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

Lucia Berta
Fondazione Rui



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



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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
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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

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Preface

This report is part of the wider "New Skills for Vocational Guidance in Higher Education in Europe", comprising similar reports from the European Union.

Writing a European report is no easy task, given the number of members - each with cultural differences - that must be compared. For this reason a common framework of reference has been essential.

This framework, on the one hand, facilitates the task of comparing data, but on the other restricts freedom of expression, and as a consequence does not guarantee absolute accuracy in the classifications given.

This report has been written in collaboration with dott. Giovanni Finocchietti, researcher at the Fondazione Rui. It has been supervised by prof. Andrea Messeri, teacher of the *Università degli studi di Siena* and counsellor for the Minister for Universities and Scientific and Technological Research. I thank them both for their help and advice. I also wish to thank all those who, by answering the questionnaires, contributed to this report.

Lucia Berta
Fondazione Rui

Section 1 Summary

This report has been written as part of a Europe-wide FEDORA (*Forum Européen de l'Orientation Académique*) project on "New Skills for Vocational Guidance in Higher Education". The project has been carried out within the LEONARDO programme of the European Commission. Its aims are:

(1) to provide an up-to-date overview of the current structure of guidance and counselling services within higher education, the roles of those who work in the 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 the European labour market;

(3) to provide a basepoint for exploring the extent to which post-graduate and post-experience training modules might be made available across Europe, possibly leading to a European Master's degree in guidance and counselling in higher education.

In each of the EU Member-States, a similar country study is being prepared, based on a common structure and methodology. This approach will increase the comparability of the national reports and facilitate the writing of a coherent synthesis report.

It is not always a simple task, however, to enter data and concepts into pre-established classification tables. The translation of Italian terms into English has often been difficult. Our aim has been to make the complexity, the variety of practice, and the various types of services that are offered in Italy as clear as possible for foreign colleagues. In many cases the nearest equivalent has been chosen to make the terms understandable, and the Italian translation has been given alongside.

In Section 2, a general description of the Italian higher education system and the guidance and counselling structures in Italian universities and higher education systems are outlined. The various types and structures of the services have been clearly indicated, underlining the characteristics of each, and indicating their target groups.

An analysis of the main occupational roles found in the services follows in Section 3. A more thorough analysis has been made of three occupational roles: the guidance counsellor, the guidance psychologist, and the documentalist. They have been chosen because they represent the most important professional roles in the system.

Section 4 describes the nature and structure of the training facilities for access to the occupational roles outlined in Section 3. It will be noted that in Italy this is quite heterogeneous. Qualifications for the various roles have been found to be varied. Sometimes members of staff are over-educated.

The following conclusions may be drawn from the report:

(a) in Italy, educational guidance and counselling services are run by universities and other higher education institutions. Vocational guidance for graduates and diploma holders is in the

hands of Regional authorities and run by higher education organizations called *Dsu* organizations. However, universities and *Dsu* organizations often operate in both the educational and the vocational fields. This occurs for two reasons:
(1) current legislation encourages collaboration between the two groups of institutions;
(2) the fields of operation constantly ovellap with each other, thus leading to an interweaving of the two groups of institutions.

(b) In Italy, staff working in educational guidance, vocational guidance, psychological guidance, non-academic guidance centres, and youth information offices may carry out more than one occupational role at the same time. The head of service may also be a guidance counsellor; the guidance psychologist may also be head of service; the guidance counsellor may also act as a documentalist or information-giver.
There are, therefore, cases of specialization and at the same time de-specialization of staff members.
The reason for this is that not all centres have access to sufficient financial resources to enable them to employ staff members to carry out single occupational roles.

Section 2 Structures

Introduction: Higher education in Italy

(a) University higher education

The Italian university system consists of 67 institutions:

- 45 *università degli studi* (state universities)
- 3 *politecnico* (technical universities)
- 5 *libera università* (non-state universities)
- 9 *istituto universitario/libero istituto universitario* (3 state and 6 non-state university institutes)
- 2 *università per stranieri* (universities for foreigners)
- 3 *scuola superiore* (higher schools with special status)

All the non-state universities or university institutes quoted as *libera/libero* are recognized by the state.

Teaching and research units

Faculties

A faculty (*facoltà*) is the unit through which the university acts in the various academic fields. It coordinates subject disciplines, organizing them in degree courses at the different existing study levels (see below: University studies by level) with the purpose of providing its students with adequate intellectual development in a certain field and of training them in the practice of the related professions.
The faculty appoints its teachers and distribute the teaching loads (and related tasks) among full professors, associate professors and researchers, within the limits of academic freedom.
A faculty is governed by a President *(Preside di Facoltà)* and the Faculty Council *(Consiglio di Facoltà).*

Departments

A department (*dipartimento*) promotes and coordinates research activities in sectors which are homogeneous in terms of aims and methods; it also groups the related subject disciplines. Departments set up research doctorate programmes and may carry out research work and advisory activity for outside bodies on the basis of contracts or conventions.
Each department is run by a Department Council (*Consiglio di Dipartimento*) and a Director (*Direttore*). It enjoys financial and administrative autonomy and has its own technical and administrative personnel.

Institutes

An institute (*istituto*) acts as the organizational unit of an homogeneous academic field with the main purpose of carrying out the teaching activity and of developing research. Each Institute is ruled by the Institute Council (*Consiglio di Istituto*) and by a Director.

Teachers and students

Among teaching personnel the following categories are defined as *docenti di ruolo* (regular teaching staff):

- *Professori ordinari* - full teachers/professors
- *Professori associati* - associate teachers/professors.

Moreover

- *Ricercatori universitari* - university researchers

are also entrusted with teaching and research responsibilities.

The following categories may be appointed by contract to cooperate in teaching activities:

- *Professori a contratto* - contract teachers/professors
- *Lettori di madre lingua* - experts in foreign languages (mother tongue).

University teachers carry out both research and teaching activities, being granted freedom in both sectors; they also participate in the governing bodies of their institutions.

Statistics dating back to the academic year 1994-95 provide the following data:

Professori ordinari	*14,501*
Professori associati	*17,120*
Ricercatori	*19,311*
Sub-total	50,932
Professori a contratto	*4,486*
Lettori di madre lingua	*1,501*
Sub-total	5,987
Others	526
Grand total	**57,445**

The table below give the statistical data of students enrolled in *diploma universitario* (DU) and *laurea* degree courses in the academic year 1995/96. The "matriculated" columns refer to the students enrolled in the first year of the respective degree courses (DU/*laurea*) in each area. The "enrolled" columns record the total numbers of students enrolled in the subject areas at DU or *laurea* level. The "graduates" columns indicate the numbers of students who were awarded the DU/*laurea* degrees in 1995.

Students in higher education in Italy; academic year 1995/96

	Diploma universitario			Laurea		
Fields of study	matriculated	enrolled	graduates	matriculated	enrolled	graduates
Agriculture and Veterinary Sciences	680	1,534	76	8,140	35,655	2,544
Architecture and Engineering	5,634	14,436	629	43,942	277,668	15,798
Economics and Statistics	4,850	10,798	546	46,286	265,577	19,651
Humanities and Foreign Languages	1,045	2,165	286	77,109	351,148	22,252
Law	460	568	15	63,223	302,268	16,361
Medicine	9,295	29,314	4,791	8,838	67,347	7,641
Natural Sciences	1,254	2,448	127	38,392	178,959	13,413
Political and Social Sciences	2,448	7,000	1,041	34,937	138,518	7,217
Total	***25,666***	***68,263***	***7,511***	***320,867***	***1,617,140***	**104,877**

Source: Istat.

Notes: Graduates data refer to calendar year 1995. Medicine figures include Isef students (see below: Higher education studies of university rank).

University studies by level

The first level includes:
- *corsi di diploma universitario* (university diploma courses)
- courses run by the *scuole dirette a fini speciali* (schools for special purposes).

Both result in the award of a first degree, the *diploma universitario-DU.*

The second level consists only of *corsi di laurea*, leading to the *diploma di laurea-DL.*

The third level includes:
(a) courses run by the *scuole di specializzazione* (specialist schools), leading to the *diploma di specialista-DS*;
(b) studies for the *dottorato di ricerca* (research doctorate programmes), leading to the title of *dottore di ricerca-DR*;
(c) *corsi di perfezionamento-AC* (advanced courses, non-curricular);
(d) master's courses (special studies, normally *post-laurea).*

(b) Higher education studies of university rank

The *Istituto superiore di educazione fisica* (*Isef*) (higher institute for physical education and sports) is an institution of university rank based on special legislation. The Isef in Rome is the only state institute of this kind; the others, along with their separate branches, are *istituti pareggiati* - that is, non-state institutions which have been recognized by the state.
Isef runs 3-year courses leading to a *Diploma.*

(c) Non-university higher education

Non-university higher education covers a limited number of fields such as fine arts, applied arts, conservation and restoration of cultural assets, archival studies, diplomatics and palaeography, translation and interpreting.

Fine arts academies

The *Accademia di Belle Arti* (Fine Arts Academy) further develops the basic principles and methods of arts institutes at secondary level, from which it is the natural step upwards. Fine arts academies run 4-year courses leading to a *Licenza* (Licence).

Higher institutes for the design industries

The *Istituto superiore per le industrie artistiche* (*Isia*) (Higher institute for the Design Industries) is a post-secondary institution providing training in applied arts – that is, in artistic fields conncected to industrial production. Isia offers 4-year courses in such specialist sectors as graphics, graphic design, industrial design, and pottery design. The final qualification is a *Diploma.*

Other non-university higher education institutions

- *Accademie nazionali*
- *Centro sperimentale di cinematografia (CSC)* (film)
- *Istituti centrali per i beni culturali* (cultural heritage)
- *Istituti internazionali per i beni culturali* (international cultural heritage)
- *Scuole di archivistica, paleografia e diplomatica* (archival studies and palaeography and diplomatics)
- *Scuole superiori per interpreti e traduttori* (interpreters and translators)
- *Centri di formazione professionale post-secondaria* (post-secondary vocational training centres).

2a Table

The information gathered for this section come from:
(a) the Fondazione Rui's higher education documentation centre and the computer databanks on higher education and on student welfare services;
(b) a field survey carried out by postal questionnaire.

The databanks give on-line information when basic key terms are used. In the case of this survey, searches using the following key terms were made: psychological assistance; information for students; educational guidance; vocational guidance; and tutoring.

The field survey was carried out in spring 1997 by means of a questionnaire (see Annex 1) sent to about 300 institutions, centres, and individuals. About 25% of the questionnaires were returned. The information gathered was basically quantitative. The estimates shown in the tables of this report were drawn from the results of the survey. In some cases, further desk information was added, in order to give a more realistic and comprehensive picture.

This section (as well as the other sections of this report) was written following the fusion of information made available from desk work and the field survey. The draft of each section was examined jointly by the author and the collaborator. Comments and observations from guidance counsellors, acting as expert witnesses, were added to the report where necessary.

The draft report was then given to an external supervisor for a final evaluation. Following the supervisor's contibution and suggestions, the final edition of the country report was produced.

For the purpose of the project, the Italian term *orientamento universitario* (including both guidance and counselling tasks) was translated into "guidance". When actual "counselling" is referred to, this term is used.

Most of the descriptive categories used in Table 1 are self-explanatory. Only the category "level" may need some explanation. This concept is part of the holistic model, which is being used as a descriptive model in the survey of which this report is a part (see Van Esbroeck, 1997; Van Esbroeck & Watts, 1997). It indicates whether the service is:
First-in line (1): part of the formal teaching function.
Second-in-line (2): linked to the formal teaching function, but with some degree of specialization.
Third-in-line (3): separated from the formal teaching function, and offered by specialists.

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

Service/System	Funding/Administrative Control	Location	Extent	Level	Target-Group
Educational guidance office (*Ufficio orientamento agli studi*)	University/*Dsu* organization	Mainly internal; rarely external	2/3 of universities, 1/2 of *Dsu* organizations	3	Secondary school students; all university students
Vocational guidance office (*Ufficio orientamento al lavoro*)	University/*Dsu* organization; cases of external co-funding	Mainly internal; rarely external	1/2 of universities, 1/3 of *Dsu* organizations	3	Graduating/recently graduated students
Psychological service (*Servizo di assistenza psicologica*)	University/*Dsu* organization	Internal	1/2 of universities, some *Dsu* organizations	3	All university students
Tutorial service (*Servizio tutorato*)	University/*Dsu* organization, state and non-state legally recognized colleges (*collegi*)	Internal	2/3 of universities, some *Dsu* organizations	2	All university students
Non-academic guidance centres (*Centri non-universitari di orientamento*)	Parent institution/centre; cases of external co-funding	Internal/external	Approx. 100 centres	3	Secondary school/higher education students, graduating/recently graduated students, working students, young people
Youth information offices (*Uffici informagiovani*)	Local public authorities; cases of external co-funding	External	Approx. 650 centres	3	Young people

2b Commentary

Educational guidance services are provided by universities and other higher education institutions (from now on, the latter will be included in the general term "universities"). Vocational guidance for graduates and diploma holders is in the hands of the Regional authorities and run by *enti per il diritto allo studio universitario* (henceforth referred to as *Dsu* organizations).

However, universities and *Dsu* organizations often operate in both the educational and the vocational guidance fields. This occurs for two reasons:
(a) current legislation encourages collaboration between the two groups of institutions;
(b) the fields of operation constantly overlap, so leading to an interweaving of the two groups of institutions.

2b.1 Educational guidance office (*Ufficio orientamento agli studi*)

In universities, a vice-rector (*delegato del rettore*) works with an academic commission for guidance (*commissione d'ateneo per l'orientamento*). This commission is made up of professors and researchers delegated by the faculties. The vice-rector and the commission direct and coordinate the activities of the university through the offices or services involved.

The vice-rector takes part in the work-groups for guidance which have been set up by the Italian Rectors' Conference.

The services are usually organized by a central university body. But in some universities, especially the larger ones, they are decentralized, being coordinated and managed by the faculties. Only in rare cases do centralized and decentralized services coexist.

An educational guidance structure is usually called *Ufficio Orientamento* (Guidance Office); other terms are *Settore* (Unit), *Servizio* (Service) or *Centro* (Centre). Here they all will be referred to generically as "Educational Guidance Office" (EGO).

In some cases educational guidance is provided by *Dsu* organizations, as an alternative or in addition to that offered by the universities. This may be the result of:
(a) an agreement with the university, and/or
(b) the availability of structures and professional skills in the *Dsu* organization, and/or
(c) local factors.

If a university manages educational guidance in a decentralized manner, a central office may operate in the *Dsu* organization linked to that university.

EGOs based on partnerships between universities, *Dsu* organizations and regional governments (*regioni*), provincial administrations (*province*) and municipalities (*comuni*) exist only in a few cases. These kind of "partnership EGOs" (mainly existing in the regions of central Italy) also deal with the vocational guidance of secondary school students and university graduates, as well as providing young people with information. They are the only examples of EGO operating outside the parent institution. The aim of "partnership EGOs" is to serve the whole community and not only the student population.

The field survey shows that at least 37 EGOs in universities, 24 EGOs in *Dsu* organizations and 5 "partnership EGOs" exist, covering almost 85% of academic sites.

In a number of cases EGOs perform other tasks, the most common being information-giving to students, vocational guidance and placement, and support for disabled students. They are less frequently involved with international mobility, tutoring, and psychological assistance. In a few cases guidance is a minor task of an office which also operates in a different field.

An EGO budget is nearly always completely dependent on the parent institution. It may range between 0.5% and 3% of the institution's total budget.

A "partnership EGO" budget may incorporate co-funding from different parent institutions. Co-funding may be allotted in the form of infrastructural support, services or human resources. The university and/or *Dsu* organization are, however, always responsible for the largest contribution. Some activities may be funded by other institutions (European Union, Ministry of Education, Ministry for Universities). Contributions may also be received from sponsors for student fairs, etc, although this is not reported in the survey.

Services are offered free to the users, though contributions may be requested in the case of special undertakings (e.g. residential courses, special courses) in order to cover part of the direct costs.

The administrative control of an EGO is in the hands of the parent institution. No information is available about who has administrative control over "partnership EGOs".

The main target groups are: final-school-year students; school leavers; students seeking access to higher education; university entrants; and on-course students. Specific attention given to particular groups has been quoted in a few cases:

- first-year university students (15% of cases)
- international students (15% of cases) (see sub-section 2b.8)
- disabled students (20%) (see sub-section 2b.7)
- working students (data not quantified).

Services for first-year students, however, are organized by some tutoring systems (see sub-section 2b.4).

The services offered cover two areas. These correspond to successive phases and are aimed at distinct sectors:

(a) pre-university guidance for school students and school leavers;
(b) guidance for pre-entry university students.

EGOs may offer more services, connected with tutoring and vocational guidance (see sub-sections 2b.4 and 2b.2). If so, two further areas may be identified:

(c) guidance targeted to on-going students in the form of tutoring services;
(d) vocational guidance to education-employment transition.

2b.2 Vocational guidance office (*Ufficio orientamento al lavoro*)

Even though vocational guidance for graduates should be provided by regional authorities through the *Dsu* organizations (see sub-section 2b), both *Dsu* organizations and universities operate in this field. This may occur for the following reasons:

(a) the universities had set up vocational guidance and placement services before the task was legally assigned to the regional authorities, and these services continue to operate;
(b) where the universities had structures and professional skills available, an agreement was made with the regional authorities to manage these services through their own offices;
(c) a university provides the service when the local *Dsu* organization is not able to do it.

A structure belonging to a *Dsu* organization is usually called *Ufficio* (Office); however, other terms may also be used, such as *Servizio* (Service), or *Sportello* (Counter or Desk). There are a greater variety of names at the universities: *Centro* (Centre), *Servizio* (Service), *Settore* (Unit), or even *Laboratorio* (Laboratory), as well as others. Henceforth the generic term "Vocational Guidance Office" (VGO) will be used.

VGOs normally work as centralized offices within their parent institution; however, decentralized VGOs operate in some faculties (Engineering at the *Università degli Studi di Bologna* and at the *Università degli Studi di Roma "Tor Vergata"*, Economics at the *Università degli Studi di Torino*, Architecture at the *Istituto Universitario di Architettura di Venezia*); the only case of an external location is the *Servizio Orientamento Professionale e Placement* (Vocational Guidance and Placement Service) at the *Università Commerciale Luigi Bocconi* (Milan).

The survey reports about 22 VGOs in universities and 15 in *Dsu* organizations. Some other universities only contribute to the national databank for graduates (*Alma Laurea*). Furthermore, a few VGOs are managed as partnerships involving several organizations (see sub-section 2b.1) The conclusion is that VGOs total 43, involving 34 academic sites and more than 50% of the universities.

In 7 more cases, basic vocational guidance support is carried out by an EGO; moreover, in at least 7 cases (*Università degli Studi di Firenze*, *Politecnico di Milano*, *Università Cattolica del Sacro Cuore*, *Università Commerciale Luigi Bocconi*, *Università degli Studi di Roma "Tor Vergata"*, *Università degli Studi di Trieste* and *Università degli Studi di Venezia "Ca' Foscari"*) vocational guidance is partly or wholly in the hands of the local alumni association.

Adding these to the other cases, it can be concluded that vocational guidance is provided in about two-thirds of Italian universities.

VGOs are mostly funded by their parent institutions. Some co-financing from other organizations has been reported, particularly from public and private companies which take part in the activities (e.g. the *Comitato Università-Mondo del Lavoro* at the *Università Cattolica del Sacro Cuore* or in the *Puntoimpresa* at four universities in Naples – *Università degli Studi "Federico II"*, *Seconda Università degli Studi*, *Istituto Universitario Navale*, *Istituto Universitario Orientale* - and at the *Università degli Studi di Salerno*). In one case, fund-raising activities have been reported (10% of the annual budget) through the

organization of *stages*. Administrative controls for VGOs work in the same way as for EGOs (see sub-section 2b.1).

The services provided are normally offered free to the users, though the alumni associations may ask for small contributions to join the association. The main target groups are graduating students and recent graduates.

The services provided may differ considerably from case to case. The most common are: databanks on *post-diploma* and *post-laurea* training opportunities; career information; liaison between demands and offers of job opportunities for graduates; and organization of *stages* and company internships. Some universities have set up databanks of their own graduates. The *Alma Laurea* databank, set up by the *Università degli Studi di Bologna* some years ago, now operates on a national scale.

Some universities have signed agreements or created university-industry consortia to liaise with companies. In this case, guidance and support for the transition phase may include *stages*, grants, career or company presentations, and provision of graduate lists to employers.

As well as carrying out promotion activities, alumni associations may also manage databanks, organize career days, and hold courses targeted to career planning and dealing with job-hunting matters.

In some cases, student groups and entrepreneurs associations co-operate with the university and the *Dsu* organization to set up career days, a university-employment forum, and student fairs.

Counselling is less widespread. Services provided may include individual advice, testing and *entretien*. The target groups are graduates looking for their first jobs, unemployed graduates, and those who are not satisfied with their present jobs. The support is designed to stimulate self-assessment, facilitate career planning, and learn effective techniques to approach companies.

2b.3 Psychological service (*Servizio di assistenza psicologica*)

Psychological services (*Servizio di Assistenza Psicologica*, henceforth referred to as SAP) operate in more than one-third of Italian universities. Names and characteristics may vary from case to case.

The survey reports that about 24 SAPs are presently in operation. Most of them are located within the universities; 4 SAPs are operated by the *Dsu* organizations; and in the case of the *Istituto Superiore per le Industrie Artistiche* of Faenza, the service is provided by the local Health Service. Since there are also a few cases of double services (in Brescia SAPs operate both in the university and in the local *Dsu* organization, while at the *Università degli Studi di Napoli "Federico II"* two SAPs are targeted to students of different faculties), SAPs operate in 22 academic sites.

In more than half the cases, SAPs operate as specific units: in three cases they work inside an EGO or a student office; in three more cases the service is provided by a department, an institute or a chair of psychology, psychiatry, or medicine.

The standard name includes such variations as *Servizio Ascolto* (Listening Service), *Servizio di Consulenza Psicologica* (Psychological Consultation Service), and *Servizio di Psicodiagnostica* (Psychodiagnostic Service).

Whichever form they may take, SAPs operate within their parent institutions. Even though detailed information is not available, it is to be assumed that funding is received from the parent institution, which holds administrative control.

SAPs are open to all students but the services provided are targeted mainly to students with personal problems or students suffering from study difficulties.

Counselling and personal support are available for the following: problems with settling in at university and in a new town; study and exam anxiety; and difficulties in interpersonal relations. In some cases more personal problems are dealt with. At the *Università per Stranieri di Perugia* (which holds preparatory courses for foreign students intending to enrol in Italy), such support takes on also an intercultural aspect.

The staff working in the *Saps* are psychologists, psychiatrists and other specialists. As the SAPs are often managed by academic structures where under- and post-graduate training and research are carried out, young voluntary researchers and *stagiaires* participate in the work.

2b.4 Tutorial service (*Servizio tutorato*)

Academic tutoring was formally introduced in 1980 as a result of the reform of higher education regulations; it was put into practice after the 1990 reform of academic curricula.

Tutoring is defined as a "function" carried out by different roles by means of a "system" of services offered to the students. It is in the hands of professors and researchers, while faculty boards are responsible for the organization of the system, and the assessment of the services offered.

Both centralized and decentralized tutorial services have been created in the universities.

The centralized model is less common. It involves the responsibility of a vice-rector (*delegato del rettore*) and an academic commission (*commissione d'ateneo*), while an administrative office is responsible for practical duties. Usually the commission and the office are engaged in other student services as well as tutoring – e.g. guidance, academic services, and student welfare. Tutoring is provided by a staff made up of professors, researchers and (often) mature or graduate students. The students are recruited by the university and paid through student part-time work funds. In a few cases (*Istituto Universitario di Lingue Moderne* in Milan, *Università degli Studi di Torino*, and others) students working as tutors are allotted a scholarship.

The more common decentralized model may be the responsibility of a vice-dean and a faculty academic commission; the services are operated within faculties or courses. Where a decentralized tutorial service exists, an office responsible for the university as a whole may or may not exist.

Tutorial services are reported to operate in more than two-thirds of Italian universities. In about half the cases, the service is open to all students; in the remaining half, tutoring is available only in some courses.

Even though tutoring is mainly considered a university activity, in about ten cases *Dsu* organizations also operate services of this kind. This has come about because the laws instituting tutoring encouraged collaboration, and also as a result of the fact that a large number of student services are organized by both the universities and *Dsu* organizations (see sub-section 2b). *Dsu* organizations seem to operate on their own only in one case (Brescia); otherwise they operate in partnership with the universities (Bologna, Milan, Trento) or take part in complementary activities like tutoring in student halls of residence.

Tutorial services operate within their parent institutions, and are funded from their main budget. The parent institutions maintain administrative control. Some activities (e.g. special projects) may be co-funded from public bodies (notably the Ministry for Universities).

The main target groups are on-course students. Tutoring is now being offered to first-year students (often by *ad hoc* staff) and categories with special needs such as the disabled (see sub-section 2b.7), foreign students (see sub-section 2b.8) or working students. Services are free of charge.

Tutoring is also available at the *collegi statali e legalmente riconosciuti* (state and non-state but legally-recognized *collegi*, which currently host approximately 6,000 students). The service usually covers all internal students. Some external students may also be included.

2b.5 Non-academic guidance centres (*Centri di orientamento non-universitari*)

It is estimated that there are about 100 non-academic guidance centres in Italy. They are both public and private, and their names and functions may vary according to different factors. Henceforth the generic term "non-academic guidance centre" (NAGC) will be used.

In some regions (e.g. Abruzzo, Friuli-Venezia Giulia, Lombardia, Puglia) local governments have set up decentralized networks of centres. In other regions (Calabria, Campania, Emilia-Romagna) local authorities offer computer-assisted services to NAGCs operating on their territory.

Provincial administrations and municipalities may operate through:
- their own services and centres (e.g. the VGO run by the Municipality of Milan and by the Provincial Administrations of Naples, Trento, etc);
- already existing centres (such as the *Informagiovani* in Venice - see sub-section 2b.6);
- specialized services (e.g. the *Agenzia Giovane Impresa* managed by the Municipality of Rimini, the *Centro Polaris* operated by the Reggio Emilia Provincial Administration, the *Ufficio Università e Impresa* run by the Pavia Provincial Administration).

A number of NAGCs have been created by student cooperatives or associations, and by private organizations. There are considerable differences in their sizes, the services they offer and the qualifications they require to their staff.

Some of these NAGCs were created by *collegi statali e legalmente riconosciuti* (state and non-state but legally-recognized *collegi*), such as the Ipe's *Sportello Euripe* in Naples, the

Arces' *Centro di Orientamento Informagiovani* in Palermo, the *Centro Cospes* of the *Collegi "don Nicola Mazza"* in Verona.

Some NAGCs have been created by association of private companies, or are run by entrepreneurs or professional organizations (e.g. *Ceasco* in Turin, the VGO of the *Federazione Nazionale dei Cavalieri del Lavoro* in Rome, the *Forum di Orientamento* of the Industrial Union of Macerata).

Vocational guidance is also delivered in academic and non-academic centres through specialized databanks (e.g. that developed by the Engineers' Professional Association in Genoa) or software (e.g. *Progetto Orizzonti* by *Federindustria Veneto* – a young entrepreneurs' association in the Regione Veneto). Also, educational guidance may be delivered through specialized software developed by private bodies, such as *Il Filo di Arianna* of the *Fondazione Agnelli*.

A number of private NAGCs also operate locally. The profiles and focus of these centres may differ greatly. Mainly small to medium-sized, there are private NAGCs in metropolitan areas and in the provinces of the centre, the north and the south of Italy.

In addition, a number of experts (a few dozen) operate as freelance professionals. They often act as consultants or are commissioned by academic or non-academic centres. This makes it difficult to separate strictly private initiatives from consulting activities within the services/centres described in sub-section 2b.

NAGCs created by organizations are located mainly within their parent organizations. Regional networks are spread throughout the territory. Private NAGCs operate on their own.

There are considerable differences between public and private NAGCs as regards funding. Public structures are totally or mainly financed by their founding institutions. Co-funding from the European Union, the Ministry of Labour, and other organizations has been reported, especially where centres engage not only in educational guidance but also (in some cases mainly) in vocational guidance and support in the education-employment transition. Co-funding may be substantial (up to 75% of the annual budget).

The types of activities carried out in the private centres determines their budget. If the centres operate within organizations or associations, financial support from them is usually significant (40-100% of the annual budget). Support from local public and private organizations is episodic and generally connected with special programmes and projects. In the few reported cases where payment is required for the services provided, the revenues obtained from private clients are not the main item in the budget.

NAGCs are open to both students and the general public, as normally they offer both educational and vocational guidance. Thus they may provide services to students, workers, and unemployed people, regardless of their educational backgrounds.

Guidance for secondary school students is available in 100% of the cases reported in the survey. Guidance is offered to school-leavers and to graduating university students in 50% of the cases. Guidance for on-course university students, for university graduate students, and for specific target-groups (e.g. university entrants and first-year students, international students, disabled students) is available in 25-30% of the cases.

Some NAGCs support also working students, employees who are in search of employment, and the unemployed. An increasing number of people who are already employed seek advice in order to improve their qualifications or go on refresher courses.

Only one NAGC has been reported as catering for specific minority-language groups (the Regional VGO in Trieste for the Slovenians).

As NAGCs are open to a wide and varied public, they may offer a whole range of services: information, guidance, counselling and advice, placement service, and support for the education-employment transition. Moreover, they may manage documentation centres and databanks, and make use of self-help strategies. Few university-industry liaison activities have been reported.

2b.6 Youth information offices (*Uffici Informagiovani*)

A network of information offices, called *Informagiovani*, has been set up from the eighties by local organizations (provincial administrations and municipalities) in order to provide information services to young people (age group 14-29). They are approximately 650 in number, and the number is expected to increase. They were created to give information on topics relevant to young people: education, work, sport, culture, life styles, leisure activities, etc.

Originally the *Informagiovani* network did not have any specific skills in the field of educational or vocational guidance. Over the years, however, some offices have developed specific guidance skills as a result of:

(a) substantial requests for such support from clients;
(b) the presence of relevant professional skills in the office (e.g. in the *Informagiovani di Venezia*);
(c) an agreement with the university and/or local *Dsu* organization to pilot a partnership (e.g. the *Centro Informagiovani di Urbino*).

Today there are at least ten *Informagiovani* offering guidance. The survey has reported their presence in: Faenza, Forlì, Venice (offices created by municipalities), Naples (office created by the Napoli provincial administration); Palermo (created by Arces - see sub-section 2b.1) and Urbino (created and managed by the municipality and the Pesaro-Urbino provincial administration, the *Università degli Studi di Urbino,* and Ersu – the local *Dsu* organization*)*.

2b.7 Guidance for special target groups

In a number of cases guidance targeted to the following special groups has been reported:
(a) working students
(b) minority-language students
(c) students with disabilities.

Guidance for working students has been reported by EGOs and VGOs in a few cases. It is developed mainly in the form of personal support on request. Only one institution *(Istituto per il Diritto allo Studio dell'Università degli Studi di Milano*, a *Dsu* organization) seems to develop regular tutorial services targeted to working students.

Some NAGCs (see sub-section 2b.5) carrying out vocational guidance activities also support working students. These centres mainly target employees, those who are in search of employment, and the unemployed; thus, guidance for students is a minor part of their activities.

One of these centres (see again sub-section 2b.5) also targets its support to a minority-language group. This is the only reported case of special guidance for an ethnic target group.

One service (*Centro Sociale* of the *Università per Stranieri di Perugia*) has been reported to have multi-cultural activities, since it deals with foreign students attending pre-enrolment courses (see sub-section 2b.3; guidance for international students is described in sub-section 2b.8).

Apart from those occasional cases, guidance for special target groups mainly means guidance for students with disabilities. Support for students with disabilities was reported from about 20% of the universities and *Dsu* organizations.

In a few cases, support in provided by c*entri di accoglienza* (reception centres), combining guidance and other support for the disabled; such centres operate at the *Università degli Studi di Pavia*, the *Università degli Studi di Venezia "Ca' Foscari"*, and *the Università degli Studi di Roma Tre*. Where a centre does not exist, disabled students may be referred to a person who is responsible for providing information and support. Where neither a centre nor a responsible officer is available, an office with other responsibilities may provide basic assistance.

Services targeted to students with disabilities mainly consist of information, and personal and class assistance. For this reason they cannot be considered as specialized guidance centres, and are not included in the classification reported in Table 1.

Counselling is provided on request, and mainly on an individual basis; group support has been reported in one case (*Università Cattolica del Sacro Cuore* in Milan). Tutoring is targeted also to students with disabilities in more than half the universities which offer this service. Tutors are generally part-time students (see sub-section 2b.4), volunteers and/or conscientious objectors who are doing civilian service. Only one case has been reported of *stages* organized for disabled students.

Guidance for students with disabilities does not yet define a separate professional role; working with the disabled students is an add-on job for some of the professional roles working in the structures/services described elsewhere in this report.

Where specific assistance and support are available, they are provided by people with special skills, working either as teachers, or as escorts, supportive assistants, etc. In some centres, those involved in providing services and support to students with disabilities participate in associations and groups which are concerned with raising awareness among the student population and the general public about the implications of handicap and disability.

2b.8 Guidance for international students

An *Ufficio Accoglienza Studenti Stranieri* (International Students Reception Office - henceforth ISRO) operate in a number of universities where there is a critical mass of foreign students. Where an ISRO is not in operation, foreign students may find temporary structures (e.g. information desks operating during the registration period), or apply to an officer in the student administration offices. They may also refer to the *Ufficio Relazioni Internazionali* (International Relations Offices). In some cases, ISROs or temporary information desks are managed by international students who are already studying at the university.

ISROs mainly take care of administrative matters and practical aspects of students' lives. Guidance may be provided only on request; or students are referred to guidance structures or services. In addition, universities may print guides for international students, explaining: selection and registration procedures; reserved-quotas policies; the organization and functioning of the campus; services available in the institution and in the town; etc.

Since ISROs cannot be considered as real guidance structures/services, they are not included in the classification reported in Table 1.

Dsu organizations may also create ad hoc offices. Places are reserved for international students in student halls of residence; often financial aid is available in the form of grants and one-off funds. A few canteens are reported to cater specifically for international students, e.g. offering special food, etc.

Services targeted to international students do not yet define a separate professional role; working with international students is an add-on job for some of the professional roles working in the structures/services described elsewhere.

2b.9 New trends and expected changes

The profiles of university guidance structures/services are undergoing considerable changes as a result of the changes taking place in the whole guidance sector in Italy. These changes are directly linked to the trends in the development of higher education (increasing institutional autonomy, territorial decentralization, diversification of curricula, etc.) and in social change (population decrease and its consequences, feminization, unemployment, new types of work, etc).

Thanks to recent legislative provisions, both educational and vocational guidance have attained more clearly defined institutional status in universities. The role of the structures/services is developing parallel to the increase in the volume of activities and the diversification of tasks. The growth of private and public local centres is the result of actions that have been taken by both local public administrations and private organizations. Finally, there has also been an increase in the number of staff attached to the various structures/services as a result of the establishment of new professional areas and the employment of personnel with differing status (permanent staff, consultants, temporary staff, etc).

The student population in Italy is undergoing increasing diversification as well. Recent surveys (Censis 1990; Fondazione Rui/Università di Camerino 1995) report that a little over 50% are to be considered real full-time students. This is accounted for by the fact that today

there are more non-traditional students, who were previously in a marginal position: regularly employed students (today 20% of the total student population); "mature" students, i.e. those who begin their studies beyond the normal age (19-24), and "returning" students who resumed their studies after a period. Moreover, special groups ask for ad hoc services: disabled or handicapped students, international students, students on distance learning. Finally, the status of part-time student should shortly be officially recognized, since these students are already an important part of the student population.

The complexity of these changes has produced a need for the heads of services to develop managerial, organizational and personnel management skills. These skills are, to some extent, new professional skills for staff working in the public sector. The institutionalization of guidance and tutoring in universities requires that these services should be coordinated with the universities' and the local communities' development plans. They must also be linked to other services and offices operating within the universities themselves, and local administrative bodies.

The diversification of the clients' needs means that it has become necessary to increase and diversify the services provided. For the heads of service (see section 3) this means being able to identify these needs, and work out adequate ways of satisfying them.

Information-givers (see section 3) need to develop greater communication skills in order to be able to interface with non-traditional clients who may have non-conventional needs. This means that being able to identify new effective sources of information according to the problem in hand has become increasingly important, as well as being able to send the client on to other services, should the information available be inadequate to his/her needs. New skills in external relations are thus required, since the focus of information-givers' job not only includes, but goes beyond, the front-line dialogue with clients.

Information concerning international students, and Italian students who intend to study or start their careers abroad, has achieved particular standing among the clients' new needs. The information that they deal with in this case concerns not only available international mobility opportunities, but also the description of foreign higher and further education systems and the explanation of how they work. How to secure qualifications and credits, and get study periods abroad recognized, are also features of their work.

These staff also have to learn computer and applied telematic skills (databanks, Internet, etc.). The relevance that these skills have attained is shown by the frequency with which information technology has been reported as part of initial and in-service training (see Section 4).

All structures/services have shown an increasing tendency to engage external consultants to perform both specialized guidance and additional activities. Consultants are reported to set up and manage databanks, to develop multi-media guidance tools, to organize student fairs, career days, etc. The tendency to engage external consultants is partially the consequence of a growing tendency among both private employers and public administrations to "externalize" specialized functions.

The system described in this report will possibly undergo a change in the near future. New laws have recently been passed concerning access to university studies in Italy. Among these is the D.M. (Ministerial Decree) No. 245 of 21/7/1997 which concerns guidance for students in secondary schools. According to this legislation, guidance activities must be carried out

during the penultimate year at school (the fourth year of high school). By November 30th of the final year (the fifth), students intending to go to university must make a pre-application. Their application will be confirmed when their school-leaving certificate exam has been passed (*esame di maturità*). Before official degree courses at university start, universities will organize introductory courses, guidance and tutoring courses, and self-assessment tests for prospective students. Students will be given an assessment at the end of the courses but this will not be mandatory for acceptance.

Furthermore, a document presented by the Interministerial Commission Ministry of Education/Ministry for Universities, Scientific and Technological Research, and passed on 23/5/1997, states that training courses for secondary school teachers on guidance strategies and methodology will be organized by universities together with the local *Istituti Regionali di Ricerca, Sperimentazione e Aggiornamenti Educativi* (IRRSAE) (Regional Institutes for Research, Experimentation and Teacher Refresher/Training Courses). This will, obviously, lead to considerable changes in the field of guidance as far as methodology and organization are concerned for those students intending to go to university.

Section 3 Roles and tasks

Introduction

Many of the structures/services described in this report engage in a varied range of guidance activities (see Section 2). It is important to bear this in mind when examining the analysis of the staff roles and tasks described in this section.

A specialization/despecialization dialectic characterises the activities carried out by some professional roles, as well as being the general set-up of the services offered in many of the structures/services. Moreover, a number of staff members have multifaceted roles. As well as carrying out their own professional tasks, they may carry out some other professional roles' tasks, thus acquiring complementary skills.

The emerging pattern is flexibility and a capacity to adapt to the needs of the students and the community clients, even though this may mean that exclusive professional tasks related to specific roles are considered less important.

In fact, where specific tasks have been related exclusively to specific roles, this may be - at least in some cases - a distinction more evident on paper than in practice.

The task analysis in Section 3 is based upon a student-centred holistic guidance model[1], which distinguishes three types of guidance:
- 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 focus of each guidance service/system has been analysed on a seven-point scale. The allocation of the seven 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.

The result of this analysis is given in Table 2. The number of staff given in this table refers to the number of persons engaged in the role concerned. In some services, the work of some individuals covers more than one role. In these cases, they have been assigned to the role to which most of their time was dedicated.

For each of the occupational roles, a task analysis has been performed. The following task classification[2] has been used:

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. educational institutions, guidance agencies, social services, official bodies, and employers). (A)

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[1] Van Esbroeck, R. (1995). Beschouwingen bij het drielijnen model. PMS-Leven, 95-1: 28-40; Van Esbroeck, R. (1996) Adjustment for academic success. In: Van Esbroeck, R. *et al.* (eds). *Successful adjustment to university and progression beyond in a European context* (p. 7-10). Louvain la Neuve: FEDORA; Van Esbroeck, R. (1996) Overgang SO-Universiteit: begeleiding van eerstejaars aan de Vlaamse universiteiten. PMS-Leuven, 24 (2): 2-16; Van Esbroeck, R. (1997) Topics on guidance and psychological counselling in higher education. In: Abreau, M.V., *et al.* (eds). *Informaçao e a orientaçao escolar e profissional no ensino superior* (pp. 63-70). Coimbra: University of Coimbra.

[2] Watts, A.G., & Van Esbroeck, R. (1996). Task classification. Working paper for LEONARDO Project on "New Skills for Vocational Guidance in Higher Education". Brussels: FEDORA.

2 **Information management:** the collection, production and display of information in relation to education and training opportunities, and/or careers, occupation and the labour market. (B)

3 **Information-giving:** providing relevant information to individuals or groups in relation to education and training opportunities, and/or careers, occupation 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 and experience and on assessment results. (I)

6 Assessment: making judgements about individuals' suitability for certain opinions, based on inventories, tests, observations, interviews, etc.

6.1 **Facilitating 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 services 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. (N)

9.1 **Liaison with providers**: liason 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 and in interviews, etc.). (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, with and/or outside own institution, on behalf of individuals, especially those for whom there may be particular barries 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 guidance given, and offering further support needed. (U)

For each of the tasks listed, a rating on the importance of the task is given on a 0 to 4 scale, 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

The result of these ratings are found in Table 3, where all tasks listed are referred to by their letter code (see above).

3a Tables

Table 2: Main occupational roles[3] and focus

Service	Occupational roles	Number	Focus		
			E	V	P
EGO-Educational guidance office (***Ufficio orientamento agli studi***)	Head of service (*Responsabile*)	(56)	5	1	1
	Documentalist (*Documentalista*)	(10)	5	2	0
	Information-giver (*Addetto all'info. all'utenza*)	(100)	5	2	0
	Guidance counsellor (*Consigliere di orientamento*)	(100)	3	1	3
	Guidance psychologist (*Psicologo dell'orientamento*)	(30)	3	1	3
	Secretarial clerk (*Addetto alla segreteria*)	(56)	-	-	-
	Others (*Altro*)[4]	(50-100)	-	-	-
VGO-Vocational guidance office (***Ufficio orientamento al lavoro***)	Head of service (*Responsabile*)	(43)	1	5	1
	Documentalist (*Documentalista*)	n.e.	0	7	0
	Information-giver (*Addetto all'info. all'utenza*)	(50)	2	5	0
	Guidance counsellor (*Consigliere di orientamento*)	(15-20)	1	3	3
	Guidance psychologist (*Psicologo dell'orientamento*)	(5)	1	3	3
	Secretarial clerk (*Addetto alla segreteria*)	(43)	-	-	-
	Others (*Altro*)[4]	(15-20)	-	-	-
Psychological service (***Servizio di assistenza psicologica***)	Head of service (*Responsabile*)	(14)	1	0	6
	Guidance psychologist (*Psicologo dell'orientamento*)	(50)	1	0	6
	Others (*Altro*) [4]	(50)	1	0	6
Tutorial service (***Servizio tutorato***)	n. i.[5]	-	-	-	-
NAGC - Non-academic guidance centres (***Centri di orientamento non-accademici***)	Head of service (*Responsabile*)	(100)	3	3	1
	Documentalist (*Documentalista*)	(20)	3	4	0
	Information-giver (*Addetto all'info. all'utenza*)	(150)	3	4	0
	Guidance counsellor (*Consigliere di orientamento*)	(80)	3	3	1
	Guidance psychologist (*Psicologo dell'orientamento*)	(30)	2	2	3
	Secretarial clerk (*Addetto alla segreteria*)	(70)	-	-	-
	Others (*Altro*)[6]	(50)	-	-	-
Youth information offices (***Uffici informagiovani***)[7]	Head of service (*Responsabile*)	(10)	5	1	1
	Documentalist (*Documentalista*)	(5)	5	2	0
	Information-giver (*Addetto all'info. all'utenza*)	(20)	5	2	0

[3] Only a small proportion of the work done by secretarial clerks and other occupational roles falls within the remit of this report; their activities are therefore not described in detail in the report and not analysed in tables 3 and 4.

[4] Trainees, *stagiaires*, conscientious objectors doing civilian service, other temporary roles.

[5] Not identified.

[6] Technicians: audiovisual, databanks, office automation, etc.; social workers; university-industry liaison officers; trainees; *stagiaires*; conscientious objectors doing civilian service; other temporary roles.

[7] Only offices providing university guidance are included here.

	Guidance counsellor (*Consigliere di orientamento*)	(5)	3	1	3
	Secretarial clerk (*Addetto alla segreteria*)	(10)	-	-	-

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
EGO-Educational guidance office (*Ufficio orientamento agli studi*)																					
Head of service (*Responsabile*)	4	2	2	2	1	2	2	0	2	0	0	0	1	0	0	1	0	0	0	0	0
Documentalist (*Documentalista*)	0	4	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Information-giver (*Addetto all'info. all'utenza*)	1	3	4	2	0	1	0	0	2	0	0	3	0	1	0	3	0	0	0	0	0
Guidance counsellor (*Consigliere di orientamento*)	1	1	3	4	3	3	4	3	4	3	3	2	3	1	2	3	0	0	1	0	1
Guidance psychologist (*Psicologo dell'orientamento*)	1	1	1	4	4	4	3	2	3	4	4	0	3	0	1	1	1	0	3	1	1
VGO-Vocational guidance office (*Ufficio orientamento al lavoro*)																					
Head of service (*Responsabile*)	4	2	2	4	2	3	2	1	3	0	0	0	1	1	1	1	0	0	0	0	0
Documentalist (*Documentalista*)	0	4	3	1	0	0	0	0	1	0	0	2	1	1	1	3	0	0	0	0	0
Information-giver (*Addetto all'info. all'utenza*)	1	3	4	2	3	2	1	0	1	0	0	2	0	3	2	3	1	0	0	0	0
Guidance counsellor (*Consigliere di orientamento*)	1	2	3	4	4	4	4	2	4	3	2	2	2	2	4	4	0	0	0	0	1
Guidance psychologist (*Psicologo dell'orientamento*)	1	0	0	4	4	4	3	3	3	4	4	0	3	0	2	2	1	0	3	1	1
Psychological service (*Servizio di assistenza psicologica*)																					
Head of service (*Responsabile*)	4	3	2	2	2	1	2	0	2	0	0	1	0	2	0	1	0	0	0	2	1
Guidance psychologist/ Psychiatrist (*Psicologo dell'orientamento/Psichiatra*)	3	0	2	4	4	2	4	3	4	4	4	1	4	1	1	1	0	0	3	1	1
NAGC - Non-academic guidance centres (*Centri di orientamento non-accademici*)																					
Head of service (*Responsabile*)	4	1	1	1	1	2	1	0	0	1	1	1	1	2	0	1	0	0	1	0	0
Documentalist (*Documentalista*)	0	4	3	1	0	0	0	0	1	0	0	1	1	3	0	2	0	0	2	0	0
Information-giver (*Addetto all'info. all'utenza*)	1	3	4	3	2	2	1	1	1	0	0	3	1	1	0	4	0	0	1	0	1
Guidance counsellor (*Consigliere di orientamento*)	1	3	4	4	4	3	4	1	3	2	0	2	3	2	1	4	0	0	2	0	1
Guidance psychologist	1	0	3	3	4	3	4	2	2	3	4	1	2	2	3	2	1	0	3	0	3
Youth information offices (*Uffici Informagiovani*)																					
Head of service (*Responsabile*)	4	1	1	1	1	2	1	0	0	1	1	1	1	2	0	1	0	0	1	0	0
Documentalist (*Documentalista*)	0	4	3	0	1	0	1	0	1	1	0	4	1	1	0	1	0	0	1	0	1
Information-giver (*Addetto all'info. all'utenza*)	1	3	4	1	2	1	1	0	1	1	0	4	1	1	0	3	0	0	1	0	0
Guidance counsellor (*Consigliere di orientamento*)	1	3	4	4	4	3	4	1	3	2	0	2	3	2	1	4	0	0	2	0	1

Note: Secretarial clerks are not included in this table because normally they are not involved in professional tasks performed by included roles: other occupational roles are not included because their tasks may differ from case to case.

3b Commentary

3b.1 Educational and vocational guidance offices

Looking at the occupational roles in EGOs and VGOs in the light of the specialization/despecialization balance (see Introduction to Section 3), the two offices appear to be rather similar. For this reason they are dealt with together in this section.

As the vice-rector and (where it operates) the academic commission for guidance direct and co-ordinate activities carried out by the university (see Section 2), they do not actually fulfil any professional role as such and so will not be considered here.

Both EGOs and VGOs comprise a head of service and quite a large staff. External consultants may also be used.

A head of service (*responsabile del servizio*) manages the office (his/her presence has been reported in all cases). General management may be not the only task this role carries out: sometimes he/she plays also a professional role in the service, e.g. in information management and information giving, or as a guidance counsellor.

He/she is a professionally qualified worker, his/her position being assigned according to legal requirements (state and public administration rules). When offices provide both educational and vocational guidance, the management focus may shift from educational to vocational guidance, and vice-versa, according to the situation.

An exclusive professional role of documentalist (*documentalista*) (see sub-section 3c.3 for detailed profile) does not seem to be common since:
(a) a limited number of offices possess a documentation centre and/or extensive and structured databanks;
(b) information management is often a subsidiary task of other staff members, e.g. information-givers.

VGO documentalists' work focuses on the management of information on vocational matters. In EGOs, however, the documentalists' work focuses mainly - but not exclusively - on educational data management. Where documentalists operate, they are not involved in guidance tasks.

Information-givers (*addetti all'informazione all'utenza*) are always present. In EGOs the average number of information-givers per office is 2. This means that in medium-to-large EGOs there may be 5 or more information-givers. VGOs are generally smaller than EGOs; thus in this case the number of information-givers per office is only slightly higher than 1.

Guidance counsellors are sometime reported to undertake minor tasks as information-givers; on the other hand, information-givers are not usually involved in guidance tasks.

Guidance counsellors (*consigliere di orientamento*) are reported to operate in EGOs more than in VGOs. In EGOs, the number of counsellors per office is about 2 (in medium-to-large centres there may be 5 or more counsellors), while in VGOs the ratio is about 0.5% per office.

The activity focus is divided between educational or vocational guidance - according to the type of office - and personal guidance. Counsellors may act also as information-givers (if so, information is a minor task).

Guidance psychologists (*psicologo dell'orientamento*) operate in EGOs with a ratio of about 0.5 psychologists per office. In some cases guidance psychologists have been reported to work in offices providing both educational and vocational guidance services, but no information is available about guidance psychologists working in VGOs. As an increasing number of institutions are offering psychological services, it can be assumed that the guidance psychologists-per-office ratio will increase as a result.

Secretarial clerks (*addetto alla segreteria*) are always reported to be present; there may be more than one member in the larger offices, each of them accomplishing specialized functions. As well as administrative tasks, a secretarial clerk may be involved in simple information tasks, e.g. if there is not a documentalist in the office (if there is, a clerk may act as an assistant).

Temporary workers (*collaboratori temporanei*) are often reported to operate in both EGOs and VGOs. They may be psychology or education students doing practical training, internship or *stages;* students working with part-time contracts (see sub-section 2b.4); or conscientious objectors doing civilian service as an alternative to military service. Trainees and *stagiaires* may assist guidance counsellors and guidance psychologists. The other temporary workers may be involved in information matters, and secretarial tasks.

EGOs and VGOs may also make use of external consultants, i.e. guidance counsellors, guidance psychologists, etc. called upon to perform specialized tasks. It is difficult however to evaluate how widespread the practice of calling in consultants is.

3b.2 Psychological services

The size of a SAP depends on both the size of the institution in which it operates, and the nature of the services provided. In some universities (not necessarily the largest) the staff is made up of a certain number of specialists, often assisted by temporary support (see later); whereas other SAPs may only employ one or two staff members.

Each SAP has a head of service. This assignment may be given to one of the guidance psychologists on the staff who has adequate professional requisites. If the service is provided by a university clinic, or a department, or a research centre, the director of the structure (a chief physician, or a director) will carry out this task.

The tasks of guidance psychologists and psychiatrists working in SAPs focus on personal guidance and counselling. As the SAPs are concerned with problems related to study, some minor educational guidance tasks may be accomplished. There is no evidence of vocational guidance in such services.

Trainee guidance psychologists and psychiatrists have been reported to operate in SAPs. Students working on part-time contracts and conscientious objectors have sometimes been reported to operate in ancillary roles.

3b.3 Tutorial services

Where these services operate, a vice-rector (or vice-dean) and an academic (or faculty) commission are responsible for the direction and co-ordination of the activities carried out by the university (or the faculty). They will not be considered here as they do not fulfil any professional roles as such.

On-course tutorial services are provided by a staff comprising university professors and researchers. Senior students, graduate students, and students working with part-time contracts may also be involved in complementary tasks. As there is a considerable turnover, it is difficult to quantify the number of staff actually involved (a considered estimate would be of several hundreds).

It is also difficult to define the professional roles that emerge (head of staff; senior tutor, junior tutor, subject tutor, personal tutor, special target-group tutor – e.g. for entering students, working students, etc). Tutors do not, in fact, have a single professional role, even though tutoring may be extremely time-consuming and require high-level technical skills. Tutorial tasks are accomplished in addition to each person's main activity - teaching, research, or study.

3b.4 Non-academic guidance centres

There are considerable differences between public and private NAGCs (see sub-section 2b.5).

In public structures the staff-per-centre ratio is higher than in the private ones. Many public structures have been set up to serve medium-to-large areas (regions, provinces, large towns or cities). As a result, there is a tendency towards employing staff with specific skills, and to use temporary staff in complementary roles. Many centres were set up as vocational guidance centres, but they have gradually extended their scope to include educational guidance (and in some circumstances, personal guidance). Obviously, this influences the focus of the staff activities and the development of their occupational roles.

Private NAGCs are generally smaller, with a lower staff-per-centre ratio, and a tendency to make less clear distinctions between the tasks. Furthermore they mainly tend to focus on educational and personal guidance (though some important exceptions to this have been reported).

All NAGCs are run by a head of service. Since public NAGCs are not just offices (as in most universities) but have an autonomous structure - even though their location is within their parent institutions - a head of service is usually a professionally qualified employee, his/her placement being assigned according to legal requirements (public administration rules). His/her main task is management, even though he/she may also carry out operational tasks. A similar situation is reported by private centres. As many NAGCs deal with both educational and vocational guidance, a head of service's main focus may shift from educational to vocational and personal guidance, and vice-versa.

The information-giver is not very common in NAGCs either, for the same reasons outlined above (see sub-section 3b.1). The focus of their activity depends on the focus of the centre. Information-givers do not take part in personal guidance.

The average information-givers-per-centre ratio is about 1.5; numbers, however, may vary considerably among the centres, with up to 7-8 information-givers in the larger ones. Information-giving can be an add-on task performed by other roles, especially in the smaller centres.

Most centres (80% approx.) have guidance counsellors on their staff. As well as performing their own tasks, counsellors may act also as information-givers.

Guidance psychologists are reported to operate mainly in private centres. In a number of cases such centres have actually been set up by a guidance psychologist. Their main focus tends to be on personal guidance, though this may vary in accordance with the focus of their centre.

Only in two-thirds of the cases do secretarial clerks have an autonomous role. Especially in the medium-to-small centres, secretarial tasks are performed as an add-on activity by other staff members, e.g. documentalists or information-givers.

NAGCs - particularly the medium-to-large in size - often make use of highly qualified experts and consultants to perform specialized tasks, such as: office automation; audio-visual software development; social work; etc. Here too it is common to find temporary assistants - e.g. internees, trainees, *stagiaires* (both public and private NAGCs may establish agreements with universities), and (in public services) conscientious objectors doing civilian service as an alternative to military service.

3b. 5 Youth information offices

The structure of the *Informagiovani* that provide educational and vocational guidance services is not unlike the structure of public NAGCs. Sub-section 3b.4 describes the roles and the tasks involved in these structures; they may be applied also to the *Informagiovani*, bearing in mind the following clarifications.

As *Informagiovani* are mainly concerned with information, information management and information-giving are their main tasks. It is estimated that there are more information-givers here than in other types of centre. For the same reason, there are fewer guidance counsellors and no guidance psychologists.

As this report has only taken into consideration offices carrying out student guidance (see sub-section 2b.6), their main focus is on educational guidance; information on job opportunities constitutes the bulk of the activities of the *Informagiovani* in general, targeted to all young people and not only to the students.

3b.6 Tasks performed by some professional roles

The heads of service do not only carry out managerial (A) tasks. As has been mentioned earlier, in all types of service, workers who possess the required qualifications may often take on managerial responsibilities as well. This means that they are involved, even though to a lesser extent, in operational tasks. Only in a few large centres do managerial and operational tasks appear to be more clearly separate. Differences among the different services/structures have been reported: in VGOs, heads of service seem to be involved with operational tasks

more than in other centres. This may be partially explained by the fact that these offices are usually medium to small in size.

The heads of service have been given a score from 1 to 3 for counselling (D; E; F; G) and advice (I), as it is usually the guidance counsellors and the guidance psychologists who take on the task of head of service. When other tasks have been reported (e.g. N, and others - see Table 3 for details), they have only been performed occasionally.

Information-givers are to be considered as having a multifaceted profile. The major task of this professional role is giving front-line information (C), in all types of services and structures. In most centres, however, the quite considerable add-on task of dealing with information collection and display (B) is also carried out. This accounts for the middle to high scores (2 or 3) for information management given to these operators. This is often the result of deliberate internal policies establishing task rotation and the integration of functions within a service.

Information-givers may also send clients on to other guidance or information structures/services. Hence the score 3 or 4 given to task L. This appears to be the result of increasing thematic specialization among structure/services, which has been made possible by the increasing number of services operating in a given community. In universities this is, furthermore, the result of the institution of new services such as tutoring, psychological support, placement, etc., providing specialized activities hitherto difficult to provide effectively.

Mention must also be made of the fact that information-giving tasks (C) are in some cases add-on tasks of guidance counsellors.

3c Detailed profiles

The following gives a more detailed analysis of three occupational profiles:

(1) The guidance counsellor. The role has been chosen as he/she is present in most of the centres and covers more than one role, as will be made clear in the professional profile.
(2) The guidance psychologist. The role has been chosen because he/she operates in both the public and private sectors, and carries out tasks within the service and is also engaged in training staff.
(3) The documentalist. This role has been chosen even though it is not common to have a person available to deal specifically with information management, because we wish to underline his/her importance. A greater number of specialized documentalists would lead to a more accurate and efficient service.

3c.1 Guidance counsellor

There is no professional register for guidance counsellors. This is not the case for the guidance psychologists, who are registered in the *Albo degli Psicologi* (Register of Psychologists) and the *Consiglio dell'Ordine Professionale* (Council of Professional Psychologists).

As can be seen in Table 2 the guidance counsellor is found:

(a) mainly in EGOs and NAGCs (the difference between the two is that in EGOs the counsellor's focus is equally divided between educational and personal guidance, whereas in the NAGCs the focus is equally divided between educational and vocational guidance);
(b) fairly frequently in VGOs where the focus is mainly on vocational and personal guidance;
(c) rarely in the *Informagiovani* (Youth Information Offices) where the focus of activity, as with the EGOs, is equally divided between educational and personal guidance.

The guidance counsellor does not work in SAPs. Normally, then, the guidance counsellor is a general educational and vocational guidance counsellor.

However, in many EGOs, VGOs and NAGCs, the guidance counsellor may carry out several specialized roles: study advisor for information, assessment and counselling, and employment. Furthermore, in many cases the guidance counsellor carries out other tasks such as general administrative management, including service/ programme planning and evaluation (A).

When there is no documentalist attached to the service, collecting, producing and displaying information in relation to education and training opportunities (B) is carried out by the counsellor. This may also include the production of special guidance materials for use in secondary schools (e.g. guides on university courses, guides for students, and informing them of the services available).

Most of the counsellor's time is spent in giving information (C) about university courses/degrees to prospective students. First-year students, too, may need help with the drawing up of their individual study plan either because they have had second thoughts and want to change their degree or diploma course, or because they wish to reformulate their study plan. The counsellor will facilitate these students' self-assessment (J) and make diagnostic assessments (K).

For on-course students, the guidance counsellor may carry out learning support activities. This is now becoming more common in Italian universities.

At the moment, tasks such as advocacy (R), supporting other guidance sources (S), feedback to providers (T), follow-up (U), are not part of the guidance counsellor's job unless the guidance counsellor happens to be head of service, as has already been stated earlier.

Guidance counsellors working in NAGCs are exclusively concerned with prospective students. They carry out diagnostic assessment (K) and short-term individual counselling.

Guidance counsellors working in VGOs concentrate their activities on information-giving (C); individual and group counselling (D;E;F;G); and giving advice (I) particularly on job possibilities and career aspects. They are particularly concerned with coaching (O) and vacancy information (P).

3c.2 Guidance psychologist

The guidance psychologist works mainly in services offering psychological assistance; in these services he/she is often the only member of staff. Many guidance psychologists work in NAGCs, often set up by groups of guidance psychologists and guidance counsellors themselves. Here there are usually twice as many counsellors as guidance psychologists. There are usually three times as many guidance counsellors as guidance psychologists in EGOs and VGOs. There are no guidance psychologists in the *Informagiovani* (Youth information offices),

as these offices are mainly concerned with giving information about employment opportunities and do not offer psychological guidance.

The guidance psychologist's main focus is, obviously, on personal guidance in the services offering psychological assistance. Educational guidance and personal guidance are equally important in EGOs, whereas in VGOs the focus of attention is equally divided between vocational and personal guidance.

The guidance psychologist does not act as documentalist in any of these services, but he/she may find him/herself acting as information-giver during the course of an interview with clients concerning study courses and their relative employment opportunities.

Often, and above all in NAGCs, the head of service is a guidance psychologist. In these cases, the guidance psychologist carries out tasks of general administrative management, including service/programme planning and evaluation, managing guidance activities within the institutional setting and general liaison with external bodies (A).

The fundamental tasks of the guidance psychologist are: long-term individual counselling representing a planned programme over a long period and a certain number of sessions (E); short-term group counselling on a group basis (F); long-term group counselling representing a planned programme over a longer period and a certain number of sessions (G); giving support to individuals in the choice of their own self-assessment devices and their evaluation (J); and above all the selection of assessment devices, interpretation of their results and making appropriate recommendations (K).

Tasks J and K are carried out at the same level in all the types of services included in this report. Task G is mainly seen to be carried out in services offering psychological assistance and guidance centres outside the educational setting, whereas in the educational and vocational guidance offices task F prevails. Task F is less frequently carried out in those services offering psychological assistance.

The tasks L, R, T and U generally do not appear to be among the tasks of the guidance psychologist. Guidance centres outside the educational setting are an exception, where contacting former clients to see what has happened to them, evaluating the effectiveness of the guidance given and offering further support if needed (U) is part of the guidance psychologist's job.

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) is a task which is carried out above all in services offering psychological assistance, and to a large extent in VGOs.

Finally, the guidance psychologist is often involved in training educators (guidance counsellors and tutors), particularly in subjects such as educational and personal guidance within the framework of life-long learning organized by some universities. For example, the universities of Camerino, Florence, Alessandria, Parma, Rome "*Tor Vergata*", and Sassari, train personnel destined to work in guidance offices and tutoring services set up in academic settings.

Similar training courses may be organized by NAGCs which have an agreement with a university or with the local education office (*Provveditorato agli studi*). The courses organized by the latter, sometimes with the collaboration of the *Istituti Regionali di Ricerca e*

Section 4 Training and qualifications

4a Table

Table 4: Training and qualifications

Service/System	Occupational roles	Minimum entry qualification	Initial training	In-service training
EGO - Educational guidance office (*Ufficio orientamento agli studi*)	Head of service (*Responsabile*)	DL	Internal training*	FUT or FUST; conferences, seminars; AC*
	Documentalist (*Documentalista*)	DM* or equivalent*	Internal training*	FUT or FUST; conferences, seminars; AC*
	Information-giver (*Addetto all'informazione all'utenza*)	DM or DL*	Internal training*	FUT or FUST; conferences, seminars; AC*
	Guidance counsellor (*Consigliere di rientamento*)	DL	Internal training*, AC*	FUT or FUST; conferences, seminars; AC*
	Guidance psychologist (*Psicologo dell'orientamento*)	DL	Practical training*	FUT or FUST; conferences, seminars; AC*
VGO - Vocational guidance office (*Ufficio orientamento al lavoro*)	Head of service (*Responsabile*)	DL	Internal training*	FUT or FUST; conferences, seminars; AC*
	Documentalist (*Documentalista*)	DM* or equivalent*	Internal training*	FUT or FUST; conferences, seminars; AC*
	Information-giver (*Addetto all'informazione all'utenza*)	DM or DL*	Internal training*	FUT or FUST; conferences, seminars; AC*
	Guidance counsellor (*Consigliere di orientamento*)	DL	Internal training*, AC*	FUT or FUST; conferences, seminars; AC*
	Guidance psychologist (*Psicologo dell'orientamento*)	DL	Practical training*	FUT or FUST; conferences, seminars; AC*
NAGC - Non-academic guidance centres (*Centri di orientamento non-accademici*)	Head of service (*Responsabile*)	DL	Internal training*	FUT or FUST; conferences, seminars; AC*
	Documentalist (*Documentalista*)	DM* or equivalent*	Internal training*	FUT or FUST; conferences, seminars; AC*
	Information-giver (*Addetto all'informazione all'utenza*)	DM or DL*	Internal training*	FUT or FUST; conferences, seminars; AC*
	Guidance counsellor (*Consigliere di rientamento*)	DL	Internal training*, AC*	FUT or FUST; conferences, seminars; AC*
	Guidance psychologist (*Psicologo dell'orientamento*)	DL	Practical training*	FUT or FUST; conferences, seminars; AC*
Psychological service (*Servizio di assistenza psicologica*)	Head of service (*Responsabile*)	DL or DS*	DS*	FUT or FUST; conferences, seminars
	Guidance psychologist (*Psicologo dell'orientamento*)	DL	Practical training*, DS*	FUT or FUST; conferences, seminars

Youth information offices (*Informagiovani*)	Head of service (*Responsabile*)	DL	Internal training*	FUT or FUST; conferences, seminars; AC*
	Documentalist (*Documentalista*)	DM* or equivalent*	Internal training*	FUT or FUST; conferences, seminars; AC*
	Information-giver (*Addetto all'informazione all'utenza*)	DM or DL*	Internal training*	FUT or FUST; conferences, seminars; AC*
	Guidance counsellor (*Consigliere di rientamento*)	DL	Internal training*, AC*	FUT or FUST; conferences, seminars; AC*
	Guidance psychologist (*Psicologo dell'orientamento*)	DL	Practical training*	FUT or FUST; conferences, seminars; AC*

Keys:

- DS: *diploma di specialista* (university degree, third level);
- AC: *corso di perfezionamento* (university course, non-curricular third level);
- DL: *laurea* (university degree, second level);
- DU: *diploma universitario* (university degree, first level);
- DM: *diploma di maturità* (secondary school, final degree);
- QP: *qualifica professionale* (secondary school, 3-year intermediate degree);
- AQ: *attestato di qualifica* (vocational training, 2-year qualification);
- *: optional, not mandatory;
- FUT: follow-up training;
- FUST: follow-up self-training.

Note 1: Courses leading to university, or school, or vocational training degrees and qualifications are full-time; *post-laurea* advanced courses *(Corsi di perfezionamento)* may be full- or part-time; practical training may be full- or part-time; no detailed information is available on FUT and FUST.

4b Commentary

4b.1 Training opportunities in guidance subjects

Training opportunities available to practising and prospective guidance workers may be summarized as follows:

(a) In the faculties of *Science della Formazione* (Education and Training Sciences) and *Scienze della Comunicazione* (Communication Sciences) the curricula of the *laurea* courses (second level degree - see Introduction to Section 2) of *Scienze dell'Educazione* (Educational Sciences) and *Scienze della Comunicazione* (Communication Sciences) contain aspects relevant to guidance roles. The curricula of the *diploma universitario* courses (first level) of *Tecnico di Laboratorio della Formazione* (Expert in Educational Technologies) and *Tecnico Audiovisvo e Multimediale* (Expert in Audiovisual and Multi-Media Aids) deal with subjects related to guidance techniques.

(b) Guidance psychologists and psychiatrists undertake the training required by legal provisions to enter their career (see sub-section 4c.2).

(c) Some universities offer *post-laurea* advanced courses (non-curricular third-level degree): the *Università degli Studi di Bologna* has a course for *consiglieri dell'orientamento scolastico e professionale* (educational and vocational guidance counsellors) and a course on *psicologia dell'orientamento scolastico e professionale* (psychology of educational and vocational guidance); the *Università Cattolica del Sacro Cuore* runs in Brescia and Milan a course *for consulenti di orientamento* (guidance counsellors); the *Università degli Studi di Padova* runs a course on *psicologia dell'orientamento alle scelte scolastiche e professionali* (psychology of educational and vocational guidance); other universities may offer (or have in the past offered) one-off courses which are not regularly repeated.

(d) Post-secondary vocational training courses (see Introduction to Section 2) in guidance subjects may be occasionally run by educational institutions. These courses are mainly funded by regional authorities and may sometimes be co-funded by the European Social Fund or similar EU funds.

4b.2 Entry requirements

Ad hoc training is only available to guidance psychologists and psychiatrists (see sub-section 3c.2) and guidance counsellors (see sub-section 3c.1). The attainment of a particular educational level is the only entry requirement for other guidance workers, while specific training is not requested.

Furthermore, for some roles, a given entry qualification may be not mandatory but optional (see Table 4). In public administration roles, for example, experience gained during service may be certified and constitute a relevant requirement for access to given roles, even when specific qualifications have not been obtained. A university education is, however, a *de facto* pre-requisite for access to specialist roles.

As regards career advancement for guidance workers, the possession of initial and in-service training qualifications is often an optional as opposed to a mandatory requirement. Nevertheless, both initial and in-service training have been reported to be commonly undertaken (even though they may vary in quality and quantity) by workers in all types of service and occupying all professional roles. It would seem that this is, for the most part, the practical response to the deficiencies caused by the lack of formal curricular training for guidance professional roles.

As the situation with the same professional roles in different services is similar, training opportunities and qualifications will be examined on a cross-service basis. Attention will be drawn to distinguishing features where relevant.

A *laurea* degree (second level - see Introduction to Section 2) is the minimum qualification required for a head of service (*responsabile del servizio*). In some cases postgraduate training (third level) have been reported as an entry qualification. Where guidance psychologists and psychiatrists are concerned, training is normally a *corso di specializzazione* (*post-laurea* specialist course) in the field of the original degree; in other cases it may be the qualification awarded at the conclusion of a *corso di perfezionamento* (*post-laurea* advanced course).

No detailed information is available regarding the subject backgrounds of the heads of service. It would seem that most have degrees and postgraduate qualifications in the fields of humanities and social sciences. This is valid for all the professional roles examined.

In a limited number of cases, a *diploma di maturità* (secondary school-leaving certificate) has been reported as an entry qualification. This may be explained by the fact that there are a number of guidance workers, senior in age, who have long records of service and who have achieved seniority thanks to their years of experience working in public administration. Cases such as these were reported in universities, *Dsu* organizations and public NAGCs.

Information-givers (*addetti all'informazione all'utenza*) report a wide variety of entry qualifications, even though the most common are *maturità* (secondary school-leaving certificate) and university degrees. In NAGCs a broad spectrum of entry qualifications seems to be common, whereas university guidance workers tend to have similar qualifications.

In EGOs, the most common qualification held is the secondary-school diploma; some workers have lower (*qualifica professionale*, i.e. a three-year intermediate school qualification) or higher qualifications (*laurea*). Where guidance workers have higher qualifications, it may be assumed that information-giving is an add-on task to their main ones.

The most common information-givers' qualification in VGOs is a *laurea*. This can be explained by the fact that these offices have been set up more recently, at a time when the average education level has become higher. These offices are also concerned with highly specialized activities (see sub-section 2b.2) for which a higher education background is considered advisable.

The problem of "over-education" is evident when considering the broadening spectrum of entry qualifications for information-givers: many of them are carrying out tasks for which they are over-qualified.

Over-education has been fostered in recent years as a result of the fact that for a long time there has been a limited range of opportunities in higher education as alternatives to university *laurea* courses. The introduction of the *diploma universitario* (first level - see Introduction to Section 2) may change this situation. In VGOs and NAGCs, some staff are reported to hold such diplomas, though the numbers are still low at the moment.

4b.3 Initial training

As generally neither entry qualifications nor experience seem to be essential for entering the services, initial training becomes particularly important for the acquisition of professional competence. Many workers have received some initial training, though figures show that the they are less than 50%: training seem to be optional, not mandatory, in this case as well.

Initial training may take place in various ways, from theoretical personal study (reading books and pamphlets) to supervision by experienced workers, or training-on-the-job, or *stage* in other structures/services (sometimes abroad). Workers who have not received any initial training, in many cases report having undertaken some self-instruction. This has been mainly theoretical (reading books and pamphlets). Often, workers who have received initial training also report self-instruction.

Vocational guidance workers in universities, and all kind of workers in public structures/services (both academic and non-academic), seem to receive more initial training than those working in private structures (the reasons in the case of vocational guidance workers have been stated above). Workers who have received most initial training seem to be the information-givers.

Initial training is mainly focused on information-desk work, communications, finding out and dealing with information, etc. For the heads of service, initial training is also focused on management matters. All workers have been trained in guidance matters and computer technology. In some cases, initial training consists of attending a *post-laurea* advanced course (see Introduction to Section 2).

4b.4 In-service training

In-service training appears to be more common than initial training and concerns all professional roles in all types of services and systems. This may be a consequence of the fact that there are no mandatory pre-requisites for access to these roles. Two main types of in-service training are reported:

(a) a "light-weight" model, which basically means attending conferences and seminars, and self-instruction;

(b) a more organized scheme which is based on internal training and attendance at *stages*, specialist courses and advanced courses.

The forms of in-service training, self-instruction, *stages*, specialist courses, and advanced courses have been described earlier.

4b.5 The training of tutors

With the spreading of tutorial services in universities (see sub-section 2b.4), and the setting up of tutoring services by the *Dsu* organizations, training tutors and tutorial service managers has become an issue of topical interest.

Proposals for training models are beginning to appear, while in some universities training has already been started. *Studiare all'Università* (How to Study at University), set up by the *Fondazione Rui,* is an example. This course has already begun in some universities and is expected to start up in others in the near future. The course is divided into modules, based on formal training, workshops, and follow-up activities. The training modules are as follows:

(a) Studying and learning - motivations and strategies; the learning process - motivation and participation in; study time scheduling; teaching how to listen and how to process information; the use of teaching aids; developing creativity; teaching how to take notes, and produce frameworks and files.

(b) Study methods and techniques, and cognitive learning; the pedagogy of study; reading; questionnaires and study-method tests; the organization of courses teaching students how to study; group work.

(c) Teaching students how to cope with university exams; memory improvement strategies; how to perform in oral exams; dialogue with tutors; factors influencing successful study; projects; analysis of courses on how to study.

4c Detailed profiles

4c.1 Guidance counsellor

The minimum qualification for becoming a guidance counsellor, as has already been mentioned, is a *laurea* degree. Background qualifications are various. A counsellor may have a *laurea* degree in *Scienze della Formazione* (Education and Training Sciences), in *Scienze della Comunicazione* (Communication Sciences) or in Psychology.

Specific courses on personal and educational guidance are not offered in any of these *laurea* courses with the exception of the Psychology *laurea* course and specifically in the "Work and Organizations" option which offers some useful teaching for vocational guidance counsellors.

In recent years an increasing number of students on these *laurea* courses have chosen aspects of vocational or educational guidance for their theses. Some of these have been published.

There are advanced courses available for *post-laurea* level (see Introduction to Section 2). These courses have no professional value in that the qualification obtained is not a requirement for

becoming a counsellor. It is also necessary to point out that, like all advanced courses, they are not run every year.

The following is a description of the *Corso di Perfezionamento in Psicologia dell'Orientamento alle Scelte Scolastico-Professionali* (Advanced Course in Guidance Psychology for Scholastic-Professional Options), which has been set up by the *Università degli Studi di Padova* for the academic year 1997/98.

Corso di Perfezionamento in Psicologia dell'Orientamento alle Scelte Scolastico-Professionali

Location of course: Department of Psychology for Development and Socialization
Length of course: One year for a total of 120 hours of lessons and practice-sessions+supervised training practice
Training modules:

1. Scholastic-professional guidance methodologies
2. The psychology of decision making
3. Guidance in schools
4. Guidance and professional training

Newly-employed guidance counsellors will generally follow a brief in-service training period where they work under the supervision of older, more experienced counsellors.

They will also regularly attend permanent in-service training sessions, seminars and conferences both at European and international levels to keep themselves constantly up to date with new skills and methods, and to compare experiences with colleagues from other countries.

Some offices also organize their own regular training courses based on their own office or service training requirements.

4c.2 Guidance psychologist

Guidance psychologists working in EGOs, VGOs, SAPs, and NAGCs must have a degree in psychology and have passed the state exam which allows them to practise as psychologists and be registered in the *Albo dell'Ordine Nazionale degli Psicologi* (National Register of Psychologists). Furthermore, those guidance psychologists working in SAPs and who practise psychotherapy must also be qualified psychotherapists, which means that they must have attended a post-*laurea* course specializing in Psychotherapy. This course lasts four years and includes didactic self-analysis. These courses give professional status and the qualification obtained allows new psychotherapists to register in the *Albo Nazionale degli Psicoterapeuti* (National Register of Psychotherapists).

Psychotherapists may also be psychiatrists. This means that they have a *laurea* degree in Medicine, have passed their state exam and have taken a four-year post-*laurea* specialist course in psychiatry or psychotherapy.

As far as initial training goes, the situation for the guidance psychologist is the same as that for the guidance counsellor. It is important to note that the training period for the guidance psychologist in the guidance services often coincides with the obligatory training period required by the specialist course in order to qualify.

4c. 3 Documentalist

To date, it is not necessary to have a *laurea* degree in order to become a documentalist. A *maturità* (school-leaving certificate) is sufficient.

In this case initial training is particularly important. Keeping up to date with new methods of classifying data and producing paper and multimedial information is of equal importance. Training opportunities are carried out in the same way as those described for the counsellor.

Recently, first-level university courses have been set up to instruct training laboratory technicians, audio-visual technicians and advertising technicians.

These courses have limited entry numbers and last three years. Attendance and participation at the final training course are obligatory.

Occupational opportunities available for those who have followed courses for audio-visual and multimedia technicians and which comprise professional qualifications for future information organizers, have been set out in detail below.

Audiovisual and Multimedial Technicians
Occupational opportunities: The *diploma* trains: experts in the preparation and production of multi-medial packages; experts in communication computer graphics; consultants for electronic editing; audiovisual experts for schools; film library, video library, video and tape library and audiovisual archive experts.

Annexes

Annex 1

Questionnaires

Fedora

New Skills for Vocational Guidance

Questionario per Centri di orientamento

Deadline: 30 maggio 1997

A) Dati sul Centro

Denominazione del Centro: .....

Indirizzo: .....
Telefono: .....; Fax: .....
Sito Web: .....; E-mail: .....

B) Modalità di funzionamento

1 Il Centro opera nell'ambito di un ente o istituzione?

- Sì ( ) *(indicare l'ente o istituzione: .....)*
- No ( )

2 Se sì, il Centro opera all'interno o all'esterno di tale ente o istituzione?

- All'interno ( )
- All'esterno ( )

3 A quali tipologie di studenti si rivolgono gli interventi? Di quanti utenti è composta ciascuna tipologia? Quanti interventi sono stati realizzati nel 1996 per ciascuna tipologia?
(Se il numero degli interventi realizzati nel 1996 è stimato, indicarlo fra parentesi)

		n. utenti	interventi 1996
- studenti della scuola secondaria	( )	.....	.....

- tutti gli studenti universitari	( )	.....	.....
- matricole universitarie	( )	.....	.....
- studenti laureandi e diplomandi	( )	.....	.....
- neo-laureati e neo-diplomati	( )	.....	.....
- studenti disabili e portatori di handicap	( )	.....	.....
- studenti stranieri	( )	.....	.....
- studenti-lavoratori	( )	.....	.....
- Altro (specificare):	( )	.....	.....
.....	( )	.....	.....

4 Con quali altre strutture di orientamento il Centro ha rapporti di collaborazione, e di che livello?

(Elencare le strutture; indicare per ciascuna il livello di rapporto appropriato)

	costante	frequente	occasionale
-	( )	( )	( )
-	( )	( )	( )
-	( )	( )	( )
-	( )	( )	( )

5 Quali sono le fonti principali di finanziamento delle attività del Centro? E' possibile quantificare la quota percentuale del bilancio annuale proveniente da ciascuna fonte?

fonte di finanziamento	quota % del bilancio annuale
-	.....
-	.....
-	.....
-	.....
	==========
totale	100%

6 Quali tipologie di operatore compongono il personale del Centro, e quante persone operano complessivamente nel Centro?

	n.
- Direttore	.....
- Documentalista	.....
- Addetto all'informazione all'utenza	.....
- Consigliere di orientamento	.....
- Psicologo	.....
- Psicometrista	.....
- Addetto alla Segreteria	.....
- Altro (specificare):	.....
	=====
totale	.....

C) Profilo dell'operatore

(La sezione C va compilata separatamente da ciascun operatore del Centro; fotocopiare la pagina tante volte quanti sono gli operatori e allegare le fotocopie compilate al questionario)

7 Tipologia di operatore:

- Direttore ( )
- Documentalista ( )
- Addetto all'informazione all'utenza ( )
- Consigliere di orientamento ( )
- Psicologo ( )
- Psicometrista ( )
- Addetto alla Segreteria ( )
- Altro (specificare): ..... ( )

8 Attività svolte dall'operatore:

A) Direzione ( )
B) Gestione dell'informazione ( )
C) Servizio di informazione all'utenza ( )
D) Consulenza di orientamento individuale (*occasionale*) ( )
E) Consulenza di orientamento individuale (*più interventi su programma*) ( )
F) Consulenza di orientamento di gruppo (*occasionale*) ( )
G) Consulenza di orientamento di gruppo (*più interventi su programma*) ( )
H) Sostegno a gruppi di auto-orientamento ( )
I) Dare consigli e suggerimenti ( )
J) Sostegno all'auto-valutazione ( )
K) Diagnosi psicometrica ( )
L) Rinvio ad altre strutture di orientamento ( )
M) Formazione per l'orientamento ( )
N) Collegamento con enti di formazione e imprese ( )
O) Formazione all'auto-presentazione sul mercato del lavoro ( )
P) Informazioni su opportunità di formazione e di occupazione ( )
Q) Pre-selezione per collocamento nella formazione o in posti di lavoro ( )
R) Rappresentanza degli interessi di particolari categorie o gruppi ( )
S) Formazione di operatori di orientamento ( )
T) Feedback per enti di formazione e imprese circa particolari categorie o gruppi ( )
U) Attività di follow-up con utenti ( )

9 Con quale titolo di studio di ingresso ha iniziato a lavorare nel Centro?

- Titolo post-laurea ( )
- Laurea ( )
- Diploma universitario (o titolo post-secondario equivalente) ( )
- Diploma di maturità ( )
- Altro titolo (specificare): ..... ( )

10 Se ha ricevuto una formazione iniziale nel Centro, di cosa è consistita?
(Descrivere il tipo di formazione ricevuta)

.....
.....
.....

11 Se riceve della formazione sul posto di lavoro (*in-service training*) o segue attività di aggiornamento professionale, di cosa consistono?
(Descrivere il tipo di formazione seguita)

.....
.....
.....

Legenda delle attività svolte

A) Direzione
B) Gestione dell'informazione
C) Servizio di informazione all'utenza
D) Consulenza di orientamento individuale (*occasionale*)
E) Consulenza di orientamento individuale (*più interventi su programma*)
F) Consulenza di orientamento di gruppo (*occasionale*)
G) Consulenza di orientamento di gruppo (*più interventi su programma*)
H) Sostegno a gruppi di auto-orientamento
I) Dare consigli e suggerimenti
J) Sostegno all'auto-valutazione
K) Diagnosi psicometrica
L) Rinvio ad altre strutture di orientamento
M) Formazione per l'orientamento
N) Collegamento con enti di formazione e imprese
O) Formazione all'auto-presentazione sul mercato del lavoro
P) Informazioni su opportunità di formazione e di occupazione
Q) Pre-selezione per collocamento nella formazione o in posti di lavoro
R) Rappresentanza degli interessi di particolari categorie o gruppi
S) Formazione di operatori di orientamento
T) Feedback per enti di formazione e imprese circa particolari categorie o gruppi
U) Attività di follow-up con utenti.

Fedora

New Skills for Vocational Guidance

Questionario per singoli esperti o professionisti

Deadline: 30 maggio 1997

Nome e cognome: .....
Indirizzo: .....
Telefono: .....; Fax: .....
E-mail: .....

1 A quali tipologie di studenti si rivolgono gli interventi realizzati dall'esperto?

- studenti della scuola secondaria ( )
- tutti gli studenti universitari ( )
- matricole universitarie ( )
- studenti laureandi e diplomandi ( )
- neo-laureati e neo-diplomati ( )
- studenti disabili e portatori di handicap ( )
- studenti stranieri ( )
- studenti-lavoratori ( )
- Altro (specificare): ..... ( )
  ..... ( )

2 Con quali strutture di orientamento l'esperto ha rapporti di collaborazione, e di che livello?
(Elencare le strutture; indicare per ciascuna il livello di rapporto appropriato)

	costante	frequente	occasionale
-	( )	( )	( )
-	( )	( )	( )
-	( )	( )	( )
-	( )	( )	( )

3 Attività svolte dall'esperto:

A) Direzione ( )
B) Gestione dell'informazione ( )
C) Servizio di informazione all'utenza ( )
D) Consulenza di orientamento individuale (*occasionale*) ( )
E) Consulenza di orientamento individuale (*più interventi su programma*) ( )
F) Consulenza di orientamento di gruppo (*occasionale*) ( )

G) Consulenza di orientamento di gruppo (*più interventi su programma*) ( )
H) Sostegno a gruppi di auto-orientamento ( )
I) Dare consigli e suggerimenti ( )
J) Sostegno all'auto-valutazione ( )
K) Diagnosi psicometrica ( )
L) Rinvio ad altre strutture di orientamento ( )
M) Formazione per l'orientamento ( )
N) Collegamento con enti di formazione e imprese ( )
O) Formazione all'auto-presentazione sul mercato del lavoro ( )
P) Informazioni su opportunità di formazione e di occupazione ( )
Q) Pre-selezione per collocamento nella formazione o in posti di lavoro ( )
R) Rappresentanza degli interessi di particolari categorie o gruppi ( )
S) Formazione di operatori di orientamento ( )
T) Feedback per enti di formazione e imprese circa particolari categorie o gruppi ( )
U) Attività di follow-up con utenti ( )

4 Con quale titolo di studio di ingresso l'esperto ha iniziato a lavorare nell'orientamento?

- Titolo post-laurea ( )
- Laurea ( )
- Diploma universitario (o titolo post-secondario equivalente) ( )
- Diploma di maturità ( )
- Altro titolo (specificare): ..... ( )

5 Se l'esperto ha seguito una formazione iniziale, di cosa è consistita?
(Descrivere il tipo di formazione svolta)
.....
.....
.....

6 Se l'esperto segue attività di aggiornamento professionale, di cosa consistono?
(Descrivere il tipo di formazione seguita)
.....
.....
.....

Legenda delle attività

A) Direzione
B) Gestione dell'informazione
C) Servizio di informazione all'utenza
D) Consulenza di orientamento individuale (*occasionale*)
E) Consulenza di orientamento individuale (*più interventi su programma*)
F) Consulenza di orientamento di gruppo (*occasionale*)

G) Consulenza di orientamento di gruppo (*più interventi su programma*)
H) Sostegno a gruppi di auto-orientamento
I) Dare consigli e suggerimenti
J) Sostegno all'auto-valutazione
K) Diagnosi psicometrica
L) Rinvio ad altre strutture di orientamento
M) Formazione per l'orientamento
N) Collegamento con enti di formazione e imprese
O) Formazione all'auto-presentazione sul mercato del lavoro
P) Informazioni su opportunità di formazione e di occupazione
Q) Pre-selezione per collocamento nella formazione o in posti di lavoro
R) Rappresentanza degli interessi di particolari categorie o gruppi
S) Formazione di operatori di orientamento
T) Feedback per enti di formazione e imprese circa particolari categorie o gruppi
U) Attività di follow-up con utenti.

Annex 2

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Annex 3

Recent Italian software for guidance

Alma Laurea

On-line (http://almalaurea.cineca.it) data bank giving information on Italian graduates' curricula when key words are used. Originally a *Università degli Studi di Bologna* guidance service, it is now a national data bank.

Colombo

Detailed information on: Higher Education in Italy; student welfare system; the graduates' labour market perspectives. Guidance programme developed on Cd-Rom by the *Fondazione Rui* and the *Università degli Studi di Camerino*, and distributed by the Ministry for Universities and Scientific and Technological Research (last edition: 1996).

Il Filo d'Arianna

Educational and vocational Guidance programme developed on Cd-Rom by the *Fondazione Agnelli* (last edition: 1997). It gives basic information on the Italian Higher education system and *laurea* and *diploma* courses career perspectives.

Noopolis

On-line (http://noopolis.cpr.it) data bank providing a picture of grant opportunities offered both in Italy and abroad. This Data Bank is being continually updated: by now, the number of Granting Bodies has exceeded 3,400, grant notices total over 1,000 daily on average, while the Granting Countries have exceeded 100 and the number of study grants involved has exceeded 1,000,000.

Sirio

On-line (www.sirio.regione.lazio.it) educational and vocational guidance programme developed by the Regione Lazio. It gives information on: Higher education, vocational training, student welfare services, labour market developments (including opportunities for women and handicapped people).

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

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2. Country reports produced for the New Skills Project

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