegian language. Students from abroad are offered help from special International Offices in the larger HE institutions.

Section 3 covers the roles and tasks of guidance and counselling staff in the main services. A table shows the main occupational roles, the number of people currently occupying these roles, and the focus of these roles, i.e. the balance between:

- * *Educational* guidance on choices of educational options, and learner support. This role, in the majority of HE guidance activities, is the most significant.
- * *Vocational* guidance on choices on, and placement into, occupations and work roles. This role, in most cases, is less significant, apart from a few targeted initiatives.
- * *Personal* guidance and counselling on personal and social issues. This role is the focal point in the nine Student Counselling Centres, but less so in the other services.

A commentary discusses the roles and tasks in relation to: a more diverse student population; the European dimension in guidance provision; the use of new technologies in guidance; and changes in the relationship between educational, vocational and personal guidance. This section includes detailed profiles of the three above-mentioned occupational roles.

Section 4, on training and qualifications, provides a table and discussion on the training of guidance and counselling staff, a few of whom hold a degree in psychology, but fewer of whom have had any substantial counselling training. Danish HE guidance and counselling staff normally train for four (sic) days, and many have not even attended this brief course. Training is part-time and optional rather than mandatory. The balance between theory, knowledge, and skills tends to favour the latter. In practice, experienced HE guidance and counselling staff run the four-day training courses on behalf of the Ministry of Education. In effect, whatever qualifications counsellors and guidance staff bring into their professional role are personal or based on previous education, training, or experience.

In *conclusion*, Danish HE guidance and counselling, though widespread (and somewhat overlapping), lacks the necessary degree of professionalism in terms of genuinely trained staff. Gaps occur in provision to, e.g., students with special needs. Enthusiastic individuals among guidance and counselling staff to some degree make up for such deficiencies, but the European dimension in HE guidance, e.g., is often left to the zeal of the enthusiasts. Moreover, the contacts with employers, especially at a European level, are weak in most cases. A European Master's degree in HE Guidance and Counselling, therefore, could greatly enhance the professional level of HE guidance and counselling in Denmark.

2. Structures

The Education Structures: Some Key Features and Data

The Danish education and training structures can roughly be divided into the following main areas:

- (1) Primary and lower secondary education (the Folkeskole)
- (2) General upper secondary education (Gymnasia and courses leading to Higher Preparatory education (HF))
- (3) Vocational education and training, i.e. labour market training courses (AMU), apprenticeship/vocational education (EUD), and courses leading to a basic or higher technical/commercial examination (HTX and HHX).
- (4) Adult education (AVU, general adult education, folk high schools, etc).
- (5) Further and higher education, including universities.

A key decision point is the choice of educational path at the age of 16. At this stage, about 40% choose to attend the Gymnasia or HF-courses; a similar proportion enters vocational education (these are average figures; there are some regional and even local variations). Over the years, the policy has been gradually to increase the numbers of HE students, from 95,000 (1980) to 104,000 (1985) and 126,000 (1990). The present total number of students in HE institutions are approx. 140,000 (1995), of whom 22,000 graduated in that year (Undervisningsministeriet, 1996a). About 44,000 students (1996 figures; of an age cohort of around 60,000) are admitted each year to HE at universities, engineering colleges, business schools, teacher training colleges, etc. Short-cycle HE courses (mainly vocational/technical; 2 years' length) had approx. 11,000 study places and 8,000 applicants in 1995. The place/applicant ratio in medium-cycle HE courses (e.g. nurse, social worker, teacher training; 3-4 years' length) was approx. 18,000/26,500 (1995). And for long-cycle HE (5-6½ years' length) at universities the ratio was 18,000/24,500 (1995). In 1996, approximately 61,000 individuals applied for admission to Danish HE institutions.

Although some recurrent education is included in these figures, they point to the fact that a large proportion of HE applicants are rejected. The local variations are significant: 51% of the rejected applicants were from the Greater Copenhagen area, 28% from Central Jutland, and only 8% from the island of Fyn (Knudsen, 1996). This indicates that students are reluctant to be nationally mobile. By contrast, approximately 3,500 Danish students study abroad (Rektorkollegiet, 1997): international mobility seems more attractive, for various reasons. An obvious one is that studying abroad is supported by special supplementary study

grants. The Nordic student mobility programme Nordplus, and the equivalent EU programmes such as Socrates/Erasmus, encourage more students to take up study options abroad (see e.g.: EU Commission, 1996). Reciprocally, approx. 2,500 foreign students, mainly from the Nordic and EU countries, attend Danish HE institutions. In general terms, the proportion of the working Danish population with a HE educational background is growing: from approx. 16% in 1986 to 21% in 1996 (Undervisningsministeriet, 1996a). The total *public HE educational expenditure* per year is Dkr 8.4 billion (1995), including study grants. 128,000 students receive Dkr 3.6 billion in state study grants (1994). The cost to the Danish state of a HE graduate averages from Dkr 270,000 (social sciences) to Dkr 725,000 (medicine) (ibid).

Four multifaculty universities (Copenhagen, Odense, Ålborg, and Århus), and one university centre (Roskilde), along with other HE institutions in such areas as engineering, agriculture, veterinary science, pharmacy, architecture, music, nursing, social work, physiotherapy, and various business-related subjects, together form the HE system; in all, 135 different HE institutions in all parts of the country. Included in these figures are, for instance, the colleges of education which train teachers for the Danish Folkeskole, and the educational training and research institution of special interest in relation to this study - the Royal Danish School of Educational Studies, which runs training courses for school and youth guidance staff, and other guidance specialists, including adult/employment guidance staff, in addition to BA, MA, and PhD degrees in educational and vocational guidance.

The self-governing home rule areas within the Kingdom of Denmark, Greenland and the Faroe Islands, have some HE institutions to suit their special needs in e.g. language, teaching, social/welfare-related occupations, fishing, etc. Nonetheless, due to the lack of a comprehensive HE system in the two home-rule parts of the nation, a sizeable number (about 1,000) of these students attend Danish HE institutions (specialised counselling is provided for students from Greenland: see below).

As a rule, university courses, inspired by the American and English system, consist of a three-year programme leading to a Bachelor's degree, followed by two years of courses combined with a thesis leading to a Master's degree. This structure was introduced in the

mid-1990s, and there is still some reluctance on the side of employers to hire those with only a Bachelor's degree. For a limited number of students, a further three-year supervised postgraduate study programme leads to a PhD degree, and, for fewer still, independent research leading to a doctorate often takes five to eight years.

There are *no tuition fees* in Danish HE (except in Open Education: see below). Yet, competition in some HE areas can be severe. The entry requirements for universities and other HE institutions generally demand rather high marks from the Gymnasium (Upper Secondary School-Leaving Examination), HF (Higher Preparatory Examination), HHX (Higher Commercial Examination), or HTX (Higher Technical Examination). The entry level is defined by the relation between the number of applicants and the resources (funding/study places) available, and thus differs from year to year. However, a certain number (from 15% to 30%, and more in some cases) of study places (known as 'Kvote 2', i.e. Quota 2) are offered to students with qualifications other than excellence in academic studies, e.g. (relevant) work experience, studies abroad, or military conscription/civil service as a conscientious objector. Applicants with foreign/international qualifying examination are also admitted through Quota 2, space allowing. An upper limit may be set for the admission of non-Danish citizens. In general, this limit does not apply to Nordic/EU citizens and refugees.

Until the late 1970s, Denmark followed a continental tradition of long-term studies with little regard to vocational qualifications and professional careers. Except for the education of, for instance, medical doctors, dentists, lawyers and similar professions, higher education was generally based on curiosity and ambition rather than on more narrow professional expectations. During the 1980s and into the 1990s, several professional educational routes (such as nursing, teaching, and others) were integrated into the HE system, and regulations on state study grants were tightened in order to optimise public funding on HE in terms of shorter study periods and closer monitoring of each individual's study progress. This prompted students to attend higher education for more career-oriented reasons: there was less time for academic failure. Moreover, most HE institutions traditionally were geared to receive students aged about 20+ years of age. Some students, however, are much older: up to the age of 30 when they start. The finishing age for the average Danish graduate is in the late 20s. Thus, there is a considerable variation of age in the student population. This suggests

that some students are young with no or few personal obligations, whereas other students may have a family life with children, supplementary work, etc. This calls for a highly differentiated HE guidance and counselling system, which, in the Danish case, is widespread, but in practice heavily focused on the informational needs of (potential) students.

The diversity of the student population has encouraged Danish HE institutions to offer part-time and distance-mode study options. Even in a small country like Denmark, IT-supported and other forms of distance education are necessities in order to cater for disabled, work-based, part-time, or mature students, and those in relatively remote areas. Under the umbrella of Open Education, a number of HE courses are available as single-subject and/or distance education. This is one of the few exceptions to the general rule of no tuition fees: 80% of the costs of Open Education are covered by the state; the rest by the students themselves, or (in some cases) by their employers. No special counselling service is linked specifically to open/distance education, though telephone tutorial follow-up is common. Distance-mode education is often combined with short (week-end) seminars, where study-related and some personal counselling may take place.

2a. Main guidance and counselling services and systems

Below, in Table 1, the main HE guidance and counselling services and systems, and their structure and content, are outlined. In order to provide an overview, the table simplifies a more complex picture, which, in turn, is commented upon in Section 2b.

For a more comprehensive overview of the multifaceted and somewhat complicated system of Danish educational and vocational guidance and counselling services across all sectors, see the report by Plant (1993), which forms part of a comparative study of such services in the EU Member States (Watts et al, 1994). Examples of transnational guidance and counselling linkages among the EU countries are to be found in Plant (1990). In addition, other studies e.g. the action research programme 'Eurocounsel' have dealt with the impact of guidance and counselling on unemployment in the EU, including HE graduate transition difficulties on the Danish labour market (Plant, 1994, pp. 63-64).

Table 1 : Main guidance and counselling services and systems - structure and content

<i>Service/system</i>	<i>Funding/administrative control</i>	<i>Location</i>	<i>Extent</i>	<i>Lev.</i>	<i>Target-group</i>
HE Guidance Services (general) (‘Central studievejledning’)	funded by government, controlled by institution	inside	all universities, most other HE institutions	3	all students
HE Guidance Services (tutorial) (‘Decentral studievejledning’)	funded by government, controlled by institution	inside	all universities, some other HE institutions	2*	all students
HE Information Centres (‘ivv’C’)	funded by government, independent	outside	5 locations, nationwide network	3	potential students
Student Counselling Services (‘Studenterrådgivningen’)	funded by government, independent	outside	9 locations, nationwide network	3	all students

Note:

The category ‘Lev.’ indicates the level of the service, i.e. whether the service is:

- (1) part of the formal teaching function;
- (2) linked to teaching, but with some degree of specialisation;
- (3) separated from teaching, and offered by specialists.

- Though where this service is carried out by students, it is not strictly part of the formal teaching function per se.

2b. Commentary

This section will outline the main HE guidance and counselling services - the Studievejledningen (the HE Guidance Services), the ivu*Cs (the HE Information Services), and the Studenterrådgivningen (the Student Counselling Services) - followed by a brief description of other services. There will then be a discussion of the main functions of the services, their funding, their institutional connections, and the stages in the student experience at which they operate. In addition, four issues of general significance across the HE guidance sector will be analysed: attention to special needs, the use of new technologies, cooperation between services ('linkages'), and the European dimension in guidance work. Finally there will be a brief summary of current trends across the range of services.

The Studievejledningen

Formally, the present guidelines for HE careers guidance and counselling (Undervisningsministeriet, 1982) distinguish between (1) general guidance ('Central studievejledning'), and (2) tutorial guidance ('Decentral studievejledning'). Together the two form the combined HE Guidance Service (Studievejledningen). Category (1) includes counselling potential students as well as students already at the institution who are considering changing their course of study; giving information on employment possibilities on completion of studies; and collaborating with other institutions, employment offices, upper secondary schools, labour-market organisations, etc. Category (2), tutorial guidance, applies to educational guidance related to specific academic subjects. Originally, these two types of guidance were seen as complementary, rather than overlapping. In practice, in the larger long-cycle HE educational institutions, general guidance is the responsibility of full-time ('Central') advisors who often also have an administrative role to play, e.g. at the matriculation offices, whereas 'Decentral' guidance is taken care of by part-time advisers appointed (in most cases) from advanced students or from among the teachers. In short- and medium-cycle HE, however, teachers (or even clerical staff) form the actual guidance services, and little distinction is made between general and tutorial guidance. The bulk of guidance activities across the different services is individual guidance and counselling, with a substantial component of factual information on admission rules, on grant and study regulations, on credit transfer, and (some) on occupational possibilities. Most full-time employed guidance staff take an active

part in producing information, i.e. pamphlets, booklets and videos on study options at their institution. Little attention is paid to the vocational aspects of HE guidance.

In order to improve the service, the Copenhagen University Guidance Service (Studievejledningen ved Københavns Universitet) in 1995 examined what use clients made of the service and how satisfied they were with the service during one of its peak periods (January-March 1995), during the somewhat complicated application procedure for potential 'Kvote 2' students with a variety of qualifications to be assessed in addition to their formal entry qualifications (Studieadministrationen, 1996). This analysis was based on 796 responses out of the 1,000 students who were asked. It showed that of the 'Kvote 2' clients:

- 56% came personally (58% females; 52% males)
- 75% came to seek information
- 72% came to put explicit questions (mostly on HE access regulations)
- 16% wanted counselling/personal interview
- 71% had to wait (11-12 minutes on average) for an interview (peak: 84% in March)
- 92% stated that they had sufficient time with guidance staff
- 45% stated that their questions were answered (45% partly; 6% no; 19% referred)
- 95% had read printed HE information before visiting the service
- 15% felt that the service was stressed and hectic (out of the 471 who addressed this question)
- 21% felt that staff were friendly and concerned (out of 471)
- 57% felt that the service was a positive experience (8% negative; 19% OK) (out of 471)
- 40% of multiple users felt that it was too dependent on individual staff skills (out of 95).

The latter figure is of particular interest in relation to the professional level of the service: it points to the fact that staff as a whole are not well trained in guidance and counselling, and that the service, consequently, is perceived as dependent largely on the personal skills of each individual staff member, rather than on the service as a whole. Nonetheless, the overall picture of the service is one of general satisfaction, even during this peak period: on a scale from 1 to 7, the average score was 5 (out of 500 answers); higher for the younger clients, aged 18-19 (5.2), than the 35-39 age group (4.5) (ibid, p. 13). The report concluded that:

- * Better printed information on the service itself was needed
- * Staff should let clients speak more (staff listening skills needed improving)
- * Guidance should be more client-centred
- * Telephone guidance should be limited to simple information
- * More flexible work roles among academic and clerical staff would improve the service.

Again, the latter point is of particular interest in this context: the professional level of the service, in this report, was linked to blurring the work roles, rather than strengthening the professional component, i.e. the guidance and counselling competencies of academic staff.

According to this analysis, the counselling role needed strengthening. This seems to contrast with the main findings, that the majority of clients came for information purposes, and that only 16% wanted personal counselling under the present circumstances. It remains to be seen if new, more counselling-oriented professional roles will be welcomed by the clients of the service. With the advent of the ivu*Cs, the information-focused parts of the HE Guidance Services will probably be required less in the future.

*The ivu*Cs*

The newly established ivu*Cs are specialised HE information services, located centrally as walk-in self-service shops in 5 major towns. The ivu*Cs were set up as a five-year experiment to ease the other HE guidance services of some of their information liabilities. The ivu*Cs, for example, have recently taken over the coordination of the yearly HE informational meetings which take place in most secondary schools, known as STORM (Studieorienterende møder, i.e. 'Study Orientation Meetings'), the topics of which are broadly: Danish HE study options, studying abroad, and, in general, the challenges of being a HE student. At these meetings, in most cases, experienced HE students talk to the potential students in small groups in a peer-counselling mode.

During the first year of operation (June 1995-June 1996), approx. 38,000 clients used the 5 ivu*Cs. In Copenhagen, for instance, approx. 20% of the clients came just to pick up booklets, application material, and other types of HE information; another 22% came to ask HE-related questions; 4.6% were foreigners (ivu*C, 1996b). The table below provides some indication of the staff/client ratios (ibid, p. 4):

<i>ivu*Cs: 1995-1996</i>	<i>Personal</i>	<i>Telephone</i>	<i>Total</i>
Copenhagen	6,281	6,604	12,885
Århus	4,568	4,325	8,893
Ålborg	2,409	2,280	4,689
Odense	1,391	2,665	4,056
Kolding	1,425	1,480	2,905

The Århus ivu*C. in early 1996, analysed where their clients got to know about the service. Interestingly, the figures showed that less than 10% simply 'dropped by', although this

particular service is very centrally placed in inner-city Århus (ivu*C, 1996a, p.2). Other, more important, and, interestingly, network-type ways to find the service were:

- * Personal network (30%)
- * Advertisement in local newspaper (15%)
- * Guidance/information material (23%)
- * Friends (22%).

On this basis, one of the main roles for the ivu*Cs would seem to be that of networking, both formally and informally (see below). At present, the ivu*Cs offer a number of other services in addition to the ones mentioned above. They coordinate Open Door arrangements ('Åbent Hus'), i.e. study visits to the HE institutions in their region; they publish ivu*C newsletters and 'Hot News'; they visit HE institutions, both for their own informational purposes and to take part in study orientation meetings; they coordinate information on Open Education in the region; they take part in educational fairs and publish small career decision pamphlets for such events (ivu*C, 1996c); they network with HE institutions, upper secondary schools, employment offices, youth guidance services, etc., in most cases (see e.g.: ivu*C, 1995, p. 9) within the formal network of the 14 regional cross-sectoral committees on Educational and Vocational Guidance, VFU (R.U.E., 1996c); and they communicate to the general public via e.g. interviews in the Danish newspapers' Educational Supplement special editions (see e.g. Olsen, 1997).

In effect, the core services of the ivu*Cs and the Studievejlednings overlap to some degree: they are both linked to gathering and imparting information on HE opportunities and procedures. Some educational, but little vocational or personal/social, guidance and counselling take place in these settings. Not surprisingly, however, the ivu*Cs find that the clients' more specific requests for formal information often conceal a greater need for personal/educational counselling (ivu*C, 1995, p. 5). With this backdrop it seems likely that the two types of HE guidance services at the end of the 5-year trial period will have either to specialise and sharpen their profiles or to merge their services.

As yet, no overall survey of the Danish ivu*Cs has taken place, but a background group (under R.U.E., the National Council for Educational and Vocational Guidance) is following the ivu*Cs during their 5-year trial period. A formal evaluation is foreseen in 1999 according to the establishing guidelines. How the 5 ivu*Cs in the future will relate to the approx. 15

cross-sectoral Careers Information Centres (Vejledningshuse), in one of which (Fredericia) an ivu*C participates, is unclear (R.U.E., 1996d). In addition, approx. 50 Public Employment Information Centres, known as 'AF Info-centres', cover some of the same educational/vocational/careers information needs as do the cross-sectoral information centres. Some of these AF Info-centres add other (educational) guidance services (e.g. by including other guidance staff once a week), thus blurring the lines between guidance and information-focused activities (Jørgensen & Passarge, 1996). In short, for the general public, the diversity of different types of more or less specialised career information centres blurs the picture, and thus may in fact limit accessibility to relevant information. As a consequence of this policy of scattering information-centre resources, some centres are poorly staffed and carry irregularly updated material. The AF Info-Centres, for example, have recently been criticised for low standards, and for being 'information discount stores', inadequately staffed, poorly signposted, and lacking career-related computer programmes and IT in general (Bjørn, 1997).

Ironically, most of the present efforts to gather and organise careers information and make it publicly accessible may well be overtaken by the rapid development of the Internet. In a few years such information centres, including the ivu*Cs, could become obsolete pre-IT dinosaurs. In this scenario, the clients will have open access to world-wide free-flowing information: the challenge for guidance and counselling staff will be to help clients make sense of this informational plethora, i.e. to help clients reflect and turn information into meaning of personal significance. At their best, this is what the ivu*Cs already aim at - on the basis of today's various written materials. Interestingly, evaluations of similar Swedish career information centres (known as 'Infotek') have found that in order to develop such services, they need to build on a firmer theoretical and methodological basis, rather than just a 'feeling' that self-service concepts are good for the clients (Persson, 1996).

The Studenterrådgivningen

The Student Counselling Services (Studenterrådgivningen) employ psychologists and social workers, and deal mainly with students with psychological and psychiatric problems. The Studenterrådgivningen is a national network of nine counselling centres placed in six university cities, in most cases physically separated from the universities: one centre in each of Esbjerg, Odense, Roskilde, Århus, and Ålborg, and one large and three smaller services

in Copenhagen. Together the Studenterrådgivnings in Copenhagen cover a student population of approx. 80,000; the services in the rest of Denmark cover approx. 60,000 students. Each of the centres has a staff of at least one psychologist, one social worker, and one secretary, plus referral access to a psychiatrist, all of whom work part-time. In total there is a staff of 41 psychologists and social workers (mostly part-time, equalling 31 full-time positions) to cover a population of about 140,000 students. Local resources permitting, each centre opens from three to five days a week. The very first Studenterrådgivning was founded in 1965, funded by private means. Since then, the system has expanded to the present nine centres funded by the Ministry of Education. They are independent services with a common national governing board. In principle, universities have no direct influence on the work of the centres, although the Assembly of Chancellors and Principals is represented on the governing boards. The other members are representatives from the Danish Union of Students (DSF), the Union of Psychologists, the Union of Social Workers, and the Institute of Psychiatrists.

The Studenterrådgivnings provide social, personal, psychological and psychiatric counselling to students in higher education. The services are free of charge, but due to lack of resources some of the Studenterrådgivnings operate with a waiting list. Requests for help may have to be denied because of lack of time. In such cases, referral to other services is offered (Poulsen & Stampe, 1997). Such services include personal and social counselling units like Bogstøtten and Kalaallit Illuat (see below), and student chaplaincy services available at, e.g., the Technical University of Denmark (DTU) and a few other major universities. The public Danish social and health services offer access to social services and General Practitioners free of charge. Consequently, no medical doctors are attached to the Studenterrådgivningen.

The awareness of the existence of the Studenterrådgivningen among teachers, tutors and educational managers differs considerably (Rytke et al., 1994). Students know about the service from introductory seminars, tutors, handbooks, other students, their general medical practitioner, student organisations or individual teachers. In many cases, the senior management level of HE institutions is distant from the students and their more personal needs. However, the institutions on the whole regard counselling work as important and beneficial, in particular when it contributes to raising the pass rate. Apart from that, 'Institutions are of the opinion that students are adults who must consequently organise their

lives themselves. Therefore, only a limited number of special advisory services are offered in and around the university. Rather, the students are expected to make use of the advisory services which are placed at the disposal of all Danish citizens' (ibid). This attitude has some influence on the range of the counselling roles in the Student Counselling Services, which consequently mostly deal with the more severe psychological cases: others are often supposed to deal with their difficulties themselves.

The users of the Studenterrådgivningen have a wide range of problems: identity problems; dependency on and separation from their parents; sexuality and relationships; and academic achievement problems. Rytke et al. (1994) list the following most common problems which are dealt with in the service, and which call for a wide variety of counselling competencies:

- * exam anxiety
- * thesis or writing blocs, i.e. losing self-confidence, losing an intellectual overview, being tormented by feelings of not being able to fulfil one's educational potential etc.
- * adaptation, e.g. transition from country life to town life
- * isolation: feeling lonely and isolated
- * bereavement, e.g. losing a parent, divorce, etc.
- * sexuality, e.g. homosexuality, disturbance caused by sexual assault or abuse, broken relationships, etc.
- * eating disorders, e.g. anorexia and bulimia
- * dependency-separation problems with parents and changing partners
- * anxiety neurosis and different kinds of phobic problems
- * depression, sadness, low self-esteem
- * early deprivation.

Additional services

A few additional services to the main ones mentioned above are provided, e.g. a Fountain House social and counselling service (originally from the USA), the Copenhagen branch of which runs a small student counselling unit, known as 'The Bookend' (Bogstøtten), with two professional counsellors, more voluntary workers, and about 30 clients at any point in time. The clients of this private but publicly-funded project are students with sometimes rather serious psychological or psychiatric problems. They are offered personal counselling, weekly meetings on personal progress and coping strategies, study space, brief academic writing courses, and - perhaps most importantly - access to a supportive network (interview, February 1997). This initiative sees itself as a supplement to the Student Counselling Service (Studenterrådgivningen), not as a substitute.

As a further example of guidance and counselling for students with other special needs, approx. 550 students from Greenland attending Danish HE institutions are offered guidance and counselling in Kalaallit Illuat (Greenland Houses) in Copenhagen, Odense, Ålborg, and Århus, the latter of which, for instance, has three full-time careers guidance staff to service 100 students in that part of the country. These counsellors manage study grants, monitor the students' study progress, run courses on study techniques, take care of housing, introduce students to the Danish way of life, arrange presentations by potential graduate employers, and produce informational pamphlets on Danish educational opportunities, in addition to their main tasks of educational, vocational and personal counselling. Close links are maintained with both the Danish HE institutions and their guidance staff, and the parallel partners in Greenland.

The relative lack of attention to vocational aspects of guidance by the main guidance providers leaves openings for other guidance and information providers. Recently, for example, to fill an obvious gap, a private company initiated a more career-oriented mobile presentation fair, known as 'Uddannelseskaravanen' (The Educational Caravan), with participation from a limited number of major Danish companies, all potential (under)graduate employers. These included a major shipping company, banks, one travel agent, the armed forces, and an 'entrepreneur' - a diverse if hardly representative collection of employers. 1996 was the first year of this initiative, which was heavily criticised by guidance staff in upper secondary schools, both for its lack of coherence and representativeness and in terms of practical delivery (Carlé, 1997). Further, with a focus on individual career planning, another private company has issued a booklet on HE career options, both in Denmark and abroad, which is financed by advertisements and given free to upper secondary students (Move On, 1996).

Main functions

In terms of the main functions of the services, the various services deliver a balance of educational, vocational, and personal/social guidance and counselling. Most services, notably the ivu*Cs, specialise in the informational aspect of HE guidance. The official set of guidelines (Undervisningsministeriet, 1982) is rather ancient, and somewhat out of step with present reality. No specific instructions exist as to where one service stops and the other takes over: this predicament was intensified with the introduction of the ivu*Cs, which clearly, in addition to their core informational tasks, address guidance and counselling needs. In broad

terms, however, educational guidance (pre-entry, admission, and on-course) represents the bulk of guidance interventions, especially in the Studievejledningen, whereas vocational guidance is less common, except in commercial HE colleges (see below). Personal/social counselling takes place in particular in the Studenterrådgivningen, where both psychologists and social workers are employed. Further personal and social counselling takes place in the smaller units like Bogstøtten and Kalaallit Illuat (mentioned above), and in student chaplaincy services where they exist. In daily practice, however, personal and social counselling in some form takes place across the different services, irrespective of the regulations, according to the needs of the clients and the skills and proficiency of each counsellor or teacher.

Funding

The latest figure, dating from 1987, indicates that Dkr 6.5 mill. was spent in that year on wages in the HE central guidance units (PLS-Consult, 1987). Since then the figure has probably doubled, but no precise figures are available, as most funding is part of the overall operation of the HE institutions, in terms both of wages and of other costs. More precise national figures are available on the Student Counselling Services, which from 1994 to 1997 have expanded, geographically from 6 to 9 locations, financially from Dkr 7.1 mill to Dkr 12.6 mill yearly, and in terms of staff from 18 to 31 full-time-equivalent positions, some of which are occupied by part-time employees (the actual number of staff in 1997 are 41). This reflects both the greater need for such psychological and social services, and the overall growing number of students.

The main HE guidance and counselling services are publicly funded. No fees are paid in Danish HE guidance and counselling; no quasi-market mechanisms such as 'guidance vouchers' have been introduced, or even considered. Most guidance services are managed by the HE institutions themselves, whereas the ivu*Cs and the Student Counselling Services in principle are independent services, financed directly by the Ministry of Education. Regional or local authorities play no role in the administration of HE institutions, and only a very few receive public funding from the local municipality on a contract basis. In short, all services are free and open to all students, and to the general public in the case of the ivu*Cs.

Institutional connections

Most guidance services are both physically and organisationally part of their respective HE institutions. Others (e.g. HE Information Centres and Student Counselling Centres) are physically and organisationally separated from the main HE institutions in most cases. This does not prevent them from interacting and networking, or from referring clients to each other's services on an informal basis. However, guidance services which are an integrated part of particular HE institutions run the risk of being seen by both administrators and clients as recruiters of potential students, more than as neutral points of information. Such services have a vested interest in, for instance, sustaining or expanding the number of students. Interestingly, a recent report on HE guidance and counselling did not mention this predicament (R.U.E., 1996a). This official report, on the other hand, found it more problematic that initial contacts concerning information (and sometimes) counselling are handled by a mixture of staff, including unqualified students and clerical workers (*ibid.*, p. 19). In such cases, the position of guidance services within HE institutions may be a disadvantage in terms of demonstrating an image of a limited level of institutional expertise: high quality at all stages of the guidance and counselling process is crucial.

Stages

The stages in the student career at which the services operate (pre-entry, induction, on-course/exit) differ across the HE guidance and counselling system, but in general the emphasis in most services is on pre-entry and on-course guidance. All services impart some information on educational and vocational opportunities, but the ivu*Cs in particular specialise in the informational pre-entry aspects of HE guidance (along, in practice, with some counselling on choice of study), and are primarily aimed at delivering impartial information to potential students. In broad terms, educational guidance (pre-entry and on-course) plays a major role in most guidance interventions, especially in the Studievejledningen.

A recent governmental report on HE guidance (R.U.E., 1996a) divided guidance activities into three broad categories, according to the stages of the guidance process:

- (1) Entry ('indslusningsvejledning')
- (2) Accomplishment ('gennemførselsvejledning')
- (3) Exit ('udslusningsvejledning').

All were rather severely criticised in the report, as demonstrated below. The first category, *Entry*, includes information on access regulations, study grants, content of particular academic courses, supplementary academic training, credit transfer, and, to some degree, choice of academic career paths. This part of the services lacks sufficient and competent staff (ibid, pp. 19-21): in some cases, predominantly in the smaller HE institutions, clerical staff form the actual guidance service. Even in the larger HE institutions, with their mixture of teachers, students and guidance staff, which together form the services, the former category are primarily teachers, and the latter have a multitude of other roles, mainly administrative ones.

The second category of tasks, *Accomplishment* (i.e. on-course guidance and counselling related to particular lines of study, and to the process of studying itself), is often reactive rather than proactive (ibid, p. 23). In practice, students in many cases do not seek guidance or counselling until problems have become critical and overwhelming. A more proactive approach would entail more tutor-like services, which would work in a preventative mode with students at risk. The costs involved in reactive services, which are the norm at present, are higher than the costs of proactive guidance and counselling efforts, the report argued (ibid). Such cost/benefit ratio reflections are uncommon, and no actual cost/benefit analysis has been undertaken, although a few HE institutions have introduced tutor-like (peer) counselling services to offer a closer and more personalised counselling service (ibid, pp. 23-24), and most arrange introductory seminars for new students. Such initiatives, in general, are seen as efforts to curb HE drop-out rates. Two-thirds of the actual HE drop-out takes place at the end of the first year of study; 80-90% of these students, however, switch to other study areas (Rigsrevisionen, 1996). The drop-out rate, nonetheless, is regarded as a critical problem, and one which guidance and counselling can and should prevent. With a more *diverse student population* in terms of social and ethnic background, the services have vital role to play in terms of targeted guidance and counselling efforts to prevent drop-out. At present, little is being done in this field in most HE institutions.

The third category of tasks, *Exit*, plays an insignificant role in most guidance services, even in the HE Information Centres, ivu**C*. In effect, vocational Exit guidance occurs rather infrequently, except in commercial HE colleges. HE vocational expositions are uncommon one exception is Uddannelseskaravanen, as mentioned above (see p. 14). The vocational aspect

of guidance, to a large degree, is left to the graduates' associations (*dimittendforeninger*), and to the unemployment insurance fund offices (*arbejdsløshedskasser*), one of which has established a special HE graduate employment service, known as 'Magistrenes Jobservice', to run job clubs and other job-search activities, in addition to employment insertion projects for graduates, including, for example, meetings with potential employers, trainee agreements, exchange programmes, job-clubs, or IT access. The two above-mentioned types of organisations have a stake in creating a smooth transition from study to employment. They both have a vested interest in keeping graduate unemployment to a minimum: the former in order to create a demand for graduates and thus keeping wages up; the latter to keep unemployment benefit expenditure down and to point to relevant employment or entrepreneurial options for their members.

Some HE institutions, however, do arrange meetings with potential employers. Vocational insertion (e.g. the equivalent of the British 'milk-round'), and other forms of direct contact with employers on exit from education, are found in some cases. Examples of such more intensive vocationally oriented activities are found in, e.g., the student counselling unit of the Copenhagen Business School which runs a graduate employment service and offers courses on e.g. 'Transition from Education to Employment', and which has issued an 'Exit Pamphlet' (Gjerum & Fredtoft, 1996) aimed at business graduates. Furthermore, AISEC (an international association for students in economy/commercial areas) arranges 'Careers Days', i.e. conventions with presentations by graduate employers, the theme of which in 1997 was 'Entrepreneurship': 15 entrepreneurs with a HE background presented themselves, along with transnational companies such as Bang & Olufsen, Statoil, and Den Danske Bank. Finally, some projects aim at reinsertion of unemployed academics by means of wage reimbursement.

In general, the vocational Exit aspect of most guidance in Danish HE institutions is weak and has so few established traditions that a governmental report stated that there was a need for 'differentiated initiatives' (R.U.E., 1996a, p. 28). The report further recommended experiments to take place over the next 3-5 years in selected academic areas in terms of establishing stronger future links with both public and private graduate employers. However, the concept of special career units was dismissed. Again, the emphasis in this Exit category is on informational activities, rather than on personal guidance and counselling. In general, the rela-

tionship between educational, vocational and personal guidance is fluctuating, and in most cases flexible and unclear. Moves towards a more holistic model encompassing all three, however, are seen mostly in 'careers course' activities over longer periods of time, e.g. (as mentioned above) Bogstøtten, the ethnic careers projects, and therapy groups at the Studenterrådgivningen.

Special needs

The different services, to some degree, cover the needs of particular target-groups, but, more often, little special attention is given to students with special needs. In many cases, they are seen as average students with no or few special requirements, apart from obvious ones caused by e.g. lack of physical mobility or language difficulties. Disabled students, for example, get help from patients' charity organisations and/or from the social (municipality/county) welfare system; economically disadvantaged students may apply for private stipends in addition to the general state study grants, and get some help from the guidance services in this process; and ethnic-minority students on the whole get little attention, apart from the refugees who may receive some counselling from the Danish Refugee Council (Dansk Flygtningehjælp) in addition to the mainstream guidance and counselling offer. The common ethos seems to be that most students thrive on being treated as individuals with their particular personal needs, rather than being seen as a minority or special group with a set selection of special needs. Exceptions to this overall picture include, e.g., the special service for students from Greenland (see p. 15), and the service of Studenterrådgivningen, with its emphasis on personal and social counselling (e.g. group counselling on anxiety or eating disorders), plus a few special projects for graduate refugees and migrant workers with university degrees.

Special vocational insertion projects aimed at, e.g., refugees and migrant workers with a HE background include such projects as:

'Ethnic Academics at Work': an initiative by Iranian academics, which produced a pamphlet known as **'Clever Minds May Have Different Colours'**, in Danish, aimed at employers (Ipsen & Laghaei, 1996, p. 15);

'Project Leadership - Innovative Team': a further initiative by Iranian academics, which trained 24 Iranian refugees with HE qualifications in entrepreneurial leadership (ibid, p. 30);

'Training and Activation of Unemployed Academic Refugees and Migrant Workers': a 22-week course, which included career planning and a practicum in the departments of the private company which ran this particular course (ibid, pp. 37-38).

The above-mentioned three examples are not mainstream guidance activities. Some attention, however, is paid to graduate refugees in e.g. the Ethnic Minority Unit of the Copenhagen Employment Service, which in recent years has initiated a few projects on 'Transition' to the Danish labour market for graduates with foreign HE degrees. Earlier, other projects, such as for example 'The Elite' in Hillerød, brought refugees with HE qualifications through a six-month course which included cross-cultural studies, visits to educational institutions and workplaces, 2-4 weeks of work experience, and counselling, including personal action planning. The result of this particular initiative was that, of the 10 participants, 4 went into employment, 1 into further education, 3 into HE, and 2 on to courses to improve their abilities in the Danish language - probably a typical distribution of results (Plant, 1994a, pp. 63-64).

New technologies

In terms of the usage of new technologies in guidance (computer-assisted assessment, databases, computer-aided guidance, e-mail, Internet) and student access to such technologies, the whole field of IT in guidance and counselling is of growing importance. At present, some use is made of the Internet, both by guidance staff and (in particular) by students, to search for national and international educational information, in some cases through computers at the ivu*Cs, which also give access to information on current HE course openings, HE informational meetings, etc. Other guidance and counselling services tend to use a few, general information-type databases, which are also in use in other parts of the educational system, e.g. Data-Duel (a computerised education and careers index) and Maxi-Due (a general educational and vocational database). Both are comprehensive informational resources on Danish matters, but not specifically developed for use in HE settings. The EURES Euroadvisers at the Public Employment Service (AF) often have computerised European information on vacancies of interest to potential HE graduate employees. And the combination of telephone and teletext gives access from homes to job vacancies, some of which are in other European countries at a graduate level (AF-fonen).

As is the case in all Danish careers guidance and counselling, no computer-assisted assessment programmes exist, apart from e.g. the general self-assessment inventory which is part of 'Spor' (a Danish version of Adult Directions from the UK). Although both the Danish Ministry of Education and the National Council for Educational and Vocational Guidance (R.U.E., which has put a booklet, 'Uddannelses- og Erhvervsvalget', on Danish HE educational options on the net), the State Study Grant administration (SU), and most HE institutions, have or are in the process of establishing Internet homepages, few attempts have so far been made to create a comprehensive HE guidance and counselling Internet gateway, with specific and relevant links to other national and transnational databases/resources. There are, however, more modest ivu*C homepage links to other sources such as the Danish Ministry of Education, 'Higher Education in the Nordic Countries' (with more Nordic HE links, notice boards, newsletters etc.), the EU Commission, studying abroad in general (USA in particular), and 'Yahoo', a WWW search tool. Such 'gateway' initiatives have already been taken in e.g. the Swedish guidance and counselling gateway 'SYO-guiden' (Heie, 1997), and in the ESTIA project on IT in guidance, with participants from Sweden, England, Finland, and France. In the coming years, IT-based access to information on educational and vocational openings will expand, and information will, virtually, be piped into the homes. The former information 'monopoly' has been broken: this may radically change the balance of power between clients and guidance staff, and affect guidance methods, which at present tend to rely heavily on the informational aspects of educational and vocational guidance.

Linkages

The different HE guidance and counselling services are linked, formally, within the network of the 14 regional cross-sectoral committees on Educational and Vocational Guidance, VFU (R.U.E., 1996c), in other regional HE education coordination committees, and within university networks. In one case, one of the ivu*Cs has joined another, even more comprehensive cross-sectoral careers information centre (Ryeshoppen, Fredericia), thus forming formal links with other information/guidance services outside HE (R.U.E., 1996d). Informal networking (e.g. informal referral practices) is eased, both by the limited number of professionals in the HE guidance and counselling field, and by the relatively manageable size of Danish HE institutions. Informal links take place at a number of levels, ranging from local linkages with employers, and other opportunity providers, to local newspapers, radio stations,

and other media. The different levels of linkages in the guidance field include (Watts et al., 1994):

1. *Communication*, where no working patterns are changed, but efforts are made to help services understand what each other offer so that they can, e.g., cross-refer clients appropriately.
2. *Co-operation*, where two or more services co-operate on some specific joint task.
3. *Co-ordination*, where two or more services alter their working patterns to bring them more closely into line with one another, while remaining within their existing professional boundaries.
4. *Cross-fertilisation*, where efforts are made to encourage services to share and exchange skills, and in effect to work across professional boundaries in way that are likely to re-draw the boundaries themselves.
5. *Integration*, where the process is developed to a point where the boundaries between different services disappear altogether.

Whereas the approach in term of linkages in practice is varied, the common underlying aims are to make the most effective use of available guidance resources, and to improve the client's access to the help they require. In most cases, linkages between the HE guidance services are informal and take place on the level of communication (1). The ivu*Cs, among themselves, co-operate (2) and co-ordinate (3) their efforts concerning, e.g. their informational pamphlets, their participation in educational fairs, and concerning the yearly informational meetings (STORM), mentioned earlier. Likewise, networking among the Studenterrådgivnings, take place within the categories (1), (2) and (3). Further, at the level of communication (1), R.U.E. (National Council of Educational and Vocational Guidance) publishes the bulk of the public informational material, most of which is freely distributed to guidance personnel, students, job-seekers, etc.; in addition, AMS (Directorate of Labour) distributes monthly lists on newly-published pamphlets, videos, handbooks, computerised aids, research reports, etc. for use in careers guidance, some of which is relevant for HE guidance and information activities. Both national services are run on a cross-sectoral basis. Cross-fertilisation (4) is promoted by establishing joint bases where different guidance professionals work together, such as the above-mentioned 'Ryeshoppen', a cross-sectoral counselling and information unit in Fredericia. Here, the municipal guidance and employment staff have joined forces with the local employment office staff, a number of educational institutions, and the regional ivu*C: they

work closely together on the same premises, with each others' clients. From the client's point of view, the service is integrated (5).

In most cases, however, HE guidance and counselling units work independently of each other, with non-explicit linkages, and informal referral practices. In central Copenhagen, for instance, three independent (HE) self-help information 'shops' are found within a few minutes' walking distance, two of which are on either side of the same street: Arbejdsmarkedsservice (the Public Employment Service, including EURES); Uddannelsesbutikken, Niels Brock (Copenhagen Business College); and the Copenhagen ivu*C. Even in this intimate setting, linkages, at their best, are informal and insubstantial.

In spite of such concrete examples of the lack of cooperation, linkages do exist between the different services: structures of cooperation are in operation on both an informal and a formal level. For example, the extent to which the Student Counselling Services co-operate with the guidance service (Studievejledningen), from which they are physically separated, differs across the country. The cooperation is closest in the smaller centres. It varies from referral to, e.g., supervision and training of the student advisors. Such cooperation may include inviting student advisors and central HE careers advisors to meetings twice a year in order to exchange information on e.g. problems in specific areas of the educational system or changes in admission criteria.

Concerning associations of guidance professionals, Danish guidance practitioners' organisations are well linked. FUE (the Joint Council of Associations for Educational and Vocational Guidance), an umbrella organisation with approximately 2,500 members, includes SEVU, the Danish Association of Careers Advisors in Higher Education. FUE represents all Danish counsellors on the National Council for Educational and Vocational Guidance, R.U.E. (established by law; see R.U.E., 1996b), on equal terms with governmental representatives, the social partners, and representatives of other organisations. At an international level, FUE, via its membership of the Nordic Association for Educational and Vocational Guidance, appoints a candidate for the board of the International Association for Educational and Vocational Guidance (IAEVG); currently, Denmark holds this position in the IAEVG. For a number of individual HE guidance and counselling staff members, FEDORA provides an important link

to other European professionals in terms of channels for communication, inspiration, and mutual developmental and research work in guidance and counselling.

Finally, the labour market organisations, such as the trade unions for academics (e.g. Dansk Magisterforening and Akademikernes Centralorganisation), the Confederation of Danish Industry (DI), and the Danish Employers' Organisation (DA), all regularly express their views, issue pamphlets (on e.g. 'Entrepreneurship in Education', including HE (DA, 1996)), take part in debates with students and graduates, and sit on HE committees and governing boards, thus forming structural linkages with the HE guidance field.

The European dimension

After a reluctant start, the European awareness had a breakthrough during the late 1980s. Still, even though the numbers are growing, only a minority of Danish students, approx. 3,500, study abroad (Rektorkollegiet, 1997). Conversely, about 2,500 foreign students have chosen Denmark (ibid), which in fact is a remarkably high figure, considering the language barriers that exist in terms of minority languages like Danish. Across the educational system, European projects have emerged (see: Plant, 1993). In HE, modules from traditionally different parts of the system are brought together, e.g. European languages and economics and/or engineering, in order to produce new sets of 'Euro-qualifications'. Some HE courses are run in English to facilitate an internationally oriented learning environment. Through feed-back to educational providers, and, e.g., developing work-experience programmes for foreign students, guidance plays an important role in generating the European dimension in such projects, which are often of a cross-sectoral nature.

Although a multitude of internationalisation (in practice, mostly European) initiatives already have taken place, and the Danish culture traditionally is a very open and receptive one, more needs to be done in educational terms, an official report recently stated (Rektorkollegiet, 1997). The numbers of Danish exchange students under the ERASMUS programme, e.g., have grown steadily but slowly from a mere 190 in 1988/89 to 1,934 in 1995/96; for 1996/97, 2,385 Danish ERASMUS exchange students are expected (ibid, p. 65). As mentioned above, the Danish study grant (SU) system favours study HE periods abroad. This has resulted in approx. 3,000 students (including the approx. 2,000 ERASMUS students) using their Danish

study grants abroad. In 1995, in rough figures, 700 went to the other Nordic countries, 1,000 to England, 650 to other EU countries, 400 to the USA and 200 to other countries (ibid, p. 64). This points to the fact that students for cultural and linguistic reasons focus somewhat narrowly on a few countries, rather than spreading out: this is an issue of some concern, as globalisation is gathering momentum both educationally and vocationally (ibid, p. 27). In a list of 61 Danish PhD students' choice of study periods abroad, the following countries appeared: Australia, Canada, France, the Netherlands, Israel, Italy, Switzerland, Sweden, the Czech Republic, Germany, the UK, and the USA. Clearly, much of the Hispanic, and e.g. the Arabic, Chinese, and Japanese cultures, are missing on this list (ibid, pp. 73-75). The Minister of Research, in her recent booklet on promoting PhD career possibilities, argued that Danish HE students need to get out of the 'crib' and venture more bravely abroad, and, conversely, that Danish research and HE institutions generally would profit from recruiting, more actively, talented PhD students (Hilden, 1997). Guidance has an important role to play in this process.

At present, institutional international HE cooperation takes place at four interlocking levels:

- (1) Institution-based, often between institutions in similar fields
- (2) Programme-based, mostly within EU programmes
- (3) Culturally-based, i.e. within cultural traditions, mostly among the Nordic countries
- (4) Aid-based, i.e. in relation to Eastern Europe and Third World Countries (Rektorkollegiet, 1997, pp. 23-29).

The latter category balances reciprocal academic cooperation on the one hand, and more commercially based consultancy work on the other. Guidance services, especially the International Offices, play a part in establishing such contacts, and in providing counselling follow-up to both outbound and, in particular, incoming students who may need quite substantial personal and social support in adjusting to Danish culture, including, for example, less didactic teaching and study styles. Little is done to prepare Danish guidance practitioners to deal with such issues, and precious few of them have themselves been involved in studying abroad, let alone working as guidance practitioners in other (EU) countries, in spite of the obvious need for such competencies and the possibilities for staff exchanges within the ERASMUS/SOCRATES programme.

On a more practical note, the HE International Offices deal with credit-transfer problems, which could be reduced by introducing more fully the common ECTS framework into Danish

HE. At present, credit transfer is hampered by uncoordinated credit systems. On the whole, the report argues, internationalisation is based on delicate structures, such as a few dedicated International Offices (*ibid*, p. 24). As the European and indeed the global dimension gathers momentum, such structures are insufficient: internationalisation can no longer rely on the enthusiasm of individual academics, including guidance staff. Little is known about the effect of internationalisation on improving study programmes or career options for graduates. One of the concerns in Danish HE, for instance, is that by making Danish academics use the English language (their second or even third language) in teaching 'international' or even Danish courses, the academic standards are in fact often lowered, rather than reinforced (*ibid*). Guidance can do little to solve such problems.

Generally, however, the European dimension of guidance is gaining in importance. This is reflected in the number of courses for guidance staff on this issue, study visits, students' and teachers' exchanges, Europeanised guidebooks, and EU resource centres outside HE. Few HE guidance or information services, however, are specialised in this field, apart from the International Offices at the larger universities. Official EU publications have documented both the growth in and the need to support the European dimension of guidance (EU Commission, 1995). Supportive guidance materials are produced, including handbooks on studies and work abroad, and European computer programmes such as 'Europe in The Round' (including information on European HE study mobility programmes) and 'On the Move' (on more general mobility issues).

The Europeanised HE study activities aim at enhancing mobility and European awareness, and at building Europeanised qualifications. Not everybody will become educational nomads or migrant workers, but more people will become more Europeanised in their career patterns. To facilitate these developments, Danish HE guidance practitioners have access to an abundance of informational sources on European (and increasingly, wider international) issues, as mentioned above. What is in more scarce supply is the overview: different guidance services, HE information centres, EU guidance resource centres, the EURES system, the EU Commission Information Office, study grant offices, international HE offices, exchange bureaux, and job-swap programmes all hold patchy, sometimes even overlapping, information. In short, for the client, it is often difficult to find the way to the right HE-related services:

there are so many, even in HE; they seem to overlap; and they are badly signposted both in a literal sense and metaphorically.

Specialised guidance for Danes on *studying abroad* is provided, in (some of) the bigger HE institutions, by staff in International Offices (which also cater for foreign students in Denmark), whereas the smaller ones in most cases have no such staff. Teachers and their personal/institutional network form the backbone of the smaller international services. Academic guidance is often linked to the teaching role. More personal/social guidance, in some cases, is taken care of by staff in the International Offices in conjunction with university institutes. The need for this kind of service has led, e.g., the Copenhagen University International Office to employ an 'International Counsellor' liaison officer from 1997. Such initiatives are mostly linked with the area of credit-awarded study periods abroad, often within formal inter-university networks, whereas more general information on studying abroad is not seen as a core task of the majority of guidance and counselling services (R.U.E., 1996a, p. 26). Likewise, the ivu*Cs, generally, carry only scant information on study options abroad, apart from Internet access. Students with such needs are referred to the above-mentioned International Offices, to specialised publications, mostly on options in the USA, and, in particular, the EU and Nordic countries (e.g. Undervisningsministeriet, 1995), or to the Danish NARIC Office (National Academic Recognition Centre). The European Handbook for Guidance Counsellors (EU Commission, 1994) is used to some degree, although it does not focus on HE options: how much it is used is not known, as no evaluation has taken place. Referrals to, for instance, cultural institutes and embassies are common, but increasingly both individual students and guidance/counselling services make use of the Internet as an updated informational source on study options abroad (Heie, 1997).

Those on *European and international exchange programmes* (approx. 2,500 foreign students in all) get special help in adjusting to Danish culture, studying in Denmark, credit transfer, finding accommodation, etc., from the International Offices in the larger HE institutions, and from the general guidance service in the smaller ones. For historical reasons, special links exist between the *Nordic* countries: students from Scandinavia enjoy relatively easy credit transfer, and they may write dissertations in their native Swedish or Norwegian language. The unbureaucratic Nordic student mobility programme, Nordplus, is well-established, and

Denmark is considered an attractive place to study for students from all Nordic countries, especially by students from Iceland, Norway, and Sweden. The Nordic Council of Ministers has published a comprehensive overview of HE opportunities in the Nordic countries (Nordisk Ministerråd, 1992). In terms of graduate employment possibilities, a common Nordic labour market has been in existence since 1954; no passports and no work permits are requested (except in a few, highly regulated professions: doctors, dentists, midwives, and a few more).

For *non-Nordic* students, the bigger HE institutions offer introductory 3-week Danish language courses; informational meetings for foreign students on lecture plans and choice of courses; and personal adjustment counselling. Generally, students from Germany, Austria, Switzerland, and the Netherlands find it easy to adapt and settle in; others may find it more difficult and need more counselling (Kibsgaard, 1996). HE courses are normally taught in Danish, though some HE institutions offer courses in English in particular subjects. On the whole, it is essential for foreign students to have a good working knowledge of Danish and they must pass a Danish language test before being admitted. This is not a requirement for Swedes and Norwegians. A substantial number of textbooks, however, are in English. A number of pamphlets on Danish HE options in, mainly, English are available (see: e.g. Danish Rectors' Conference, 1994); some are available in German, French, or Spanish (Royal Danish Ministry of Foreign Affairs, 1994). General pamphlets/booklets in English are available on Danish culture, employment, housing (e.g. 'Welcome to Denmark' by EURES, 1996), and even on particular cities (e.g. on Copenhagen: Ungdomsinformationen, 1996).

In conclusion, *Danish students*, as noted above, are encouraged to take up studies abroad: information on options abroad is readily available, all HE institutions have formal and/or informal links with parallel institutions abroad, and the state study grant system favours student mobility with extra stipends. About 3,500 Danish students are at present studying abroad, mainly in the UK, Germany, France, other European countries, and the USA. The guidance and counselling services, including the HE International Offices, play important roles in establishing such links, in helping students to optimise study periods abroad, and in facilitating credit transfer. The trend in such developments is towards a growing number of exchanges, with a wider selection of countries, with more complicated credit transfer problems.

and with a need for more specialised staff in the HE international offices: most HE institutions are upgrading this side of their guidance activities.

Trends

Concluding this section, the general trends are towards more comprehensive HE careers services, a more distinct component of self-help concepts, a stronger (in some cases: specialised) emphasis on international (including European) dimensions, more use of the Internet and other IT, and a greater need for more personal and social counselling.

3. Roles and tasks

In the following sections, the main occupational roles in the major HE guidance and counselling services, the number of staff, and the focus of their roles will be outlined, and discussed in some detail. Table 2 (below), in a simplified manner, outlines the roles and the focus of the services. The tasks performed in the main occupational roles are analysed in Table 3 (below). In Section 3b, comments deal with the challenge of a more diverse student population, the use of new technologies, the European dimension of guidance and other forms of internationalisation, and other current trends. Section 3c contains more detailed profiles of the key roles in the 'Studievejledningen', 'ivu*C', and 'Studenterrådgivningen', chosen to represent a number of different aspects of Danish services, i.e. educational, informational, and personal/social guidance and counselling.

3a. Tables

Notes:

The ratings in Tables 2 and 3 (below) were developed by a small working group of expert practitioners (five, including the national correspondent), selected to include representation of the occupational roles that is the basis of the detailed occupational profiles (see 3c below).

The working group reviewed the ratings, which were commented upon by other practitioners in the respective sectors of HE guidance and counselling. In all, approx. 15 such experts were involved in this process, representing a range of HE institutions in a regional distribution, and the relevant guidance organisation, SEVU (the Danish Association of Careers Advisors in Higher Education). Finally, the ratings were revised in the light of the comments received. The text as a whole was reviewed by both the working group, including SEVU, FUE (the Danish Joint Council for Associations of Educational and Vocational Guidance), R.U.E. (the Danish National Council for Educational and Vocational Guidance), and NFUE (the Nordic Association for Educational and Vocational Guidance).

In Table 2, under the *focus* category, 7 points are allocated across the three categories:

Educational (E): guidance on choices of educational options, and learner support.

Vocational (V): guidance on choices on, and placement into, occupations and work roles.

Personal (P): guidance and counselling on personal and social issues.

The allocation of the 7 points is based upon a combination of several variables: time spent, and how the focus is perceived by the counsellor, by the client and by the institution.

Explanation on the headings in Table 3:

Under *tasks*, ratings based on a 0-4 scale are given for each of the tasks listed (A-U; see task classification below), on the basis of the work normally carried out within the role:

- 4 major involvement
- 3 considerable involvement
- 2 some involvement
- 1 minor involvement
- 0 no involvement

Task Classification

1. **General management**: general administrative management, including service/programme planning and evaluation. Includes managing guidance activities within the institutional setting, and general liaison with external bodies (e.g. education institutions, guidance agencies, social services, official bodies, and employers). (A)
2. **Information management**: collection, production and display of information in relation to education and training opportunities, and/or careers, occupations and the labour market. (B)
3. **Information-giving**: providing relevant information to individuals or groups in relation to education/training opportunities, and/or careers, occupations and the labour market. (C)
4. **Counselling**: helping clients to explore their own thoughts and feelings about their present situation, about the options open to them, and about the consequences of each option.
 - 4.1. **Short-term individual counselling**: helping clients on a one-to-one basis in a single or limited number of sessions. (D)
 - 4.2. **Long-term individual counselling**: as 4.1 but representing a planned programme over a longer period and more sessions. (E)
 - 4.3. **Short-term group counselling**: as 4.1 but on a group basis. Tends to be in smaller groups than teaching, to be composed of individuals who share some common characteristics, to focus on their expressed needs rather than on predetermined learning aims, and to be organised to encourage active participation by all the individuals involved. (F)
 - 4.4. **Long-term group counselling**: as 4.3 but representing a planned programme over a longer period and more sessions. (G)
 - 4.5. **Facilitating self-help groups**: encouraging individuals to form themselves into ongoing groups to share experiences and to support each other. (H)

5. **Advice:** making suggestions based on the helper's own knowledge/experience and on assessment results. (I)
6. **Assessment:** making judgements about individuals' suitability for certain options, based on inventories, tests, observations, interviews, etc.
 - 6.1. **Facilitate self-assessment:** supporting individuals in choosing their own assessment devices and drawing conclusions from them. (J)
 - 6.2. **Diagnostic assessment:** selecting assessment devices, interpreting the results and making appropriate recommendations. (K)
7. **Referral:** referring individuals to service better equipped to deal with their problem. (L)
8. **Teaching:** programmes of planned experiences, designed to develop the skills, concepts and knowledge that will help individuals to manage their educational, vocational and personal development. (M)
9. **Placement:** into education or training programmes, and/or into employment.
 - 9.1. **Liaison with providers:** liaison with employers and with education and training providers to obtain information on the opportunities they offer. (N)
 - 9.2. **Coaching:** helping individuals to present themselves effectively (on application forms/in interviews). (O)
 - 9.3. **Vacancy information:** providing individuals with information on particular vacancies in education, training or employment. (P)
 - 9.4. **Preselection:** preselecting individuals for particular vacancies in education, training or employment. (Q)
10. **Advocacy:** negotiating directly with institutions or agencies, within and/or outside own institution, on behalf of individuals, especially those for whom there may be particular barriers to access. (R)
11. **Supporting other guidance sources:** providing training sessions and disseminating information materials to teaching staff and other guidance providers. (S)
12. **Feedback to providers:** collecting information on the unmet needs of particular groups, and encouraging providers of opportunities to respond by adapting and extending their provision. (T)
13. **Follow-up:** contacting former clients to see what has happened to them. Its purposes may include data for use with subsequent clients, evaluating the effectiveness of the guidance given, and offering further support needed. (U)

Table 2 : Main occupational roles and focus

Service/system	Occupational roles	Number	Focus		
			E	V	P
HE Guidance Services (general) (‘Central studievejledning’)	Director (‘Leder’)	(10)	4	2	1
	Study advisor (‘Studievejleder’) (in short and medium cycle HE institutions: teachers)	(150)	4	2	1
	Clerical staff (‘HK-medarbejder’)	(50)	4	2	1
	Student advisor (‘Studentervejleder’)	(20)	4	1	2
HE Guidance Services (tutorial) (‘Decentral studievejledning’)	Student advisor (‘Studentervejleder’)	(200)	4	1	2
HE Information Centres (‘ivu*Cs’)	Information officer (‘Uddannelsesvejleder’)	11	6	1	0
	Clerical staff (‘HK-medarbejder’)	5	6	1	0
	Psychologist (‘Psykolog’)	41	1	1	5
	Social worker (‘Socialrådgiver’)				

Table 3 : Tasks performed in the main occupational roles

Occupational roles	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
Director	4	3	2	2	0	0	0	0	1	0	0	1	0	3	1	2	0	0	3	2	1
Study advisor	2	3	4	4	1	2	0	1	1	1	0	2	1	3	1	2	0	1	2	2	1
Student advisor	1	1	2	4	1	1	0	1	1	1	0	3	0	2	1	0	0	2	0	0	0
Information officer	2	4	4	2	0	0	0	0	1	1	0	3	0	3	1	2	0	0	4	2	0
Psychologist	2	1	1	3	3	2	3	2	1	2	1	1	2	0	1	0	0	2	1	1	1
Social worker	2	1	1	3	3	2	3	2	1	2	0	2	1	1	1	0	0	3	1	1	2
Clerical staff	1	4	3	1	0	0	0	0	1	0	0	3	0	2	0	2	0	0	1	0	0

Note:

The roles performed by the student advisors in the two parts of the HE Guidance Services are similar.
The roles performed by clerical staff in the HE Guidance Services and the ivu*Cs are similar.

3b. Commentary: Roles and Tasks

In all, about 500 individuals work in the HE guidance and counselling sector (see Table 2). Most HE guidance units are small: in some cases so minute (2-3 staff members) that professional development can be restricted. This is an issue of particular concern, as the professional counselling background in most cases is rather weak (see Section 4). The gender ratio among HE guidance and counselling staff is about 40% male and 60% female; no precise figures are available. The main HE guidance service, Studievejledningen, is staffed with both (a) full-time staff, who perform a multitude of tasks (guidance, counselling, admissions, administration), and (b) part-time student advisors, i.e. fellow students (or, in some cases, teachers), who perform a mixture of educational and tutorial counselling roles, and even personal counselling. However, the picture is more complex: this description applies, mainly, to long-cycle HE institutions. In short- and medium-cycle HE institutions, clerical staff may act as guidance workers, or academic staff and other teachers may play a combined teaching/guidance/counselling role, often with close links to the administration of that particular HE institution. For the purpose of this study, nonetheless, the category of part-time student advisors will not be dealt with in any depth: these counselling/tutorial student advisors perform their particular tasks for a brief period of time (often about 2 years), and, in most cases, have no intention of becoming counsellors as their career option (some, undoubtedly, get a inclination to pursue counselling as their career path, but this does not seem to be the general trend). Their strength is personal experience in study-related issues, but they rarely achieve any expert level of guidance and/or counselling skills, and only a few have linked their counselling work-experiences to specific academic studies through, e.g., writing a thesis in this particular field.

Excepting the psychologists (and, to some extent, the social workers) in the Studenterrådgivnings, the roles of most HE guidance and counselling staff are largely informational. The tasks within these roles are mainly information management (B; the capital letters in brackets below cross-refer to the task classification in Section 3a), and information giving (C) within a short-term individual counselling framework (D). Some advice-giving, based on the guidance worker's own judgement and experience (I) takes place, but no diagnostic assessment (K), as such instruments are not used in Danish HE guidance and counselling.

Apart from the psychologists and social workers in the Studenterrådgivnings, most other HE guidance professionals make little distinction between the roles of the different groups of staff. The common ethos is that all staff should be able to handle most issues. With this backdrop, both academic staff, teachers, students, and clerical staff tend to get involved in information management (B), information-giving (C), referral (L), liaison with providers (N), coaching (O), vacancy information (P), advocacy (R), and supporting other resources (S).

The challenge of a more *diverse student population*, in terms of a wider age-distribution and a more diverse student population, increases the need for counselling, both individually based and in groups (E, F, G). But as few HE guidance workers have any substantial training in counselling, such activities are uncommon outside the Studenterrådgivningen. Individual counselling on a short-term basis (D) consists largely of one or a few short interviews, based on little or no practical counselling training, let alone a theoretical underpinning. Some guidance staff engage in liaison with providers (N), coaching (O), advocacy (R), and follow-up (U), to support students with particular problems, e.g. single parents or students from minority groups.

The use of *new technologies* in HE guidance and counselling poses a number of problems. As yet, IT is not generally widespread in HE guidance settings. As mentioned in Section 2b, a few general guidance programmes are available, none of which are designed especially for use in HE guidance. A more intensive use of the Internet for informational purposes is a recent development. In terms of tasks, this means that staff are only just starting to integrate IT into information management (B), and information-giving (C). IT-based information on vacancies is readily available from a number of sources, thus providing self-help instruments to the public, with or without the help of the guidance worker (P). Other self-assessment facilities (J), and links to providers (N) are accessible on the Internet, both nationally and internationally. Potential applicants can, for instance, e-mail their resume and CV, in some cases with the help of a guidance worker (O).

The European dimension of guidance and other forms of internationalisation tend to escalate the need for more informational work (B, C), counselling (D, E), facilitating self-help groups (F), referral (L), liaison with providers (N), coaching (O), advocacy (R), links to other

guidance sources (S), feedback to providers (T), and follow-up (U). For a number of guidance staff, Europeanised guidance also entails more general management tasks (A), as they tend to get involved in inter-university cooperation, staff and student exchanges, planning study visits, receiving visitors, etc.

Trends

As demonstrated throughout this report, the balance between educational, vocational, and personal/social guidance tends to favour the educational guidance under the present circumstances. However, there is a growing awareness among HE guidance workers that the heavy emphasis on educational information-giving (as opposed to educational counselling) is an inadequate model for the future. First, the students want counselling, even in the settings (i.e. the ivu*Cs) which are designed primarily for informational purposes. Secondly, the advent of widespread IT-based information sources (i.e. the Internet) may soon shift the demand away from the traditional (education) information services. Thirdly, the need for more comprehensive HE-related vocational (exit) information and guidance is evident: this element of HE guidance is still modest, but of growing importance to both the HE institutions (in terms of relevance of studies) and the students (in terms of employability). Fourthly, a greater demand for personal/social counselling is already reflected in the rather substantial upgrading of the Studenterrådgivnings: it is recognised that students may have personal and/or social problems which can impede their studies and restrict their lives in a wider context. Together, these trends imply that the balance between educational, vocational, and personal/social guidance will shift:

- * IT will cover more of the HE educational information needs
- * Vocational (exit) guidance will grow in importance, and, thus, will need upgrading
- * Personal/social aspects will move more to the centre of HE guidance and counselling.

3c. Detailed profiles

For this Section, profiles of three of the occupational roles listed in 3a have been selected to cover a number of different kinds of professional roles with the potential to be interested in a European Masters' degree in guidance and counselling in higher education. The profiles start from the framework used in Section 3a and take account of the trends identified in Section 3b. Due to their very limited number, the roles and tasks of staff in the International

Offices are not covered in any depth in this section. The detailed profiles cover the professional roles and tasks in the main three HE guidance and counselling services:

1. Study advisors in universities/HE institutions ('Den Centrale Studievejledning'). Guidance roles: educational and some vocational.
2. Information officers in HE Information Centres ('ivu*Cs') in 5 major towns, independent from the universities. Guidance roles: informational.
3. Psychologists and social workers in the Student Counselling Service ('Studenterrådgivningen') in 9 centres, independent from the universities. Guidance roles: personal and educational.

The following sections will deal in turn with these professional roles and their tasks.

Study advisors

Study advisors, as mentioned above, have a number of administrative tasks (A) in addition to their informational (B, C) and guidance and counselling tasks (D). Other major tasks include referral (L), liaison with providers (N), coaching (O), advocacy (R), supporting other guidance sources (S), and feedback to providers (T). No preselection (Q) takes place. As the directors of HE guidance services work alongside other staff, they perform almost the same tasks in a slightly different balance, adding a higher component of general management (A).

As an illustration of the heavy emphasis on informational tasks (B, C) in everyday practice, the Copenhagen University Guidance Service, for instance, with a staff of less than 10, handles 1,300 telephone and 800 personal inquiries per week during the peak month of March, obviously with little time for personal counselling. In general, much clerical work is involved, including the checking of applications, CVs, and letters of intent, as well as imparting information on application procedures, access regulations, study grants, options for the rejected students, etc. (B, C, I, L, P) (Markvard, 1997). Little time and effort is devoted to actual counselling of students in doubt regarding academic choices, or those with career dilemmas or more personal problems (D). As part of the students' introduction to HE, however, week-long Freshman Seminars (introductory courses) are run by guidance and counselling staff in most HE institutions (C, F), but they tend to be somewhat superficial get-together events: the main aims of such initiatives are to introduce student-life issues and to strengthen student relationships.

The responsibilities of full-time (central) study advisors includes administrative roles and tasks (A, B), e.g. at the matriculation offices. In the smaller HE institutions they may even have a teaching and/or managing role. Most guidance activities are focused on individual guidance, with a substantial component of factual information on rules and regulations, credit transfer, and (some, but not very much) on vocational and occupational possibilities (B, C). Most full-time employed guidance staff take an active part in producing information, i.e. pamphlets, booklets and videos on study options at their institution (B), and are thus in many cases rather heavily engaged in the public-relations/campaigning activities of the institution (A). This points to the fact that, in general, the professional role is overburdened with tasks that are not, strictly, part of a clear-cut guidance and counselling role. The reason for this seems to be two-fold. One is that most of the 135 Danish HE institutions are so small that a more specialised guidance and counselling role in many cases is regarded as an investment in what is essentially seen as an auxiliary rather than a central activity. The other is that the weak professional background and lack of training in guidance and counselling, in most cases, make the services vulnerable to deviations away from core guidance and counselling activities as defined in the task classification in Section 3a.

Moreover, peak periods in early March and August (linked to HE application and rejection procedures) put such demands on the client turn-over during these particular points in time, that guidance and counselling is virtually impossible to accomplish: rapid information (C) is all that time allows during these periods, which, in fact, are the times when a fair share of the students make contact with the services. To develop other professional counselling roles and competencies under these circumstances seems an arduous task. Clerical staff, on the other hand, represent an element of continuity in the information side of the services (B, C), but have little or no training in guidance and counselling. A recent report suggested that longer-term contracts for both academic and student staff (and improved training) would be ways out of some of the predicaments related to the lack of continuity and professional competencies in the services (R.U.E., 1996a).

*Information officers in the ivu*Cs*

The ivu*Cs operate on the basis of a general self-help concept. The analysis of tasks of the ivu*C information officers shows that their main tasks are: information management (B).

information-giving (C), referral to other services (L), liaison work (N), vacancy information (P), supporting other guidance sources (S), and feed-back to providers (T). Although the ivu*Cs were established in 1995 under identical Ministry of Education guidelines, the five centres in Copenhagen, Odense, Kolding, Århus, and Ålborg have developed into a network of somewhat dissimilar units, linked via a few common staff meetings per year, the co-production of a few pamphlets (B), co-ordination of study meetings (STORM) (A, B), and the Internet. They all have in common that they are street-front information shops which serve the general public, i.e. mainly potential HE students, on a walk-in and/or phone-in-basis (C). No records of clients are kept.

Typically, the ivu*Cs are staffed with 1-3 academics (with no or little training in guidance, counselling, or information-related tasks), one clerical worker, and in some cases additional (part-time) student assistants. Little or no differentiation of the roles and tasks of the different ivu*C information workers takes place. By contrast, most ivu*Cs aim at extending a level of professionalism to all groups. An illustration of the variation of tasks in the different ivu*Cs is found in a local initiative in the Århus ivu*C, which in 1996 introduced an in-house photocopying service, offered a check-up on the application forms and feed-back on CVs, all to facilitate the application procedure. The tasks involved in such initiatives are largely managerial (A) and informational (B, C). Other ivu*Cs tend not to engage in such extended tasks.

User demand has forced the ivu*Cs to extend their roles beyond the scope of the original guidelines. This has resulted in, for example, stronger contacts with the Euroadvisers at the Public Employment Service (S), and in exploring more intensively the information potential of the Internet (C). Further, it is the staff's intention, e.g. at ivu*C Århus, to train and supervise each other more systematically in guidance and counselling skills (D, F) (ivu*C, 1996a, p. 3): not surprisingly, the ivu*Cs have found that the clients' more specific requests for formal information often conceal a greater need for personal/educational counselling (D) (ivu*C, 1995, p. 5).

Psychologists and social workers in the Studenterrådgivningen

The tasks of the psychologists and social workers in the Studenterrådgivnings focus on treating personal/social issues as part of individual (D, E) and group counselling (F, G) activities. As in other HE guidance and counselling services, the professional roles and tasks are not clear-cut. For example, both social workers and psychologists blend their roles and tasks in working together in grief groups (F, G) (see below).

Some specialisation, however, does take place: a large proportion of the social workers' time is spent helping students concerning study grant applications and/or refusals (D, E). In addition to legal and financial counselling, the social workers give supportive consultations about study problems, choice of study, problems with examinations, and, to some extent, take part in group counselling (F, G). Staff at the Studenterrådgivningen also take part in informational work outside the centre: the psychologists, e.g., may inform about typical problems in everyday student life in Educational Supplement newspaper interviews (e.g. Bøgeskov, 1997), or write articles in local newspapers and in university newsletters in order to inform the general public about the service (C).

Staff are free to choose their own counselling methods and frame of reference: no specific methods or schools of thought are advocated. The main individual (D, E) and group (F, G) therapeutic methods, however, are of a psychodynamic nature (Rytke et al., 1994). A number of the psychologists have undergone a 3-year psychoanalytic trainee programme preparing these professionals for group work. A similar task is grief therapy in groups (F, G) for students who need help in different kinds of bereavement problems. The general picture is that staff in the larger centres in Copenhagen and Århus offer more group therapy (F, G) compared to the smaller centres, where the focus is mostly on different kinds of individual therapy and counselling (D, E). The professional roles and tasks in the smaller centres, however, include some group counselling (about two groups per year), on e.g. problems of exam anxiety. Long-term group counselling (G) in the Copenhagen Centre amounts to about 12 groups per year, with 5 different themes. The duration of the group sessions varies considerably. Analytic therapy groups are ongoing, but the flow of individuals through the groups is considerable. Each group meets typically for 1 ½ hours per week; bereavement groups meet for two hours once or twice a week. Topic-focused groups (e.g. on exam anxiety, or

dependency) are often organized as short-term group therapy (F) lasting 8 to 16 sessions. The duration of individual therapy also varies, from 1 to 5 sessions, up to weekly sessions for about six months (ibid).

4. Training and qualifications

In this section a table listing the services/systems and occupational roles identified in Section 3a is provided, indicating the nature of the training provided, the length of the training, and whether it is full-time (FT) or part-time (PT). Optional rather than mandatory training is marked with an asterisk (*). For further details on the somewhat complicated pattern of training options for Danish guidance and counselling staff, see Plant (1992).

As demonstrated below, no HE guidance workers have an academic degree in counselling, whereas some have a degree in psychology. On an academic level, a Master's Degree in Education (specialised in educational and vocational guidance) is provided at the Royal Danish School of Educational Studies. 4 or 5 academics have reached this level, and one person the PhD level: none of these academics are employed in the HE guidance services. In effect, apart from the psychologists at the Studenterrådgivnings, a very limited number of staff, if any, bring academic guidance and counselling qualifications into the services. Table 4 (below) outlines the training provision.

4a. Table

Table 4 : Training and qualifications

<i>Service/system</i>	<i>Occupational roles</i>	<i>Minimum educational qualifications for entry</i>	<i>Initial training in guidance and counselling</i>	<i>In-service training in guidance and counselling</i>
HE Guidance Services (general) ('Central studievejledning')	Director	Any Master's degree	4-day course (FT)	* Patchy
	Study advisor	Any Master's degree or (in HE colleges) relevant 3-5 years HE (FT)	4-day course (FT)	* Patchy
	Clerical staff	none	* 4-day course (FT) (some)	none
HE Guidance Services (tutorial) ('Decentral studievejledning')	Student advisor	Student within relevant academic area	* 4-day course (FT)	none
HE Information Centres ('ivu-Cs')	Information officer	Any Master's degree (FT)	4-day course (FT)	* Patchy
	Clerical staff	none	4-day course (FT)	none
Student Counselling Services ('Studenterrådgivning')	Psychologist	Master's degree in psychology (5 years, FT)	* 4-day course (FT)	* Patchy
	Social worker	HE degree in social work (3 years, FT)	* 4-day course (FT)	* Patchy

4b. Commentary

This section discusses the nature of the training outlined in Section 4a, including its structure and content, and the balance between knowledge/theory and skills. Gaps in current training provision are identified. All HE guidance and counselling staff are offered the same 4-day course. This is their only job-specific training. Consequently, the following commentaries apply to all practitioners across the different HE guidance and counselling services.

In most Danish HE information and guidance services, both academic and clerical staff lack a proper professional background in careers guidance and counselling. There are a few exceptions, notably the psychologists and social workers. Few are trained counsellors from other parts of the guidance and counselling profession, and none has a degree in this professional field. At present, an incoherent patchwork of more than 20 different training options are open to guidance workers in other (non-HE) sectors (R.U.E., 1996e). There are no training courses specifically designed to qualify potential guidance practitioners before they enter the profession in any of the guidance sectors: first comes the appointment, then the training for the job. For comparison, basic courses (outside HE) cover:

- (1) Individual and group counselling: methods and theories
- (2) The function, development and ethics of guidance
- (3) Guidance materials: books, videos, computer programmes, IT
- (4) The regional, national and European labour market: statistics and policies
- (5) Transnational guidance, especially in the EU and Scandinavia
- (6) Experience of working life (directly or indirectly)
- (7) Collaboration between the educational system and working life: industry, commerce etc.
- (8) Co-operation among guidance practitioners, locally and regionally, including developmental work, evaluation techniques, and organisational skills.

The topics are balanced differently in the various courses, which are of different quality and lengths (from 30 to 480 hours), and only two of which have any kind of examination. All are basic courses. Until now, only continuing guidance training courses are conducted on a cross-sectoral basis. Apart from this, each group of guidance personnel has its own basic training, all part-time, free of charge, and designed for guidance staff who have already been practising for some time. Ironically, HE guidance and counselling staff are among those with the shortest professional training: 30 hours/4 days is their initial, and in some cases only, training. Of the topics above, only (1), (2), and (partly) (3) are covered in the 4 days of HE guidance training - this indicates some of the gaps in present HE-related training provision.

In short, Danish HE guidance workers generally lack a sufficient level of professional competencies in guidance and counselling, although some may have relevant degrees from other fields. This point was documented, and a cause of serious concern, in the recent report on HE guidance services (R.U.E., 1996a). Compared to other groups in the guidance and counselling field, HE guidance staff are among the least adequately trained for their professional tasks, in terms of a theoretical base for their role, guidance and counselling skills, educational and labour market knowledge, and integration of IT, to mention only a few important issues. Moreover, only around 40% of HE guidance staff have even attended the 4-day courses (ibid, p. 34). Compared to other countries' full-time specialised Master's degree courses, the present Danish level of formal competencies among HE guidance staff seems absurdly inadequate. Enthusiastic staff members seek individual solutions to this predicament: a few persons will study from 1997 for the Open Education BA-level (PD) degree in Educational and Vocational Guidance at the Royal Danish School of Educational Studies. But generally, no major enhancement of the qualifications of guidance and counselling staff is foreseen, although the 1996 report in its conclusions firmly stressed that the remaining 60% of untrained staff must follow the 4-day course on a mandatory basis (ibid, p. 40) - a modest recommendation.

For comparison, the current main forms of training in the broader guidance field, are:

- Danmarks Lærerhøjskole (Royal Danish School of Educational Studies), training school/teacher-counsellors and youth guidance staff. A course of a total of 240-480 lessons (4-8 modules of 60 lessons). Voluntary finishing examination.
- Danmarks Erhvervspædagogiske Læreruddannelse (Training College for Teachers at Commercial and Technical Schools), training careers advisers at these types of schools: 400 lessons over 12 weeks. Mandatory finishing examination.
- Undervisningsministeriet (Ministry of Education), training advisers for the Gymnasium, HF, studenterkursus, (approx. 210 lessons/6 weeks), adult education, and (conducted separately) HE institutions (approx. 30 lessons/4 days). The latter forms the training foundation for HE guidance and counselling staff across the different services.

Guidance staff for refugees and migrant workers, in the armed forces, and at the Public Employment Service, for example, are all trained at other, separate courses of varying lengths (up to approx. 200 hours). Some regional careers guidance committees (VFU) have established common training courses for adult guidance staff, some running for more than 200 hours.

No attempts have been made to introduce new delivery modes (e.g. distance learning) in the training of HE guidance staff. No organised supervision takes place. There is no mandatory continuing skills training. New trends in style of training (e.g. towards a competency-based approach) are unknown. No organisations like e.g. CACREP (Council for Accreditation of Counseling and Related Educational Programs, under ACA, the American Counseling Association) monitor the actual quality of training provision in any Danish guidance and counselling training institutions. In effect, the Ministry of Education has left the operation of the 4-day course to experienced practitioners, mostly members of the professional association of HE guidance staff (SEVU). The sparse evaluations of the training are initiated by the practitioners themselves (e.g. Damgaard & Ejersbo, 1996; see Section 4c). In short, training of HE guidance staff is a largely undeveloped field, and there are no plans to change this state of affairs radically. Other, more broadly competence-based approaches, like e.g. the UK Advice, Guidance, Counselling and Psychotherapy Lead Body Occupational Standards, have not been introduced as a possible catalyst to increase the level of professional qualifications among guidance and counselling staff (Plant, 1997b). Thus, with a few notable exceptions as mentioned above, much improvement is to be desired in terms of qualifying Danish HE guidance, counselling and information staff.

At present, what makes the services operate to the satisfaction of most clients is the enthusiasm of the individual staff members, and whatever personal qualifications they may bring into the profession. Interestingly, and in spite of the often low level of formal competencies of guidance staff, more than half of 6,100 students in a user survey in 1997 stated that they were 'moderately' to 'quite' satisfied in the combined category 'Administration and Service', which included guidance and counselling services (Olsen & Dohm, 1997). Students at smaller HE institutions were generally more satisfied than were students at the larger ones, probably due to the more personalised service in the smaller institutions.

4c. Detailed profiles

This section goes into more depth on the brief (and only specific) 4-day training course for HE guidance staff. Attention is paid to the European dimension in the training provision, and to gaps in the training provision. Because the 4-day courses are common to all three of the occupational roles covered in Section 3c, the three roles are covered together in this section.

The only distinction that needs to be made is that, as mentioned in Section 3c, the social workers and psychologists at the Studenterrådgivnings have a stronger initial training in terms of counselling. The 3-year HE study period for *social workers* includes training and practice in guidance and counselling methods, human development and interaction, law, social policies, and organisational understanding. The *psychologists*, in particular, have a more substantial professional background of 5 years' academic training in such areas as cognition, developmental psychology, the psychology of learning and work, social psychology, psychological research methods, and psychiatry. In addition, a number of the psychologists have undergone a 3-year psychoanalytic trainee programme for groups. Some have a specialised training in grief therapy.

Apart from the case of the social workers and psychologists, formal qualifications in HE guidance/counselling are obtained on the 4-day/30-hours training course, run by peer guidance practitioners, the topics of which are:

- * The legal and ethical framework of guidance and counselling
- * Guidance and counselling roles, models, and methods
- * Individual guidance and counselling skills training
- * Knowledge of educational and vocational information sources.

Continuing training takes place at optional and topical short courses of 1-5 days' duration.

In an *evaluation* of one of these 4-day basic introductory courses in 1996, the course leaders (whose background as course leaders was this type of 4-day course, plus personal academic on-the-job experience) concluded that the programme was rather compact; that the participants were very active; that the video skills training parts of the course represented the highlights of the course; and that the course was a general success (Damgaard & Ejersbo, 1996). Topics such as Guidance Models (comment: 'Too scientific and abstract'), Factual Knowledge for Guidance Staff, and the introduction of the counselling service of Studenterrådgivningen, were seen as some of the weaker points of the course (ibid). The choice of literature on counselling methods (a 15-years-old book) was also criticised.

Moreover, some of the participating teacher-counsellors saw the course as irrelevant to them. Most of the (skills) training cases were, admittedly, taken from the daily work of tutor or administratively-based guidance staff, and this particular group of teacher-counsellors failed

to see the relevance in terms of the transferability of the chosen examples. This led the leaders to consider whether this particular segment of guidance staff should be included in future courses or not, or whether they themselves as instructors could improve their teaching/instruction methods in order to cater for and include more effectively this group of HE teacher-counsellors, who in most cases come from smaller HE institutions with distinctive guidance issues related to more narrow fields of study. In all, 28 individuals participated in the course: 19 students, 2 clerical workers, 3 academic guidance staff, and 4 HE teacher-counsellors. Interestingly, the participants felt that the length of the course was appropriate; some even felt that an improvement would be to divide it into two elements, thus shortening each part (*ibid*). None mentioned directly that it was too short, but most recognised that the course was introductory and brief. The internal evaluation of this particular course in 1996 offered a rare insight to some of the considerations of the leaders and the participants. They did not seem to question the level, the depth, or the length of the course: such issues were not directly part of the evaluation.

A further report on a similar 4-day course in 1997 with 25 participants again pointed to some of the difficulties in handling more theoretical topics on these courses: topics such as 'Ethics in guidance', 'Guidance roles', and 'Guidance history' (which contrasted Frank Parsons with Carl Rogers) were criticised by the participants for being 'superfluous', 'tedious', or 'irrelevant' (Kofod et al, 1997). By contrast, e.g., video-based counselling skills training was rated as relevant. Seen in relation to other Danish guidance and counselling training options, these 4-day courses are superficial and inadequate in terms of the challenges of the HE guidance services, e.g. a more diverse student population, internationalisation, and the use of IT in guidance (Plant, 1997a).

Clearly, with this backdrop, a number of *gaps* exist in this kind of 4-day basic training provision: the lack of sufficient training hours forms an obvious limit to what can be achieved. 30 hours are far from adequate, and no small adjustments of the course can make up for that. No in-depth counselling skills training, for instance, is possible within these limits, and the participants obtain precious little insight into counselling or career-development theories. This constriction also applies to more knowledge-based areas, such as comprehensive labour-market or education-system knowledge.

Concerning, for instance, training for the *European dimension* in HE guidance, HE guidance staff members in Spring 1997 felt a need to conduct a short study-trip to the Netherlands to fill in some of their training needs in terms of guidance for ethnic minorities, study options for foreigners in the Netherlands, inspiration on how to run HE information services, and other topics. Characteristically, this particular study-visit was initiated and conducted by enthusiastic HE guidance practitioners, and based on personal contacts and networks, rather than on institutional contacts. In general, though, the European dimension is more pronounced in the training of other guidance staff outside or on the edge of HE (e.g. Svendsen & Mansfeld, 1996). Thus, most basic training courses outside HE (see above) include Europeanised modules in the sense that study-visits to other European countries are common. A few job-swaps with guidance staff in other European have taken place. Further cross-sectoral training modules on the European dimension of guidance work are offered regularly; both Eurocounsel (an action-research programme on counselling and unemployment) and the EU project ACADEMIA included small exchange-programmes for guidance staff. Of further interest in HE terms, Danish Euroadvisers of EURES have trained for their transnational information tasks together with colleagues from other EU Member States.

Such transnational training links are not, however, confined to the EU. The long-standing Nordic links in guidance are reflected in the yearly conferences and seminars for Nordic guidance staff and researchers. In the Nordic Association for Educational and Vocational Guidance, guidance professionals from Denmark, the Faroe Islands, Finland, Norway, Iceland, Sweden, and Åland meet to discuss guidance topics or quality in guidance provision, and to try out innovative guidance methods, guidance policies and ethics, and other such issues. Danish HE guidance staff take part in these activities. Regularly, guest teachers from either side of the Danish/Swedish border teach on each others' courses for guidance staff (though mostly outside HE), and mutual study-visits are frequently conducted. Nordic HE administrative staff and guidance service leaders meet yearly to discuss matters of mutual interest. As a further concrete example of such Nordic professional links, the principal Danish textbook on counselling theory and skills training is a translation from a Swedish text (Lindh, 1989), which in turn draws mainly on Canadian and American sources - an example of international cross-fertilisation with a training aspect.

Further, regional Nordic HE student mobility has recently been encouraged by the establishment of the university 'Øresundsregion', where universities and other HE institutions in the greater Copenhagen (Denmark) and Malmö (Sweden) areas have joined forces in e.g. mutual presentation of study options in pamphlets and targeted 'Open Door' information/guidance activities (Öresundsregionen, 1996). Potentially, 100,000 students could make use of the easy access, credit transfer and study grant regulations across the national borders in this geographically and infrastructurally closely knit area. HE guidance services on both sides of Øresund support such initiatives, but no specific cross-border guidance training takes place.

5. Conclusions

Easy access to and availability of HE guidance and counselling are important and very basic issues in the provision of services. However, as demonstrated above, though abundant and widespread, access to Danish HE services for a number of reasons is not all that simple, due to unclear boundaries, overlapping services, and, in some cases, lack of funding. These are systemic aspects. Clients, however, are not interested in systems. What clients relate to is the person giving guidance. Clients appraise the committed guidance practitioner who cares for them as an individual (Lovén, 1995). Though system based and resourced, the perceived quality of guidance services is not created by official aims or even managers to any great extent, but by the individual guidance practitioner, his/her clout, empathy, knowledge, imagination, energy - and professionalism (ibid). In relation to the issue of adequacy and quality in guidance, this indicates that the well-trained guidance practitioner is the crucial resource around which the guidance services revolves. This point has been repeatedly emphasised in evaluations (e.g. PLS-Consult, 1987): a good counsellor is a person with a comprehensive knowledge of educational and training possibilities; a person whom they can trust, who takes an interest in them personally. This, for the clients, is quality in guidance.

Guidance staff, on the other hand, emphasise that quality in guidance is related to a non-directive, client-centred approach, where guidance is seen as a process of personal growth. Guidance professionals see themselves as catalysts in this process. They want to widen their clients' perspectives, and to provide their clients with a sound basis for personal career decisions (ibid, pp. 273-275). In an attempt to constitute some basic quality concepts, a report

on 'Quality in Guidance' (Undervisningsministeriet, 1992, pp. 17-18) listed a number of quality indicators:

- * client-centredness
- * accessibility, transparency and coherence of the services
- * well-trained guidance staff
- * valid, precise and comprehensive careers information
- * referral to other guidance specialists
- * follow-up.

It is interesting to note that similar quality-indicator lists in other countries are more exhaustive, in that they include, for instance, confidentiality, advocacy, publicity, feed-back, and quality assurance (e.g. Ravis & Sadler, 1991). The Danish report on 'Quality in Guidance' strongly advocates the position that guidance must be client-centred and imaginative (Undervisningsministeriet, 1992, p. 19). The concept of neutrality in guidance work is thus linked with '....the right of the guidance practitioner to be factual and neutral, but not dull and uninspiring: honesty, openness, and trustworthiness are the pillars of quality in guidance' (ibid; my translation). According to this report, professionalism, neutrality and the ethics of guidance are interwoven. Denmark has its own set of National Ethical Guidelines for Educational and Vocational Guidance (R.U.E.,1995), and has endorsed the global ones developed by IAEVG (1995). However, no cross-sectoral quality framework (Hawthorn, 1995) or links between ethical guidelines and quality concepts have been developed (Plant, 1995a).

Guidance services face a number of challenges in trying to create a new professional identity in times of technological and societal change. The role of the guidance practitioner will increasingly be to facilitate not The Choice, but a series of educational and vocational choices. We live, as Giddens (1991) has pointed out, in a time of reflexivity. HE guidance to some extent already reflects such trends, though more often traditional career-path concepts form the backdrop of guidance and counselling interventions, i.e. the idea that training and education may lead to specific jobs. Yet this seem to be less and less the case, as 'career-quakes' take place in each individual's life (Watts, 1996). The life-long learning perspectives and life-long guidance that is associated with the careerquakes, i.e. the profound career changes, are the results of movements of the societal tectonic plates (Thurow, 1996), using a metaphor from physical sciences. The underlying forces of change are the interaction of these plates, including: the end of centrally planned state economies; the impact of brainpower

industries; changes in demography; and a global economy. Together, in the global market economy, such changes create social tensions of a magnitude that will cause profound changes in the present market-driven economies. Clearly, unbridled market economies create huge gaps between those who have and the have-nots. This is the kind of environment in which HE guidance and counselling takes place. Each one of the tectonic plates represent complex global issues.

For the guidance counsellor, in a world of multifaceted and interacting complexity, this implies that the counselling process becomes equally complex (Plant, 1997c). Employment, and indeed the role and concept of work, are undergoing profound changes (part-time, contracting, distance work, self-employment, portfolio work, etc.). Such trends are, reluctantly, reflected in the educational system. These are some of the present challenges to the evolving role of HE guidance staff. And there are more: issues such as ethical accounting (Plant, 1994b) and 'green guidance' (Plant, 1995b; Plant 1995c) concerned with environmental issues will add to the complexity of future guidance work. This will require much better-equipped guidance and counselling services: not necessarily better-equipped in terms of resources, but with a much firmer professional base.

In this situation, steps towards professionalisation of HE guidance and counselling need to be taken. Certification and licensing of guidance and counselling staff could be considered (Plant, 1996a): unqualified guidance and counselling workers would no longer be allowed to practise! In the Danish guidance culture, this would be a revolutionary step to take. On a softer note, though, fewer practitioners with better guidance and counselling training backgrounds may well prove to be the way forward in this respect. Under the present circumstances, most part-time practitioners have precious little time to take part in continuing guidance and counselling training, and some even have no initial training for their tasks. This leaves too much HE guidance without the necessary resources and theoretical foundation. There is a growing awareness that guidance staff with only a few hours per week for their guidance duties, and a multitude of other (teaching, administrative) tasks to distract them from guidance and counselling, are inadequately equipped to meet the future demands on their services. Some commentators argue that Danish guidance and counselling needs all-round independent full-time guidance professionals instead of the present multitude of guidance staff attached to

educational institutions (Lange, 1991; Hvid, 1996). With the introduction of an academic degree in careers guidance (Danmarks Lærerhøjskole, 1997), the way seems open for further professionalisation.

What is needed, more profoundly, is a shift away from regarding guidance and counselling as an administratively-based informational task which is peripheral to HE institutions. In a society of reflexivity, as mentioned above, services to facilitate reflection, i.e. guidance and counselling services, are central to HE institutions. Future educational concepts, especially so perhaps in HE, imply that no fixed lines of study and no firm predictions of future career options are possible in this environment. The perspective that is important is no longer that of the system, but that of the reflexive student. Individual and constantly renegotiated choices and changes need to be facilitated by creative and flexible guidance and counselling services. Most of the present system-orientated services are hardly prepared for this challenge. Responses to such a challenge, badly needed as they are, demand shifts of well-established routines and even paradigms: in the Danish guidance culture, as the history of the Danish services will tell (Plant, 1996b), such changes are gradual, rather than abrupt.

In *conclusion*, Danish HE guidance and counselling services, though widespread (and somewhat overlapping), generally lack the necessary degree of professionalism in terms of genuinely trained staff. Many Danish guidance practitioners see themselves, primarily, as information officers, rather than counsellors. Gaps occur in provision to, e.g., students with special needs. Enthusiastic individuals among guidance and counselling staff, to some degree, make up for the deficiencies, but the European dimension in HE careers guidance, e.g., is often left to the zeal of the enthusiasts. Moreover, the contacts with employers, especially on a European level, are weak in most cases. A European Master's degree in HE Guidance and Counselling, therefore, would greatly enhance the professional level of competencies in HE guidance and counselling in Denmark. The main interest in obtaining such qualifications would probably come from guidance staff in the ivu*Cs, the general HE Guidance Services, and the HE International Offices. Some Danish HE guidance workers, nonetheless, would see a greater urgency in qualifying on a basic level before embarking on a Master's degree level.

References

- Bjørn, L. Th. (1997): Ophørsudsalg? In: *Sløjfen*, 1/1997. Arbejdsmarkedsstyrelsen. Copenhagen.
- Bøgeskov, L. (1996): Før hovedet går i sort. In: *Studievalg* 97. Politiken, 16 February 1997. Copenhagen.
- Carlé, I. (1997): Karavaneveje. In: *Vejledernyt* 1/1997. Studievejlederforeningen for gymnasieskolerne og hf. Rønne.
- DA (1996): *Idékatalog om iværksætterkulturen*. Dansk Arbejdsgiverforening. Copenhagen.
- Damgaard, C. & Ejersbo, S. (1996): *Evaluering af Undervisningsministeriets grundkursus for studievejledere 4.-8. 1996*. Københavns Universitet/ivu*C. Copenhagen (mimeo).
- Danish Rectors' Conference Secretariat (1994): *Higher Education in Denmark. A guide for foreign students and institutions of higher education*. Copenhagen.
- Danmarks Lærerhøjskole (1997): *Pædagogisk Diplomuddannelse. PD i Uddannelses- og Erhvervsvejledning*. Copenhagen.
- EU Commission (1994): *European Handbook for Guidance Counsellors*. Luxembourg.
- EU Commission (1995): *The European Dimension in Vocational Guidance*. Luxembourg.
- EU Commission (1996): *Borger i EU. Hvis jeg vil studere, uddanne mig og forske i et andet EU-land*. Bruxelles.
- EURES (1996): *Welcome to Denmark*. Copenhagen.
- Giddens, A. (1991): *Modernity and Self-Identity: Self and Society in the Late Modern Age*. Polity Press. Oxford.
- Gjerum, M. & Fredtoft, T. (1996): *Snart færdig med studiet - hvad så? Grønspejlbog for studerende*. 3. udg. Studenterrådgivningen ved Handelshøjskolen. Copenhagen.
- Hawthorn, R. (1995): *First Steps. A Quality Standards Framework for Guidance Across all Sectors*. RSA. London.
- Heie, B. (1997): Vejledningsinformation på Internettet. In: *RUE-REVUE*, 2/97. Rådet for Uddannelses- og Erhvervsvejledning. Copenhagen.
- Hilden, J. (1997): *Hvorfor forsker? Karrierevej eller blindgyde*. Forskningsministeriet. Copenhagen.
- Hvid, M. (1996): Unge har for mange rådgivere. In: *Socialrådgiveren*, 16/1996. Copenhagen.

- IAEVG (1995): *IAEVGs etiske retningslinier for uddannelses- og erhvervsvejledning*. Rådet for Uddannelses- og Erhvervsvejledning. Copenhagen.
- Ipsen, S. & Laghaei, S. (1996): *Utraditionelle uddannelses- og beskæftigelsesprojekter for indvandrere og flygtninge. Eksempelsamling*. Casa/Arbejdsmarkedsstyrelsen. Copenhagen.
- ivu*C (1995): *Årsrapport 95 & Strategiplan 96*. ivu*C. Århus (mimeo).
- ivu*C (1996a): *Årsrapport 96/97*. ivu*C. Århus (mimeo).
- ivu*C (1996b): *ivu*C-nyt, 1/1996*. ivu*C. Copenhagen.
- ivu*C (1996c): *Tid for at vælge uddannelse? Særudgave. Messenummer*. All 5 ivu*Cs/ Copenhagen.
- Jørgensen, E. & Passarge, L. (1996): *Bedre service gennem samarbejde. En evaluering af Informationscentret på Vesterbrogade*. Tåstrup: DTI Arbejdsliv.
- Kibsgaard, E. (1996): Guidance of Students at Stays Abroad and of Students within Mobility Programmes. In: *Symposium. Studentenberatung in Österreich und Students' Counselling in Europe*. Bundesministerium für Wissenschaft, Verkehr und Kunst. Wien.
- Knudsen, E. (1996): Søgningen til de videregående uddannelser sommeren 1996. In: *Uddvej, 3/96*, p. 3-4. Odense.
- Kofod, R., Linnet, M.A., Hansen, M.R. & Damgaard, C. (1997): *Evalueringsrapport for grundkursus 12/97 på studievejlederuddannelsen ved de videregående uddannelser*. ivu*c. Copenhagen.
- Lange, J. (1991): Bedre hjælp til jobsøgere. In: *Politiken, 9 October 1991*. Copenhagen.
- Lindh, G. (1989): *Femmeren. En vejledningsmetodik*. Studie og Erhverv. Fredensborg.
- Lovén, A. (1995): *Vejledning i nærbillede*. Rådet for Uddannelses- og Erhvervsvejledning. Copenhagen.
- Markvard, M. (1997): Årets gang i Den centrale studievejledning på Københavns Universitet. In: *RUE-REVUE, 1/1997*. Rådet for Uddannelses- og Erhvervsvejledning. Copenhagen.
- Move On (1996): *Karrierevejviser 1996*. Move On, Copenhagen.
- Nordisk Ministerråd (1992): *Att studera i Norden. Högre utbildning*. Copenhagen.
- Olsen, L.R. (1997): Tænk på dig selv. In: *Studieguide 97*. Morgenavisen Jyllandsposten, 22 February 1997. Århus.
- Olsen, L.R. & Dohm, A.M. (1997): Status 97. Modvind gør godt. In: *Studieguide 97*. Morgenavisen Jyllandsposten, 22 February 1997. Århus.

Persson, O. (1996): *Infoteken - vad händer när kunden får ansvaret. En utvärdering av Infoteket Burgården och Lindholmen*. Mitthögskolan. Östersund. Short version also available in English (1996): *Utvärdering av Infoteken i Göteborg*.

Plant, P. (1990): *Transnational Vocational Guidance and Training for Young People and Adults*. CEDEFOP. Berlin.

Plant, P. (1992): *Occupational Profiles of Vocational Counsellors in Denmark*. CEDEFOP. Berlin.

Plant, P. (1993): *Educational and Vocational Guidance Services in Denmark*. EU-Commission. Bruxelles.

Plant, P. (1994a): *Eurocounsel, Phase 3. Counselling Services Responding to a Changing Labour Market. Denmark*. European Foundation for the Improvement of Living and Working Conditions. Dublin.

Plant, P. (1994b): Vejledningens etiske regnskab. In: *RUE-REVUE 4/1994*. Rådet for Uddannelses- og Erhvervsvejledning. Copenhagen.

Plant, P. (1995a): Kvalitetsudvikling i uddannelses- og erhvervsvejledning. In: *LVU-Fagbladet 10/1995*. Landsforbundet af Voksen- og Ungdomsundervisere. Copenhagen.

Plant, P. (1995b): Internationalisation: Economy and Ecology. In: Bartholomeus, Y., Brongers, E. & Kristensen, S.: *The Quest for Quality. Towards Joint European Quality Norms*. LDC. Leeuwarden.

Plant, P. (1995c): Grön vägledning. In: *Vägledaren 2/1995*. Sveriges Vägledarförening. Njurunda.

Plant, P. (1996a): Professionel, certificeret og med diplom. In: *RUE-REVUE, 3/1996*. Rådet for Uddannelses- og Erhvervsvejledning. Copenhagen.

Plant, P. (1996b): *Fodfæste. Dansk uddannelses- og erhvervsvejledning 1886-1996*. Rådet for Uddannelses- og Erhvervsvejledning. Copenhagen.

Plant, P. (1997a): *Computer-Assisted Career Guidance in Educational Settings: The European Experience*. Paper at the Sixth National Career Development Association Conference, January 1997. Florida (mimeo).

Plant, P. (1997b): Kompetent? Om vejlederstandarder. In: *RUE-REVUE, 2/1997*. Rådet for Uddannelses- og Erhvervsvejledning. Copenhagen.

Plant, P. (1997c): The Evolving Role of the Guidance Counsellor. In: *Educational and Vocational Guidance Bulletin 59/1997*. IAEVG. Berlin.

PLS-Consult (1987): *Undersøgelse af Undervisningsministeriets vejledningsordninger*. Hovedrapport. Copenhagen.

- Poulsen, A.N. & Stampe, J. (1997): Når studievejledningen melder pas. In: *Humanist 1/1997*. Det humanistiske Fakultet. Københavns Universitet. Copenhagen.
- Rektorkollegiet (1997): *Internationalisering af højere uddannelse i Danmark. Et debatoplæg*. Copenhagen.
- Rigsrevisionen (1996): *Beretning om studieforløb og uddannelsesstøtte til studerende ved Århus og Københavns Universitet*. Copenhagen.
- Rivis, V. & Sadler, J. (1991): *The Quest for Quality in Educational Guidance for Adults*. UDACE. Leicester.
- Royal Danish Ministry of Foreign Affairs (1994): *Studying in Denmark* (also available in German, French, and Spanish). Copenhagen.
- R.U.E. (1995): *Etik i vejledningen. Ethiske retningslinier for uddannelses- og erhvervsvejledning*. Rådet for Uddannelses- og Erhvervsvejledning. Copenhagen.
- R.U.E. (1996a): *Vejledning ved videregående uddannelser. Rapport fra en arbejdsgruppe nedsat af R.U.E.* Rådet for Uddannelses- og Erhvervsvejledning. Copenhagen.
- R.U.E. (1996b): *Act No. 288 of 24 April 1996 on Educational and Vocational Guidance*. Ministry of Labour. Copenhagen.
- R.U.E. (1996c): *VFU '95. Status og tendenser. Rapport om arbejdet i de vejledningsfaglige udvalg i 1995*. Rådet for Uddannelses- og Erhvervsvejledning. Copenhagen.
- R.U.E. (1996d): *Tværsektorielle vejledningstilbud. Hvorfor, hvordan, hvor længe?* Rådet for Uddannelses- og Erhvervsvejledning. Copenhagen.
- R.U.E. (1996e): *Grundlæggende vejlederuddannelser*. Rådet for Uddannelses- og Erhvervsvejledning. Copenhagen.
- Rytke, J., Bauer, M. & Fredtoft, T.: Denmark (1994). In: *Psychological Counselling in Higher Education. An European Overview*. FEDORA/Istituto Italiano per gli Studi Filosofici. Napoli.
- Studieadministrationen (1996): *Kvote 2 og Studievejledningen på Københavns Universitet*. Københavns Universitet. Copenhagen (mimeo).
- Svendsen, S. & Mansfeld, J. (1996): International vejlederuddannelse på Niels Brock, Copenhagen Business College. In: *RUE-REVUE*, 3/1996. Rådet for Uddannelses- og Erhvervsvejledning. Copenhagen.
- Thurow, L. (1996): *The Future of Capitalism. How Today's Economic Forces Shape Tomorrow's World*. Nicholas Brealy Publishing. London.
- Undervisningsministeriet (1982): *Cirkulære af 30. april 1992 om uddannelses- og erhvervsvejledning ved de videregående uddannelsesinstitutioner*. Copenhagen.

Undervisningsministeriet (1992): *Uddannelses- og erhvervsorientering. Kvalitet i uddannelse og undervisning*. Copenhagen.

Undervisningsministeriet (1995): *Ud i Europa. Vejledning for unge, der ønsker at studere eller arbejde i udlandet*. Copenhagen.

Undervisningsministeriet (1996a): *Factsheet. Higher Education* (and <http://www.uvm.dk>). Copenhagen.

Ungdomsinformationen (1996): *Short Cuts. Dos and Don'ts in Copenhagen*. Copenhagen.

Watts, A.G. (1996): *Careerquake*. Demos. London.

Watts, A.G., Guichard, J., Plant, P. & Rodriguez, M.L. (1994): *Educational and Vocational Guidance Services in the European Community*. EU Commission. Bruxelles.

Öresundskomiteen (1996): *Student 96. Öresundsregionen/Øresundsregionen*. Copenhagen.

Appendix

Training providers for HE guidance staff:

Basic 4-day courses:

Undervisningsministeriet
Universitetsafdelingen
H.C. Andersens Boulevard 40
DK-1553 København V
(from September 1997:
Frederiksholms Kanal 26
DK-1220 København K)
Denmark

Academic level:

Danmarks Lærerhøjskole
Institut for Pædagogik og Uddannelsesforskning
Emdrupvej 101
DK-2400 København NV
Denmark

FEDORA Publications

1. Synthesis reports produced for the New Skills Project

Watts, A.G., & Van Esbroeck, R. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in the European Union*. Brussels: VUBPress

Watts, A.G., & Van Esbroeck, R. (1998). *De nouvelles compétences pour un avenir différent: Services d'orientation et de counselling dans L'Union Européenne*. Bruxelles: VUBPress.

2. Country reports produced for the New Skills Project

A Schilling, M. & Moisl, A. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Austria*. Louvain-la-Neuve: FEDORA.

B(Fl) Van Esbroeck, R. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Flanders (Belgium)*. Louvain-la-Neuve: FEDORA.

B(Fr) Wouters, C. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Belgium (French Community)*. Louvain-la-Neuve: FEDORA.

DK Plant, P. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Denmark*. Louvain-la-Neuve: FEDORA.

FIN Lairio, M. & Puukari, S. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Finland*. Louvain-la-Neuve: FEDORA.

F Leray, N. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in France*. Louvain-la-Neuve: FEDORA.

D Rott, G. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Germany*. Louvain-la-Neuve: FEDORA.

GR Marouda-Chatjoulis, A. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Greece*. Louvain-la-Neuve: FEDORA.

IRL Aungier, C. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Ireland*. Louvain-la-Neuve: FEDORA.

I Berta, L. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Italy*. Louvain-la-Neuve: FEDORA.

- L Harsch, R. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Luxembourg*. Louvain-la-Neuve: FEDORA.
- NL Ramaker, I. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in the Netherlands*. Louvain-la-Neuve: FEDORA.
- P Duarte, M.E. & Paixao, M.P. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Portugal*. Louvain-la-Neuve: FEDORA.
- E Repetto, E. & Malik, B. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Spain*. Louvain-la-Neuve: FEDORA.
- S Pérez, M. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Sweden*. Louvain-la-Neuve: FEDORA.
- UK Butcher, V. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in the United Kingdom*. Louvain-la-Neuve: FEDORA.

How to order

The synthesis reports can be ordered through:

VUBPress, Pleinlaan, 2, B 1050 Brussels, Belgium.
 Fax: + 32 00 2 629 26 94 - E-mail: kvschare@vub.ac.be

The country reports can be ordered through:

FEDORA - Forum Européen de L'Orientation Académique
 Boîte Postale 55, B 1348 Louvain-la-Neuve, Belgium.