



**SUCCESSFUL ADJUSTMENT TO UNIVERSITY
AND PROGRESSION BEYOND
IN A EUROPEAN CONTEXT**

**UNE ADAPTATION RÉUSSIE À L'ENSEIGNEMENT
UNIVERSITAIRE ET LA VIE ACTIVE
DANS LE CONTEXTE EUROPÉEN**

Summer School - Université d'été
Proceedings / Actes

Trinity College Dublin
21 - 26 August / Août 1995

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FEDORA - European Student Guidance Forum

FEDORA - Forum Européen de l'Orientation Académique
President / Présidente: Lucia Berta

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Val Butcher (Transition through Career/Life Planning and Decision making /
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Table of context

Table de matières

Preface - <i>Avant propos</i>	pag. 5	Workshops - Ateliers	
Theme reports - <i>Rapports sur les thèmes</i>		Faut-il aider les étudiants à négocier le virage de la transition entre l'enseignement secondaire et l'université?	
Successful adjustment to university and progression beyond in a European context / <i>Une adaptation réussie à l'enseignement universitaire et à la vie active dans le contexte européen</i>		JEAN-MARIE DE KETELE	pag. 41
COLETTE AUNGIER	pag. 7	Psychological counselling for university students and adjustment for success	PAOLO VALERIO pag. 42
Adjustment for academic success / <i>Adaptation à une vie académique réussie</i>	RAOUL VAN ESBROECK pag. 7	Decision making, career planning and job hunting in higher education	ELVIRA REPETTO, BEATRIZ MALIK pag. 44
Successful adjustment for disabled students		A successful careers service : from initial concept to reality	DAAN VUNDERINK, ANNE-MARGRIET KLAVER pag. 45
<i>Adaptation réussie des étudiants handicapés</i>	ALAN HURST pag. 11	Making the most of experience abroad	VAL BUTCHER, PAUL JACKSON, PETER HAWKINS pag. 46
Transition through career. Life planning and decision making		Guidance for first year students	ILJA RAMAKER pag. 47
<i>Transition réussie via un plan de vie, de carrière et un processus de prise de décision</i>	VAL BUTCHER pag. 14	Orientation et facteurs interculturels	JEAN PAUL BROONEN pag. 48
Keynote addresses - <i>Séances plénières</i>		Supporting students with disabilities in higher education in the United Kingdom in the 1990's	ALAN HURST pag. 49
Change : a precipitant of growth and stress ?	ANTHONY CLARE pag. 19	The University of Leeds : managing facilities for students with disabilities	TERRY MORETON pag. 51
La transition entre l'enseignement secondaire et l'université: bilan d'un ensemble de recherches	JEAN-MARIE DE KETELE pag. 20	The Student Personal Skill Logbook as an instrument for personal and career development	BOB PORRER pag. 52
Disabled students in higher education : support in European countries	MYRIAM VAN ACKER pag. 24	Interventions that enhance student personal effectiveness	GERHART ROTT pag. 53
Integration of disabled university students in Sweden	MAJKEN WAHLSTRÖM pag. 27	Le rôle du conseiller universitaire dans l'orientation des élèves de second degré de l'enseignement secondaire : cadre théorique et pratique en France	- RAOUL VAN ESBROECK, NICOLE LERAY pag. 55
University guidance in Europe in the context of lifelong career development	TONY WATTS pag. 31	Visites d'étude aux Universités irlandaises	COLETTE AUNGIER pag. 57
Socrates - The European Community action programme in the field of education	IRVING MITCHELL pag. 34	List of participants - <i>Liste des participants</i>	pag. 59
Guidance for academic success in higher education: a quality assurance framework	VIVIENNE RIVIS pag. 37	Programme - <i>Programme</i>	pag. 61

Preface

Avant propose

Lucia Berta
President of Fedora

Chers amis et collègues,

permettez -moi avant tout de remercier le Recteur du Trinity College et très particulièrement Colette Aungier, pour avoir accueilli dans ces lieux, si riches d'histoire et de tradition la deuxième édition de l'*Université d'été* de FEDORA.

Le nom de Socrate, donné aux nouveaux programmes de mobilité lancés par la Commission des Communautés, m'a fait rappeler, de façon presque inéluctable, l'un de messages éternels du grand philosophe " Je sais de ne savoir rien ..."

Je crois que, surtout quand on a à accomplir la difficile tâche d'être des formateurs, on ne pourrait pas se passer d'avoir le souci d'apprendre toujours, d'une attitude humble et curieuse au même temps.

Et nous voici donc, chacun avec ses propres et personnelles motivations, prêts à commencer ces cours d'été.

C'est une occasion, j'ose dire presque unique en ce domaine, de formation continue dans une dimension européenne, une sorte de lieu privilégié où communiquer, apprendre, réfléchir, partager, envisager des changements dans sa propre méthode de travail.

Le thème général de ces cours concerne la réussite académique et professionnelle des jeunes européens. Les coordinateurs des ateliers, dans quelques minutes, nous présenteront les sujets spécifiques autour desquels se dérouleront notre réflexion commune et nos échanges d'expériences.

Dear colleagues and friends,

first of all, let me thank the Rector of the Trinity College and in particular Colette Aungier for hosting the second edition of FEDORA's *Summer School* in these place so rich in historical traditions.

Socrate's name, given to the new mobility programmes by the Community Commission, reminds me, in a quite ineluctable way, of one of the great philosopher's eternal messages " I know not to know...".

I think that, especially when there is a such difficult task to fulfil as that of acting as a guidance professional, you can't avoid to engage in learning everyday, with a humble and curious attitude at the same time.

So, here we are, everyone with its personal motivations, ready to begin this summer course.

It is an occasion, I would say quite unique in this field of continuing education in a European dimension, a kind of privileged place where to communicate, learn, reflect, share, face changes in our own working methods.

The general theme of these courses concerns the academic and professional success of European young people. The coordinators of the themes will soon tell us also the specific subjects on which our common reflection and exchange of experience are to develop in the next days.

Sans doute on aboutira à déterminer différentes prémisses pour cette réussite. Peut être que Socrates, une fois de plus, pourrait nous aider, nous en soufflant, parmi elles, une: *Connâit toi- même.*

Je me demande si cette invitation - parfois - ne devrait concerner autant nous que les jeunes qui à nous s'adressent pour tracer leur propre projet de formation, visant leur future rôle professionnel.

FEDORA propose cette *Université d'été* - ouverte à tout professionnel de l'orientation universitaire - avec l'aide et le soutien de nombreux organismes que je desire vivement remercier et rappeler à votre attention: la Commission Européenne, l'Higher Education Authority of Ireland, l'Irish Business Employers Confederation, EURES, le NICEC de Cambridge, le Groupe de Coordination pour les étudiants handicapés de la Suède , les trois universités organisatrices - Trinity College of Dublin, Vrije Universiteit Brussel et University of Leeds - et les cinq universités collaboratrices: Universiteit van Amsterdam, University of Edimbourg, Université Catholique de Louvain-la-Neuve, Université de Lièges , Universidad Nacional de Educación a Distancia de Madrid.

Nos meilleures félicitations bien sûr et surtout à Valerie Butcher, Colette Aungier et Raoul Van Esbroeck qui ont projeté et organisé cette deuxième édition de l'*Université d'été*, sans ménager leur disponibilité et leurs énergies.

L'ensemble des cours, des ateliers et des visites d'étude proposés représente un paquet bien harmonisé, fort riche et stimulant.

Je sais que cette formidable équipe qui va s'ouvrir à d'autres membres, est déjà en train de songer à la prochaine édition de l'*Université d'été*, prévue pour le 1996 à Amsterdam.

Et finalement merci d'avance au Recteur de l'Université de Camerino, M. le Prof. Mario Giannella, qui a généreusement offert de publier les Actes de cette *Université d'été* et - *last but not least* - aux interprètes qui nous aideront dans ces jours dans l'art de communiquer.

Our work will probably end in the conclusion that success, in its different aspects, is closely related to motivations and premises. Maybe Socrates will be able, once more, to help us with his premise: *Know yourself.*

I wonder if this urge for self-awareness could concern not only young people asking for our help in their personal training projects for the definition of their future professional role, but also us all, at least at times.

FEDORA offers this *Summer School* - open to all professionals in university counselling and guidance - with the help and support of many organisms that I would really like to thank and recall your attention to: the European Commission, the Higher Education Authority of Ireland, the Irish Business Employers Confederation, the Swedish Coordinating Group for Handicapped Students, the three organizing universities - Trinity College of Dublin, Vrije Universiteit Brussel and University of Leeds - and the five supporting universities: Universiteit van Amsterdam, University of Edimbourg, Université Catholique de Louvain-la-Neuve, Université de Lièges, Universidad Nacional de Educación a Distancia de Madrid.

Of course, a special mention of appreciation is for Valerie Butcher, Colette Aungier and Raoul Van Esbroeck who have planned and organized this second edition of the *Summer School*, not to mention their constant availability to solve any problems.

The whole of courses, ateliers and study visits form a well-armonized, rich and stimulant *paquet*.

I know that this formidable team, which is going to open to new members, is already ready to think of the next *Summer School*, expected for 1996 in Amsterdam.

Finally I would like to thank in advance the Rector of University of Camerino, Dr. Mario Giannella, who generously offered to publish the Proceedings of these Summer School and - last but not least- thanks to the interpreters who will work, side by side with us, in the art of communicating.

A key role for all guidance workers in Europe is providing support for students at times of adjustment, choice and transition, whether at the point of entry to higher education, making educational and vocational decisions within the course or coping successfully with transition beyond to employment and further study.

Different countries lay emphasis on different areas of this student progression in their guidance provision, but there is much transferability in the professional approaches used and similarity in the interests, issues and concerns arising.

This Summer School aimed to provide the opportunity to advance the thinking and enhance the practice of guidance workers in Europe by offering them an opportunity to exchange knowledge and experience in this area.

Supplementary themes are :

- Adjustment for academic success
- Successful adjustment for disabled students
- Successful transition through career/life planning and decision making.

Successful adjustment to university and progression beyond in a European context

Une adaptation réussie à l'enseignement universitaire et à la vie active dans le contexte européen

Colette Aungier
Trinity College Dublin - Irl

Une des missions essentielles de ceux qui travaillent dans le domaine de l'orientation en Europe est d'apporter un soutien aux étudiants aux étapes principales de l'élaboration de leur projet et de leur choix dans les moments de

transition : à l'entrée de la formation universitaire, lorsque des décisions de formation ou de vie professionnelle sont prises; au moment de la transition avec le monde de l'emploi ou lors de la formation continue.

Selon les pays, les démarches d'orientation mettent l'accent sur diverses étapes du cheminement de l'étudiant. Toutefois, il apparaît qu'il y a de nombreux points communs dans les approches professionnelles et beaucoup de similitudes en ce qui concerne les intérêts, les thèmes et les problèmes rencontrés.

L'Université d'été avait pour objectif de faire progresser la réflexion et de renforcer la pratique des professionnels de l'orientation en Europe, en leur donnant la possibilité de partager leurs connaissances et leurs expériences.

Les autres thèmes traités sont :

- Adaptation à une vie académique réussie
- Adaptation des étudiants handicapés
- Transition réussie via un plan de vie, de carrière et un processus de prise de décision.

Introduction to the theme

Academic success has become an important topic in academia, but it is also an important topic in our society as a whole. This is due to the growing number of adolescents participating in higher education and a decrease in the success rate of those entering this type of higher education. This leads to a situation in which increased funding has to be allocated while the return is less than expected. Most European governments face budgetary constraints at the moment. The willingness to invest money in higher education under these circumstances is therefore diminishing.

In the academic world University management is well aware of the situation and wishes to reverse it. Amongst many actions taken to cope positively with the situation, one outcome is extremely important to an organisation like Fedora. The academic authorities attach a growing importance to improve the support systems for students; guidance and counselling having a key role.

However, 'improving' does not always mean 'enlarging' the existing services and staff. It often means that the support, and the guidance and counselling, must be more effective and efficiently executed.

For practitioners it becomes increasingly important to give some thought to how to improve the guidance and counselling activities and to contribute to the improvement of the academic success of students in higher education.

This theme will deal with the topic of the transition from secondary school to higher education. The transition period can be separated

Adjustment for academic success

Adaptation à une vie académique réussie

Raoul Van Esbroeck
Vrije Universiteit Brussel - B

into three phases: (i) the preparation: this period is marked by the development of the awareness that a transition is ahead, the actual decision and the preparation (skill and knowledge development), (ii) the moment of transition: this is the period during which actions are taken to leave the old environment and to enter the new one, (iii) the adjustment: this is period of confrontation with the reality and requirement of the new environment. The period ends after identification with the values and requirements of the new environment.

The students going through the transition face problems in the areas of: (i) the learning process, (ii) the process of choosing and deciding, (iii) aspects related to personality and personal situation. A broad support system, available well be-

fore students actually arrive at the institution, must be available.

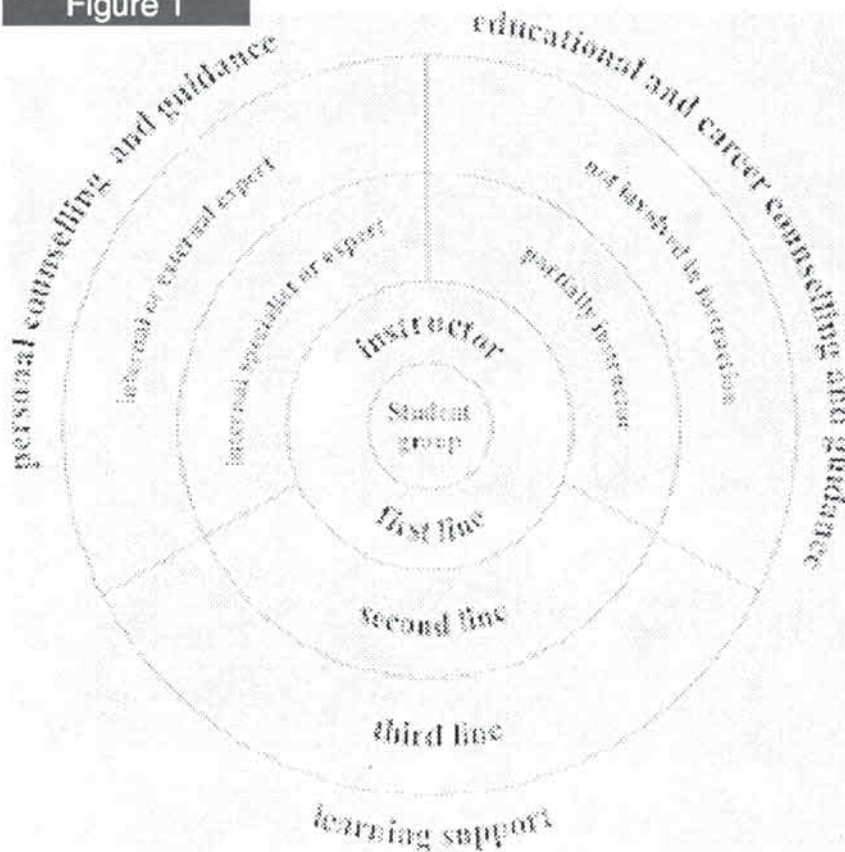
The support system must also prepare for the multi-culturalisation of our society. The efforts made by the European Union to stimulate the student exchange are accelerating this situation. However, it creates a new challenge for counsellors. They must be prepared to give support to a more international student body than ever before.

Activities and results

Two general topics were approached by keynote speakers to define the framework for the theme of adjustment for academic success. The transition from one educational system to another always leads to change. The keynote address of Anthony Clare (Trinity College) highlighted, how change can lead to stress but at the same time can serve as a stimulus to new developments and growth. In order to get a better understanding of how guidance is organised in Europe, a keynote speech was given by A.G. Watts (Nicec) on "Educational and vocational guidance in the EU". New trends, which will influence dramatically the career development of young graduates and the related guidance activities, were presented. The growing necessity for life-long learning and life-long guidance was indicated as being one of the major changes in the coming decades.

The workshop on "The role of the higher education counsellor in the guidance of secondary school students", lead by Raoul Van Esbroeck and Nicole Leray, produced an interesting theoretical model that, with some minor

Figure 1



adaptations, allows to place within a coherent framework the activities of higher education counsellors (see figure 1). Though the model is much broader, it can be applied to the theme of adjustment for academic success.

According to this model the support of the higher education counsellor towards secondary education can be designated as 'third line'. The counsellor gives highly specialised information to prospective students and develops instruments for self-assessment and career development which will be used under the supervision of the secondary school counsellors. The support needed by secondary school counsellors includes training in the use of new instruments and updating essential information.

In the keynote address of Jean-Marie De Ketele, on "The transition from secondary school to university: drawing up the balance of some research activities", a comprehensive model, as developed at the Université Catholique de Louvain, was given for assisting the students during this transition. A key issue in this presentation was the articulation of performance indicators relating to such support activities. Related to this general introduction two workshops discussed certain aspects of guidance activities with students at admission.

The workshop on "Guidance for first year students", lead by Ilja Ramakers of the University of Amsterdam, and on "The need for

helping the student to make the transition from secondary school to university" by Jean-Marie De Ketele, to defined the role of the guidance counsellor in relation to university students. The support given by higher education guidance counsellors towards students would be preferably at second line' (see figure 1).

Their role should be that of a internal specialist working in central services and mainly working with students who were referred to these services by academic staff. The 'first line' role should be undertaken by the academic staff working within the schools and departments.

The counsellors also should give the necessary training to academic staff in order to enhance their awareness for need of specialised support among students. Within the large group of counsellors some can develop a much higher level of specialisation and operate when necessary at the 'third line' of support (see Figure 1). At this level the role of a counsellor grows more towards that of a therapist.

The discussion in the above mentioned workshops made clear that most European institutions of higher education try to develop along these lines.

However, it also became clear that it is very difficult to compare the roles of higher education counsellors in the different European countries. The tasks and the 'line' at which counsellors perform, the level of specialisation, the educa-

tional background and training of counsellors differ to a large extent.

A more systematic analysis was considered as being of great importance. This analysis seems to be a necessary first step towards the development of specialised professional training for higher education counsellors. In this training special attention should be given to prepare adequately for the internationalisation of the student body.

The keynote address of Irving Mitchell of the European Commission, Dg XXII, gave an excellent idea on the possible impact of the European programs, as Socrates and Leonardo, on future developments.

Training in specialised techniques for guidance and counselling are of utmost importance for Fedora-members. Two workshops were dedicated to this topic. The workshop on "Psychological counselling for university students and adjustment for success", lead by Paolo Valerio, made it clear that the line between counselling and therapy becomes sometimes very thin.

Though the psycho dynamic brief interventions can, due to the level of specialisation, be considered as a technique that broadly fits into guidance and counselling activities at the 'third line', it is used as a 'first line' intervention at the University of Naples. In this institution less severe problems belonging to the domain of personal guidance and educational and career guidance are treated by brief psycho dynamic interventions.

The workshop on "Interventions that enhance student personal effectiveness" by Gerhart Rott (Bergische Universität) highlighted the relationship between emotion, cognition and action. The linkages between cognition and emotion were explained in terms of causality based upon the Weiners' attributional theory.

Interventions based upon these ideas are helpful to highlight key issues in the therapeutic context (third line). However the basic ideas are open for use in interventions at second and even first line. This may require extensivetraining and awareness development of counsellors and academic staff.

Though the aspect of cross-cultural guidance appeared in many workshops and keynote addresses, one workshop was entirely dedicated to the topic of the consequences of it for guidance counsellors. The workshop on "Guidance and inter cultural variables" by Jean-Paul Broonen (Université de Liège) outlined the demands which are placed upon counsellors dealing with international students.

These counsellors need an appropriate knowledge of cultural differences and must acquire specific skills to deal with these cultural differences. It was emphasised that there is a need for a greater awareness of cultural differ-

ences, a better self-understanding especially awareness of how one's own cultural background can influence the counsellors' behaviour. Flexibility is key for these counsellors.

However, they must also recognise the limits within which certain consequences of cultural differences can be accepted. One of the questions is e.g. can sexual bias be accepted in the name of cultural differences?

Conclusions

The workshops and keynote addresses gave the participants a better understanding of the variables which are influencing the academic success and also lead to the possibility to become familiar with the latest developments in guidance techniques and of the organisation of guidance.

More important were the questions and reflections raised by the participants on:

- the challenges of dealing with guidance in a multi-cultural environment,
- the problem of defining the content of guidance and counselling in a European perspective. Especially the variety in the tasks fulfilled by the counsellors needs much more attention,
- guidance for a life-long learning project.

These topics certainly need to be given more attention in the near future.

Introduction au thème

La réussite académique est devenue un point de focalisation important dans les universités, mais aussi dans la société globale. Ce phénomène tient au nombre croissant d'adolescents engagés dans l'enseignement supérieur et à la diminution du taux de réussite chez les étudiants de première année.

Ce constat conduit à une situation où les allocations budgétaires doivent être accrues pour un rendement plus faible qu'espéré. La plupart des gouvernements en Europe sont actuellement confrontés à des difficultés budgétaires. Dans ces conditions, la volonté d'investissement financier dans l'enseignement supérieur est en train de s'amenuiser.

Dans les universités, les gestionnaires sont au fait de cette situation et désirent en renverser le signe. Parmi les nombreuses actions menées pour affronter positivement la situation, il existe une piste extrêmement importante pour une organisation comme Fedora.

Les autorités académiques attachent une importance grandissante à l'amélioration des systèmes de soutien aux étudiants; l'orientation, la guidance et le counselling ont ici un rôle clé à jouer.

Cependant, "amélioration" ne signifie pas toujours "élargissement" des services et du per-

sonnel existants. Il s'agit souvent de rendre l'aide, l'orientation et le counselling plus effectifs et leur exécution plus efficiente.

Il devient de plus en plus important de procurer aux praticiens de quoi améliorer leurs activités d'orientation et d'aide aux étudiants de l'enseignement supérieur et de quoi contribuer à la promotion de la réussite de ceux-ci.

Ce thème est lié au problème de la transition entre le secondaire et l'enseignement supérieur. La période de transition peut être divisée en trois phases :

1. la préparation : cette période est marquée par le développement de la conscience qu'il y a une transition en vue, par la décision concrète et la préparation (développement des compétences et des connaissances);
2. le moment de la transition: c'est la période durant laquelle l'individu coordonne des comportements pour quitter l'environnement ancien et pour entrer dans le nouveau;
3. l'ajustement : c'est la période de confrontation à la réalité et aux exigences du nouvel environnement . La séquence prend fin après l'identification aux valeurs et aux exigences de ce nouvel environnement.

Les étudiants qui sont en transition sont confrontés à des problèmes relatifs :

1. au processus d'apprentissage;
2. au processus de choix et de décision;
3. à des aspects qui touchent à la personnalité et à la situation dans ce qu'elle a de personnel. Une structure d'aide à base large, établie bien avant que les étudiants n'arrivent dans l'institution, doit donc être mise à leur disposition.

La structure de soutien doit aussi préparer au caractère multiculturel grandissant de notre société. Les efforts faits par l'Union européenne pour stimuler les échanges d'étudiants accélèrent cette transformation.

Cependant, ce phénomène constitue un nouveau défi pour les spécialistes de counselling. Ils doivent être préparés à fournir une aide à un corps d'étudiants plus international que par le passé.

Activités et résultats

Deux sujets généraux ont été évoqués par les conférenciers pour définir le cadre de référence de l'adaptation à une vie académique réussie. La transition d'un système éducatif à un autre conduit toujours à un changement.

La présentation du Dr Anthony Clare a souligné combien le changement peut conduire au stress mais peut en même temps servir de stimulant à de nouveaux développements et à un processus de croissance. En vue d'amener à une meilleure compréhension de la façon dont l'orientation est organisée en Europe, A.G. Watts a fait une communication sur "L'orientation scolar-

re et professionnelle dans l'Union européenne". Il a présenté les nouvelles tendances qui influenceront de manière radicale le développement de carrière des jeunes diplômés et l'exercice de l'orientation à cet égard.

Il a considéré la nécessité croissante d'une formation et d'une orientation continues comme l'un des changements majeurs des prochaines décennies.

L'atelier consacré au "Rôle du conseiller d'enseignement supérieur dans l'orientation des étudiants de l'enseignement secondaire" et dirigé par R. Van Esbroeck et N. Leroy, a produit un modèle théorique intéressant qui, moyennant quelques adaptations mineures, permet de situer les activités des spécialistes du counselling d'enseignement supérieur à l'intérieur d'un champ cohérent (voir figure 1).

Bien que ce modèle soit beaucoup plus large, il peut être appliqué au thème de l'adaptation à une vie académique réussie.

Selon ce modèle, l'aide apportée par le conseiller d'enseignement supérieur au système éducatif d'enseignement secondaire peut être qualifiée de "troisième niveau".

L'expert donne une information hautement spécialisée à des étudiants tournés vers l'avenir et développe des instruments d'auto-évaluation et de projection de carrière qui devraient être utilisés sous la supervision de conseillers appartenant au niveau secondaire de l'enseignement.

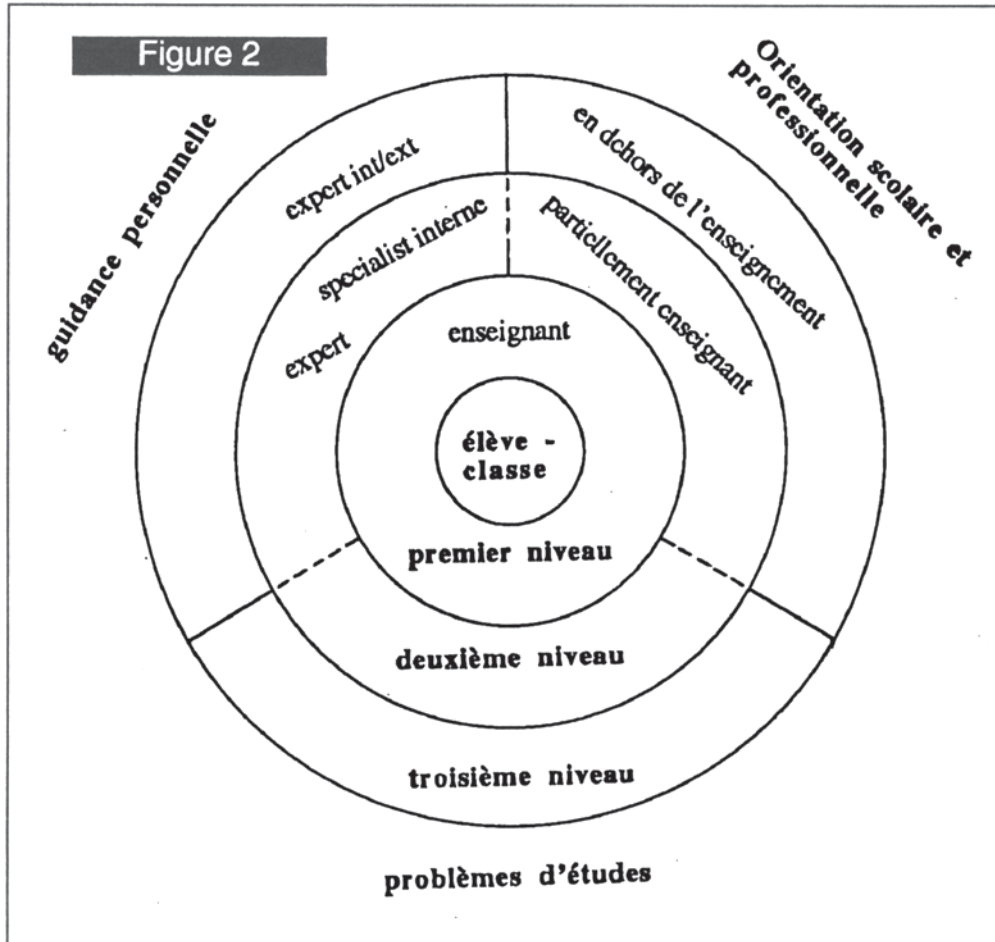
L'aide apportée aux conseillers des écoles secondaires inclut l'entraînement à l'utilisation des nouveaux instruments et la mise à jour de l'information.

Dans sa conférence intitulée "La transition entre l'enseignement secondaire et l'université : bilan d'un ensemble de recherches", J.M. De Ketele a proposé un modèle détaillé relatif à l'assistance aux étudiants en phase de transition. Un point-clé de cette présentation était l'articulation d'indicateurs de performance et des actions de soutien.

En liaison avec cette introduction générale, deux ateliers ont discuté certains aspects des activités d'orientation destinées à des étudiants qui veulent s'inscrire en première année: les ateliers "Orientation" pour les étudiants de première année et "Faut-il aider les étudiants à négocier le virage de la transition entre l'enseignement secondaire et l'université?" animés respectivement par I. Ramakers et J.M. De Ketele, visaient à définir le rôle du spécialiste de l'orientation et de la guidance dans son travail avec les étudiants universitaires. L'aide fournie par ces spécialistes appartenant à l'enseignement supérieur devrait correspondre au deuxième niveau (voir figure 1).

Leur rôle devrait être celui d'un expert interne qui est affecté aux services généraux et travaille principalement avec des étudiants qui sont dirigés vers ces services par les membres du personnel académique. Le rôle de "premier niveau"

Figure 2



devrait être assuré par le personnel académique qui travaille dans les écoles et les départements.

Les spécialistes du counselling devraient aussi assurer la formation nécessaire auprès du personnel académique afin d'aiguiser leur capacité à détecter les besoins d'aide spécialisée chez les étudiants.

A l'intérieur de ce groupe de spécialistes, certains peuvent développer une expertise de haut niveau et fonctionner quand cela s'avère nécessaire en "troisième ligne" (voir figure 1). A ce niveau, le rôle du conseiller devient plutôt celui d'un thérapeute.

La discussion menée dans ces deux ateliers a clairement fait apparaître que la plupart des institutions européennes d'enseignement supérieur essayent de développer ces différents axes.

Cependant, il est aussi apparu qu'il est très difficile de comparer les rôles des "conseillers" d'enseignement supérieur dans les différents pays d'Europe. Les tâches et les "niveaux" d'intervention, le degré de spécialisation, le contexte institutionnel et la formation des "conseillers" diffèrent considérablement.

C'est pourquoi on a considéré comme essentielle l'élaboration d'une analyse plus systématique des pratiques effectives, première étape nécessaire de la mise sur pied d'une formation professionnelle spécialisée de "conseillers" d'enseignement supérieur.

Dans cette formation, une attention particulière devrait être donnée à la préparation à l'inter-

nationalisation du monde étudiant.

La conférence de I. Mitchell de la commission européenne, DgXXII, a donné une excellente idée de l'impact prévisible de programmes européens tels Socrates et Léonardo sur les perspectives futures.

La formation aux techniques particulières de l'orientation et du counselling sont d'une importance fondamentale pour les membres de Fedora. Deux ateliers étaient consacrés à cette question.

L'atelier "Counselling psychologique pour les étudiants universitaires et adaptation en vue de la réussite", animé par Paolo Valerio, a clairement montré que la frontière entre le counselling et la thérapie devient parfois fort mince. Bien que les interventions brèves de nature psychanalytique puissent, en raison de leur niveau de spécialisation, être considérées comme une technique qui s'intègre globalement aux activités d'orientation et de counselling de "troisième niveau", elles relèvent de fait du "premier niveau" à l'université de Naples.

Dans cette institution, les problèmes moins lourds ressortissant aux domaines aux problèmes du conseil personnel, pédagogique et professionnel sont traités à travers des interventions brèves à références psychodynamiques.

L'atelier "Interventions visant à améliorer l'efficacité personnelle animé par G. Rott a mis en lumière les liens entre l'émotion, la cognition et l'action.

Les relations entre cognition et émotion ont été explicitées en termes de causalité tels que proposés par la théorie de l'attribution de Weiner. Les interventions prenant pour référence ce modèle théorique permettent de clarifier des problèmes clés dans le contexte thérapeutique (troisième niveau).

Cependant, les concepts de base autorisent des interventions aux deuxième et troisième niveaux. Une formation approfondie et une sensibilisation accrue peuvent être requises de la part des "conseillers" et thérapeutes et du personnel académique.

Quoique la dimension interculturelle de l'orientation soit apparue dans de nombreux ateliers et conférences, un atelier a été entièrement consacré à la question des conséquences de ce phénomène pour les spécialistes de l'orientation.

L'atelier "Orientation et facteurs interculturels" animé par J.P. Broonen a dessiné le profil des qualités requises chez les spécialistes de l'orientation et du counselling qui travaillent avec des étudiants étrangers. Ces spécialistes doivent avoir une connaissance des différences culturelles et acquérir des compétences spécifiques pour aborder ces différences culturelles.

La nécessité d'une sensibilité aiguë aux différences culturelles a été soulignée ainsi qu'une meilleure conscience de soi, en particulier dans la mesure où l'arrière-plan culturel du spécialiste peut influencer son comportement de "conseiller".

La flexibilité est ici un concept-clé. Toutefois, les "conseillers" multiculturels doivent aussi reconnaître les limites d'acceptation de conséquences particulières des différences culturelles.

L'une des questions est par exemple de savoir si l'on peut accepter des discriminations sexuelles au nom des différences culturelles.

Conclusions

Les ateliers et les conférences ont permis aux participants de mieux cerner les facteurs qui influencent la réussite universitaire et ont ouvert la voie d'une familiarisation avec les développements les plus récents des techniques d'orientation et de l'organisation de l'orientation.

Les questions et les réflexions les plus importantes soulevées par les participants furent les suivantes :

- les défis de l'orientation confrontée à un environnement multiculturel;
- le problème de la définition du contenu de l'orientation et du counselling dans une perspective européenne. En particulier, la diversité des tâches remplies par les spécialistes du counselling réclame beaucoup plus d'attention;
- l'orientation dans une perspective de formation continue.

Ces questions requièrent assurément qu'on leur accorde davantage d'attention dans un futur rapproché.

Successful adjustment for disabled students

Adaptation réussie des étudiants handicapés

Alan Hurst
University of Central Lancashire - UK

Introduction to the theme

The concern of colleagues who are members of the *Fedora Handi* working group is to ensure that the services offered to disabled students are of the highest quality, exemplifying best possible practices, and are in no way inferior to those available to their able-bodied peers. This concern has a number of dimensions. For instance, only by coming together and learning from the experiences of others - both successful and less successful - can progress be made.

For some members of *Fedora Handi* the sharing of information is facilitated on a regional and national level in their own countries by the existence of umbrella organisations: Handicap en Studie in the Netherlands, Deutsche Studentenwerke in Germany, and Skill in the United Kingdom. However what is also important is to extend the sharing of knowledge and good practices on an international scale. This has become more urgent with the growth of international student mobility programmes. It is important to ensure that disabled students who would like to participate are able to do so without encountering too many major difficulties.

Activities and Results

In order to assist disabled students wishing to participate in international exchanges, in 1992 a plan was conceived to make an inventory of the services available to them in higher education student support service centres in higher education institutions within the European Union. This was the focus of M. Van Acker's presentation.

In phase one it was necessary to find out whether facilities available to disabled students in their own universities were also available elsewhere. Therefore a checklist was developed on which each disabled student could indicate her/his requirements and needs. The items on the checklist are presented as a standard set of questions which a disabled student can put to the potential host university. The basic questionnaire was translated into the eleven current working languages of the EU. The multi-lingual version is an attempt to eliminate any communication problems which might arise between a student and a potential host university.

In phase two information was distilled from the questionnaire and this was circulated amongst four hundred student guidance centres in European higher education institutions. This formed the basis of a guide. The needs of disabled students are still all too often seen in terms of physical access, transport, accommodation, personal assistance, and funding additional costs.

Without doubt these remain the traditional hurdles but university education also has structural

features which present problems for all students and perhaps more so for disabled students. One need consider the lack of attention available to individuals within the large groups, the syllabi and their presentation, and the pressures to succeed.

It is in these fields that the student advisors have a role. Assistance with study-related matters such as module choices, learning support, provision of learning materials, and the modification of examination and assessment systems are all important and are points where the student advisors can form a bridge between the student and the faculty bodies.

Scanning the first results of the survey a number of points are becoming clear. Firstly, there is a need in all countries for legislation which guarantees access to higher education for disabled students. Secondly, there are considerable variations in the availability and quality of services for disabled students even within member countries. Thirdly, benefits seem to follow where there are national networks which organise regular meetings and take responsibility for disseminating information.

As an example of good practice in a member country Majken Wahlström, Swedish National Co-ordinator for Disabled Students outlined the situation in the country. There are no specific courses or programmes for disabled students. These students participate in a fully integrated way in the regular programmes with support from special staff and with the assistance of special equipment.

Since July 1st 1993 a joint action programme has been adopted by most Swedish higher education institutions which means that all are prepared to make similar arrangements for their disabled students. In its annual directive to the boards of the higher education institutions the government specifies how much money must be allocated to support disabled students. Additionally, the University of Stockholm was

given a special grant to distribute to other institutions which were incurring additional high costs as a result of welcoming disabled students to their programmes.

The example of Sweden indicates the key role played by national government. This was the theme taken up by Alan Hurst in his workshop. He outlined the progress made in the UK since 1990 which is part of a more general concern to widen participation rates from under-represented social groups, a point raised elsewhere by Vivienne Ravis. The financial position of many disabled students has improved with the introduction of new allowances in 1990 whilst for the past two years some institutions have received a small amount of additional funding to support projects with disabled students. Matters were discussed under three headings:

a) the importance of a theoretical understanding when devising policy - for example the recognition of the social model of disability and the importance of acceptable language and terminology. Stress was directed towards the importance of working with rather than for disabled students and the need to recognise the true meaning of independence. It was felt that greater progress towards success in this would result from improved disability awareness raising/training and the inclusion of this into institution's staff development policies. Equally important is training for the specialist staff working with disabled students and the availability of professional qualifications/recognition. Monitoring the quality of what is available must not be forgotten and national independent organisations like Skill play a key role in exchanging information and disseminating good practices.

b) recognition of the impact of more general policies on disabled students. For example the switch from a year-based to a semester-based structures has doubled the requirement for special assessment/examination arrangements. Also the cuts to the overall funding allocated to higher education threaten existing policies and provision. Thirdly, since many disabled students choose to study on a part-time basis, their particular needs must be addressed. A major barrier to progress is the autonomy of the institutions. Given the overall lack of progress when left to act voluntarily it might be preferable from the perspective of disabled students and those who work with them for the government and the national funding councils to take a more interventionist position.

c) the UK social context - before the end of 1995 there is to be a law against discrimination based on disabilities. This has two concerns: employment and access to goods and services. Whilst education is excluded from the latter

some changes will be made to other legislation (the Further and Higher Education Act 1992) which will mean that institutions do have to give some attention to their disabled students. However, possibly progress might result from changes made by universities as employers of disabled people.

So what is happening in universities in the UK?

Terry Moreton outlined the development of policy and provision at his institution. He stressed that disability is only partly a medical concept and is essentially a social issue as a result of physical and attitudinal barriers created within the environment. Moreover disability is a political matter and involves civil rights, a point on which the forthcoming anti-discrimination legislation is very weak.

The arrangements for access and admissions were discussed and in particular the requirement to compete on the same academic terms as able-bodied applicants which could be a disadvantage for some disabled students whose previous education might have been less exacting. Raising awareness was mentioned and some attention was given to the negative attitudes of a few tutors. In tackling this, Dr. Moreton's own position as a fellow-academic and as a disabled person, can be useful.

However it was recognised that whilst many academic staff are willing to welcome disabled students into their classes they feel a lack of knowledge and competence to meet the needs of these students. This again highlights the importance of training and staff development.

Conclusions

The counsellors interested in the topic of working with students with disabilities welcomed enthusiastically the opportunity presented by the Summer School to meet and to engage in discussions. Despite coming from some quite different situations all participants shared some common concerns:

a) the importance of systems to allow for the exchange of ideas, information, and experiences and the need to disseminate good practices at national and international levels;

b) the need for appropriate staff development opportunities offering accreditation and professional recognition for the work done in the same way as colleagues working in counselling and in careers guidance

This matter is being addressed in the UK - Professor Alan Hurst drew attention to the fact that the University of Central Lancashire in association with twelve other higher education institutions and organisations, will offer course and qualification starting in September 1996.

The content, structure and mode of delivery offer practical opportunities for staff working in other countries to participate.

c) the need for and importance of disability awareness raising/training for all staff on a regular and systematic basis - this involves tackling such questions as who should deliver the training, who should be the targets, when should it occur, what should it contain, how should it be presented

d) the need for evaluating and monitoring the quality of policy and provision for disabled students

Fedora does need to pay special attention to this group of students since higher education paves the way to employment and especially to working at senior levels. Perhaps it is not a coincidence that we still lack people with disabilities in positions of power and influence in all sectors of public life.

Without the necessary qualifications they are unable to compete for these posts but without them in post, progress for disabled people is impeded. Access to higher education for disabled people therefore is not a 'luxury' - it is a duty for any society which claims to be in favour of equal rights and which seeks to make best use of its greatest asset, its human resources.

Introduction au thème

La préoccupation des collègues qui sont membres du groupe de travail *Fedora Handi* est de s'assurer que les services offerts aux étudiants handicapés sont de bonne qualité, constituent des exemples des meilleures pratiques possibles et ne sont en aucune manière inférieurs à ceux mis à la disposition de leurs pairs en bonne santé.

Par exemple, c'est seulement à travers des rencontres et des apprentissages réciproques - heureux et moins heureux - qu'on peut progresser. Pour certains membres de *Fedora Handi*, le partage de l'information est facilité à un niveau régional et national dans leur propre pays par l'existence d'organisations spécifiques : Handicap en Studie aux Pays-Bas, Deutsche Studenten-werke en Allemagne et Skill en Grande-Bretagne.

Cependant il est aussi important d'étendre la diffusion des connaissances et des pratiques recommandables à une échelle internationale. L'urgence de cette exigence est liée à l'accroissement des programmes de mobilité internationale des étudiants. Il est important de s'assurer que les étudiants handicapés qui voudraient y participer le puissent sans rencontrer de difficultés trop importantes.

Activités et résultats

Afin d'assister les étudiants handicapés désireux de participer à des échanges internationaux,

un plan a été conçu en 1992 pour réaliser un inventaire des services disponibles pour ces étudiants dans les centres d'aide aux étudiants appartenant aux établissements d'enseignement supérieur de l'Union européenne. Tel était le point central de la présentation de M. Van Acker.

En première phase il était nécessaire de préciser si les facilités offertes aux étudiants handicapés dans leur propre université étaient aussi ailleurs. Un questionnaire fut donc élaboré où chaque étudiant handicapé pouvait faire part de ses souhaits et besoins. Les items de la checklist sont présentés sous forme de groupes de questions standardisées qu'un étudiant handicapé peut adresser à une université d'accueil potentielle.

Le questionnaire de base fut traduit dans les onze langues véhiculaires de l'Union Européenne. La traduction multilingue constitue une tentative visant à éliminer tout problème de communication pouvant surgir entre un étudiant et une université d'accueil potentielle.

En deuxième phase, l'information extraite du questionnaire fut diffusée parmi les quatre cent centres d'orientation des institutions d'enseignement supérieur européennes. Ceci forma la base d'un guide. Les besoins des étudiants handicapés sont encore trop souvent perçus en termes d'accès physique, de transport, de logement, d'assistance personnelle et de coûts additionnels. Sans aucun doute, ces éléments demeurent des obstacles traditionnels, mais l'enseignement universitaire présente aussi des traits structurels qui constituent autant de problèmes pour tous les étudiants et peut-être davantage pour les étudiants handicapés.

Il faut considérer le défaut d'attention porté aux individus à l'intérieur des grands groupes, les syllabi et leur présentation, et les pressions à la réussite. C'est dans ces domaines que le conseiller à un rôle. L'assistance dans les processus de choix, l'apprentissage, la fourniture de matériel pour l'apprentissage et la modification des systèmes d'examen et l'évaluation est tout à fait importante, et constitue un lieu de jonction entre l'étudiant et les facultés.

En passant en revue les premiers résultats de l'enquête, un certain nombre d'éléments sont apparus clairement. D'abord, il y a dans tous les pays un vide législatif à combler pour garantir aux étudiants handicapés l'accès à l'enseignement supérieur. Ensuite, on observe des différences considérables de disponibilité et de qualité des services offerts aux étudiants handicapés même à l'intérieur d'un même pays. Enfin, il semble que les bienfaits d'une action menée se manifestent là où existent des réseaux nationaux qui organisent des rencontres régulières et prennent la responsabilité de diffuser l'information.

Une pratique positive exemplaire a été décrite par Majken Wahlström qui appartient à un

pays membre du Swedish National Coordinator for Disabled Students. Il n'y a pas de cours ou de programme particulier pour les étudiants handicapés. Les étudiants sont intégrés d'une façon tout à fait normale aux programmes avec l'aide d'un personnel spécialisé et en bénéficiant d'un équipement particulier.

Depuis le 1er juillet 1993, un programme d'action conjointe a été adopté par la plupart des institutions d'enseignement supérieur suédoises, ce que signifie qu'elles sont toutes préparées à mettre sur pied des dispositifs similaires pour les étudiants handicapés.

Dans ses directives annuelles à destination des autorités des institutions d'enseignement supérieur, le gouvernement spécifie les montants à allouer à l'aide aux étudiants handicapés. De plus, l'Université de Stockholm a reçu un fonds spécial à répartir entre d'autres institutions qui supportent des coûts élevés de fonctionnement du fait de leur politique d'accueil des étudiants handicapés.

L'exemple de la Suède montre le rôle-clé que joue le gouvernement national. Ce fut le thème développé par Allan Hurst dans son atelier. Il souligna les progrès réalisés en Grande-Bretagne depuis 1990, progrès qui s'intègrent à une politique générale de participation.

Le statut financier de nombreux étudiants handicapés s'est amélioré avec l'introduction de nouvelles allocations en 1990 alors que dans les deux dernières années, quelques institutions ont reçus de petits subsides complémentaires pour alimenter des projets d'aide aux étudiants handicapés. La discussion a porté sur trois thèmes :

a) L'importance de l'explicitation claire des concepts théoriques dans la constitution d'une politique d'aide - par exemple la reconnaissance d'un modèle social du handicap et l'importance d'un langage et d'une terminologie recevables. On a insisté sur l'importance d'un travail "avec" plutôt que "pour" les étudiants handicapés et sur le besoin de reconnaissance du sens profond de l'indépendance.

Ce fut un sentiment partagé que tout progrès dans cette direction résulterait d'une prise de conscience ou d'une conscience plus aiguë, à travers une information appropriée, de la nature des handicaps et de l'inclusion de cette question dans les politiques de développement du personnel des institutions. Tout aussi importantes sont la formation du personnel spécialisé qui travaille avec les étudiants handicapés et la reconnaissance de sa qualification professionnelle.

Le contrôle de la qualité de ce qui est disponible ne doit pas être oublié et des organisations indépendantes comme Skill jouent un rôle clé dans l'échange et la diffusion des pratiques adéquates.

b) Reconnaissance de l'impact de politiques plus générales sur les étudiants handicapés. Par

exemple le passage des structures basées sur l'année académique à une organisation semestrielle a multiplié par deux les dispositions particulières requises par les évaluations et les examens. De plus les coupes sombres dans les budgets alloués à l'enseignement supérieur menacent les politiques d'aide existantes. Enfin, depuis que beaucoup d'étudiants handicapés choisissent de faire leurs études à mi-temps, de nouveaux besoins se font jour.

Un obstacle important au progrès est l'autonomie des institutions. Compte tenu du fait que laissé au bon vouloir des institutions, le progrès fait en général défaut, il serait préférable, du point de vue des étudiants handicapés et de ceux qui travaillent avec eux, que le gouvernement et les institutions nationales d'aide adoptent une attitude plus interventionniste.

c) Le contexte social de la Grande Bretagne.

Dès avant la fin de 1995, une loi a été adoptée contre la discrimination relative aux handicapés. Elle concernait deux objets : l'emploi et l'accès aux biens et aux services. Bien que l'enseignement soit exclu de ce dernier article, des modifications seront apportées à d'autres dispositions législatives (le Further and Higher Education Act 1992), ce qui signifie que les institutions devront accorder quelque attention à leurs étudiants handicapés.

Cependant, des progrès pourraient apparaître à la suite d'une modification des actions entreprises par les Universités organisatrices au titre d'employeurs de personnes handicapées.

Que se passe-t-il dans les universités en Grande-Bretagne ?

Terry Moreton a tracé le développement de la politique en la matière dans son université. Il a souligné que le handicap n'est que pour partie un concept médical et qu'il s'agit essentiellement d'un problème social qui résulte de barrières physiques et attitudeles générées par l'environnement. De plus, le handicap est une matière politique et englobe des droits civils, point sur lequel la législation antidiscriminatoire à venir est peu nourrie.

On a discuté des dispositions d'accès et d'admission ainsi que, en particulier, de l'obligation faite aux handicapés de rivaliser avec les autres étudiants selon les mêmes critères académiques, ce qui pourrait constituer un désavantage pour certains handicapés dont le cursus antérieur aurait été moins exigeant.

On a fait mention d'une prise de conscience à cet égard et aussi des attitudes négatives de certains tuteurs. En s'attaquant à cette question, la position personnelle du Dr Moreton qui est à la fois un académique et une personne handicapée est informante. Cependant, on a bien dû reconnaître que bien que bon nombre de membres du personnel académique ont le désir d'accueillir les

étudiants handicapés dans leurs classes, ils resentaient un manque de connaissances et de compétences pour rencontrer les besoins de ces étudiants. Ceci met une nouvelle fois en lumière l'importance de la formation du personnel.

Les conseillers intéressés au problème du travail avec les étudiants souffrant de handicaps ont accueilli avec enthousiasme l'opportunité offerte par l'Université d'être de se rencontrer et de discuter.

En dépit des origines diverses, tous les participants partagent un certain nombre de préoccupations :

a) l'importance des structures permettant d'échanger idées, informations et expériences, et aussi le besoin de diffuser des pratiques reconues au niveau national et international;

b) le besoin pour le personnel spécialisé de développer des possibilités d'accréditation et de reconnaissance professionnelle dans le domaine concerné au même titre que les collègues qui travaillent dans l'orientation scolaire et professionnelle. Cette question a fait l'objet d'une interpellation en Grande Bretagne. -

Le Professeur Alan Hurst a attiré l'attention sur le fait que l'University of Central Lancashire en association avec douze autres institutions et organisations d'enseignement supérieur proposera des cours et des diplômes à partir de septembre 1996. Le contenu, la structure et l'organisation de la formation permettent aux personnes travaillant dans d'autres pays de s'y inscrire;

c) le besoin et l'importance d'une prise de conscience d'une formation à une conscience plus aiguë du phénomène du handicap pour tout le personnel selon une procédure régulière et systématique - ceci implique que l'on s'attaque à des questions telles que : qui devrait dispenser la formation, quels devraient en être les objectifs, quand devrait-elle être dispensée, quel devrait être son contenu, comment celui-ci devrait-il être présenté;

d) le besoin d'évaluation et de contrôle de la qualité de la politique d'aide aux étudiants handicapés.

Fedora doit d'accorder une attention spéciale à ce groupe d'étudiants puisque l'enseignement supérieur ouvre la voie à l'emploi et en particulier aux postes de haut niveau. Peut-être n'est-ce pas une coïncidence si l'on trouve si peu de personnes handicapées occupant des positions où exercer un pouvoir et une influence dans tous les secteurs de la vie publique.

Sans les qualifications nécessaires, ils ne peuvent prétendre à ces postes, mais sans eux dans les postes où se prennent les décisions, tout progrès en faveur des personnes handicapées est empêché. L'accès des personnes handicapées à l'enseignement supérieur n'est pas un "luxé" - c'est un devoir pour toute société qui prétend défendre l'égalité des droits et cherche à faire le meilleur usage de son fondement plus essentiel : ses ressources humaines

Introduction to the theme

The transition from schooling to career is becoming increasingly important to a greater proportion of guidance counsellors. Whilst the traditional development of career planning in higher education took place in the UK, Ireland and some northern European countries, the recent years have found more and more guidance workers throughout the Union being drawn into enhancing the employability of their students and supporting the transition of graduates to the labour market.

Some important changes, with a dual emphasis, are posing new challenges to graduates and guidance workers. Changes are found in the world of work and the guidance practice:

1. The changing nature of the world of work from an orderly progression (for graduates, up graded hierarchical steps) to a series of experiences in employment, education retraining and so on through which we progress. This is coupled with advances in technology which enables us to work together from our homes or across the world, and economic pressures which mean that those working within large companies must increasingly have the flexibility to work in many countries.

2. The changing nature of guidance in the face of this, with a growing need to equip individuals with the skills of self-managed guidance, understanding the processes and learning to use counsellors and guidance workers as resources as they progress through a life-long series of decisions and transitions.

There is also, quite simply, a need for more guidance provision and, across Europe, we have seen the growth of new Careers Services in universities; Careers Services embracing new roles and a greater quest for clarity - for ourselves, our academic colleagues and our clients - about what we are offering, and the need to maintain standards in the face of great pressure.

Activities and results

The keynote speakers offered each, in different ways, recent research findings and new developments in the guidance practice which were setting the dual emphasis of the theme. Tony Watts (Nicec) gave, from a European perspective, indications on the changing nature of the worlds of learning and work. The implications for the organisation of guidance provisions and approach were highlighted. Vivienne Ravis (Heqc) gave a clear view of how career guidance can be part of a total guidance process with shared quality assurance procedure.

Across Europe, Universities are beginning to establish Careers Services where these were not previously offered as a resource, and established

Transition through career - Life planning and decision making

Transition via un plan de carrière et un processus de prise de décision

Val Butcher
University of Leeds - UK

Careers Services are having to work in new ways

Of particular interest is that, whilst established Careers Services in the UK and Ireland have only very recently begun to make significant inroads into Faculties and Academic departments, creating real partnerships with academic colleagues, the University of Amsterdam, under the guidance of Daan Vunderink and Anne-Margriet Klavier, has done this from the start.

This is an excellent example of how professional collaboration in Europe can work, with Amsterdam learning first from the UK and Ireland and then offering back advanced practice from a Careers Service free to address new challenges without the weight of history and custom.

The changing world of work requires that graduates develop skills of 'self-managed guidance' and European guidance professionals are exploring different ways of addressing strategies for equipping students with the skills of life-long career planning.

Beatriz Malik and Elvira Repetto, for example, shared the work of the 'Career and Employment Planning and Exploration Programme' at the Distance University of Madrid, particularly two of the four modules they have developed, concerning 'Decision-Making' and 'Career Planning and Job Hunting'. Both modules reflect key issues in enabling students to take greater responsibility for their academic, life and career planning.

Students need to reflect upon the stages in the decision-making process, the costs and obstacles in decision making and the need to establish clear short-term goals in this life-long progression. Equipping individuals with the skills of identifying appropriate jobs and presenting themselves appropriately for selection were also discussed in the context of different structures in different European countries -

linking aspiration to reality seems to be a universal problem.

A 'Decision Balance Sheet' developed by Elvira Repetto was presented. This sheet can be used as a "descriptive scheme comprehending both the cognitive and motivational aspects of human planning for future action". Athena Chatjoulis, from Thessaly University, presented an alternative but compatible model of decision-making: *Maud*.

The interactive Computer Programme *Maud* offers the potential for the "structuring, decomposition and recombination of preferences between multi-attributed alternative and clarifying the different criteria for career decisions." A crucial issue for guidance practitioners is to understand that such technology cannot stand alone but the user needs careful preparation.

Recording and reviewing documentation as an aid to career decision-making is also developing as an approach, particularly in the UK and Ireland.

The University of Edinburgh has developed 'The Student Personal Skill Logbook as an instrument for Personal and Career Development' which addresses the urgent issue of making the processes of successful career choice and application transparent to the individual as a crucial step for their taking responsibility for this throughout life.

This involves the development of Career and Personal Development Records, tailor-made to each subject areas, and a supporting programme of departmental activities is a key element. This is supported centrally by a programme of skills and career taster courses run by employers which help to test and clarify career goals. Bob Porror (Edinburgh University Careers Service) feels that the benefits of this programme, even at an early stage, are clear: evaluation has shown that there is greater student confidence in the skills and experience they have to offer employers.

The implications for other universities adopting this approach are significant: there is a crucial need to gain the approval and co-operation of academic colleagues, to motivate students to see the value of the process (the issue of accreditation has relevance here) and last but not least the need to secure sufficient resources to undertake the preparation of materials and structures.

In addition to developing the skills to manage a series of increasingly complex decisions and transitions, with which graduates need to be equipped to cope,

Universities and employers alike are addressing the issue of supporting a more mobile work force, able to work across national boundaries and cultures.

Caroline Nash, for the Irish Business and Employers Confederation; Barbara Berliner for J P Morgan and Peter Forbes for ICL shared different perspectives on equipping graduates to cope better with the transition to working in other countries.

The Irish Business and Employers Confederation, for example, run an exciting scheme, the 'European Orientation Programme', which supports graduates on a year long programme which is designed to help Irish companies break into European markets.

The graduate learns the basics of their own company for three months, then takes training in language and culture for three months in another European country of their own firm's choosing, then works for six months in another company in another European country. Half the cost is met by government agencies, half by the employer - a total of about stlg 10,000 (ten thousand pounds) per graduate.

J P Morgan, an American company with many world-wide subsidiaries have to deal with some of the realities of being a multi-cultural company.

Whilst the assumption is that mobile senior staff are all bright mature professionals who can easily work together, this is not always the case and stereotyping, language difficulties, "ghettos" of particular parts of offices becoming pockets for a particular nationality and prejudice - or perceived prejudice - in promotion are all risks. J P Morgan offers an impressive range of programmes to address this: to equip the mobile worker and family with all the detailed information about the culture of the new country; 'Jump Start' programmes for established colleagues welcoming a new entrant into the team; to explore stereotypes. Age and gender prejudice is explored as well as race.

ICL have a slightly different approach to similar issues. Whilst there is great care taken at selection, there is often little support for personal development in many firms. This company's strategy is to equip the individual worker with skills for life-long career progression, including a Portfolio of structured learning events, cross-boundary projects and mixed nationality learning events.

Mobility is also being supported throughout Europe through 'EURES' (European Employment Services). This is a new programme to enhance the mobility of Europeans, by giving them access to vacancies in other countries and making available 'Euro Advisers' who are well-briefed in the detailed culture, legal systems work practice of other countries.

There are sixteen universities throughout Europe involved in the Pilot although most of the activity is in State Employment Services.

Vacancies can be accessed by InterNet and telephone.

By the end of June 1995 there were 749 vacancies for graduates out of 3,000 vacancies recorded mostly for those with work experience and qualifications in shortage areas.

There is obviously great potential in this system, which is in its early stages. It could, for example, be used to disseminate information on 'Stages' and it will be worthwhile to watch its development.

Confident transnational mobility can also be encouraged by making sure that students, from an early stage, learn how to get the best from overseas work experience and study. Materials, funded by DG XXII of the European Commission, have been developed at the Universities of Leeds and Liverpool by Val Butcher, Paul Jackson and Peter Hawkins.

These materials to explore the potential benefits for students of work placements and educational exchanges to other European countries and demonstrate practical ways in which the students' learning could be enhanced. Students are encouraged to set learning outcomes, skills, language and culture and career development.

The programme provides a basis for assessment and accreditation of learning which takes place in another country.

In the future, there is the potential to develop the materials (translating into other European languages, for example; adapting to a computer software programme) and there is the possibility for Universities to form partnerships so that students on exchanges could be supported by the same materials at their home university and by the host university.

Whilst the changes and challenges in the European graduate employment world are great, there is increasing evidence that university staff, employers and state agencies are becoming more alert to the impact these changes will have on individual student career planning.

Conclusions

The dual emphasis on changes in the world of work and in the guidance practice emerged in the presentations and workshops for this theme.

The importance of being prepared as a guidance worker for changes in learning and career was the general feeling among all participants.

As in other themes, some questions and reflections on future developments were raised. The topic of dealing with a more international and multi-cultural group of students was discussed in some workshops.

As well as the awareness that a guidance support to prepare students for a process of life-

long learning and decision making could be one of the central themes for the future.

Introduction au thème

La transition de l'institution scolaire au milieu du travail apparaît comme de plus en plus important aux yeux d'un grand nombre des spécialistes de l'orientation.

Parallèlement au développement traditionnel de la planification de carrière dans les universités anglaises et irlandaises ainsi que dans certains pays du nord de l'Europe, les années récentes ont vu de plus en plus de spécialistes de l'orientation à travers toute l'Union s'attacher à améliorer la capacité de leurs étudiants à devenir professionnellement opérationnels et à épauler les diplômés dans leur accès au marché du travail.

Quelques évolutions importantes, en particulier sur un double axe posent de nouveaux défis aux diplômés et aux spécialistes de l'orientation. Le monde du travail et la pratique de l'orientation sont exposés à ces évolutions :

1. La nature changeante du monde du travail où l'on est passé d'une conception de carrière caractérisée par une progression bien réglée (pour les diplômés, degrés de la hiérarchie) à celle d'un profil diachronique fait d'une série d'expériences diverses, de recyclages, etc. à travers lesquels nous progressons.

Ce phénomène est couplé, d'une part, aux avancées technologiques qui nous donnent la possibilité de travailler à la fois à domicile ou partout dans le monde, d'autre part, aux pressions économiques impliquant que les travailleurs des grandes entreprises doivent disposer d'une flexibilité croissante dans la délocalisation.

2. La modification du travail d'orientation qui doit faire face aux phénomènes décrits ci-dessus: besoin accru d'installer chez les individus des capacités d'auto-orientation, compréhension des processus et mobilisation des "conseillers" et des praticiens de l'orientation comme personnes-ressources à mesure qu'ils progressent sur une trajectoire continue complexe faite de décisions et de phrases de transitions.

On a aussi tout simplement besoin d'un accroissement des centres d'orientation et, en Europe, on a vu réapparaître des services de carrières dans les universités; il convient que ces services embrassent de nouveaux rôles, fassent un effort de clarté - vis-à-vis de nous-mêmes, de nos collègues académiques et de nos clients - sur ce que nous offrons, et maintiennent leurs standards d'excellence face à la forte pression qui s'exerce sur eux.

Activités et résultats.

Les orateurs ont présenté, chacun dans un domaine particulier, des découvertes récentes et les nouveaux développements de la pratique de l'orientation qui sous-tendaient la double nature du thème. Tony Watts (Nice) a donné, dans une perspective européenne, des indications sur les changements survenus dans le domaine de l'apprentissage et dans le monde du travail. Il a mis en lumière les implications de ce constat pour l'organisation du développement et de l'approche de l'orientation. Vivienne Ravis (Heq) a donné une vision claire de la manière dont l'orientation professionnelle peut faire partie d'un processus global d'orientation où les procédures donnent l'assurance de la qualité des services prestés aux trois niveaux de l'orientation.

A travers l'Europe, les Universités commencent à mettre sur pied des Services des carrières là où ils n'existaient pas antérieurement et les Services de carrières déjà en place doivent travailler selon de nouvelles conceptions. L'expérience de l'Université d'Amsterdam est à cet égard particulièrement intéressante.

Alors que les Services des Carrières établis en Grande-Bretagne et en Irlande n'ont que tout récemment commencé à mener des contacts significatifs avec les Facultés et les Départements, créant un authentique partenariat avec les collègues académiques, l'université d'Amsterdam, à l'instigation de Daan Vunderink et d'Anne-Margriet Klavier, à dès le départ procédé de la sorte.

C'est un excellent exemple de la façon dont une collaboration professionnelle peut fonctionner en Europe, l'Université d'Amsterdam faisant d'abord son apprentissage auprès de la Grande-Bretagne et de l'Irlande, puis fournissant en retour des éléments d'une pratique avancée de la part d'un Service des carrières dégagé du poids de l'histoire et de la tradition et par conséquent capable d'affronter de nouveaux défis.

L'évolution du monde du travail requiert du diplômé qu'il développe des capacités d'"orientation autogérée". Les professionnels de l'orientation européenne explorent différentes pistes susceptibles de pourvoir les étudiants des capacités de planifier leur carrières tout au long de leur vie.

Beatriz Malik et Elvira Repetto, par exemple, se partagent le travail du "Programme de Planification et d'Exploration des Carrières et de l'Emploi" à l'Université à Distance de Madrid. En particulier dans deux des quatre modules qu'elles ont développés relatifs à la "Prise de décision" et, à la "Planification de Carrière et Chasse au Job". Les deux modules entraînent les étudiants à une attitude-clé : la prise de responsabilité dans l'organisation de leur cursus académique, de leur vie et leur carrière.

Les étudiants doivent réfléchir sur les phases du processus de décision, les coûts et obstacles qu'ils génèrent et la nécessité d'établir des priorités claires à court terme dans leur profession.

On a aussi discuté de la façon de pourvoir les personnes des capacités d'identification des métiers adaptés et de se présenter aux entretiens de sélection dans le contexte des diverses structures de différents pays européens - l'adéquation des aspirations à la réalité semble être un problème universel. Elvira Repetto a présenté un outil qu'elle a développé sous le nom de "Bilan pour la Décision".

Cet outil peut être utilisé comme "schéma descriptif comprenant à la fois, les aspects cognitifs et motivationnels d'une planification de l'action future." Athena Chatjoulis, de Thessalte University a présenté un modèle de prise de décision alternatif mais compatible avec le précédent: *Maud*. Le programme interactif *Maud* permet de "structurer, décomposer et recomposer les préférences entre des possibilités alternatives et de clarifier les différents critères de décision de carrière." Un problème crucial pour les praticiens de l'orientation est de comprendre qu'une telle technologie ne peut être mise en œuvre sans que son usager ne se soit sérieusement préparé à son application.

Une autre approche de l'aide à la décision de carrière se développe, particulièrement en Grande-Bretagne et en Irlande : l'enregistrement et la mise à jour de la documentation. L'Université d'Édimbourg a mis au point un "Carnet de Bord des Capacités Personnelles de l'Étudiant : un Instrument de Développement Personnel et de Carrière".

Cet outil concerne le problème pressant de la transparence pour l'individu des processus de choix de carrière et d'application positifs, étape cruciale de la responsabilisation des personnes quant à leur vie.

Ceci inclut la mise sur pied d'enregistrements relatifs au développement de carrière et personnel, adaptés à chaque type d'orientation de carrière; un programme d'aide aux activités des départements constitue un élément clé de l'instrument.

Le point central est constitué par un programme de cours donnés par les employeurs permettant aux sujets d'explorer leurs aptitudes et différentes carrières ainsi que de tester et de clarifier leurs objectifs de carrière.

Bob Porror (Service des Carrières de l'Université d'Édimbourg) estime que les bénéfices de ce programme, même en tout début de session, sont clairs : l'évaluation a montré que les étudiants ont une plus grande confiance dans les aptitudes et l'expérience qu'ils ont à offrir à

leurs employeurs.

Les implications pour d'autres universités qui adopteraient cette approche sont considérables: il est crucial d'obtenir l'approbation et la coopération des collègues académiques, de motiver les étudiants à prendre la valeur de ce processus en considération (le problème de l'accréditation est ici pertinent) et last but not least il nécessaire d'obtenir les ressources suffisantes pour pourvoir aux préparatifs du matériel et des structures.

De plus, afin de développer les compétences permettant de gérer une série de décisions et de transitions d'une complexité croissante auxquelles les diplômés seront confrontés, les Universités et les employeurs se voient mises en demeure d'affronter le problème de la promotion d'une force de travail plus mobile, capable de travailler au-delà des frontières nationales et dans d'autres environnements culturels.

Caroline Nash, pour la Confédération Irlandaise des Affaires et des Employeurs, Barbara Berliner pour J. P. Morgan et Peter Forbes pour Icl ont échangé différents points de vue sur la nécessité de pourvoir les diplômés de compétences permettant de mieux affronter l'engagement dans un travail à l'étranger.

La Confédération Irlandaise des Affaires et des Employeurs, par exemple, a mis sur pied un programme passionnant : le "Programme d'orientation européen", qui vient en aide aux diplômés via un programme d'un an visant à aider les entreprises irlandaises lancées sur les marchés européens.

Les diplômés apprennent à connaître les structures de base de leur propre entreprise pendant trois mois, puis pendant trois autres mois se familiarisent avec la langue et la culture d'un autre pays européen choisi par leur entreprise, enfin travaillent pendant six mois dans une autre entreprise d'un autre pays européen.

La moitié du coût est supporté par le Gouvernement, la moitié par l'employeur - au total environ 10.000 (dix mille) livres sterling par diplômé.

J. P. Morgan, une compagnie américaine aux nombreuses filiales de par le monde, doivent composer avec la réalité d'une compagnie multiculturelle. Si le discours officiel est celui d'un staff de direction mobile et d'un professionnalisme brillant qui peut travailler aisément en équipe, la réalité n'est pas toujours telle et les stéréotypes, les difficultés linguistiques, les "ghettos" que constituent certaines enclaves bureaucratiques se transformant en îlots de nationalité ou de préjugés particuliers - ou de pseudo-préjugés - sont autant de risques encourus.

J.P. Morgan propose une gamme impressionnante de programmes visant à trois

objectifs : pourvoir le travailleur itinérant et sa famille de toute l'information détaillée relative à la culture du nouveau pays; lancer les programmes "Jump Start" destinés aux collègues déjà sur place et qui doivent accueillir les nouveaux venus dans l'équipe; les aider à explorer les stéréotypes. Les préjugés liés à l'âge et au sexe font l'objet d'une analyse tout autant que les préjugés raciaux.

Ici a une approche légèrement différente des problèmes similaires. Alors qu'on prend grand soin de la sélection, beaucoup de firmes offrent souvent peu d'aide au développement personnel. La stratégie de cette entreprise est de veiller à pourvoir le travailleur individuel des compétences lui permettant une progression de carrière continue, comprenant un portefeuille d'exercices structurés, de projets transnationaux et de situations d'apprentissage impliquant plusieurs nationalités.

La mobilité est aussi encouragée à travers toute l'Europe via "Eures" (European Employment Services). Il s'agit d'un nouveau programme destiné à faciliter la mobilité des Européens, en leur donnant accès à des postes vacants dans des pays étrangers et en mettant à leur disposition des "Euro-Conseillers" qui ont reçu une bonne formation dans le domaine culturel et des dispositions relatives à la législation du travail à l'étranger.

Seize universités européennes sont engagées dans le projet pilote, bien que la plus grande part de l'activité réside dans les services de l'Emploi de l'Etat. On peut obtenir la liste des postes

vacants par internet ou par téléphone.

A la fin de juin 1995, il y avait 749 postes vacants pour des diplômés universitaires sur les 3000 postes vacants listés essentiellement à destination des candidats disposant d'une expérience utile et de qualifications pointues.

De toute évidence, ce système recèle d'énormes potentialités et il n'en est qu'à ses débuts. Il pourrait par exemple être utilisé pour diffuser l'information "stages"; son développement vaudra la peine d'être suivi.

On peut aussi encourager la confiance en la mobilité transnationale en s'assurant, à travers un stage précoce, que les étudiants apprennent à tirer le meilleur parti d'une expérience de travail et d'études menées dans d'autres pays.

Un dispositif financé par la DG XXII de la Commission Européenne a été mis sur pied dans les Universités de Leeds et de Liverpool par Val Butcher, Paul Jackson et Peter Hawkins.

Ce dispositif permet d'explorer les bénéfices potentiels pour les étudiants de délocalisations professionnelles et d'échanges institutionnels avec d'autres pays européens et de décrire les moyens pratiques grâce auxquels l'apprentissage des étudiants pourrait se trouver améliorer.

Les étudiants sont encouragés à fournir les produits de leur apprentissage en termes d'aptitudes, de langue, de culture et de développement de carrière. Le programme fournit une base d'évaluation et d'accréditation de l'apprentissage qui prend place dans un autre pays.

Dans le futur, on espère développer le dispositif (traduction dans d'autres langues

européennes par exemple; adaptation à un programme informatique) et il est possible pour les Universités de former des partenariats de manière à ce que les étudiants qui sont en situation d'échange puissent être aidés par le même dispositif dans leur université mère et dans l'université d'accueil.

Au moment où les changements et les défis au niveau des cadres européens sont énormes, il est de plus en plus clair que le personnel universitaire, les employeurs et les organes de l'Etat doivent devenir plus sensibles à l'impact que ces changements auront sur la planification de carrière de chaque étudiant.

Conclusion.

La double insistance sur les changements dans le monde du travail et dans la pratique de l'orientation est apparue dans les présentations et les ateliers consacrés à ce thème. Le sentiment de l'importance de la préparation, pour les praticiens de l'orientation, aux changements dans les domaines de l'apprentissage et des carrières a été partagé par tous les participants.

Comme pour les autres thèmes, des questions et des réflexions sur l'avenir ont été soulevées. On a discuté dans certains ateliers du problème du travail avec des groupes d'étudiants plus internationaux et multiculturels. On s'est aussi rendu compte que l'aide à l'orientation dans une perspective de formation continue et de prise de décision pourrait être l'un des prochains thèmes centraux d'étude.

Introduction

The issue of stress and third level education is very much a question of resources and demands. Stress can very usefully be defined as the physical, psychological and social consequences of a serious imbalance occurring between the demands placed on an individual and the resources available to the individual to meet them. In the case of the university student the demands are multiple, the resources seemingly finite.

It is not at all surprising that the issue of student stress is such a lively and contentious one at the present time. For clarity's sake, I propose to consider very simply and somewhat generally the demands experienced by students at the present time and the resources which should be and fortunately often are available to them to meet such demands.

Demands

The number of challenges or life events faced at the one time by the average student entering third level education is truly remarkable. First, he or she may well be leaving home for the first time. It may be the first time too that the student has ever had to take responsibility for issues such as budgetary planning, rent, cooking, laundry.

Then there is the fact that for many young people tertiary education actually places them in direct academic competition with peers who all are of a somewhat intimidating academic proficiency.

A young person who may have encountered little difficulty being one of the outstanding members of his/her class may be stunned to discover amongst his/her university peers a very large number of highly accomplished and impressive performers.

Related to the academic challenges posed by tertiary education is the very different scholastic demands. In many countries, secondary educational systems lay out very clear and structured syllabuses and comprehensive guidelines concerning the material to be covered and the time involved. Tertiary education often involves a somewhat less organised and more flexible approach.

Students receive less clear-cut advice concerning course material and syllabuses. They may well be expected to exercise more choice and selectivity.

While this can be a breath of fresh air to the more exploratory and self-motivated student it can prove a very difficult challenge to the more

Change: a precipitant of growth and stress ?

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obsessional, inflexible student who relishes unambiguity and certainty.

Such students, who have flourished within the secondary school system, often come to grief quite early in their university careers because they panic and flounder when confronted by syllabuses and course outlines which require choices, which provoke uncertainty and which cannot be mastered by a relentless attention to detail.

For many an obsessional, perfectionist student, university examinations cause particular nightmares - there is rarely the sense of a syllabus having been completely and thoroughly covered. There are inevitably gaps. The less driven a student the more realistic he/she can be accepting this reality.

University life provides psychosexual challenges too - for many it poses the first opportunity for testing personal and social skills and the first opportunity for disappointment and failure.

A common cause of students failing to fulfil academic promise is problems in their personal relationships.

Sometimes too arrival at university coincides with the recognition by a student of his homosexual or her lesbian orientation and while most students negotiate this particular life passage with little difficulty they often encounter problems with parents and relations which cause distress and misunderstandings.

The very period that marks a young person's departure from the family home to a place of tertiary education often coincides in contemporary society with the break-up of his or her parents' marital relationship.

Careers' guidance officers are familiar with the distress of students who have hardly had

time to settle away from home when they have been informed that a parent who has perhaps stayed in a marriage for the sake of the children has now

decided to leave. The average age of the average parent of the average first year student is the late-forties, an age when many an unhappy spouse opts for the final break and an opportunity to seize a second chance. It can be exceedingly traumatic for the student offspring.

Late adolescence and early adulthood are the periods in an individual's life when the personality takes its basic shape. Indeed, the great Canadian physician/teacher, Sir William Osler, claimed that the good student, like the good poet is often born not made!

The university is one of the main social settings in the late twentieth century in which young people are actually encouraged to discover their aptitudes, develop their social persona, engage in collaborative as well as competitive ventures and acquire a high level of knowledge and expertise in some area of human endeavour.

That most students manage to negotiate such simultaneous challenges with distinction and ease is itself a tribute to their resilience, the commitment of their teachers, the support of their peers and the containing, enabling framework that is the very essence of a great institution of higher learning. Which brings us to resources.

Resources

The first and perhaps most significant resource the average student possess to meet the challenges of tertiary education, is his/her personality. That elusive product of genes, early childhood experience, parental stability and affection, school exposure, and peer interactions, is what enables so many students to negotiate the panic engendering experience of the first tutorial or the formidable problems of surviving on limited financial means.

It is the student's personal self-confidence, his/her sense of worth and self esteem, so difficult to cultivate and yet so crucial to scholastic as well as social success that often determines whether a student's university career is enjoyable, barely tolerable or disastrous.

Another support is the student's peers. The much-respected British psychotherapist, Robin Skynner once observed that what enables people to survive life's vicissitudes is the extent to which they are connected to others.

The striking image he uses is the leaf and the tree. The individual who like the leaf is connected organically to the tree of life, i.e. other individuals, societies, communities, is not merely alive but sturdy enough to withstand the toughest storms.

The individual thrust on his/her own resources and adrift from peers is like the leaf that has fallen from the tree, easily blown away and destined to wither and fade.

Not for nothing are university societies encouraged. Not for nothing should the student's interest be encouraged in chess or football or drama or music or gymnastics or fencing or the hundred and one other interests and activities available on any decent tertiary education campus - not purely nor even mainly because of the challenge of the particular interest but because it provided the student with the opportunity to develop and cultivate social skills and to derive important social supports.

Involvement in such activities should not be seen as some kind of harmless diversion or regrettable distraction from the serious business of academic success.

It should be seen as an important health promotion activity for each and every student.

Some of the very demands I have identified posing stresses for individual students can, in other circumstances, be resources to help cope with stress.

The student's parents and family can have and often are a tremendous bulwark, supporting, encouraging, advising and always providing a temporary refuge when things get stressful. Peers too are often crucial.

Congenial spirits, a strong supportive personal relationship, the discovery of a particular talent, be it playing fly-half at rugby or singing alto in the College choir all help the individual student progress.

These are important resources yet curiously undervalued and neglected in favour of professional counselling, relaxation courses, assertiveness training and other more individually-oriented and inward-looking approaches.

Not that I am denigrating such therapies - for many a student they can provide a significant degree of strength and skill and can remedy important defects in personal and interpersonal life. But the natural organic elements in the educational establishment should not be ignored.

Summary

The resources and the demands of university life help make it a crucible for the formation of personality, friendship, professional knowledge and technical skills. Hardly surprising then that the same crucible should produce from time to time much

heartache and dissatisfaction in many students and their teachers.

Perhaps a greater awareness of what is asked of those who inhabit the world of tertiary education would help us all cope, the teachers as well as the taught.

Increasingly, student guidance services and careers advisory services are helping university administrators and teachers to take note of the importance of stress and its alleviation for the academic and personal success of all of us who work in this particular arena.

One of the great tasks of a university is to teach people how to think and to facilitate them in thinking. This, then, is a small plea that time be found for us to think about the way in which burgeoning academic demands, serious financial limitations, constrained employment possibilities added by stressful personal and social relationships and skills can produce for many students and many teachers too well-nigh unbearable strains.

And while thinking we might set our minds to modifying and developing further our systems of detection and management of academic stress such that its more gross effects might be diminished and that more students be enabled and empowered to fulfil the very real academic and personal potential which they possess.

Dans cette communication, notre raisonnement s'appuie sur un ensemble de recherches menées pendant les dix dernières années dans le domaine de la pédagogie universitaire en vue d'améliorer la qualité de la formation universitaire, d'identifier les dispositifs d'enseignement universitaire qui y contribuent et de concevoir ou de valider les dispositifs de guidance des étudiants qui leur permettent à la fois de s'adapter aux exigences du contexte universitaire et d'élaborer un projet de formation et de vie adéquat.

Cet ensemble de recherches nous conduit aujourd'hui au raisonnement suivant en trois temps:

(1) dans les pays où nous avons mené nos recherches, les étudiants sont dans la plupart des cas amenés à vivre une "rupture de contexte entre l'enseignement secondaire et l'enseignement universitaire";

(2) cette rupture de contexte nous conduit à distinguer trois types de populations d'étudiants: des étudiants qui parviennent à s'adapter assez rapidement aux exigences de la vie universitari-

La transition entre l'enseignement secondaire et l'université: bilan d'un ensemble de recherches

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re; à l'autre extrême, des étudiants qui se révèlent assez vite mal orientés; entre les deux, des étudiants que nous avons appelés "étudiants à risque", c'est-à-dire des étudiants qui peuvent assez facilement basculer du bon côté ou du

mauvais côté de la fatidique frontière réussite-échec;

(3) ces trois catégories d'étudiants méritent d'être l'objet d'une guidance: les étudiants bien orientés et rapidement adaptés au contexte universitaire ont besoin d'un soutien pour se rassurer; les étudiants mal orientés ne peuvent être laissés livrés à eux-mêmes et ont besoin de stratégies institutionnelles et personnelles de réorientation rapide; les "étudiants à risque" devraient être l'objet d'une attention particulière pendant la première année d'université.

La plupart des étudiants vivent une rupture de contexte très nette entre l'enseignement secondaire et l'enseignement universitaire.

Par rupture de contexte, nous entendons "le passage d'un contexte à un autre dans la mesure où le contexte d'accueil est suffisamment différent du contexte précédent" (*Wouters & De Ketele, 1991*). Au sortir de l'enseignement secondaire, l'étudiant quitte un environnement qui suscite chez lui des changements d'ordre

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social, physique, émotionnel, académique et vocationnel. Il se trouve confronté à un environnement complexe à propos duquel il détient peu d'informations et face auquel ses stratégies habituelles peuvent se révéler inefficaces. Il y a donc en quelque sorte un état de déséquilibre à surmonter lors de cette transition.

Cette rupture de contexte apparaît nettement dans les recherches que nous avons menées sur la gestion du temps, d'une part, des étudiants "rhétoriciens" (étudiants de dernière année du secondaire) et, d'autre part, des étudiants de première "candidature" (c'est-à-dire en Belgique les étudiants en première année d'université).

Nous avons mené un ensemble de recherches sur la gestion du temps en utilisant des méthodologies variées:

- en 1983 et en 1985, nous avons étudié la gestion du temps des étudiants commençant les études d'ingénieur (*De Ketele, De Ketele, Drame et Voglaire, 1983; 1985*) au moyen de questionnaires sur l'adaptation à l'université, la gestion du temps et les méthodes d'étude; les informations recueillies ont été ensuite corrélées avec la performance académique de fin de première année;

- en 1991, nous avons étudié la gestion du temps des étudiants de première année en droit (*Adams, Paquet et De Ketele, 1991*) et des étudiants en médecine (*Parmentier, Gathy, Deneff, De Ketele, 1991*); dans les deux études, les étudiants ont rempli une grille jour par jour pendant une semaine sur leur emploi du temps demi-heure par demi-heure; par ailleurs, il leur était demandé de spécifier précisément la nature de leurs activités lorsque celles-ci se référaient aux activités d'études; par ailleurs, dans l'étude sur les étudiants en droit, l'emploi du temps était apprécié sous plusieurs angles: (1) "l'anticipé reconstruit" ("j'avais décidé de faire..."), (2) "l'effectif présent" ("je fais...") et (3) "l'effectif anticipé" ("je vais faire...");

- en 1994, nous avons comparé dans une étude multidimensionnelle les étudiants de première candidature en "sciences appliquées" (futurs ingénieurs) et en "psychologie et en sciences de l'éducation" au moyen d'une triple méthodologie: l'entretien, l'identification à une galerie de portraits présentés et le questionnaire systématique récapitulatif (*Pirot et De Ketele, 1995*).

Des nombreux résultats recueillis, nous pouvons dégager les nettes tendances suivantes:

- la gestion du temps des étudiants du secondaire se caractérise essentiellement par un pilotage strict de la part du système et des enseignants, par le caractère obligatoire ou quasi-obligatoire, par un réseau d'échéances courtes, par une étude de portions de matières bien délimitées dans l'espace et dans le temps (ce qui

permet pour les uns de réussir assez facilement avec la seule mémorisation et pour les autres avec les seules ressources de leurs aptitudes naturelles), par des interactions étroites avec les enseignants, par des feedbacks nombreux, par un suivi encore relativement étroit des parents...

- tout au contraire, la gestion du temps des étudiants universitaires se caractérise par une très grande autonomie offerte (assistance non réellement obligatoire aux cours et même aux travaux pratiques, beaucoup moins d'échéances rapprochées, possibilité de "se laisser vivre" pendant une période relativement longue de l'année, de nombreuses sollicitations de tous ordres (culturelles, de loisirs, relationnelles...) offertes par le contexte universitaire, possibilités de vivre en couple...

- l'emploi du temps des étudiants (assistance au cours, travail personnel, loisirs, sommeil, autres activités) varie beaucoup selon les jours de la semaine et selon les périodes de l'année;

- la quantité de travail personnel des étudiants varie significativement selon l'appartenance aux différentes filières d'étude: ainsi, pendant le semestre, l'étudiant en droit consacre en moyenne 3 heures par jour au travail personnel en semaine et un peu plus de 4 heures le week-end; l'étudiant en médecine consacre au travail personnel 4 heures par jour en semaine et 4 heures 48 le week-end; le candidat ingénieur consacre en moyenne 3 heures 63 par jour au travail personnel et 4 heures 38 le week-end; l'étudiant en psychologie ou en sciences de l'éducation étudie quantitativement nettement moins: 1 heure 84 par jour et 2 heures 57 le week-end; tout se passe comme si la représentation sociale du niveau d'exigence des études dictait l'investissement quantitatif à fournir en termes de travail personnel; une enquête récente (*Leblanc, 1995*) sur la gestion du temps des étudiants de l'université de Laval à Québec présente des résultats comparables, toute proportion gardée car un très grand nombre d'étudiants mènent de front des activités d'études et un travail rémunéré;

- à l'intérieur d'une même filière d'étude, la relation entre la quantité de temps consacré aux études et la performance académique n'est pas significative, sauf pour les étudiants de sciences humaines où, semble-t-il, les étudiants peuvent plus facilement se laisser abuser par la "facilité illusoire" des études; par contre et dans tous les cas, il existe une corrélation significative entre la "qualité de la gestion du temps" et la performance académique: nous avons constaté que les étudiants qui réussissent sont caractérisés par des comportements d'étude, tantôt "globalistes", tantôt "sérialistes", et cela différenciellement selon les moments de l'année et toujours soutenus par une "volonté d'accomplissement";

- nos résultats rejoignent les conclusions d'autres travaux comme ceux d'Entwistle en Grande Bretagne ou de Ramsden en Australie; ils apportent une dimension supplémentaire, à savoir l'importance de tenir compte de la dimension diachronique: l'adéquation de la gestion du temps et des comportements d'étude varie en fonction du moment dans l'année et du type de programme d'études choisies.

Si la gestion du temps et les méthodes d'étude sont des indicateurs concrets assez nets de la rupture de contexte que vivent les étudiants lorsqu'ils arrivent à l'université, il ne faut pas pour autant négliger d'autres indicateurs.

Parmi ceux-ci, nous avons relevé dans nos recherches des indicateurs que nous pourrions regrouper autour de la composante "degré de maturité pour les études universitaires", c'est-à-dire le fait d'être plus ou moins prêt ou préparé à affronter les exigences des études et du milieu universitaire.

Cette composante est d'ailleurs en étroite interaction avec les composantes "gestion du temps" et "méthodes d'étude".

Nous disposons maintenant de suffisamment de données de recherches pour avancer les affirmations suivantes:

- il n'existe pas de corrélation significative entre la quantité de matières vues dans l'enseignement secondaire et la performance académique en première année d'université (*De Ketele, 1983; Saussez-Hublet, Robert, Gathy, 1991; Lebrun & Lega, 1992*);

- par contre, la réussite de la première année universitaire suppose un degré de maîtrise suffisant de ce que nous appelons des "capacités cognitives de base", telles "distinguer l'essentiel de l'accessoire", "conceptualiser", "traduire un message d'une forme de langage dans une forme de langage", "résumer un message", "prendre des notes utiles pour une fonction anticipée" (*De Ketele, 1983; Lebrun & Lega, 1992; Romainville & Willocq, 1992; Frenay, Bourgeois & De Ketele, 1994*); ces capacités cognitives de base sont strictement requises, quelle que soit l'orientation d'étude; cependant, il faut souligner une différence entre les différentes filières d'études: certaines filières à base de disciplines épistémologiquement plus linéaires (mathématique, physique, chimie...) requièrent une maîtrise de prérequis spécifiques plus clairement identifiés, alors que les filières des sciences humaines se basent de façon prépondérante sur des prérequis plus généraux;

- les étudiants qui réussiront leur première année universitaire sont ceux qui s'adapteront le plus vite et le plus adéquatement aux exigences des études et du contexte universitaire, principalement à la quantité et au degré d'abstraction des matières enseignées (*De Ketele, De Ketele,*

Draime, Voglaire, 1983, 1985; Pirot et De Ketele, 1995;

- les étudiants qui réussissent font davantage preuve de ce que nous avons appelé avec d'autres auteurs (*Kiesler, 1971; Miller et Adams, 1976; Astin, 1984; Borden, 1988; Nystrand et Gamoran, 1989...* autant de modèles analysés et discutés in *Pirot et De Ketele, 1995*) "l'engagement académique", tant "structurel" (c'est-à-dire l'habitude acquise de s'engager dans les études) que "substantif" (c'est-à-dire dans le contexte universitaire le fait d'adhérer aux normes et aux règles académiques, de tenter de comprendre en profondeur le contenu-matière, d'être attentif aux visées de l'apprentissage, d'aller au-delà des exigences du cours, d'établir avec son entourage (pairs et staff académique) des relations enrichissantes, de se concentrer de manière soutenue, de faire preuve d'attention...).

Les effets de la rupture de contexte: trois types de populations d'étudiants.

Un ensemble de recherches menées à Louvain pour déterminer quels sont les facteurs permettant de prédire le plus rapidement possible le niveau de performance académique des étudiants nouvellement inscrits à l'université et permettant ainsi de mettre en place dès que possible des stratégies de soutien ont débouché sur la création de ce que nous avons appelé le "Facteur F" (*Denef, 1992: Denef, Auquier, Mouffe, Bury, Moens, Haumont, 1990; De Ketele, Draime, Lebrun, Sole-Tulkens, 1992; Parmentier, Denef, De Ketele, 1994; Lebrun, 1995*).

Ce facteur F est une fonction mathématique combinant quatre indicateurs: le nombre d'examens présentables en janvier selon le programme d'études; le nombre d'examens effectivement présentés librement en janvier par l'étudiant; le nombre d'examens réussis en janvier par l'étudiant et sa note globale en janvier.

Cet ensemble de recherches a mis en évidence les conclusions suivantes, validées dans des facultés et universités différentes:

- selon leurs résultats traduits en facteur F, on distingue nettement trois populations d'étudiants: environ 25% d'étudiants n'ont pratiquement aucune chance de réussir leur première année; environ 25% d'étudiants ont pratiquement toutes les chances de réussir leur année; environ 50% d'étudiants sont "des étudiants à risque", dans le sens où ils peuvent facilement basculer du bon ou du mauvais côté de la frontière réussite/échec;

- ces trois types de population peuvent être repérées assez tôt dans l'année, grâce aux indicateurs fournis notamment par la participation librement consentie à des interrogations facultatives et aux résultats obtenus à celles-ci;

- les stratégies d'aide fournies aux étudiants, dans la mesure où elles ne sont pas imposées,

sont essentiellement suivies de façon assidue par les étudiants qui au départ en ont le moins besoin; les étudiants qui en ont le plus besoin se comportent comme s'ils ne voulaient pas reconnaître leur état de besoin et comme si un événement extérieur (comme la chance) pourrait les tirer d'affaire; si on raisonne en termes de réussite/échec, ce sont "les étudiants à risque" qui sont les plus susceptibles de tirer profit des stratégies de soutien mises à leur disposition.

Des stratégies différenciées de guidance et de soutien sont indispensables

Des stratégies de guidance et de soutien doivent être différenciées en fonction des trois types de populations que nous venons de décrire.

Le premier type de population comprend les étudiants qui sont mal orientés: ils ne sont pas "prêts" pour entreprendre des études universitaires. Ceci peut être le fruit de plusieurs facteurs qui se conjuguent: ils n'ont pas les prérequis cognitifs ou/et spécifiques répondant aux exigences universitaires; ils ne parviennent pas à s'adapter suffisamment vite et bien au contexte universitaire; ils ne sont pas prêts à fournir un investissement quantitatif et qualitatif adéquat, tel qu'exigé par le contexte de la filière d'étude...

Ces étudiants risquent cependant de s'attarder dans le système universitaire. Si pour certains d'entre eux, l'expérience du contexte universitaire peut se révéler heureuse si elle ne s'éternise pas trop, elle peut se révéler d'emblée catastrophique pour d'autres. Une réorientation, plus ou moins précoce selon les cas, s'impose.

Pour les uns, c'est une question d'information sur les possibilités d'orientation et les exigences que celle-ci requiert; pour d'autres, la réorientation exige un travail plus en profondeur et nécessite une véritable consultation de nature psycho-pédagogique.

Un des problèmes cruciaux réside dans les différentes stratégies à mettre en œuvre dans le temps:

- comment prévenir une mauvaise orientation en fin d'études secondaires?

- des cours préparatoires à l'université sont-ils susceptibles d'entraîner des réorientations valides pour ce type d'étudiants? (*voir la recherche de Wouters & De Ketele, 1991*);

- des dispositifs d'évaluation précoce au début de l'année universitaire sont-ils susceptibles d'entraîner des réorientations? existe-t-il des passerelles institutionnelles pour faciliter les réorientations?

- que faire avec ce type d'étudiants au pronostic défavorable suite à une session d'examens en janvier? comment leur faire prendre conscience de ce pronostic? peut-on exiger d'eux une réorientation? (*voir l'étude de Denef, 1992*);

- comment capitaliser dans une réorientation les acquis validés lors d'une année ou d'une

partie d'année sanctionnée par un échec ou un abandon?

On le voit, les questions sont nombreuses. Et si une guidance ou un soutien se révèle indispensable dans la plupart des cas, il faut reconnaître que dans bien des contextes les voies de réorientation sont très limitées, car les passerelles institutionnelles ne sont pas nombreuses (dans certains pays du moins). Au plus ces contraintes sont nombreuses, au plus les besoins de guidance et de soutien sont impératifs.

Quant aux étudiants qui objectivement présentent tous les signes d'une réussite très probable, on pourrait effectivement s'imaginer qu'ils ne doivent pas bénéficier de stratégies de soutien. Si l'institution universitaire peut tenir ce raisonnement en se basant sur des critères purement économiques, elle peut également tenir d'autres types de raisonnements si elle se base sur d'autres critères.

Ainsi, si l'institution met en avant des critères de compétition interuniversitaire ou de compétition internationale, elle peut se dire qu'elle doit avant tout se préoccuper de guider et de soutenir l'élite de ses étudiants.

Si on se base maintenant sur des critères plus "personnalistes", on reconnaîtra avec les spécialistes de la guidance des étudiants universitaires que les étudiants brillants sont loin d'être tous des étudiants confiants dans leurs capacités à réussir leurs études universitaires, tant la rupture de contexte entre l'enseignement secondaire et universitaire est grande et troublante; de même, ils sont loin d'être sûrs d'adopter des stratégies de gestion du temps et des comportements d'étude adéquats.

Ce n'est d'ailleurs pas le fruit du hasard si ce sont ces mêmes étudiants qui participent le plus aux initiatives d'aide que l'université leur offre: animés d'une volonté de réussir, ils veulent savoir s'ils doivent poursuivre dans leur façon de vivre leur projet d'étude ou s'ils doivent l'aménager dans un sens déterminé.

N'oublions pas non plus que des étudiants en situation de réussite dans une filière d'étude déterminée ne sont pas nécessairement bien orientés quant à un projet de vie: la dernière recherche que nous avons menée (*Pirot et De Ketele, 1995*) nous laissait entrevoir que certains étudiants inscrits dans une filière socialement noble y avaient été conduits par une sorte de déterminisme social ne correspondant pas à leur propre projet de vie.

Mais la population qui, à la lumière de nos recherches, devrait faire l'objet d'une attention prioritaire de la part de l'institution universitaire est sans conteste le public "des étudiants à risque", ces étudiants qui peuvent facilement basculer du bon ou du mauvais côté de la frontière de la réussite ou de l'échec.

Dans les pays où nous avons fait nos recherches, ces étudiants sont nombreux puisqu'ils représentent environ 50% des étudiants qui s'inscrivent en première année d'université.

Leur réussite ou leur échec peut dépendre de nombreux facteurs autres que l'orientation: erreurs de mesure liés à l'évaluation; erreurs d'appréciation des exigences universitaires (parfois induites par le déclaré des professeurs non conforme avec leurs pratiques évaluatives); prégnance des habitus créés par l'enseignement secondaire et qui se révèlent non conformes; difficulté à s'adapter suffisamment rapidement à la quantité et à l'abstraction des matières; difficulté à gérer l'autonomie offerte par le contexte universitaire; quelques faiblesses non détectées à temps dans la maîtrise des prérequis...

Un certain nombre d'expériences ont été conduites pour répondre aux besoins de ce type de public. Certaines se sont révélées fructueuses:

- des dispositifs d'information sur les exigences des différents programmes d'études (comme celles menées par le "Centre d'Information et de Documentation" de mon université);

- le recours possible à un "Centre de Consultation et d'Orientation pour les Etudes" (comme c'est le cas dans mon université) permettant à des étudiants en difficulté de recourir anonymement à des consultants experts pour les aider à porter un diagnostic sur leur choix d'études et la façon de les mener;

- la possibilité de participer à des "Cours d'été" permettant aux étudiants de se préparer et de s'adapter plus rapidement et plus efficacement au contexte universitaire choisi (voir *Wouters et De Ketele, 1991*);

- dès le début de l'année universitaire, les dispositifs visant à accueillir les étudiants et à mettre en place des stratégies axées sur la maîtrise des prérequis, la gestion du temps et les méthodes d'étude (*Lebrun, Frenay, Frisque, Poskin, 1992; Deneff, 1992; Deneff, Auquier, Mouffe, Bury, Moens, Haumont, 1992*);

- les évaluations à la mi-semestre (*Lebrun, 1992*);

- certaines formes de tutorat et de parrainage (expériences menées dans nos facultés des sciences et d'agronomie);

- certaines formes de monitorat où du personnel scientifique qualifié est mis à la disposition des étudiants pour aider les étudiants à adopter les comportements d'étude adéquats face à certaines matières posant problème (*Sole-Tulkens, 1992*);

- guides méthodologiques mis à la disposition des étudiants, comme le "Question(s) de méthode" mis à la disposition de nos étudiants...

Un travail de guidance et de soutien est d'autant plus indispensable qu'une recherche

récente (*Parmentier, Deneff, De Ketele, 1994*) a mis en évidence que si les facteurs regroupés sous le label "capital socio-culturel" expliquait une bonne part de la variance (42%55) des premières performances académiques (celles qui sont mesurées au début de l'année) et indirectement de la performance finale (puisque ces deux types de performances sont corrélées), la part des variables processuelles (c'est-à-dire des variables sur lesquelles une action est possible) jouent un rôle non négligeable (22%09 de la variance expliquées si les mesures sont prises au début de l'année) et croissant en cours d'année (42%31 si les mesures sont prises au second quadrimestre). Ce résultat conforte tous ceux qui croient en l'importance d'un travail de soutien et de guidance et qui rejettent un déterminisme fataliste.

En conclusion: la notion de projet comme concept intégrateur et guide pour l'action.

Dans les recherches que nous avons dirigées ou auxquelles nous avons eu accès, nous avons accumulé un très grand nombre d'indicateurs corrélés avec la performance académique. Encore faut-il leur donner sens et les relier dans un cadre conceptuel et problématique intégrateur.

Il nous semble que la notion de projet est intéressante à cet égard pour différentes raisons (*Wouters et De Ketele, 1992*): (1) parler de "projet de l'étudiant" revient à intégrer la perspective temporelle à la situation de transition du début de la première année d'université, vécu comme une "rupture de contexte"; (2) une connotation positive entoure le projet (quel est l'étudiant qui s'inscrit à l'université sans avoir envie de réussir? quel est l'étudiant qui ne projette pas une insertion professionnelle réussie? quel est l'étudiant qui ne cherche pas à réussir son projet de vie?); (3) élaborer un projet donne du sens aux actions que l'étudiant décide d'entreprendre et lui permet de se responsabiliser face à son parcours universitaire.

Mais si tout étudiant est, peu ou prou, en projet, pourquoi certains réussissent-ils et d'autres ratent-ils leur première année d'université? A nos yeux, il faut en rechercher les raisons dans le degré et la qualité de mise en oeuvre des quatre composantes fondamentales du projet réussi, à savoir: l'anticipation, l'intégration, l'action et la régulation (*De Ketele, De Ketele, Draime et Voglaire, 1985*).

L'anticipation se définit comme une prévision, à un moment donné, d'un état futur à plus ou moins long terme. Cet état futur constitue un objectif complexe et englobant si nous parlons de projet d'existence. Les étudiants qui réussissent se caractérisent par des processus d'anticipation plus nombreux et plus élaborés.

Ceci ne signifie pas que chacun d'entre eux ait une vision précise des choix qu'ils vont effectuer lorsque plusieurs orientations d'études s'offrent à eux et du contexte professionnel dans lequel ils voudront évoluer.

Mais, dans tous les cas, des processus d'anticipation ont été réfléchis, qui pour certains d'entre eux les ont amenés à des visions -provisoirement- précises et pour d'autres à des positions d'attente en se disant que le choix de la filière d'études et les comportements actuellement adoptés leur permettent de déboucher en temps voulu sur des visions plus claires.

L'élaboration d'un projet exige l'intégration non seulement d'éléments disponibles dans le moment présent (comme la prise en compte des commentaires d'un enseignant qui dévoile le niveau d'exigences académiques attendues), mais aussi d'éléments relevant de l'histoire de celui qui formule le projet (comme la connaissance de ses forces et faiblesses héritées de son passé scolaire et la mise en relation avec les exigences académiques décodées actuellement à travers le discours ou le comportement du professeur ou d'autres indices offerts par le milieu: voir par exemple les recherches de Zuniga et De Ketele, 1989) et encore d'éléments prévisibles dans un futur plus ou moins proche (comme le temps estimé pour accomplir une tâche dans un contexte de contraintes anticipées; comme le fait d'accomplir malgré tout des activités non en relation directe avec la vision du projet professionnel mais qui constituent des passages obligés pour franchir le cap d'une année réussie...: voir aussi la recherche de Nederlandt et De Ketele, 1990).

La mise en oeuvre d'un projet réussi implique l'action. Les recherches de Parmentier, Deneff et De Ketele (1994) et de Pirot et De Ketele (1995) sur l'engagement académique des étudiants sont éloquentes à ce sujet. L'étudiant qui réussit son projet d'études est un étudiant qui face aux exigences scolaires et académiques a pris l'habitude de s'impliquer, ce qui se traduit par un ensemble de démarches actives habituelles ("engagement académique structurel") et qui face à des tâches particulières, spécifiques voire inhabituelles, entreprend des démarches actives pour chercher l'information pertinente, la traiter et ainsi faire des choix pertinents et met en oeuvre les actions décidées ("engagement académique procédural et substantif").

Les processus d'anticipation, d'intégration et d'action ne sont pas des processus isolés et indépendants; le projet de l'étudiant est sans cesse recible en fonction des éléments de son environnement académique, social et physique.

C'est pourquoi, nous parlons de la nécessité pour réussir son projet (c'est-à-dire ses projets emboîtés: académique, professionnel et de vie

personnelle) de mettre en œuvre des processus de régulation, ce qui signifie le caractère positivement amendable du projet, mais aussi le caractère négatif des visions et des lignes de conduite rigidement figées.

Ces quatre processus-clés nous permettent d'articuler et de donner sens à l'observation de la complexité offerte par les études menées sur la performance académique de nos étudiants en première année d'université. A nos yeux, ils constituent aussi un cadre problématique pour l'action de guidance vis à vis de ces étudiants, tout particulièrement (mais pas exclusivement) pour ces étudiants que nous avons appelés "à risque".

Si on ne bâtit pas un projet à la place de l'étudiant, si un projet d'études ne se pose pas indépendamment du projet professionnel et de vie de l'étudiant..., il n'en reste pas moins vrai qu'une guidance et un soutien peuvent se révéler utiles et dans certains cas indispensables à condition, d'une part, que les actions de guidance visent à développer les processus d'anticipation, d'intégration, d'action et de régulation et, d'autre part, que ces actions soient le fait de personnes compétentes et convaincues que l'étudiant "pris en charge" a en lui les ressources nécessaires pour réaliser son projet et non pas que celles-ci doivent venir de l'extérieur. Le travail de gui-

dance est un travail de révélation à soi par la création d'un environnement pertinent ou l'apport de techniques adéquates.

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Introduction

In 1992 Fedora started the *Fedora-Handi* workgroup. This group was assigned the task of encouraging fellow advisers to develop the support facilities available to students with disabilities. The group conceived the plan of making an inventory of the services available to students with disabilities in Higher Education within the European Union.

The *Fedora-Handi* workgroup, together with the Katholieke Universiteit Leuven, submitted a project to the European Commission's Directorate General V as part of the *Helios II* programme.

Helios is a European Commission programme which encourages the integration of people with disabilities in very diverse areas (*Helios* stands for Handicapped People in Europe Living Independent in an Open Society).

How did the project grow?

During discussions with colleagues actively involved in providing support to students with disabilities, the relative difficulty of making contact with a variety of institutions was

Disabled students in higher education: support in European countries

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discovered. It was often suggested that, from an organisational point of view, each institution should have a specific contact.

The need was felt for someone who is responsible for identifying and trying to solve the problems connected with each aspiring student with a disability, at the moment he or she enters that institution. Such problems should naturally

be solved in cooperation with a network of contacts within the educational hierarchy and within the framework of student services.

There should also be co-operation with regional and national centres. Unfortunately, in most European higher education institutions this structure is far from having been achieved. Moreover, national registers of institutions of higher education which are accessible to disabled students are seldom available.

Such registers exist only in Great Britain, Germany and France. This makes the participation of students with severe disabilities in international exchange programmes particularly difficult, perhaps even impossible, for the present.

Confronted with these unequal opportunities, the students with disabilities urged the counsellors to do something about it. Counsellors needed to find out whether the facilities available for the students in their own university were also available in potential host universities. At the Katholieke Universiteit Leuven the development of an inventory for defining the needs of students with disabilities was started.

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This 'checklist', which was further developed in co-operation with an international team, served later on as part of the *Fedora-Handi* survey project.

A checklist for requirements and needs

A checklist was developed on which each student with a disability could indicate his or her requirements and needs. This list was developed in collaboration with experienced partners from institutions and umbrella organisations in all E.U. countries.

The first versions were discussed critically in the various countries. All useful comments were incorporated in revised versions. The resulting version was finally discussed for hours with all those involved during the 5th Fedora Conference in Barcelona.

The items on the checklist are presented as a set of standard questions which a student with a disability, bearing in mind his or her own specific needs, can put to the host university. The checklist begins with questions about general reception and information services.

Then comes the location and environment of the campus, residential accommodation, restaurants, health services and sports facilities. In the following headings items are arranged by disability: for students with visual impairments, for students who are deaf or hard of hearing, for students with dyslexia and for students with physical disabilities.

According to their specific requirements questions are then posed concerning things such as mobility, accommodation, study materials and formats, electronic study aids, library activities, examinations and assessments.

A final section contains questions about the financial implications of the facilities.

This basic questionnaire for all disabilities, which has been developed into a document of some seventeen pages, was translated into the eleven current working languages of the European Union.

The translation was carried out by experts in the provision of facilities in the various countries and who are also native speakers rather than by translators.

The group thought it was very important to maintain the precise terminology and the exact concepts in translation. After all, this multilingual version is an attempt to eliminate the communication problems which might arise between a student with a disability and his or her host university.

In concrete terms a student with a disability considering studying abroad can now proceed as follows: first of all, working from the checklist, he or she can list his or her needs in his or her own language; the same publication

immediately provides him or her with a correct translation of these requirements in the language of the host university. The student can copy the translation or print it out directly from diskette - thus having available model letters, as it were, in all the languages of the European Union.

The questions on the checklist are formulated in such a way that the host university can answer them simply with yes or no, or only has to provide details of people or services.

Henceforth, it is hoped, legible and intelligible communication will be possible between a student and his or her host university, for instance between a Danish student and his Portuguese host university or, to give another random example, between an American student and his or her host university in Finland.

As long as guidance remains far from generally available or clearly publicised in Europe, the checklist and model letter appears to be an irreplaceable tool. It will retain its importance even after the publication of any future guide, because many of the needs of students with disabilities are so diverse and individual that a guide alone can never provide enough information.

This was phase one of the project. The end product has been published and those interested can apply for it¹.

A guide to support services for students with disabilities

In phase two, a survey was distilled from the afore mentioned checklist and sent to four hundred student-support and guidance centres at European higher education institutions. Only the centres listed in Fedora's "Directory of University Student Guidance Services in the EC" were included in the survey, and not all four thousand institutions which the EU now contains.

At present the group is compiling a guide on the basis of the survey findings. This guide will contain brief descriptions of the services available to students with disabilities as well as information on those responsible.

Colleagues from the University of New Orleans are developing in joint venture, a similar guide for the United States, Canada and some Eastern European countries. A prototype of the European Guide is available for consultation².

The main headings in the guide are :

- general information : with name and address of the co-ordinator or contact person.
- experience : indicating the number of students with disabilities served at the university -
- general services : with e.g. information on the office for foreign students, the medical service, the central service for housing and dining

accommodation.

- detailed questions : on adapted housing accommodation and day to day personal assistance.
- dining facilities
- mobility: personal assistance, orientation and mobility training, accessible transport, parking etc..
- note-taking, study materials and transcription services
- summary of electronic study aids
- assistance with library activities
- examination and assessment facilities
- sports facilities .

Some results and reflections

The needs of students with disabilities are still all too often seen in terms of physical access, transport, accommodation, care, financing additional expenses, etc. Naturally, these remain the traditional hurdles, but university education also has structural features which present problems to all students, and even more so to students with a disability.

One need only consider the typical lack of individual attention, the course contents and their presentation, the high pressure to achieve, all factors which demand physical fitness.

It is precisely in these areas that the role for student advisors can become important.

The lack of individual attention needs to be envisaged. This is probably the main characteristic of higher education. Individual students are often submerged under the enormous mass of students. Problems with study methods or personal matters get relatively little attention.

The student population is, after all, preselected, and they are expected to acquire the necessary study and social skills largely by themselves - a task which is often far from easy, especially for students with a disability. Furthermore, the teaching staff is often very large and not always easily approachable.

The internal structural organisation and regulations of the institution are frequently only clear to insiders. This giant network, by its very nature, does little to ease the integration of students with disabilities.

Furthermore, higher education offers a great variety of courses, in which course contents and requirements are not always entirely clear. A preliminary investigation by an expert and consultation with the teaching staff are certainly required.

Also there is the problem of the physical fitness, often taken for granted, which is needed in order to cope with the high pressure for intellectual achievement. Teaching usually takes place at a rapid pace, and large amounts of material must be assimilated in limited periods

Classroom sessions are tiring and stressful. Missing lectures through illness and more limited study time because of fatigue demand adaptations to the curriculum and sound guidance.

Student advisors know from personal experience that assistance with study-related aspects is particularly important. Most counsellors are confronted with demands regarding matters such as choice of study options, teaching support, provision of study material, questions concerning the adaptation of assessments, etc.

This has led to the belief that university staff, in particular student advisors, could be an important bridge between a student and the faculty bodies.

Some universities, e.g. the Katholieke Universiteit Leuven, formalised this function. The main role of these institutionalized counsellors is raising awareness for the specific demands of the students with disabilities.

The importance of higher education for people with disabilities is seldom fully appreciated, either by those in the higher education system itself, nor even by those involved in providing support to people with disabilities.

The latter often prefer to direct their efforts to the problems of the great mass of people with disabilities, rather than to those of 'exceptional' individuals.

Nevertheless, higher education is not only a determining factor for participation in all sorts of cultural activities.

Higher education also paves the way to employment in executive positions, and particularly to chances to participate in management and policy making.

It is precisely at the management level that we still lack people with disabilities, certainly in those areas which directly concern them.

Access to higher education for people with disabilities is therefore, not a 'luxury', but is a duty of any society which is in favour of equal rights for all its members.

However, awareness of this has grown only slowly in Europe. Not until the end of the eighties did it become more common for pupils with disabilities to go on to higher education, and even then it was far from the norm.

Specific national regulations concerning the compulsory accessibility of higher education are frequently still not found. The provision of adequate funding was and, unfortunately, still is lacking in most Member States.

The problems concerning the integration of people with disabilities at this highly competitive level of education are still frequently underestimated.

The Member States of the European Union clearly need legislation which guarantees compulsory access to higher education.

Scanning the first results of the survey, it becomes clear that even within the various countries there are few, if any, permanent support structures: there are enormous variations in the quality of the services provided by different institutions even within one and the same country.

At best, there are national or regional umbrella organisations and multidisciplinary university teams which cooperate with networks of faculty authorities.

In some countries, whether obligatory or not, a institution coordinator or contact has been appointed in each higher education institute. The contact person in question may come from anywhere in the hierarchy, and from a variety of training backgrounds.

Sometimes it may be a representative from the general student welfare sector (accommodation, catering), while sometimes it will be a student advisor or an academic. In other cases, the duties is undertaken by a social worker.

With the exception of a few countries (France, Germany, U.K.) examination facilities are seldom regulated. The usual concern is providing extra examination time. In some countries individual universities go much further in granting such facilities. Even here we can identify no systematic approach per individual country.

Country information

From the results of the survey a few impressions on the situation in various countries can be given.

In France there is a guide which gives the names of contacts and short descriptions of policies, provision and progress in the various institutions³. The obligation to appoint such contacts and publicise their names is a good start, but certainly does not solve all the problems. In practice, the involvement of such people is rather varied. There are high quality projects, and less outstanding projects. The Ministry of Education does however provide extra subsidies for each institution which admits students with disabilities.

Countries with umbrella organisations, as e.g. "SKILL" in the U.K., the "Deutsche Studentenwerke" in Germany, and "Handicap en Studie" in the Netherlands, have a lead⁴. These organisations offer a lot of useful information and guidance and can serve as useful guides to educational institutions. In the end, however, the effectiveness of their functioning still stands or falls with the commitment of the contacts or team coordinators at the institutions themselves.

Some institutions are remarkably well developed in this respect, while others still fall short. Anybody going to these countries should consult the umbrella organisations well in advance of their visit.

Sometimes there are informal collaboration agreements. Swedish universities, for instance, organise annual training sessions and report on the national operation. There are clearly regulated financial schemes for all universities with students with disabilities.

It is not yet clear to what extent the schemes, as in Sweden, are also available to foreign students with disabilities. Within the European Union, it appears at the moment to be the norm that the home country continues to bear the costs, even if a student with a disability is studying abroad.

The European Commission's new Socrates exchange programme will provide additional funding for students with disabilities who incur additional expenses abroad because of their disability. The checklist, described in the previous chapter, will be used to determine these additional expenses.

The European Commission will soon be sending out copies of this checklist to those responsible for the international programmes at the one thousand largest institutions of higher education within the European Union.

As in Sweden, there is also an informal collaboration agreement between the universities in Belgium.

Surprisingly, there was little response to the Fedora survey from Denmark. It appears that students in higher education in this country are dependent solely on support from the Social Services. Outside Copenhagen there is little or no specific study guidance.

The southern countries - Italy, Spain, Portugal and Greece - are taking their first steps in this area, though the generally weaker economic position of these countries naturally makes it difficult to give real priority to this area. Technical aids and staff support do indeed cost money. There are, however, some recent initiatives, which will be outlined in the new guide.

Austria, Finland and Sweden joined the European Union in January 1995. At the last minute the *Fedora-Handi* group managed to get contact addresses from these countries which will also be published in the guide. In Austria, the system is fairly recent.

There are already some staff with responsibilities for disabled students at different universities. All of them are persons with disabilities. Finland, apart from Helsinki, is taking its first steps in this area. Sweden, as already mentioned, has more experience.

Conclusion

It can be concluded from this brief overview that the information in the new guide will only provide basic signposts. Personal and timely contact, for instance on the basis of the checklist, will still be indispensable in the coming years.

Identifying needs can be a relatively unpleasant task which meets some resistance. However, it is strongly recommended as a preventive measure to avoid later problems. If a student with a disability can clearly set out his or her needs, there is a better chance of getting clear answers regarding the available facilities. It is very important to involve the students themselves in arranging facilities.

This will avoid some less pleasant experiences with foreign students with disabilities who are due to study in another university.

Introduction

There are 35 universities and university colleges under the Ministry of Education and Science plus several local government run schools for health sciences and paramedical professions.

There are also the semi-private Stockholm School of Economics, and the Swedish University of Agricultural Sciences under the Ministry of Agriculture.

This contribution deals with the 35 universities and university colleges. However, the term university will be used for them all.

At 28 of the 35 universities 718 students with disabilities studied in the academic year 1994/95. Stockholm University had 187 students with disabilities, Lund University 105, and Linköping University 86. These were the three universities with the largest numbers last year.

Out of the 718 students mentioned above 464 were integrated through special study assistance, while 254 students with disabilities had chosen to be integrated without assistance. There were 53 deaf students studying at 15 universities in the academic year 1994/95. Together with the 64 students who were hard of hearing they were the largest group of students with disabilities.

The second largest group of disabled students were 105 visually impaired students. 99 students had motor impairments and another 99 were dyslexics.

The academics who arrange the course programmes appear to have little idea of the necessary facilities and believe that everything can be arranged quickly on the spot. They send off the students with a disability to the host institution with a reassuring pat on the back and little preparation. The result is that the host institution has to make arrangements very quickly. These institutions can call themselves very lucky if they are able to make any arrangements at all. This illustrates the importance of very clear structures and responsibilities.

Integration of disabled university students in Sweden

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Before going into more details about what it is like today, i.e. how disabled students are integrated in higher education, some explanation may be needed on the role of a national co-ordinator for students with disabilities.

This post was created by the Swedish government in 1993. The national co-ordinator works closely together with a national reference group consisting of counsellors for disabled students at Lund, Stockholm, Umeå, Linköping, Göteborg, and Uppsala Universities, and Örebro and Jönköping University Colleges.

Currently the reference group and the co-ordinator are planning to arrange disability

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4. - Skill, National Bureau for Students with Disabilities, 336 Brixton Road, London SW9 7AA, UK (tel. +44 171 274 0565).

U.K. Guide: *Higher Education and Disability. The 1996 guide to higher education for people with disabilities. Choosing the right course, funding, support facilities, institution guide, student profiles.* Cambridge, Hobson Publishing PLC.

- Deutsches Studentenwerk, Beratungsstelle für behinderte Studienbewerber und Studenten, Weberstrasse 55, D-53113 Bonn, Deutschland (Tel. +49 228 29 90 662).

Guide for Germany (same address)

- Stichting Handicap en Studie, Willem Barentszstraat, 5, 3572 PA Utrecht, Nederland (tel. +31 30 71 80 21).

awareness seminars mainly for counsellors working with disabled students. This group is also planning to develop a policy which will assist disabled graduates in obtaining gainful employment.

At least once a month the co-ordinator sends a newsletter to the 35 special counsellors for disabled students. The co-ordinator also distributes the earmarked funds from the Swedish government to universities which incur additional high costs for their disabled students.

In its annual Official Instruction to the boards of the higher educational bodies, government specifies how much is to be allocated in support of disabled students. For the academic year 1995/96 each individual teaching institution is to spend 0.15 percent of its grant for undergraduate studies. Additionally, Stockholm University has been given an extra grant of 9.274 M SEK to distribute to universities incurring extra costs because of their disabled students.

The Action Programme

An action programme called Disabilities and Higher Education has been adopted by most Swedish universities, which means that each university is prepared to make similar arrangements for students with disabilities.

The programme itself is a policy document of great importance. The action programme of Stockholm University is given in annex. Similar programmes are to be found for almost all of the other 35 universities.

The programme was written in 1992 by counsellors working with disabled students. In Spring 1993 the Swedish Academic Rectors Conference discussed the action programme and approved it and most rectors/vice-chancellors signed it. As mentioned before the programme itself is a policy document.

At provision level it shows that Swedish universities are prepared to make modifications to the curriculum plus the content of courses, and make similar arrangements for assessment and examination like having oral examinations instead of written ones or vice versa, and allowing extended time for exams.

The programme indicates what universities must provide for their disabled students, e.g. helpers, readers, sign language interpreters, note-taking help, extra tuition/teaching and technical aids. Accessibility is also an important aspect. It is fairly good at all Swedish universities, but it is always advisable to check with the special counsellor for students with disabilities at the university in question.

A survey

A survey/pilot study concerning students with disabilities was completed in October 1994. The title of the survey is "A Presentation of the Disabled Students' Situation: a Pilot Study" and is based on a questionnaire sent to all disabled students studying in the academic year 1993/94. The response rate to this questionnaire was seventy seven percent.

Some students wrote that they could really cope without special assistance if it had not been for finding doors too heavy and being unable to reach lift buttons. Sometimes the environment makes the students more handicapped than they actually are.

It would probably be financially advantageous to the universities to install door openers and to change the position of lift buttons, as this would allow them to save on the costs of personal assistants.

In many of the completed questionnaires students with disabilities discussed negative attitudes from instructors and fellow students. It is conceivable that insecurity and ignorance sometimes lead to negative situations. To that end the national reference group of special counsellors and the national co-ordinator are planning to arrange disability awareness seminars mainly for counsellors working with disabled students.

It is at a modest start. Hopefully seminars for other university staff can be offered in the near future. The seminars are going to be planned and held in close cooperation with the disabled students themselves and their organisations.

Learning support

What most of the students needed who had chosen to be integrated without assistance, though, was guidance and encouragement from their special counsellor.

The number of deaf students has grown rapidly during the last five or six years. Deaf students are currently studying to be teachers, psychologists, architects, physiotherapists, lawyers, and graduate engineers.

To be able to follow their classes these students need sign language interpreters, but there is and has been a shortage of interpreters in Sweden.

Parliament has resolved that deaf students are entitled to be taught in their own language. Some universities hire their sign language interpreters for a period of time, others have them permanently employed.

For some years discussion has been going on about whether to direct deaf students to specific universities and to certain courses/programmes or let them apply to any university where, if the worst comes to the worst, they may have to wait for one or two terms before sign language interpreters are available and they can begin their studies.

It has been a delicate issue, as students with disabilities, like other students, have had the right to study what they like (they have to be qualified, of course) and where they like.

There is no final solution yet, but from 1995 there is a trial period. Universities are requested to report to the co-ordinator for disabled students at Stockholm University when their interpreters will be available.

Students are also asked to get in contact with the co-ordinator before they apply.

Hopefully the matching of deaf students and sign language interpreters will work out well and that at least two deaf students will study the same course/programme at the same university.

This matching process can also solve the problem of isolation. Being the only non-hearing person in a group makes the student socially isolated.

In the above mentioned survey/pilot study almost all students, hard of hearing or deaf, expressed a feeling of loneliness and of being left out during their period of study.

The students with a hearing disability were the group most critical of their study environment as was evident from their answers in the survey.

As late as 1990 dyslexia was acknowledged as a neurological disability in Sweden. The number of students with dyslexia is thus likely to grow and the demand for special support for these students allowing them to succeed in their studies will also grow.

Some examples of such special support might be extended time for written exams, oral instead of written exams, extra tuition, assistance with note taking, and remedial reading and writing tuition.

Uppsala University offers remedial reading and writing tuition to its students through the Uppsala Student Health Centre. The students are also offered two years of therapy, free of charge.

Lund University has hired a remedial teacher for its dyslexic students and Stockholm University sends its students to a remedial teacher outside the university.

There are no typical courses or programmes for students with disabilities at Swedish universities. There is a wide range of choices for all students. The disabled students were distributed over a large number of courses and programmes and were integrated through the various support measures indicated in the action programme. One of the support measures is technical aid.

Stockholm University has two offices full of special equipment for all categories of students with disabilities, e.g. computers, braille writer, braille display, scanner, synthetic speech, special adaptations to computers, magnifying camera lenses, and a text telephone. When arrives examination time these two offices are useful, indeed.

Also when there is group work to be done the disabled student is a full member of his/her group and doesn't have to be helped as useful tools are to be found in the two offices. At the University College of Örebro there is an office with a scanner, a braille display, a braille writer, two computers and disabled students can have power books on loan.

The universities of Lund and Göteborg are in the process of installing special equipment in their recently acquired offices for their students with disabilities. Lund University has actually started using their office for remedial reading and writing tuition for their dyslexic students.

A remedial teacher has been hired for that purpose. This is a two year pilot scheme. All special equipment, e.g. technical aid that disabled students need at home is supplied by the local county councils.

Also outside the university, some learning support facilities are available. The Swedish Library of Talking Books and Braille (the TPB) supplies disabled students with talking books on cassettes or diskettes, free of charge.

Readers, helpers, sign language interpreters, and others are employed and paid for by each university. Some universities have permanently employed help for their disabled students, other universities hire their help on a temporary basis.

There is very little, if any, voluntary work. Special counsellors usually work part-time. However, they are assigned many students with disabilities. They work very hard on their duties connected to this aspect of their assignment and almost always feel pressed for time.

Living support

Either the university or the student union or the municipal authority is in charge of living accommodations for disabled students who should check well in advance with the special counsellor at the university in question.

There are specially equipped flats or rooms and helpers can provide around the clock service.

The helpers are paid for by the Swedish National Board for Attendants Service that has special funds for university students with mobility problems. An attendant's service is free of charge for the students.

There is a law stating that public transport must be adapted for disabled people. However, this development has proceeded slowly, especially in the Stockholm area where, for instance, disabled people who use wheel chairs have no access to commuter trains.

In order to meet the needs of the disabled people there is the municipal transport service which entitles disabled persons to travel for a small fee by taxi or specially adapted transport vehicles. The right is restricted to a certain number of journeys or a particular distance travelled.

Admission to university

Competition for admission is usually keen for all students due to the fact that there is a limit on numbers for higher education.

The selection of students is based on secondary school results and/or the Swedish Scholastic Aptitude Test, the SweSAT. This is a series of tests similar to the American Scholastic Aptitude Test.

The admissions system is so constituted that applicants will be accepted on the most favourable conditions, i.e. they do not have to choose which merits - secondary school results or results on the SweSAT - they wish to compete with. Thus most applicants to higher education in Sweden have chosen to take the test.

Entry to higher education for students with disabilities is through priority admissions. The applicant indicates on the application form that he/she has a disability.

For many disabled persons there is and has been no problem in taking the ordinary SweSAT, but, for instance, visually impaired people have not been able to take the test, which has been considered unfair by them.

In March 1995 a special version of the SweSAT became available. The students-to-be can now choose to have their test in Braille or on cassette.

Normally the SweSAT consists of six subtests: Vocabulary, Data Sufficiency, Reading Comprehension, Interpretation of Diagrams, Tables and Maps, General Information, and English Reading Comprehension.

The test is designed for selection to different types of university courses and programmes. The test for visually impaired people is slightly modified.

The Reading Comprehension part is shorter and the Interpretation of Diagrams, Tables and Maps is left out. Eleven blind students from all over Sweden took part in it. and seven of them had good results (average or above average).

The visually impaired students and especially their organisation do not approve of the priority admissions system. They have often expressed a wish to be admitted to higher education on their own merits, i.e. secondary school results and/or the same SweSAT as that taken by everyone else.

In the spring 1996 there will be a slightly modified SweSAT on multimedia for dyslexic students.

Preparing for university

Before a new term starts the special counsellor often knows the name and type of disability of most of the new students as entry to higher education is through priority admissions.

The special counsellor is often in charge of the admissions procedure or works closely with the admissions office.

Various support measures have been discussed between student and counsellor and probably the counsellor has started hiring helpers, readers or sign language interpreters long before term starts.

The nightmare of a special counsellor is when students with disabilities just appear at the beginning of term. This happens once or twice a year, as there are disabled students who do not want to use the priority admissions system.

They apply the way all other students apply and if they are admitted they turn up at the university when term begins.

Financial support

There are no students' fees in Sweden. Higher education is free of charge. Like most students in Sweden disabled students finance their studies through study loans and grants.

Today the Swedish study loan system contains a 25 percent non-rapayable part which is, like the loan portion, inflation indexed.

In general a person may receive study

assistance for a maximum of twelve terms (six years).

Transition to the labour market

The overwhelming majority of students with disabilities said in the survey mentioned earlier that they studied in order to get a job. The rising unemployment of recent years in Sweden has, however, restricted disabled people's chances of obtaining work in spite of the fact that financial contributions are made to employers who recruit disabled employees.

The question is whether disabled university graduates can get work at the end of their studies. That is what the reference group is going to find out next.

A survey on this matter has been made and in April 1996 a written report will be presented. After that the reference group is planning to develop a policy in cooperation with the National Swedish Labour Market Board, which will assist disabled university graduates in obtaining gainful employment.

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Annex

Annex 1: Stockholm University Action Programme for Disabled Students 11th March 1993

Disabilities and Higher Education

The number of disabled people enrolling in higher education has increased in the past few years. The term disability is used to refer to a permanent or long term impairment of a somatic function. (see also app. 1)

The purpose of Stockholm University

It is our public responsibility to offer disabled students the support they need in their studies. The overall purpose is to offer the individual students such forms of support as will enable them as closely as possible to conduct their studies under the same conditions as students without disabilities.

Pre-requisites for disabled students to succeed in their higher education

1. Disabled students must, like all other students, be assured of high quality teaching and a supportive environment for their studies.

2. Stockholm University must set aside extra resources in order to be able to meet the needs of disabled students for special support. An adviser with specific responsibility for disability issues must be available at the university.

Essential factors are:

- the accessibility of the physical surroundings
- the psychological climate
- the possibility to plan the total study environment individually
- the possibility to modify the course of study
- the availability of special information on the position of disabled students in relation to finance, accommodation, travel, technical and practical support, health care, insurance, leisure, the co-operation and information exchange between different providers of education, handicap organisations, and other public authorities.

Forms of Support

Disabled students who have enrolled for higher education at undergraduate or postgraduate level shall, according to need, receive such forms of support as are directly related to their education.

Among the forms of support which may be considered for disabled students, the costs of which shall be charged against the grants for extraordinary educational expenses, may be mentioned note taking help, reading help, sign language interpreting, transport help within the university campus, extra teaching and tuition, sponsoring by a fellow student, extended time for exams, technical aids and other important equipment.

Decisions on the granting of costs for additional educational expenses are made after consultation between the disabled student and the university's adviser for disabled students on the need for and extent of the support. Decisions

concerning the continuation of existing support will take into account whether the results achieved by the student are acceptable, considering the student's special situation.

General Advice

The special adviser at the university will monitor continually the student during the entire period of education.

- Modification of the curriculum (or the equivalent)

If a course or part of a course contains elements such that the disabled student is judged not to be able to follow or assimilate the course or part of course because of a disability, then this fact should be made clear to the student by the director of studies in a meeting when the student is starting his studies. Based on this meeting, the director of studies (or the equivalent) should in consultation with the student adviser, decide if the curriculum should be modified for the student.

Such modification may mean that a certain course or part of course is omitted or that its contents are changed. If a part of a course is omitted then it should be stated whether the time allotted for the omitted part is to be used for further studies of one or more other parts or if a new part, not present in the curriculum, should be added.

- Modification of the contents of course / examination certificates

If the modification of the curriculum (or the equivalent) has meant the omission of something that is seen as an essential and obvious part of the education, then the modification and the date when it was decided should be stated in the course or examination certificate.

- Individual examination

If the disability prevents the student from being examined in the manner stated in the curriculum (or the equivalent), then the student

should be given the opportunity to be examined in some other form. In the case of examination involving sign language interpretation, two interpreters should be present.

- Individual modification of the course of study

In some cases the disability requires a slower rate of study than the norm. It is assumed that the director of studies, the student adviser and, if necessary, the special adviser for disabled students will together with the student create an individually modified course of study to enable the student to complete the education. The individual course of study should be monitored on a regular basis.

In its published information on available courses and how to apply for them, Stockholm University will recommend that disabled applicants to make contact with the university in order to discuss their possible need for support as early as possible and no later than at the time of application.

Annex 2 : Addendum to Stockholm University Action Programme for Disabled Students (app. 1) *16th March 1994*

The national reference group for disabled students held its first meeting in Gothenburg on the 7th and 8th of December. The discussion on how dyslexic students should be classified resulted in a unanimous decision to extend the definition in the action programme of long term impairment of a somatic function.

New definition of disabled students:

The term disability is used to refer to a permanent or long term impairment of a physical or sensory nature. Documented reading and writing difficulties are equated with a disability.

We are currently experiencing a profound revolution in the nature and structure both of work and of learning. It is a revolution that has huge implications for higher education. It also has massive implications for the role of guidance. It is proceeding at different paces, and taking different forms, in different countries.

In this presentation I will make some general comments about the nature of the revolution, and its implications, in an international context. I will then look more specifically at current structures of guidance in the European Union, placing guidance in higher education within the context of guidance for lifelong career development.

The revolution in work and in learning

Let me start by sketching out, briefly, some of the main features of the revolution. To do this, I need first to outline what preceded it.

Our profession of career guidance, and the concept of career to which it relates, are creatures of the industrial age. Within this phase of our histories, work has been regarded as synonymous with employment, and employment has been the basic source of status, of social identity and of income.

For most people, employment has been provided in large organisations: factories, commercial organisations, government bureaucracies. These organisations have provided the structures for people's work lives. Some have been promoted up the steps within the hierarchy of their organisation. These people have had "careers". The rest have simply had "jobs".

Our industrial models of learning have in many respects reflected and reproduced our industrial models of work. We have herded young people into educational institutions, where they have learned the attitudes and behaviours they require for their likely futures in the workplace.

While such institutions have had wider socio-cultural functions, an important part of their role has been to sort out those destined for different kinds of careers and those destined for different kinds of jobs. It has done this largely on the basis of examination performance.

During the industrial age, in short, work has been concentrated in employment, and learning in education. Education has preceded employment. The destiny of individuals within the two systems has been determined largely by selection processes. Career guidance has been a

University guidance in Europe in the context of lifelong career development

A.G. Watts
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limited switch-mechanism to fine-tune the passage of individuals from one system to another. This is why, in most countries, provision of career guidance is concentrated around the transition from full-time education to employment. In practice, the two systems have usually been so well synchronised that it has not had too much to do. It has been a limited and marginal activity.

Now, however, the employment system as we have known it is under pressure in all advanced industrialised countries, and breaking down in many. The traditional concept of a "job for life" is dying. The pace of economic development means that organisations have to be prepared to change much more regularly and rapidly. They are less and less willing to provide security of tenure.

Many are seeking to reduce their core workers and to operate in more flexible ways through a growing contractual fringe and through the use of part-time workers and temporary workers.

More employees are based in small and medium-sized rather than large organisations. Flatter organisational structures mean less opportunities for hierarchical progression. The numbers of teleworkers operating from home and of self-employed workers are growing. More people are now operating a "portfolio" existence in which they are engaged simultaneously in several different "jobs". More people are experiencing unemployment¹.

The effect of these trends is a profound change in the nature of the "psychological contract"² between the individual and the organisation. The modal contract is no longer a

long-term one, based on security and reciprocal loyalty. Instead, it takes more varied forms, and needs to be constantly renegotiated.

Many people welcome these trends. In the Usa, it has been hailed as a "return to the real America": the America of free enterprise³. William Bridges, in his new book *Jobshift*, urges that all workers, self-employed and employed alike, should regard themselves as people in business for themselves, taking responsibility for their own career-long self-development, as well as for investing in their own health insurance and retirement funds⁴. Books are being published with titles like *We Are All Self-Employed*⁵.

Elsewhere, however, there are warning voices. It is noted that there is a world of difference between the self-employed consultant, able to name their fee, and the low-skilled temporary or part-time worker.

These latter are beginning to be referred to as "throwaway workers": their labour can be exploited on low wages, with no benefits and no security, and they can then be thrown back on to the labour market - without any sense of corporate responsibility - when their labour is no longer needed.

In the UK, Will Hutton - in a masterly analysis of our political economy entitled *The State We're In*⁶ - has described the emergence of what he calls the 40-30-30 society: the growing divisions between the 40% who are privileged, in reasonably secure employment or self-employment; the 30% who are marginalised and insecure, in jobs that are poorly protected and carry few benefits; and the 30% who are disadvantaged, being either unemployed or economically inactive.

Such divisions threaten a decline into an ever more selfish, splintered, violent society. Robert Reich, in his important book

The Work of Nations, has pointed to the risk that what he calls the "symbolic analysts" - the new work aristocracy - are losing their sense of belonging to a wider community, and becoming resentful of any support for the well-being of others.

He notes, tellingly, that their sense of enclosure is illusory: that "the piece of mind potentially offered by platoons of security guards, state-of-the-art alarm systems, and a multitude of prisons is limited".⁷

The same point was made in more dramatic vein by Tom Woolfe in his brilliant novel *The Bonfire of the Vanities*⁸.

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There are two main explanations of these trends. One is based on economic and technological determinism. It contends that the trends are inevitable products of technological change, especially in information technology, and of competitive pressures arising from the globalisation of markets.

The other explanation is based on political choice. It argues that all advanced industrial societies are now faced with crucial decisions about the role of work in relation to their social fabric, but that they seem to be reacting in different ways.

Writers like Michel Albert in his book *Capitalism Against Capitalism*⁹ contrast the unbridled individualism of the USA with the models of capitalism developed in continental Europe and indeed in countries like Japan, in which the interventionist role of the state in stimulating longer-term investment and maintaining social cohesion is more widely accepted.

The UK is in danger of being caught in no man's land on this ideological battlefield. We are part of Europe (though we often seem reluctant to recognise this), and in the past we have developed a strong welfare state. But the Thatcher-Reagan axis towed us strongly towards the American model. Will Hutton fears we are currently getting the worst of both worlds. But we could get the best of both.

Much depends, in my view, on our finding new social ligatures - ties, bonds, linkages - which will enable us to develop a new concept of career within a flexible labour market.

Supporting a new concept of career

The new concept of career will be very different from the old. The old concept defined "career" as an orderly progression up graded hierarchical steps within an organisation or profession. We are, as I have already noted, witnessing the death of career in this sense. But we may also be viewing its resurrection and transfiguration¹⁰: its conversion into a new form, with a new meaning. "Career" now needs to be defined not objectively but subjectively, describing an individual's lifetime of progression in learning and work.

The career is now owned by the individual: it is a process, not a structure. The retention of the word "progression" in the new definition is important: career is more than mere biography. But in principle career in the sense I have defined it could be open to all. Under the old, objective definition, the pyramid nature of most organisations and professions meant that access to careers was, of its nature, limited to the few who were able to secure promotion up the hierarchy.

But progression in learning and in work can take place through lateral and horizontal as well as vertical movement; it can occur within positions; it can be effected outside organisational structures altogether.

The challenge, then, is to make this opportunity open to all. The market will not achieve this of itself. It is intrinsically short-term in its vision and inequitable in its effects.

This is why we need new social ligatures¹¹ to make the new concept of career accessible to everyone. Only if we do so will we be able to create for the post-industrial era a just society in John Rawls' challenging definition of the term: a society we would choose to live in if we did not know what position within it we ourselves would occupy¹².

I propose at least four such ligatures. The first is to provide stronger financial-support structures for individuals outside employment, to enable them both to maintain their livelihood and their sense of citizenship, and to use such time to invest in learning. In the long term, I hope that we will collapse our complex tax and social-benefit systems into a guaranteed basic income for all - children, adults, employed, non-employed - received as a right with no sense of stigma or guilt¹³.

This will banish for good the pernicious concept of unemployment, an industrial-society notion whose time has expired. In the meantime, there is much interest in the UK in the idea of individual learning accounts, under which individuals, employers and the state will be encouraged to invest resources on which individuals can then draw for learning purposes¹⁴.

The second ligature is a more flexible and responsive learning system, to mirror the more flexible work system. Some steps in this direction are already evident. Course structures are being broken down to make it easier for individuals after the end of compulsory schooling to move in and out of the education system much more readily and repeatedly than in the past.

Terms like flexible learning, open learning, modular courses, accreditation of prior experiential learning, credit accumulation and transfer: all reflect attempts to redesign educational institutions as resources for individuals to use and when they have particular needs which such institutions are able to meet.

This has massive implications for higher education, which needs to become an integral part of a lifelong learning system rather than a middle-class finishing school.

The third ligature is a qualification and accreditation system which assesses and records individuals' learning not only within the education system but also elsewhere, does so on

ongoing basis rather than simply at the entry point into employment, and make such learning as portable as possible.

In the UK, as in countries like Australia and New Zealand, we are attempting to develop a new integrated system of vocational qualifications based on assessment of performance. This makes it possible to accredit and value the learning that takes place on the job and in other forms of work (including in the home) as well as that which takes place in the lecture room.

It also should in principle make it easier to move between occupations instead of having to retrain from scratch. The danger is that the competency-based model we are using at present is too mechanistic and underplays the importance of knowledge and theory.

The aim should be to develop a comprehensive qualifications framework which covers all forms of learning. Such a framework will enable individuals increasingly to demand that their work contract with an employer includes a commitment to enhance their accredited learning and hence their future employability.

None of these will suffice, however, without a fourth ligature which is of particular relevance to us here: lifelong access to guidance.

If individuals are to secure progression in their learning and work, guidance is crucial, in two respects: in helping individuals to articulate their aims and aspirations, and in ensuring that their decisions are informed in relation to the needs of the labour market.

Guidance is the essential lubricant to make the rest of the model work, and in particular to empower individuals in their negotiations with employers and other purchasers of their services. Concentrating such guidance resources at the entry-point to employment is no longer adequate. Careers are now forged, not foretold. They are based on a long series of iterative decisions made throughout our lives.

Guidance needs to be available at all these decision points. Without it, there is a risk that the decisions will be reactive rather than proactive, and focused on survival rather than development. People need to be encouraged to set trajectories for themselves, but constantly to revise them in response to the changing context and the new possibilities it offers. We need to develop a concept of serendipitous planning, or playful serendipity. Lifelong access to guidance can help to deliver such a concept.

Guidance structures within the European Union

How do our current guidance structures within Europe match up to their emerging role?

I and a group of colleagues have now conducted two studies of the guidance systems in the Member-States of the European Union: one in 1995-87¹⁵; the other in 1992-93¹⁶. The first of these was confined to services for the 14-25 age-group; the second, significantly, covered services for adults too.

We identified a number of key differences between the guidance systems in the various Member-States. These relate, for example, to where the services are located: within educational institutions, in separate agencies, or in labour-market organisations.

They relate to the focus of the services: the extent to which they are concerned with educational guidance, and/or with vocational guidance, and/or with personal and social guidance. They relate to the extent of, and balance between, different guidance activities: information, assessment, advice, counselling, careers education, placement, advocacy, feedback and follow-up.

They relate to the professional identity and training of guidance staff: whether they are primarily psychologists, teachers or labour-market administrators, with guidance viewed as supplementary role or specialism, or whether their primary professional identity is as guidance specialists¹⁷.

So far as higher education is concerned, three points are perhaps worth making. The first is that guidance services tend in general to be less well-developed in higher education than in the school system.

Second, they tend to pay more attention to educational guidance (on course options etc.) than to vocational guidance. Third, they tend to stand apart from the rest of the guidance system. There are, however, exceptions to all of these generalisations.

In our two studies, we also identified three common trends which were visible across the different Member-States. The first is the view of guidance as a continuous process, which should start early in schools, should continue through the now often extended period of transition to adult and working life, and should then be accessible throughout adult and working life.

The second is the move towards a more open professional model, in which the concept of an expert guidance specialist working with individual clients in a psychological vacuum is replaced or supplemented by a more diffuse approach, in which a more varied range of interventions is used (e.g. curriculum programmes, group work, computers and other media) and more attention is given to working with and through networks of other individuals and agencies (e.g. supporting the guidance roles of teachers).

The third is a greater emphasis on the individual as an active agent, rather than a passive recipient, within the guidance process.

This is evident in, for example, the development of self-help approaches in information centres and in computer-aided guidance systems. All of these trends are very congruent with the new role of guidance in a post-industrial society.

Our more recent report indicated, however, that difficulties continue to be experienced in converting the notion of guidance as a continuous process into reality.

All Member-States agree that guidance should be available free of charge to young people while they are in full-time education and for a period beyond, but for adults the picture is more mixed: while many Member-States have committed themselves to providing guidance services for individuals of all ages, few have yet done so in practice.

In some cases, services are not available at all for most adults; in others, they are so poorly publicised that they are able to run at a minimal level of provision.

Moreover, continuity in guidance provision is still being undermined by lack of effective linkages between guidance services based in different sectors and addressed to different target-groups.

All of this is particularly relevant to guidance services within higher education. How far should guidance be an integral part of the teaching-and-learning process within higher education? How far should it be a separate service within higher education institutions, supporting the teaching-and-learning process but separated from it? And how far should it stand outside the higher education system, enabling access to it and supporting effective exit from it?

If, as I would argue, it should take all these forms, what linkages should be established between the three forms of provision to minimise overlap and ensure effective continuity of support?

These questions assume added importance if we view higher education not as the completion of initial full-time education but as part of a system of lifelong learning.

A particularly significant recent development in this respect is the emergence in several countries of new national co-ordinating bodies concerned with strategy and with quality.

In the UK, for example, we have recently set up a National Advisory Council for Careers and Educational Guidance. Other European countries like Denmark, Italy and the Netherlands have set up national councils along broadly similar lines.

Our UK council brings together, on a voluntary basis, the major employer organisations, education and training organisations, consumer organisations, and guidance and counselling professional associations, with observers from the relevant government departments.

Its major tasks are to provide strategic leadership in relation to a national strategy for lifelong access to guidance in support of lifelong career development for all, and to define quality standards in relation to career guidance delivery in all the different sectors in which it takes place.

We need much clearer and more explicit quality standards than we have had hitherto, to assure the quality of what is delivered to the client.

While our professional rhetoric has been client-centred, our organisational body-language has often been one of bureaucratic procedure: we need now to make the medium mirror the message.

Our hope is that our new national council will help us to achieve this, as well as to achieve much more effective co-ordination between services, held together by a common vision.

My personal view is that it will need to be complemented in due course by local fora which bring together the main guidance agencies at local level. It is crucial that guidance services in higher education are active members of such councils and fora.

Conclusion

I have tried to outline the new challenge posed by the revolution in work and in learning and the changing concept of "career". I have concentrated in the main on broad policy issues and on structures rather than on methods and techniques. There is, of course, much more that could be said. For example, the explosion of information technology in general and of the Internet in particular have huge implications for access to information and to "distance guidance".

Again, concepts like individual learning accounts, and the growing pressures for individuals to fund more of their own learning, mean that the links between career guidance and financial guidance are likely to become much closer in the future.

I believe that finding new meanings for career is one of our key tasks in the post-industrial age into which we are now moving. I also believe that this offers opportunities for career guidance to move centre-stage in a way in which it has not done before.

Our time has come. But only if we can demonstrate new forms of adaptability and creativity in our work, released from narrow institutional barriers, will we be able to grasp

the opportunity. If we can do so, this will have a powerful contribution to make to the health and prosperity both of our societies and of the individuals with whom we work.

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Introduction

Education and training are of central importance to Europe's economic and social future and in the increasingly competitive and global marketplace, the quality of human resources and the production, transfer and sharing of information are of paramount importance.

The Community's capacity for ensuring the closest possible cooperation across national boundaries in the pooling of educational resources, in the stimulation of educational innovation and in the provision of the highest quality education for the maximum number of people, will play an increasingly decisive role in determining the potential for economic growth and the quality of life in Europe.

It will also be a significant factor in reducing social division and unemployment in all parts of the European Union. and in fact, the importance of education and training was strongly emphasised in the Commission's White Paper on Growth, Competitiveness and Employment which was communicated to the European Council in December of 1993.

Nonetheless, Education and training systems in European countries are facing unprecedented demands and challenges through the accelerating pace of economic and social change. Moreover, the impact of technological advance and the continuing process of European cooperation, are creating new and evolving demands on the education which its citizens require, especially if they are to fulfil their own individual potential and play a full and constructive part in society.

Socrates

Socrates is a major element of the Community's response to this challenge. It is

Socrates.
**The European
Community action
programme in the
field of education**

Irving Mitchell
DG XXII, European Commission

based on Article 126 of the Maastricht Treaty on European Union, which provides that the Community "shall contribute to the development of quality education" by means of a range of actions, to be carried out in close cooperation with the Member States.

These actions include: .

- the development of a "European dimension" in education,
- enhancing the teaching of languages,
- encouraging the mobility of students and teachers,
- providing for improved academic recognition of study abroad,
- stepping up cooperation in the field of distance education,
- intensifying the information exchange and experience on educational systems across the Community.

The programme seeks to pursue several interlinked policy objectives.

- The first is essentially economic,

- pooling of intellectual resources,
- ensuring high quality education throughout the Union,
- generating the new qualifications which Europe needs,
- overcoming barriers to mobility and cooperation.

These are among the essential prerequisites for maintaining and enhancing the long-term competitiveness of the Community. It is equally important for education to enable each and every citizen to fulfil his or her own individual potential.

- It must provide both young people and adults with further insights into the European dimension of the subjects which they are studying.
- It must promote awareness of the richness and diversity of European culture and increase the opportunities for personal experience of other European countries, and in general.
- It must develop a stronger appreciation of what it means to be a European.

In extending the range of educational experience and qualifications available to learners of all ages, Socrates seeks both to develop among individuals the sense of sharing a European identity and to foster their ability to shape and adapt to more widespread changes in their economic and social environments.

With ever closer European integration, education systems in Europe face similar challenges under the pressures of economic and social change. In this situation, the divergence of approaches in different countries offers a rich opportunity for the exchange of ideas and expertise.

In other words: strength through diversity. Socrates is specifically designed to make a virtue of this diversity, supporting transnational

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cooperations and networks as a means of seeking innovative solutions, appropriate to the particular educational requirements of the participating countries.

As you all are aware, Socrates was adopted - after some 14 months of sometimes hard negotiations by the Council of Ministers European in co-decision with the European Parliament on March the 14th and published in the Official Journal of the European Communities on 20th April. It will span a 5 year period up to 1999 and has a budget of 850 mio Ecu.

It is applicable to the 15 Member States of the European Union as well as to Norway, Iceland and Liechtenstein and it will be progressively opened to the 6 associated countries of Central and Eastern Europe (Poland, Hungary, Roumania, Bulgaria, and the Czech and Slovak republics).

Arrangements for the participation of Cyprus and Malta in Socrates will also be defined in the formal framework of bilateral agreements, to be negotiated in due course.

The specific objectives of Socrates, as set out in the Decision establishing the programme, are:

- to develop the European dimension in education at all levels,
- to promote a quantitative and qualitative improvement of the knowledge of the languages of the European Union, and in particular those which are least widely used and least taught,
- to promote wide-ranging and intensive cooperation between institutions in the Member States at all levels of education, enhancing their intellectual and teaching potential,;
- to encourage the mobility of students and teachers,
- to encourage the academic recognition of diplomas, periods of study abroad and other qualifications,
- to encourage open and distance education,
- to foster exchanges of information and experience.

On the threshold of the 21st century, Socrates will provide a European cooperation framework not only for the school and higher education systems but also in areas such as language learning, teacher training, adult education and open and distance learning.

Socrates will be implemented over a period during which "information superhighways" will increasingly become a reality and exert an ever greater influence on the shape of people's lives. Whatever configurations of technology and services emerge in the next few years, the implications for education and training are potentially far-reaching, as was recognised during the G7 conference on the Information Society held in Brussels last march.

It goes without saying that the programme will interact closely with other Community initiatives, notably the *Leonardo* programme for Vocational training, *Youth for Europe* and the

Fourth Framework Programme for Research and Development. Moreover, Socrates will build on the experience of the former Community higher education programmes

These include the earlier phases of Erasmus established in 1987, and *Lingua* in the area of European language learning, which together formed one of the world's foremost schemes for academic interchange and cooperation.

Socrates will seek to consolidate these achievements and to extend them to new areas of educational provision by bringing them within the framework of a single Community programme.

Thus Socrates differs from previous Community initiatives since it embraces all types and all levels of education within one single programme for European cooperation.

It is based on several underlying principles:

- Socrates is a comprehensive programme covering all educational sectors and it is open to a wide range of educational establishments and other organisations, institutions and European associations. it addresses a multiplicity of target groups: pupils, students and adult learners, teachers and universities academics, teacher trainers, educational administrators and researchers.

- Socrates is a programme based on the principle of devolution: with almost all programme activity carried out within institutions in the Member States and transnational networks,

- Socrates is based on a strong belief in a bottom-up approach to cooperation initiatives accompanied by a top-down framework of programme objectives at Community level, and an emphasis on ensuring continuity of impact through institutional responsibility and commitment, at the level of the participating establishments.

-Socrates is based on the principle of joint administration between the Commission and the Member State authorities.

The higher education component within Socrates.

Chapter I of Socrates: called Erasmus, the higher education component

Building on the earlier phases of Erasmus, where the promotion of physical mobility (mainly of students) constituted the main thrust of the programme, Erasmus under Socrates will seek to integrate physical mobility into a wider framework of cooperation activities, so as to develop a European Dimension within the entire range of a university's academic programmes.

So while student mobility will continue to retain its importance within the programme,

increased attention will also be paid to offering possibilities to universities to add a European perspective to the courses followed by the 90% of the student population who nonetheless remain non-mobile.

These will be the two pillars on which Erasmus within the Socrates framework will be based: promoting 'Physical Mobility' and enhancing the European dimension of studies

Moreover, new emphasis will be placed on teaching staff exchanges and transnational curriculum development; and wider dissemination will be sought through supporting ODL.

Furthermore, through Erasmus, universities will be encouraged to involve other public and private bodies from their regions in their transnational cooperation activities, notably as regards the development of joint modules for the learning of European languages.

What activities can be funded ?

Organisation of mobility of students: cooperation between universities creating optimal conditions for students to undertake recognised periods of study at partner institutions in other eligible countries, particularly in order to acquaint themselves with content areas not covered in their home curriculum.

European Credit Transfer System: the European Credit Transfer System (Ects) is a system of academic credit allocation and transfer which has been developed experimentally over the last five years by 145 universities within the European Union and Efta countries. It seeks to assist and facilitate the processes of transnational academic recognition by means of effective and generally applicable mechanisms. Ects provides a code of good practice for organising academic recognition by enhancing the transparency of study programmes and students' achievement.

Teaching staff mobility: Opportunities to undertake short duration, fully integrated teaching assignments at a university in another Member State. Selective teaching fellowships, to enable a small number of young academics to spend several months in another Member State, particularly in aspects of their field which can be shown to contribute to the development of a European dimension. Exchange of experience and stimulation of debate on pedagogical approaches will be emphasised, the aim being to enhance the quality of academic teaching in Europe.

Intensive programmes: short programmes of study bringing together students and staff from several Member States to obtain new

perspectives on a specific theme, and to compare and test teaching approaches in an international classroom environment.

Preparatory visits: visits made by academic and administrative staff or students to prospective partner institutions and official agencies in other Member States in order to prepare the basis for future cooperation between institutions or departments.

Curriculum development activities:

- joint development of university curricula at initial or intermediate level: modifications or adaptations made by partner universities from different Member States to existing programmes of study or the establishment of new, jointly devised programmes of study covering the first three or four years of university study. The objective is to encourage universities to work more closely together in order to enhance quality and innovation in programme design and to facilitate full academic recognition of periods of study undertaken abroad;

- Joint development of university programmes at advanced level: the establishment of new, degree courses at 'graduate' level which seek to respond to European shortages of highly qualified human resources by pooling transnational expertise in the specialised areas concerned;

- Joint development of European modules: cooperation between universities in different Member States in the production of modules which focus on the history, society, culture, politics or economics of other European countries; which address aspects of European integration such as Community Law, European economics or the organisation and history of the European Union; or which involve a comparison of approaches to and aspects of a given discipline area in the different Member States;

- Joint development of integrated language courses: designed to extend the possibilities for learning other languages of the European Union to a wider population of university students, including in particular non-language majors.

Wherever appropriate, universities are encouraged to apply open and distance learning expertise, support facilities, techniques and materials to the realisation of any of the above activities.

University cooperation projects on subjects of mutual interest (Thematic Networks Projects)

Principal among the activities falling outside the Institutional Contract are the "university cooperation projects on subjects of mutual interest" mentioned in the Decision establishing

Socrates. In the interest of simplicity, these will be called "Thematic Networks Projects" their aim being to define and develop a European dimension within a range of academic disciplines through cooperation between existing academic associations and university faculties or departments.

Such cooperation should lead to curriculum development which has a lasting and widespread impact across a range of universities within or between specific discipline areas. It should therefore constitute a key instrument for the enhancement of academic quality through the medium of European cooperation.

Mobility grants for students

As in the past, the Community will continue to provide direct financial aid to students carrying out a period of study in another Member State. The grants concerned are designed to help offset the 'mobility costs' of studying in another country.

Award of a grant will depend on the students' universities giving proper assurances concerning such aspects as full academic recognition for the study carried out in another Member State. The grants scheme will be administered, as hitherto, through a network of National Agencies.

New Administrative Arrangements: the Institutional Contract

The Institutional Contract is a key feature in the implementation of the programme.

In the earlier phases of Erasmus, individual academics across the entire spectrum of disciplines were able to articulate their commitment to cooperation in higher education in Europe through the medium of ICPs.

However while confirming the success of the programme this has not been without its difficulties and extensive evaluation has demonstrated that modifications to the management structure were required for the programme to continue to develop.

The main innovation concerns the introduction of the principle of the "Institutional Contract" and its relationship to the former Inter-University Cooperation Programmes (ICPs).

After widespread consultations, the Commission recognised the need to encourage universities to adopt a coherent policy for cooperation so as to achieve a more durable impact and a more effective use of available funds, through the conception and implementation of institutional strategies for European cooperation.

The range of ICPs in which a university's departments are involved, will be incorporated into a coherent strategy for the institution as a whole.

Within this policy, various activities will be proposed for support by the European Community. Those which are accepted for funding will form the basis of an "Institutional Contract" between the Commission and the university concerned.

The Institutional Contract is therefore a key feature of the programme. It is the basis on which a university will take responsibility to implement a range of transnational activities promoting the European Dimension, in cooperation with its chosen partners.

It will extend over a three-year period in the first instance, with EC support being allocated on an annual basis subject to regular review.

Conclusions

It is important to recognize the key role of the European Community is playing through Socrates for students, teachers and institutions alike, which helps them adapt to new circumstances and face new challenges.

Of course, the success of our education programmes, particularly those promoting student mobility, relies heavily upon close cooperation with higher education institutions, smooth transitions made by students and the service provided by associations and organisations as Fedora play a vital role in this area.

Annex 1:

Chapter 1 - Higher education (Erasmus)

Action 1: European Dimension Activities

- Organisation of Student mobility
- Introduction and implementation of European Credit Transfer System: (Ects)
- Teaching staff mobility (of short duration; selective teaching fellowships of medium duration)
- Intensive programmes
- Preparatory visits
- Joint curriculum development activities, comprising: development of university courses and course units at initial or intermediate level: (undergraduate); development of university programmes of study at advanced level (postgraduate); development of European modules (cooperation between universities in different Member States in the production of modules which focus on the history, society, culture, politics or economics of other European countries); development of integrated language courses

Action 2: Mobility Grants for Students

As in the past, the Community will continue to provide direct financial aid to students carrying out a period of study in another Member State. The grants concerned are

designed to help offset the 'mobility costs' of studying in another country.

Award of a grant will depend on the students' universities giving proper assurances concerning such aspects as full academic recognition for the study carried out in another Member State. The grants scheme will be administered through a network of National Agencies.

Thematic Networks (University Cooperation Projects on Subjects of Mutual Interest):

to define and develop a European dimension within a range of academic disciplines through cooperation between existing academic associations and university faculties or departments.

Other Measures:

- open and distance learning activities
- analyses, surveys, data collection
- complementary measures to facilitate activities of European associations of university teachers, administrative staff or students

Annex 2:

Overview of Socrates

Duration: 1995-1999

Funding: 850 million ECU

Chapter I: Higher education (Erasmus)

(not less than 55% of budget)

Chapter II: School education (Comenius)

(not less than 10% of budget)

Chapter III: Horizontal measures

(not less than 25% of budget)

Introduction

This paper outlines the main features of the higher education context in the UK, including current arrangements for quality assurance and development in academic guidance and support.

The higher education context - expansion, change, flexibility and diversity

Change is the watchword now in higher education in the UK. That change is partly political, partly social and partly demographic. Its most obvious manifestation is that we now have a greatly expanded system of higher education, where nearly one third of our young people can expect to enter HE, in contrast to only 14% about 15 years ago. Moreover, far more students are in fact adults returning to higher education learning.

Politically-driven changes have brought us a doubling of the number of universities since 1992, as the former polytechnics and some colleges of higher education gained university status. This is part of a national strategy to improve Britain's economic position by enhancing the skills of its workforce - Tony Watts referred to this.

Some may recall that we have been trying to do this since the early days of the Industrial Revolution during the last century! This expansion of higher education has been linked to changes in the methods by which higher education is funded.

There are now Funding Councils which allocate just under 40% of all university funding: the government controls about 25% by paying students' fees, and the rest comes from other sources.

Nevertheless, the Funding Councils for England, Wales and Scotland are very powerful and influential bodies, as they also have responsibility for some aspects of quality

Guidance for academic success in higher education: a quality assurance framework

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assurance.

Student financial support is now an issue which reaches the headlines, even in the popular papers. As more people go to university, more families are affected by the financial consequences of living on grants and student loans. All political parties agree that something needs to be done about the system of support, but they do not agree on the method to be used.

As more people study part-time, there are calls for part-time students to have access to grants and loans, like their full-time counterparts. There is growing concern that students are dropping out of courses for financial reasons, although research has shown that there may be a number of factors involved in worsening retention rates.

The changes in the system have reflected the wider political aim of introducing market principles into the public services. There is competition between institutions for both students and resources, to some extent fostered

by government. Learners, and increasingly, employers, are viewed as consumers or customers of universities and colleges. This is exemplified in the government-led development of student charters which set out what students can expect from their universities, and in return, what institutions can expect from them.

All the above changes have produced a system which is more diverse than before, both in terms of the students themselves and the institutions. There are more older entrants to HE, more people learning part-time, more students from different social and ethnic backgrounds, more students with particular requirements.

However, some universities reflect this diversity more than others. There are moves to create an elite group of research-led institutions, leaving others to concentrate mainly on teaching.

Even the more traditional universities are reviewing and changing the way they offer their programmes.

The majority of institutions have now set up or are considering some kind of modular or unitised system, whereby students work to gain credits for each piece of learning. It is assumed that in future students will learn discontinuously, amassing credit for their learning, sometimes transferring between programmes and institutions.

Credit-based programmes tend to offer a much wider range of choices, which means that students have to make decisions at each stage of learning about what they want to do next.

More and more programmes are offered in the workplace, or in colleges of further education, which may be nearer to people's homes, or through distance and open learning. Qualifications are beginning to broaden, with less specialisation and more combinations of a range of disciplines.

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Students are seen increasingly as autonomous learners, who are responsible for their own learning, and for making decisions about their future learning and career paths. In the framework of this paper the terms 'learning' and 'learners' quite frequently will be used, rather than 'education' and 'students'.

This is because in post-school education in the UK students at all levels are being encouraged to become active managers of their own learning, rather than passive consumers of a body of knowledge. This obviously has considerable implications for guidance and support systems.

Quality assurance of higher education

Current situation

The rapidly expanded and diversified system of higher education obviously needs mechanisms in place which reassure students, employers, government and the public in general that the quality of the education offered is of the highest possible standard and that the standards of British degrees are comparable with each other and with those prevalent elsewhere. Since 1992/93 we have had two parallel systems for the assurance of quality in higher education. These need to be explained briefly in order to provide the background for the work on guidance and learner support.

Quality audit :

scrutinises the quality assurance systems of an institution, in the light of its specific mission and declared aims and objectives.. It is carried out by teams of trained auditors, mainly senior academics, and co-ordinated by the Higher Education Quality Council. This body is 'owned' by the universities and colleges themselves. The outcomes of the audit are published reports which contain formative, not summative judgements. They are designed as an aid to improvement.

Quality assessment :

looks at subject teaching at programme level. It makes summative judgements about the quality of teaching in each discipline, based on self assessment by teaching departments. Its specialist assessors are recruited and co-ordinated by the Higher Education Funding Councils in England, Scotland and Wales, although their methodologies have evolved differently.

Current debates

The two quality systems are currently under scrutiny, as both universities and government now agree that a single system of quality

assurance would be less burdensome for the institutions. It is clear that the following questions will be of central importance. How do we maintain academic standards in an expanded, diversified system? How do we assure the quality of teaching and learning across all programmes, wherever they are offered? How do we assure the quality of the total student experience, throughout the period of learning? And in connection with that, how do we assure the quality of student guidance and support?

Current developments in academic guidance and learner support

Some of the developments in academic guidance and learner support in HE which have taken place over the last two years or so must be explained. As the numbers of students have increased, institutions have expanded their specialist student services to meet pressing demands, particularly in the areas of psychotherapeutic counselling and financial advice.

New types of service have been established, often with special financial assistance from the Funding Councils, to provide services to students with disabilities, including learning disabilities such as dyslexia. However, resources for these services are thinly spread, and there has been a corresponding emphasis on self-help and on peer-group support, sometimes through the Student Unions, sometimes encouraged by staff with responsibilities for access and personal tutoring.

The personal tutoring system, which has been an important feature of British higher education, is reported everywhere to be under considerable strain, and in some cases has collapsed altogether. In seeking new ways of providing individualised academic support, new roles are being created for academic, administrative and specialist guidance staff, where the emphasis is on helping students to make sensible choices and decisions about their learning.

This in turn implies that staff will be trained and developed in their new roles, which may generate conflicts because of their increased teaching and research loads.

An important factor which should not be overlooked is the extent to which the UK post-school system has, in recent years, used external funding to generate change. In higher education, much of this funding has been channelled through the Department of Employment, which has very recently been merged with the Department for Education.

The short-term catalytic projects which such funding has supported have brought about changes in both institutions and personnel and

should not be underestimated, although a persistent complaint is that they have generated a short-term, instrumental approach to development.

From the work within the Higher Education Quality Council some evidence can be found that guidance and learner support does require more attention in many institutions.

The 1994 HEQC-report 'Learning from Audit', based on 69 audits of mainly older universities, revealed quite a few gaps where guidance and learner support was concerned, particularly in terms of personal tutoring systems, academic guidance and careers advice.

A follow-up study of later reports is likely to reveal that the personal tutoring systems are now under scrutiny, but that careers advice is still often overlooked. This is line with the findings of an earlier government funded study in 1990-92.

Even before the 1994 study, it was apparent that there was a widespread feeling among HE staff concerned with credit, access, flexible learning, educational and staff development that guidance and learner support issues were not being addressed coherently. In response, HEQC established an informal network of managers and guidance practitioners from a cross-section of institutions, mostly in the north of England.

They were charged with the task of devising a set of guidelines, not just for good practice, but which could be used for quality assurance purposes.

After a relatively short gestation period, draft guidelines were produced and piloted in ten different institutions, who suggested modifications and improvements. After further consultation with heads of institutions and students and staff organisations, HEQC produced a final version of the "Guidelines" in the form of an easy-to use handbook.

The Guidelines

Principles

The "Guidelines" begin with 5 principles. These principles are just the areas that everyone could agree on - more or less. The "Guidelines" propose that guidance and learner support systems should be based on:

- a learner-centred experience,
- confidentiality,
- impartiality,
- equal opportunities,
- accessibility.

In piloting the "Guidelines" it was found that staff in a very wide range of roles, in all types of institution, aspired to these principles in their support of students' learning, but that many felt uncomfortable about them because they

knew that their institutions were far from achieving them. The response to this must be, that if an institution has an ethos of learner-centredness, or impartiality, or accessibility, then its staff - and students - will have common ground on which to develop activities and monitor their effectiveness.

Structure

The "Guidelines" are set out according to two organising principles

The first organising principle is based on the notion of learner entitlements and responsibilities, with corresponding institutional responsibilities and indicative evidence. It is important to note that this structure includes the evidence by which institutions can gauge whether they are meeting those entitlements and responsibilities.

The second organising principle is in terms of phases of learning examples include:

- pre-entry : helping with planning learning,
- entry and induction: guidance on planning learning,
- on programme: academic advice and tutoring,
- moving-on: guidance on planning further development.

Topics and themes

In all sections of the "Guidelines" the topics related to the themes of planning learning, information on learning and career opportunities can be found. This theme became more and more prominent as the "Guidelines" were piloted in institutions. Career planning throughout the learning programme is becoming increasingly important, with the possibility of central government funding for some institutions.

A second cluster of topics is particularly relevant at the pre-entry and entry stages:

- access,
- referral,
- admissions,
- induction,
- practical support services.

Learning support and personal support of course must run right through the learning experience, even before admission to a programme. Students with special needs, or particular requirements, need to know in advance what support and practical help will be available.

One of the main reasons for developing the "Guidelines" came from concerns about learning on credit-based, modular and flexible programmes. There was a very strong view that learning was now being organised in ways which necessitated comprehensive and effective guidance and support systems.

For example, many institutions are considering the role of guidance in the accreditation of prior (experience) and learning, in recording achievement and action planning and in support of assessment. These themes recur throughout the "Guidelines".

Finally, a series of sections deal with the role of guidance in enabling learners to evaluate both their learning programmes and their learner support, and to feed that evaluation back to the institution.

Linked to that is advocacy on behalf of learners in bringing about improvements or change, support for learners who wish to transfer between learning programmes, and the monitoring of the outcomes of learning.

One section of the "Guidelines" I have not yet mentioned is that on "Policy and Resource Issues", which in fact follows the principles. This deals with guidance policy, aspects of resource provision, management and co-ordination, accountability, quality assurance, communications, administration, networks and partnerships.

Everyone concerned with the production of the "Guidelines" was very clear that these matters cannot be assumed to be covered by existing institutional management arrangements.

Guidance and learner support must be addressed as an institution-wide strategy.

Basic approach

It is important to stress that the "Guidelines" approach is permissive, not directive: it respects institutional autonomy and academic independence. At the same time it is concerned with the quality of the student experience- it is learner centred. It assumes changing staff roles and continuous staff development.

It recognises the existence of professional codes of practice, but assumes staff and students will work in partnership. It recognises the value of continuous monitoring and feedback to improve provision. The "Guidelines" provide a starting point for institutions in addressing guidance and learner support issues in the new contexts of higher education.

Guidance, Learner Support and Quality: the Issues

The question becomes - what are the issues that institutions must consider in addressing the quality of their guidance and learner support arrangements?

There is a continuing debate over whether guidance is such an integral part of learning that it is inseparable from teaching and should be the responsibility of all HE teachers, as a development of personal tutoring. On the other

hand, David Robertson of Liverpool John Moores University, has argued that each institution should have a team of 'para-academic' educational guidance staff, to support credit-based learning. There is a growing realisation in higher education that a combination of both approaches is needed, but the balance between them varies according to the institution's priorities.

One matter of increasing importance is that of standards. HEQC has a whole series of projects underway examining what we mean by academic standards, how they are set and maintained and how their comparability between institutions is assured. We are moving towards the idea of threshold academic standards.

There are two issues regarding threshold standards for guidance and learner support - firstly, can we determine threshold standards for guidance and learner support arrangements at institutional level - and if we can, how are they to be monitored and maintained and possibly improved upon over time?

And secondly, - could such threshold standards be agreed across institutions? The newly formed Naceg is already doing work on the feasibility of standards for guidance across all sectors. It will be interesting to see whether in HE we can gain a measure of agreement within the sector before we have to accommodate with standards across a much wider field of activities.

An issue implied by both audit and assessment processes, but in fact often overlooked in practice, is the potential contribution of guidance and learner support to academic standards themselves. We all must have an idea that without guidance and learner support academic standards might be affected but how do we prove the positive impact of guidance and learner support on the academic achievements of students?

One of the issues which is coming out of the Heqc's work on academic standards is the importance to both learners and employers of core and transferable skills. There is a need for guidance and support specialists, and academics to demonstrate the importance of guidance and student support in, for example, careers education, in developing these core skills within the curriculum, and linking this to the expectations of students, employers and institutions themselves.

The external audit may examine the quality assurance of guidance and learner support arrangements at every stage of the process. Before a quality audit visit, auditors will carefully plan their lines of enquiry based on what they have learned from the documentation

they have received from the university or college.

They may well ask to meet student services staff and their guidance and learner support specialists, but they will often pose questions about these arrangements to other groups of staff and, of course, to students whom they meet during the visit.

Audit does not make recommendations as such, but offers the institution a series of commendations and 'points for further consideration'. Student support and guidance arrangements are increasingly frequently mentioned in the more recent audit reports.

In the quality assessment of teaching, assessors look specifically at student guidance and support. Staff of university careers services report increasingly frequent meetings with the subject assessors who visit their institutions. Colleagues recognise that both processes of external quality assurance may assist them in bringing about change and improvements within the institution.

Whatever the outcome of the current UK debate about the quality assurance system, it is clear that institutional self-assessment will play an important part in whatever new arrangements emerge.

Those with responsibility for guidance and learner support and student services might wish to give some thought to how they would want their arrangements to be self-assessed internally.

A persistent issue is the relationship between resources and the quality of guidance available. Should resources be diverted from direct teaching to the provision of guidance services and support systems, in order to foster autonomous learning? How can extra resources be found which do not have an impact on other areas of provision?

Much of the content of the Guidelines assumes that institutions will actively seek feedback from learners about the quality of their learning experiences and the guidance and support services they receive. However, many institutions have not yet developed very sophisticated ways of eliciting such feedback, much less analysing and acting upon it. Those interested in guidance and learner support may have to lead the way in

undertaking such continuous feedback research, of the type which we heard about on Tuesday morning.

A central issue concerns the part played by learners in all of these developments. Although some students are playing a more active role in university and college committees, the majority may still expect teaching staff to teach and be uncertain of the role of other specialist staff, even if they know who they are. The active engagement of all learners in the support of their own learning will require significant changes in attitudes which the experience of the school system may or may not assist.

In short the "Guidelines" do not provide institutions with easy answers, but with some starting points for discussion and debate.

Issues for implementation.

Even before the "Guidelines" were published, some universities and colleges of higher education were using them in draft form, as guidance and learner support were of such importance to them. Since publication, several institutions have produced their own 'tailor-made' or 'customised' version of the "Guidelines", modified to suit their own organisation and priorities.

Rather more institutions have used, or plan to use, the "Guidelines" as an audit tool - as a means of identifying and recording their own arrangements, and noting where there are gaps or omissions, in order to develop a plan of action.

At the present within HEQC two publications are in preparation. Firstly, a discussion document on academic guidance and personal tutoring and, secondly, a set of case studies of institutions which are piloting the use of the Guidelines for quality assurance purposes.

A range of around 20 institutions throughout the UK are involved in this project. The hopes is that these documents will illustrate that using the "Guidelines" does not imply greater conformity or bureaucracy - but a common commitment to good practice within a diverse system.

Each case study in the project will cover how institutions reflect on how the "Guidelines"

have helped them to:

- inform and develop policy for guidance and learner support,
- enhance quality assurance systems,
- determine threshold standards of service delivery,
- contribute to maintenance of academic standards,
- enhance staff development,
- contribute to curriculum development,
- work on specific themes or areas, such as pre-entry guidance, or personal tutoring
- produce an 'Institution X' own version of the "Guidelines" - at least one college has done this already, and has used the evidence section to identify gaps in provision,
- identify other priorities.

What Heqc is looking for is an open-minded engagement with the issues, not a wholesale 'signing-up' to everything contained in the document.. The most important is producing a tool which people can use in a practical way to enhance the quality of their own guidance and learner support systems.

Wider relevance of the Guidelines

It is evident that the approach described above seems to work particularly well in those UK institutions where there is a strong, central policy making structure. In some of the older universities, where the academic discipline and the individual academic department are the most important organisational units, the approach is being tried in continuing education departments.

The experience of these individual departments in using the "Guidelines" approach, once it is shaped, recorded and disseminated, will prove to be of interest and of use to other university departments and faculties, particularly where there has been a long tradition of personal tutoring or individual tuition.

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Faut-il aider les étudiants à négocier le virage de la transition entre l'enseignement secondaire et l'université?

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Introduction

L'Université dispose-t-elle de moyens suffisants et a-t-elle des raisons valables de consacrer une part de ses ressources à développer des stratégies de transition ? Les uns apportent à cette question importante des arguments "pour" (devoir d'équité sociale, réponse à une exigence de qualité, ...) et d'autres émettent des doutes (maternage des étudiants, forme de sélection des étudiants de plus en plus nombreux, manque d'efficacité de ce type de travail).

Après l'introduction, l'animateur propose d'entamer la discussion après la présentation d'une initiative que l'Université catholique de Louvain propose aux étudiants de fin de secondaire depuis quelques années : les cours préparatoires ou "cours d'été".

Les cours préparatoires de l'UCL

Il s'agit de sessions de cours organisées chaque année à la fin du mois d'août et au début du mois de septembre.

Deux sessions sont proposées: Sciences pour les futurs étudiants des facultés de sciences, de sciences appliquées, de sciences agronomiques et de sciences médicales;

Sciences humaines pour les futurs étudiants de droit, de psychologie, de lettres:

En sciences humaines, une part importante du travail est consacrée à des questions de méthode (résumé, synthèse, gestion du temps, ...) et des modules sont consacrés à certaines matières (langue ancienne, langue moderne, ...). En revanche, en sciences exactes, les professeurs abordent les questions méthodologiques à travers la matière (mathématiques, physique, chimie, biologie).

Ces cours ont fait l'objet d'une évaluation menée en trois temps. Un questionnaire a été distribué aux étudiants le premier jour des cours et ils ont reçu un questionnaire parallèle le dernier jour. Par ailleurs, les résultats obtenus au terme de la première année d'études ont été récoltés pour les étudiants qui avaient suivi les cours. Un groupe de contrôle de 360 étudiants non inscrits a été constitué.

Si l'évaluation montre la satisfaction des étudiants pour les cours d'été, en revanche les effets sur les performances académiques sont minimes. Les étudiants qui ont suivi les cours obtiennent à la première session d'examens qui se déroule au mois de janvier des résultats qui sont comparables à ceux du groupe de contrôle.

Partant de l'analyse de tous les résultats, la question se pose de savoir s'il faut maintenir l'organisation des cours d'été. Si oui, faut-il en améliorer la formule, comment; et e faudrait-il pas également entamer des formations dans le courant des premiers mois d'études.

Une observation générale mérite d'être faite ici : elle concerne la population des étudiants qui s'inscrivent aux cours d'été. Il est de plus en plus fréquent d'y voir des étudiants peu motivés dont l'inscription a été suscitée par les parents et des étudiants qui ont été mal orientés dans leur choix d'études. Après un premier échec, les cours d'été sont l'occasion pour eux de se poser la question essentielle du choix des études.

La situation dans d'autres universités

L'animateur de l'atelier propose aux participants de faire un tour d'horizon et de dresser le tableau de ce qui se fait dans les universités d'Europe. Un canevas de présentation est proposé reprenant quelques informations importantes :

a. Description générale

A quel public s'adresse-t-on ? Les

élèves du secondaire, les inscrits, les futurs étudiants qui hésitent à s'inscrire ?

Quand propose-t-on ce type d'activité ? au moment du choix, avant la rentrée, durant une semaine d'accueil ou à la fin de l'année ?

En quoi consistent les activités, quels en sont les raisons, les motifs ?

b. A quel modèle théorique ou empirique se réfère-t-on en menant ces initiatives ?

c. Bilan des effets principaux du dispositif

Ont-ils été évalués, contrôlés ou sont-ils le fruit d'impressions ? Quels pourraient être les prolongements ?

d. Références bibliographiques éventuelles.

Une fiche est ainsi constituée pour les universités représentées.

Au niveau des études secondaires, toutes les institutions organisent des activités d'aide à l'orientation des élèves. Cela va de la séance d'information proposée dans les mois qui précèdent l'entrée à l'Université jusqu'à un programme de préparation qui se déroule pendant les deux dernières années du secondaire (Lausanne).

L'Université de Louvain est la seule à proposer un vaste champ d'information, englobant toutes les filières de formation du supérieur. Ailleurs, les informations concernent uniquement les études universitaires.

Les cours d'été tels que ceux de Louvain restent très rares.

En revanche, plusieurs universités proposent des programmes d'activités à leurs étudiants inscrits, très souvent au début de l'année académique. Cela peut aller de la simple séance d'information à des programmes plus élaborés. Les étudiants sont accompagnés dans le processus de connaissance de soi, notamment en présentant des tests d'aptitudes, de connaissances.

Enfin, en cours d'année, des programmes de travail peuvent être proposés par des monitorats, travaillant la méthode ou proposant un accompagnement individuel.

Introduction

One of the aims of psychological counselling is to help students to develop their intellectual and emotional potential. Students receive help to overcome problems in continuing or completing their university studies. Staff can help students to examine internal and external factors that may interfere with the students' learning process as well as with the quality of their life.

Students can experience the academic environment as an element that facilitates, delays or hinders their development. The institutional setting can influence the academic career as well in a positive as in a negative way. In this view, academic failure can be seen as the expression of unresolved emotional conflicts (*Salzberger-Wittenberg et al., 1983*).

In such cases, the possible intervention includes:

1. didactic and cognitive techniques that teach students how to solve their problems with a variety of techniques. These techniques stress the objective rather than the emotional point of view.

2. psychological counselling and/or brief psychotherapy. The aim of these interventions is to deal with the students' problems by considering academic difficulties as a widespread symptom that should be seen as an alarm signal or a call for help. It often relates to the meaning of the learning process and success or failure in graduate studies.

Counselling at Naples University

The "Centro di Consultazione Psicologica per Studenti Universitari" of the Naples University Federico II offers psychological counselling based upon a psychoanalytical model (*Adamo et al., 1992, 1993; Valerio et al., 1994*). It is aiming at late adolescents and young adults facing transitory difficulties and crises natural to their age, seeking help to deal with both academic and personal problems (*Blos, 1946, 1979*).

The services of the counselling centre are publicized by means of information sheets which are distributed among the students. Students call upon the support of the centre by self-referral (*Dartington, 1995*). Students with psychiatric disorders or substance abuse do not come to the centre. Those cases refer themselves or are referred to the Psychiatric Department inside the Medical school, or to centres organized by the National Health Services.

Psychological counselling for university students and adjustment for success

Paolo Valerio - Università degli studi "Federico II" di Napoli - I

The staff is made up of part-time adult and adolescent clinical psychologists as well as of other psychoanalytical oriented psychotherapists. The primary orientation in the centre is psychoanalytical, modified to meet the specific demands of the clients and the therapeutic goals. The aims and the technique of the intervention are similar to those described by psychotherapists of the Tavistock Clinic (*Copley, 1976; Salzberger-Wittenberg, 1977*).

The counselling support has a very clear structure, offering four forty five minute sessions with the possibility of follow up sessions six months later. The counselling aims at developing a relationship with the client in order to enter into an alliance with his/her adult parts and explore his/her emotional problem.

We try to avoid centring the helping relationship on transference dynamics or establishing with the client a relationship based on regression or dependence. It is useful to take these dynamics into account when there is a negative transference, which should be detected in order to overcome obstacles that might jeopardize the relationship or interrupt the session cycle (*Valerio, Adamo, 1995*).

The technique is based on some fundamental and specific aspects. I will dwell on two of them: experience of limits and the use of interpretation of transference and countertransference.

As to the first issue, it should be pointed out that:

- a) on the one hand, clients might be encouraged to go to the service by knowing that the commitment is short and predetermined; they might be attracted by an engagement that is temporally limited,

especially those who suffer from deep anxiety over the possibility of having to relate with another human being.

- b) Brief intervention is appropriate to the institution in which the Centre is settled up and also appropriate for the late adolescent/young adult's development drive. Many young adults, having just left home and their families, might be frightened (or encouraged - which can be equally problematic at this age) by being pulled back into what can be experienced as a regressive relationship. At a time in their life, when they need to feel free and independent, we run the risk of encouraging them to enter into a long term, regressive therapeutic relationship, which might be experienced by the young person as a tyrannical demand that can be met only by a defeated or hostile compliance (*Coren, 1996*).

- c) The note of urgency introduced by the pre-set number of sessions can bring about greater emotional and intellectual commitment, from both the student and the worker, to carry out a task both feel they are sharing (*Salzberger-Wittenberg 1977*).

- d) As to the problems this might entail, one should remember that the short intervention tends to boost both the expectations of magic results and the separation anxiety (*Adamo et al., 1992*).

As far as the second issue, i.e. the use of the interpretation of the transference and countertransference feeling that emerge during the counselling relationship, because of the short number of the sessions, when the counsellor perceives that the client is projecting onto him/her some aspects of their inner world, he or she can try to interpret this indirectly, not in a 'centripetal direction, but rather in a centrifugal one' (*Henry Polacco and Copley, 1986*).

This means that the counsellor can make a comment linking what is happening 'there and now' with the relationship that the client has with their external world and with some significant aspects of the client's story that have emerged during the session.

Therefore, the feelings that the client experiences towards the counsellor during the sessions will be used by the latter to help the former to develop a greater awareness of the attitudes he or she tends to take towards other people, as well as of the nature of the relationship they tend to establish with their inner world.

If clients do not unconsciously resist the possibility of this kind of understanding, it is then possible for them to come to terms with their inner feelings and begin what Williams (1991) defines as 'drawing a map' that the young person will be able to follow some day, should there be need to do so, when he/she is finally prepared to begin a journey within his/her inner world.

It is easy to see that this kind of work brings about great anxiety in the counsellor, due to the brief duration of the interventions and to the urgency and/or complexity of the problems presented.

Therefore, it is necessary to organize the work so as to support the activity and the possibility of learning from them, and being contained in case of need. It is useful to set up - parallel to the main activity of the service - a support system based on weekly meetings for all team members, during which a detailed discussion of all the cases takes place, in order to deal with all the problems raised by each single client.

The aim of these meeting is to offer the workers a space in which to share with colleagues the problems faced, and to help them detect possible countertransference interference, so as to avoid its obstructing their clinical work.

Workshop discussion and conclusions

A case, of a 21 years old medical student illustrating the psychodynamic counselling model, was discussed in the workshop. This case illustrated the type of insights a client could develop during the four session counselling.

David, a student behind in his curriculum, connected his study problems to his absolute lack of concentration since he started his university courses. During the sessions it was possible to understand how his learning disability was related to some still present infantile fantasies interfering in other aspects of his current life also. He recalled a very vivid memory of himself as a child contending for bits of food with his brother, who David considered as mother's favorite child. He revealed that his brother was already a highly successful doctor. David's own difficulty in learning seemed therefore linked to this deeply rooted feeling of not really being allowed to nourish himself in a safe and gratifying way, as his brother was allowed to do by his mother/university. Faculty therefore was experienced in some way as a refusing and depriving mother who could praise and nourish only one of her children.

A number of issues came up for discussion:

1. The question was raised as to how a four session programme could be fitted in a psychoanalytical approach. It became clear that the counselling program was not to be considered as a very brief psychotherapy but rather as an opportunity for students to spend some time looking at here and now issues and at possible ways of handling feelings.

2. The limitations of the short term psychotherapy was also discussed. The more serious and long term issues cannot be solved in a brief intervention. Clients with this kind of problems must be referred to other support services.

It was underlined, however, that very brief interventions should not be considered merely as a practical solution to problems when the number of workers available in the various services is insufficient to meet the demands for psychological help.

As emerged from the discussion, the sessions have, in fact, a double purpose: collecting useful data in order to make an assessment, evaluating the nature of the psychological problems underlying the client's concern, and also offering the young person the experience - brief though it may be - of thinking at an emotional and intellectual level about his/her problems with the help of an expert.

This will allow clients to come into closer contact with their concerns, and will help them catch a glimpse of the possible origin of their anxieties and to get a better knowledge of the way they relate with their outer and inner world.

As far as the counsellor is concerned, he or she has the opportunity of providing clients with an experience of understanding and of testing their ability to use a relationship with someone else to think about and/or get in touch with their emotional experiences.

3. Some participants expected that the model would not be beneficial for defensive students and students who are geared towards the need of great depth of insight. Though the results with these students may not be as positive as with other persons, the session can be considered as positive as far as it gives the student an experience of counselling and of being heard by others.

4. The comparison of this counselling model, with the more goal setting counselling approach was another topic of discussion. The brief interventions usually lead the client to at least seeing things in a different perspective and also would help the development of a new way of understanding what was happening in his/her life.

5. Some doubts were raised on how much a student would understand from an information sheet on what could be expected from the counselling sessions. It is understandable that young persons may not be in a position to understand what the psychoanalytical approach entails. However, most importantly is that it is answering the needs of students.

The workshop gave the opportunity to show that a psychoanalytic approach can be effective, without demanding a long term commitment on the part of the student. The brief interventions are an innovative approach to adapting theory in such a way that it gives an answer to the particular needs of both students and university.

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In the transition from higher education to work, decision making and job hunting strategies are major factors that students are faced with. It is essential that they develop the necessary skills, and counsellors play an important role in this process. This Workshop explained some of the issues relating to both processes, which are included in Elivra Repetto's Career and Employment Planning and Exploration Program (Modules III & IV).

The decision making process

Importance of decisions

There are several aspects or factors to take into account when making a decision.

The cost of a decision, for instance, means that when you choose an alternative, you are discarding another one; therefore, it is important to weigh all the possible alternatives and try to gather information on all of them to ensure a suitable decision.

Making a decision always implies some risk; no matter how well informed you are, there is always a trace of uncertainty. However, gathering all the possible information will greatly help reduce the risk.

Obstacles in decision making

These can be both internal and external. Internal obstacles are those that come from within: fear to make a change, fear of making an incorrect decision, lack of confidence, feeling too young or too old to do something, are things that will make it difficult to make a decision.

External obstacles are those coming from the outside: responsibilities (like paying bills, having to look after someone, studying for exams, etc), parents' expectations, husband or wife, social stereotypes of age, race or sex; other stereotypes like having to make a lot of money or being someone important.

Sometimes the external obstacles are not real, they are used as excuse for internal fears or difficulty in making decisions.

There are also influences on decisions, from parents, teachers, friends, which sometimes prove helpful in providing confidence or helping make a decision but other times they might be an obstacle in making a satisfactory decision.

When counselling students regarding this issue, it is very important to bear in mind their cultural background: whilst counsellors usually

Decision making career planning and job hunting in higher education

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encourage students to make their own decision, to decide for themselves, if a person comes from a culture in which family advice is considered essential, an individualistic oriented advice would pose a problem for the counsellee.

There are many types of conflicts when making a decision. Increasing the options might help to avoid or solve conflicts. If students have several options from where to choose they will probably find a satisfactory one (although this is not always possible). One way to increase their alternatives is the brainstorming technique: giving a lot of ideas about a situation one after the other, without stopping until they can think of no more. It is also useful to do it in group.

The seven step decision making process

Making a decision can be considered as a process. Following several authors, we can identify seven steps to this process:

- Step 1 - Identify the decision
- Step 2 - Gather information
- Step 3 - Find alternatives
- Step 4 - Compare alternatives
- Step 5 - Choose an alternative
- Step 6 - Taking action
- Step 7 - Evaluate the results

When discussing Step 3 in the Workshop, some of the participants argued against finding several alternatives, as they considered this confusing for the person making the decision.

Our position was that if it is feasible to have several alternatives with relevant information regarding them, although requiring more time, it will help make more satisfactory decisions.

Job hunting

A number of aspects of successful job search were explained: (i) motivation, (ii) self-confidence, (iii) knowing yourself, and (iv) being aware of the different occupations.

The rewards of a job

These are both monetary and non-monetary. Job satisfaction will greatly depend on these rewards. In order to start an effective job search, students must know what is important to them in a job.

Five steps to carry out a job search

There is no magic formula to find the perfect job, however most of the people who have succeeded in their search have divided it into five different stages:

1. Writing a brief "report" about the type of job you want.
2. Selecting an "Organisation Method".
3. Carrying out a Research.
4. Getting ready for the Job Search Campaign.
5. Follow-up.

These points were discussed in detail, giving examples of each stage, and tips to carry them out successfully.

Other aspects presented were those related to job satisfaction, such as adapting to changes, solving work conflicts, work habits and interpersonal relations and effective communication.

Finally, the concept of life style was introduced, considering how it affects career planning. This was integrated into a possible career plan, to be carried out in higher education, and even in secondary education.

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A successful Careers Service: from initial concept to reality

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Introduction

The situation in the Netherlands, as in many other continental European countries, was that up to the late seventies there were few serious problems for job seeking graduates.

Universities could focus on research and education, an attitude that is still found with many academics nowadays. In the eighties, changes started to emerge in the labour market for graduates and in higher education as well. The market became quite competitive and

new demands on the part of employers developed. In the universities the pressure to finish courses in a limited time increased, financial aid was reduced dramatically. It became very clear that some sort of guidance during educational training was necessary with emphasis on choosing the right options.

Not only during courses, but also after graduation. In other words, the time was ripe to come up with ideas for a new type of student service: careers guidance.

Plans for an Amsterdam career service were inspired by the English model, which was adapted rather than adopted. After all there are many similarities between England and Holland, but of course also differences. A first draft was made up, which was discussed in committees, groups and many other university bodies.

The plan itself contained enough flexibility to keep up with reality, developments and changes. Details about the assignment, objectives, goal groups, products and services, organization, the budget, time schedule of implementation and assessment were discussed. A three years' experimental period was agreed upon and in September 1991 the Career Centre opened its doors.

The main objective

The Career Advice Centre supports students entering the labour market and increases the accessibility of the University of Amsterdam to employers.

All students, graduating students and recent graduates of the University of Amsterdam can make use of the services of the Career Service. Here, staff members can obtain the information they need about the labour market in order to counsel their students.

To make this service as effective as possible, contacts are maintained with employers in the wealth-creating sector as well as in the non-profit sector.

Most important services

Labour market orientation

Knowledge of the labour market, knowledge of developments in the labour

market and insight into the functioning of labour market mechanisms form part of the basis for a responsible choice. Information in these areas is supplied by among other things: documentation center, presentations, in company visits, orientational labour market courses inside and outside faculties.

Individual guidance

Anyone who reflects on the future course of his or her career will have questions about himself or herself. In individual sessions these questions are examined, whereby personal characteristics, traits, wishes and expectations are clarified. These talks are meant to get students on track quickly so they will then be able to find their own way.

Courses and training

Problems of entering the labour market are partly the result of a lack of knowledge and skills. These gaps can largely be eliminated by training in groups. The Career Service provides courses and training in the following areas: applying for work, the job interview, social skills, presentation, negotiations, labour market orientation, career planning.

Implementing career guidance in faculties

From the start the Career Service has recognized the importance of involving faculties and departments in responding to the students' needs for career guidance. By supporting the implementation of activities for students in faculties and departments, the Career Service tries to let them take responsibility for career guidance of their graduates.

Support is substantial when a faculty or department initiates activities, and becomes less and less intensive when the activities become a regular job for members of the faculty or department.

Activities in faculties and departments for students include informative meetings, workshops, research, company visits and, most often, specialized training courses.

They are set up to meet the needs and demands of the faculty. Most specialized courses are set up in co-operation with members of the faculty and a non-resident teacher. In these courses contacts with the labour-market are often very important.

Alumni are invited to talk about their work and their experiences in job searching. Visiting companies and informative interviews also take place.

The specialized activities develop through several stages. Through initial contacts with student-advisers at the faculty, the main problems regarding the transfer of the students of this faculty to the labour-market are analysed.

Additionally an inquiry into the needs and the problems is usually set up among students. This analysis helps to decide on

the kind of activity which could offer an appropriate solution. Contents and topics of the activity are discussed with the student-advisers and the non-resident teacher. After implementing the activity a survey is held among participants asking for their assessment of the activity.

The results are used to convince faculty members of the importance of career guidance activities within the faculty.

The service finances courses (and other activities) on the condition that the faculty will contribute money and man-power the second time such a course is organized. The faculty is urged to organize and finance the course independently in the future, if the course becomes regular.

This model proves to be successful. Nowadays six faculties out of fourteen faculties of the Universiteit van Amsterdam organize career guidance activities on a regular basis. They have become independent of the Career Service, after the initial support.

The other faculties have initiated courses and other activities in co-operation with the service. According to surveys among former course-participants the quality of the courses is satisfying. The main short-term effect of the courses is that students feel more confident. They also indicate that they have increased their knowledge of the labour-market, have improved their application skills and use a variety of job search techniques.

Conclusions

Based on these experiences three important recommendations can be made with regard to the implementation of activities in faculties and

departments.

1 The Careers Service should not be too demanding in the attitude towards faculties, rather facilitating and supporting. Setting up activities without a strongly felt need by faculty members could have a negative result, which will be a weak start for future co-operation. This does not mean the Career Service has to remain passive towards faculties. Information about career guidance activities and results as obtained within the Service, stimulates awareness of the importance of career guidance in faculties and departments.

2 It is very important to find "champions" in the faculty who are willing to support career guidance activities and who are in a position

which will enable them to convince other faculty members of the importance of career guidance. Within the Universiteit van Amsterdam some of the student-advisers have been identified as "champions". The Career Service has established an intensive and personal relationship with them. Additionally the Service organizes activities to improve the professionalism of student advisers on the issue of career guidance.

3 If activities are implemented, there should be no doubt about the quality. The first impression is very important. The activity should meet the demands of the faculty and the students. In addition it has to be professionally organized and evaluated.

After three years an assessment of the Careers Service took place. The image of a highly professional unit, that was developed during the first three years, was confirmed.

There was already a strong feeling that the university wanted to develop careers services; on the basis of the evaluation report the decision was taken to transform the experimental Career Service into a permanent student service.

It now employs nine people and is a model for many universities in the Netherlands. In six other universities there are now careers services, in other universities the subject has been taken on board by student counsellors as part of their job.

Throughout Europe, University students are increasingly being encouraged to study or gain work experience in other countries; indeed, in modern language courses, this is an almost universal requirement, and in applied and vocational courses, 'sandwich' placements have long extended beyond national boundaries.

There is growing awareness, however, that whilst preparation has been broadly adequate in language training, local cultural information and briefing about the university or course, there has often been inadequate articulation of the rich and diverse potential learning to be gained from the experience.

In 1993, Dr Peter Hawkins from the University of Liverpool and Val Butcher and Paul Jackson from the University of Leeds secured funding from D.G. XXII, 'Human Resources Education and Youth' -to develop a syllabus with supporting materials to enable students to establish clear learning outcomes for their time abroad, thus forming a basis on which assessment, accreditation and linkages to academic and career planning could rest, and this Workshop examined the theory and explored the practise on which these materials were developed.

A model was developed which identified six 'levels' of potential learning: 'Experience only', 'Record and make explicit the Experience'; 'Reflection on the Learning Experience'; 'Making Links and Matching the Learning' (the ability to make links to learning situations beyond the time abroad) 'Application of Learning to New Situations' and 'Adapting to New Situations' (students are more flexible and effective in applying their learning to new situations, constantly evaluating its worth and adapting their model of thinking accordingly).

It was also important that, depending on the students' subject area and the length and purpose of the time abroad, a range of key

Making the most of experience abroad

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learning outcomes were identified. These were: 'Academic and Subject Related', 'Study Skills', 'Language and Culture', 'Personal Skills Development' and 'Career Development'.

Individuals and groups of students were able to place differing emphases on the grouped learning outcomes depending on their interests.

Objective setting is also built into the syllabus, which encourages students to consider the various actions they need to undertake before, during and after their time abroad. Issues which they are invited to think about include: "People who can help me achieve my objective"; "Resources that I can use to achieve my objective"; "Skills I need to acquire or develop to achieve my objective" and "Obstacles- things that will stop me from achieving my Objective".

Preparing to overcome Obstacles on the Way' needs to be carefully handled, to avoid creating anxiety, but it is important to give students some chance in advance to think

realistically about what might go wrong; what might prevent them achieving their desired learning outcomes; how they might tackle it.

Discussion with students who have returned from a period abroad can be helpful here, but the key issue is to equip students with the understanding that whilst all their pre-planning will not guarantee that everything will work out perfectly, it will help them to cope with unexpected difficulties.

Many of the departments with whom these materials were piloted already had a 'Year Abroad Log' or 'Work Placement Journal' and if such recording and reviewing documentation is not already in place, it is desirable to develop some kind of material to enable learners to log their experiences and review them against their agreed learning outcomes.

This can then form the basis of a correspondence' or 'dialogue' between student and tutor, both at the home and the host university. A Record or Log can also provide the criteria for assessment and self-assessment, as tutor and student can ascertain how far and in what ways they have achieved their plans, and can assist in formulating future academic and career goals.

The materials have also been used on a 'debriefing only' basis, when students returning from abroad have been encouraged to focus (sometimes for the first time) on what they have gained from the experience; an exercise which will enable them to write more effective CVs.

Academic and Careers staff in a number of universities in different parts of the E.U. who attended the Workshop are planning to use the same objective-setting materials at 'each end' of an educational exchange to ensure coherence in support for student learning, and the need to address issues of quality in overseas learning is clearly an increasingly universal concern.

The guidance model at the university of Amsterdam (UvA)

Higher education in the Netherlands

In the Netherlands there are two types of higher education : the University and the Higher Vocational Education (Hogescholen - HBO). Both systems require a minimum of four year of study. The first year, in both systems, is called the "propaedeuse" (a preparatory year).

The "propaedeuse" has three educational aims:

- orientation towards the chosen subject of study
- assessment of suitability for the chosen subject
- referral to other degree courses and/or institutions if the chosen subject is thought to be unsuitable.

On average, 30% of students at the universities in the Netherlands change course during the first three years of study. Many will choose an alternative course at the university, but some will choose to transfer to a course in higher vocational education. In this event a well developed guidance system is needed.

The UvA model

Each faculty (school) of the university of Amsterdam has at least one counsellor (studentendecaan) who is responsible for student well-being in general. This counsellor will also be involved in helping students to decide whether they have chosen a suitable course of study. If a "studentendecaan" feels that a student is not suitable for the chosen course, the student can be referred to the central department "Studie and Beroep" (study and profession), where specialised counsellors can help them to find an alternative course.

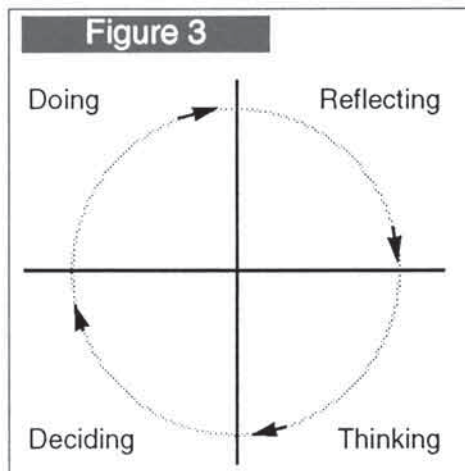
This central department has an information centre in which the students can find various brochures on all Dutch universities and institutions of the Higher Vocational Education. Also information on foreign universities is available. An example of kind of questions asked in this department are :

- Do you have some information about the film academy ?
- I would like to get some information about studying something relating to art; can you help me?
- I don't like my course of study any more, perhaps I would like to change and I am thinking of something like art. Can you help me?
- I don't like my course anymore, perhaps I would like to change, but I really don't know what to do. Can you help me?

In the first three cases the counsellor of this central department will try to help the client by

Guidance for First year students

Ilja Ramaker
Universiteit van Amsterdam



giving an outline of the information that is available and also by trying to find information that is helpful.

Another possibility is to point out the opportunity of attending some courses in a school of Higher Vocational Education (Hbo), as part of the "Rangeerproject" (Shunting Project). The UvA started this experimental project which allows student to spend some time in classes at some Hbo-institutions before making a final decision.

When it is more or less clear that the student is rather confused and needs more personal help the following options are offered by a career counsellor.

1. An individual guidance programme:

This programme starts out with an one-to-one conversation, which usually takes an hour. Sometimes it is followed by another appointment. Approximately 400 students a year use this type of support.

2. Attend a course on decision making:

This course was developed a few years ago. Any student registered at the University of Amsterdam can join this decision making course. They have to pay a small fee. This

course is given in small groups of about 10 students .It runs for 2 1/2 hours per week over four weeks. Every month a new session starts.

The methodology used in the individual conversations as well as in the decision making course is based upon several theoretical models. The self-development theory of Super (1953) and the decision making theory of Van Geffen (1977) are the basic starting points.

The five-stage model of career development of Supers is especially used. Also his ideas on the self-concept development and the implementation of the vocational self-concept are used.

The actual decision-making process is approached with an expected utility model designed by Van Geffen (1977). This model takes into account the social pressure from the environment, in addition to traditional factors such as outcomes and expected utility.

Other more practical models designed by Dutch career guidance specialists (e.g. Spijkerman (1994) and Taborsky (1993)) are also used in the approach. We are working towards a matching model combined with a decision making model in which following steps can be detected:

- exploring one's own characteristics
- exploring the range of possibilities,
- matching the first with the second and trying to be more specific about the why's and why not's
- choosing one or two possible outcomes
- exploring these outcomes and deciding which one is best.

Also the learning cycle of Kolb (1984) is used in the guidance model.

The learning style of a person will influence to a large extent the decision-making style. A mature adult is supposed to be able to handle any decision making style.

However, first year students tend to have a preference for a certain learning style. Students who remain at the "reflecting" and "thinking" stages, may have difficulties in making decisions and also the step of "doing" can cause problems.

The "decisive" and "doing" types can come to quick decisions, sometimes without thorough reflection. Depending upon the learning style of the student a different guidance approach can be required.

Discussion

Through discussion of the organisation and methodology of career guidance for first year students at the University of Amsterdam, this workshop gave participants the opportunity to learn from each other about strategies for helping students who want to change their course of study.

At the end of the workshop a video was shown with students explaining their problems about their chosen subject. Many of the participants recognised these kind of problems. This led us to the conclusion that there is a need in all European universities for student

guidance, also at the beginning of the course of study.

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La mobilité croissante des étudiants à l'intérieur des pays de l'Union Européenne et de l'extérieur vers celle-ci confronte le conseiller (psychologique d'orientation, psychothérapeutique) à une demande qui peut s'enraciner dans une culture différente de la sienne propre selon un nombre variable d'aspects.

D'autre part, ces étudiants étrangers se trouvent en situation de changement de contexte culturel; ceci implique la production de mécanismes d'adaptation spécifiques. Cette acculturation transitoire peut entraîner des difficultés psychologiques en matière d'environnement immédiat, de contexte académique et de relations sociales.

D'un point de vue symétrique, il est permis de s'interroger sur les critères de compétences multiculturelles du conseil psychologique. Il s'agit ici de réfléchir à la nature des facteurs caractérisant une pratique professionnelle qui trouve désormais à s'exercer, au moins pour partie, au profit d'une population d'étudiants appartenant à des groupes nationaux (ou ethniques) différents de celui du psychologue.

L'atelier a débuté par une brève présentation, de la part de chaque participant, d'une situation problématique d'interaction dans un contexte interculturel.

C'est ainsi qu'un conseiller allemand a rapporté le trouble qu'il avait involontairement provoqué chez une étudiante de nationalité turque en utilisant un mot dont le sens connotatif était différent dans la culture européenne et dans la culture d'appartenance de l'étudiante.

Une participante britannique a fait état des difficultés qu'elle rencontre en tant que femme pour faire reconnaître sa compétence par des étudiants égyptiens de sexe masculin.

Une autre participante, de nationalité française, a évoqué son désarroi, lorsque, abordant, au cours d'un module de formation destiné à un auditoire composé d'étudiants africains, la question du marché du travail, elle s'aperçut que cette notion n'avait guère de sens pour eux.

Concepts théoriques

Ces situations problématiques ont servi de support concret pour développer quelques

Orientation et facteurs interculturels

Jean Paul Broonen
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concepts théoriques auxquels rapporter les spécificités culturelles, ethniques et nationales que l'on peut être amené à rencontrer en conseil multiculturel.

1. Le locus de contrôle (Modèle de Weiner) : par exemple, les étudiants finlandais ont moins recours à l'attribution interne en cas de succès académique et d'avantage en cas d'échec que les étudiants américains (Nurmi, 1992).

2. Les stéréotypes nationaux (cf. Peabody, 1985) et les stéréotypes sexuels selon les appartenances nationales (cf. Triandis, 1994b).

3. Les syndromes culturels de raideur versus relâchement et d'individualisme versus collectivisme dans leurs dimensions verticale et horizontale (Triandis, 1994a et b). Dans les cultures mettant l'accent sur la collectivité, le moi est défini comme un aspect du groupe, alors que dans les cultures mettant l'accent sur l'individu, le moi est défini comme une entité indépendante.

Le type de relation avec autrui est régi par des normes contraignantes favorisant l'interdépendance et des valeurs d'obéissance, de sens du devoir et de hiérarchie dans les premières, alors que les secondes sont fondées sur des normes autonomisantes et des valeurs de plaisir, de réussite, de compétition et de liberté.

En fait, la plupart des cultures sont le résultat d'un dosage complexe d'éléments individualistes et collectivistes. Et, au sein de chaque culture, existent des individus qui

présentent un degré de collectivisme plus élevé que la moyenne (ils sont dits allocentriques) et des individus plus "individualistes" que la moyenne (ils sont dits idiocentriques.)

Ainsi, "des étudiants étrangers, provenant de cultures collectivistes et arrivant en Occident, parfois s'y adaptent si bien qu'ils ne peuvent revenir dans leur culture d'origine. Ils étaient vraisemblablement prédisposés à l'idocentrisme.

D'autres trouveront l'adaptation à l'Occident très difficile et retourneront chez eux sans avoir complété leurs études; ils étaient vraisemblablement plutôt allocentriques. ... Dès lors, nous ne pouvons affirmer que ces modèles de culture sont monolithiques; en tant que psychologues, nous devons étudier chaque cas individuellement" (Triandis, 1994a, p. 17)

Il faut aussi se garder de généraliser abusivement au sein d'une aire culturelle qui n'est qu'apparemment homogène sur certains caractères.

Ainsi en va-t-il de l'individualisme qui, aux Etats-Unis, paraît bien associer indissolublement autosuffisance et esprit de compétition (Triandis et al., 1988), deux aspects dont nous avons montré qu'ils n'étaient que partiellement corrélés en Belgique francophone chez des étudiants universitaires de première année (Broonen & El Ahmadi, 1995).

4. Le modèle des quatre stratégies d'acculturation de Berry (1994), intégration, assimilation, marginalisation, séparation ou ségrégation, constitue un excellent cadre de référence théorique pour comprendre les difficultés psychologiques et les troubles psychosomatiques de certains étudiants universitaires étrangers (Schmitz, 1994).

Compétences de counseling multiculturel

Le second axe de réflexion posait la question de savoir ce que l'on entend par compétences de counseling multiculturel.

Un construct significatif pertinent sous-tendant les compétences multiculturelles serait la prise de conscience pour le conseiller de sa propre appartenance culturelle, ethnique et nationale, et de la façon dont ces variables opèrent lorsqu'il interagit avec un étudiant étranger (Cayleff, 1986).

Un conseiller à faible degré de compétences multiculturelles pensera qu'il doit fournir une

aide standardisée à tous ses clients sans tenir compte de leurs caractéristiques culturelles, alors qu'un conseiller à haut degré de compétences multiculturelles considérera que les différences culturelles (et les ressemblances) entre son client et lui-même sont importantes dans le processus de counseling en ce qui concerne la façon d'aborder le cas, les méthodes de résolution des différences et les buts de la consultation.

Une discussion a été suscitée à travers un exercice de construction d'items caractérisant la compétence en conseil multiculturel. Deux outils ont été proposés en appui à la réalisation de la tâche.

a) *L'Inventaire de Compétences Multiculturelles dans le Conseil Psychologique* développé aux Etats-Unis par Sadowski, Taffe, Gutkin & Wise (1994). Cet inventaire comporte, selon les premières analyses statistiques, quatre facteurs :

1. Compétences en conseil multiculturel (e.g. détection d'erreurs et de mauvaises interprétations dues à une différence culturelle, utilisation de méthodes non traditionnelles d'évaluation...).
2. Implication multiculturelle (e.g. interactions fréquentes avec des personnes de cultures différentes, intérêt pour le multiculturel...).
3. Type d'appréhension de la relation dans le conseil multiculturel (e.g. type d'interaction, degré d'interaction...).
4. Connaissances relatives au conseil multiculturel (e.g. informations, recherche dans le domaine...).

b) *L'Inventaire des Comportements et des Attitudes des Conseillers* (Lecomte, Ouellet & Perron, 1977, adaptation par Wach, 1992)

Conclusions

Les conclusions suivantes ont été dégagées. Le conseiller à haute compétence multiculturelle doit au moins avoir les qualités qui caractérisent le conseiller en général, mais il devrait en outre :

1. enrichir et étendre son registre d'informations et sa "conscience sociale" aux variables culturelles propres aux consultants (langue, caractéristiques nationales, ethniques, systèmes culturels de valeurs, de normes, styles de vie etc.);
2. élargir sa "conscience de soi" en la développant dans le registre multiculturel (anxiété, défenses, système personnel de valeurs etc.);
3. accroître sa flexibilité, à la fois sur le plan cognitif et sur le plan affectif.

Toutefois, les participants ont posé la question des limites de cette flexibilité, limites qui renvoient à l'existence de la "zone frontière" que constitue l'espace psychologique et éthique où se rencontrent un(e) étudiant(e), porteur (euse) de désirs et de valeurs culturellement marquées et le (la) conseiller (ère), représentant une institution elle-même engagée par une philosophie et des exigences propres, dont elle assume la responsabilité devant la société dans laquelle elle s'insère.

L'exploration scientifique de cet espace n'est pas le moindre des défis que le conseil multiculturel doit rencontrer dans ses futurs développements, car elle comporte des aspects institutionnels et socio-économiques évidents et appelle par conséquent un type d'approche qui ne soit pas réducteur.

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Context

Since 1992 there has been a unified system of higher education although within it there remains an informal but well-known status hierarchy. In looking at the student population a change has occurred.

Today the majority of our students are from non-traditional groups. They are over 21 years of age and do not have the qualifications normally associated with the traditional entrant at age 18.

However the system retains its competitive ethos and not all who are qualified gain places. Most students use a standard national application form which is then sent to a central clearing office. Disabled students can indicate their particular circumstances and needs on this form.

Supporting
students with
disabilities in
higher education
in the United
Kingdom in the
1990's

Alan Hurst
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Most undergraduate course take three years of full-time study to complete. Almost all universities now operate a system of qualifications based around the accumulation of credits. They also use a semester-based calendar.

Looking at costs, the tuition fees of full time students are paid by the state to the institution via the local education authorities. Students can also claim money to cover their costs of living although the amount they get is meanstested. Most disabled students qualify for some additional finance.

The institutions themselves derive their income from the number of students they recruit but this is tightly controlled with penalties for having too many or too few students. Institutions do not get any additional money for

work they might do specifically for disabled students.

Entry to Higher Education - The Student Perspective

Most institutions have policy statements outlining their approach to disability. It is important that these are presented in terminology acceptable to disabled people and in formats appropriate to different needs (e.g. Braille, large-print, etc.)

The prospectus offers information about courses and students are free to choose what and where they study. Hopefully it is the attractions of the course and the location rather than the support facilities which are the more important for disabled students.

There are also other sources of information, much of which is available from Skill: National Bureau for Students with Disabilities.

One point which the information should mention is the name of the person to contact at the university. At this point many disabled students are invited to visit the university to meet staff and to identify potential difficulties and strategies to overcome them.

It is useful if this happens as early as possible and sometimes before formal application is made. Admissions to courses are the responsibility of academic staff and they take decisions about the offers of places. The offers are made on academic criteria.

Once students are on course there are a number of other issues to address. Some of these relate to academic affairs - physical access to classrooms, libraries, etc. for wheelchair users, access to curriculum materials for blind and for deaf students, provision of technical equipment, alterations to assessment and examinations arrangements.

Other matters concern life outside the classroom: residential accommodation, health and safety, personal assistance, student social life, etc.

Underpinning much of the above there is the question of money. Many full-time disabled students do benefit from the improved financial arrangements introduced by the government in 1990 although these are not without serious problems.

Part-time and post-graduate students are not eligible for the money; for some students (most notably deaf students who use communicators) the sum available is inadequate; the system of distributing the money via local authorities is inconsistent and time-consuming. Other issues have arisen as a result of the huge rise in the number of students seeking financial support on the grounds of having dyslexia.

Entry to Higher Education

The Institutional View

Many universities have made progress in developing policies and provision for disabled students. At the University of Central Lancashire the aim has been to ensure that disabled students are as independent as their peers.

This means that disabled students should have as many choices as everyone else (e.g. about where to live, what to study, etc.) and that they should be responsible for taking decisions about their own lives.

To support the policies and provision the University has employed a significant number of staff and allocated financial resources. Efforts have been made to embed disability in all aspects of the University: publicity, admissions systems, administrative systems, course development and delivery, careers guidance, etc.

As with everything else it is important to monitor and evaluate these to ensure the quality of what is offered.

The University has benefitted considerably from participation in networks at regional, national, and international levels. Close links with Skill have been especially important and useful.

The Role of Skill: National Bureau for Students with Disabilities

Skill is the United Kingdom's 'umbrella' organisation. It is a small national charity based in London. Its concern is to develop opportunities for learning and training for people with disabilities and learning difficulties (irrespective of the nature of the disability or learning difficulty) in further, higher, and adult education. It is an organisation with and for disabled people (as opposed to being composed of disabled people) and those who work alongside them.

Anyone can become a member by payment of a subscription. This varies according to the categories of membership with the most expensive rate being for large institutional members and the cheapest for disabled students. Policy is decided by a Governing Council elected by the members and representing all sections of the membership.

The policy is implemented by a small team of full time paid staff led by the Director. Responsibility for ensuring that staff carry out the will of the Governing Council rests with a small Executive Committee elected by the Council and convened by the Chair of the organisation. Skill provides an information service open to anyone.

It publishes a journal regularly and also a series of more specialist publications. It has a

network of specialist groups which meet both at regional and national levels.

This link with the membership is of key importance in assisting Skill when trying to influence national policies. For example, in higher education, Skill played a vital part in securing the additional financial allowances for disabled students in 1990. More recently it has worked closely with the national higher education funding councils.

National Policy and the Funding Councils

As a result of the Further and Higher Education Act 1992 each of the four countries of the UK had a single funding council responsible for distributing money to the institutions. The government directed the funding council to consider the needs of disabled students when allocating money.

Each council approached this in a different way. Looking only at the biggest council, that for England, a small advisory group was established and was given £3M to distribute to support developments for disabled students. All institutions were invited to propose projects and to bid for a share of the money.

This exercise was introduced for 1993-94 and repeated for 1994-95. In each year there were many more bids than could be supported. Over the two years almost 100 projects were supported. Their focus was wide-ranging.

The impact of the two special initiatives was evaluated by an experienced professional consultant working closely with Skill. The Higher Education Funding Council itself produced a report on the first year and will also produce a second in 1996 in which the focus might be on offering more actual examples of good practice.

Throughout the duration of the projects, Skill published a termly newsletter to which all projects were invited to contribute short progress reports.

The initiatives have led to numerous benefits including the production of new materials, an increase in the number of meetings and conferences, etc. As the initiatives come to an end in mid-1995 there are concerns about how the progress made will be sustained. Already there are signs that in some institutions the projects will not be continued.

Current Concerns

In the space available it is impossible to identify all the concerns and so it has been necessary to prioritise and to identify four:

1. removing prejudice and attitudinal barriers - by improved and systematic awareness raising and training;
2. offering appropriate staff development opportunities and incentives to professionals

working with disabled students so that they can move towards parity of esteem with colleagues with whom they work in student guidance centres;

3. monitoring the quality of what is available and disseminating good practice - encouraging all institutions to participate in networks is a step towards this;

4. devising a permanent method of funding institutions for the additional expense they incur in developing policies and making provision for disabled students - without this and given the higher profile and regard for other activities such as research, there will be no incentive for institutions and indeed they might well see

spending money on this as a self-inflicted financial penalty.

Closing Comments

At the end of 1995 the United Kingdom will have antidiscrimination legislation relating to disabilities.

This has brought with it changes to educational legislation although how these will operate is unclear. It is likely that all institutions will be required to produce an official policy statement about what they are doing to meet the needs of disabled students.

What form this will take is open to debate

although discussions in parliament suggest that there are some concerns about trespassing on the traditional freedom of higher education institutions to do what they want.

There are signs also of attention being given again to the creation of 'centres of excellence' in terms of provision for disabled students. Both matters are worrying and it will be interesting to see how the funding councils respond to their new responsibilities.

In England at least a new small specialist advisory group is being formed to consider aspects of the policy statements and also strategies to provide funding on a more permanent basis.

The university's policy for people with disabilities

The University's policy on disability issues has its origins in 1972 when an addendum to the University's charter stated that :

Council and Senate have declared that persons with disabilities who are otherwise suitably qualified shall not be unnecessarily prejudiced on account of their disability in the enjoyment or exercise of all privileges, including admission to courses and appointment as members of staff and, recognising the special needs of persons with disabilities have resolved:

1. That all practicable steps shall be taken to ensure for them safe access and working conditions on the premises of the University.

2. That no application from a person with a disability who seems otherwise suitable shall be rejected before he/she has been given the opportunity of discussing how s/he would overcome his/ her difficulties with the relevant admissions officer or appointing committee.

Disability services at the University of Leeds

The University has a proven record of widening and improving access for people with disabilities. This year there are almost 300 students with disabilities at this University. Last year applications from more than 2,000 people with self declared disabilities were received at Leeds.

The University of Leeds has sought to respond to the needs of a rapidly increasing number of students (and staff) wherever the need has arisen or has been perceived. There is close collaboration between the Disabilities Services Centre, the Division Of Works And Services, Accommodation Office and the Central Administration.

Each year Disability Services produces a substantial handbook which deals with disability specific issues, campus facilities,

examinations, finance, accommodation, etc.. The documents that make up this handbook are available to anyone on request in all formats. Separate advice and information is available for lectures and tutors.

Activities of the Disability Services Office

The Department of Disability services has as its objective the creation of a level playing field for students (and staff) with disabilities. The objective is to create study and examination conditions whereby the standard and quality of a student's achievements are not affected by their disability.

This may involve the provision of support services and/or changes in the conditions under which examinations are taken. For example, the most common request is for extra time in examinations. Where this is appropriate examinations are taken in rooms set aside for "Special Circumstances".

The modification of examination conditions ranges from 10 minutes to 30 minutes per hour. Extra time is given for the use of a personal computer or, where required, an amanuensis.

The range of activities undertaken by Disability Services Centre includes: meeting potential students/applicants (and parents) with disabilities to assess individual needs, assisting and advising departments and admissions tutors as requested, liaising with the Safety, Security, Fire Officers, Works and Services, Architects, University Health Service,

Accommodation, on aspects of access, health, safety, and security of people with disabilities advising on the design and modification of accommodation and other university premises, liaising with Departments and the Registry on appropriate examination facilities, providing information on support services (e.g. CSV helpers) for students with severe disabilities, counselling current disabled students and parents, liaising with the Student's Union, liaising with Local Education Authorities, advising on the suitability and procurement of specialised equipment, conducting research into disability issues.

The geography of the University of Leeds

While the terrain on which the University is built presents its own difficulties something like 80% of the campus is now accessible to mobility impaired students and staff.

Ramps and wheelchair lifts have been installed in strategic places and the number of these is continuously to increased as new demands present themselves.

Because the University of Leeds is effectively built on the side of a hill vertical mobility within and around the buildings which form the campus is of paramount importance.

As buildings and lifts are refurbished the needs of people with disabilities are built into the new fabric.

These include not only considerations for people using wheelchairs and those with mobility difficulties but also those with visual and hearing impairment.

Fire doors have been modified to be held

open electro-magnetically and designed to close in case of fire. This has greatly reduced obstacles to mobility in some areas of the campus.

The inevitable conflict between accessibility and security is constantly borne in mind. In some buildings and on some routes across the campus automatic proximity opening doors have been installed, again improving access and removing obstacles to mobility.

Provisions for print disadvantaged students

This term includes those who are blind, partially sighted and those with disabilities such as dyslexia.

The University of Leeds Braille and Recording Centre is run in conjunction with the Royal National Institute for the Blind.

The Centre has 5 full time staff and utilises the services of around 140 volunteers a week. The Centre produces: pre-recorded audio tape, braille and tactile diagrams.

Provisions for dyslexia.

This is the largest single group of students with a disability. This year there are about 90 students with dyslexia at this University. These students require specialised assistance which is provided by a qualified tutor

Provisions for death and hard of hearing

In some lecture theatres there are induction loops and portable induction loops are available. Free note pads are supplied which produce automatic second copies. These can be given to the peers of death and hard of hearing students who can then supply such students with copies on lecture notes.

This year we have a professional note taker and specialised equipment to aid deaf students in lectures and seminars. This latter consists of laptop computers with additional full size keyboards.

The note taker types what the lecturer is saying, on the manual keyboard, and the student can see what is being said on the screen of the laptop computer.

At the end of a session the notes are of course available on disk or as hard copy. Textphones are being installed in main locations such as:

The Disability Services Office, Taught Courses Office, Accommodation Office, International Students Office, Health Centre, the rooms of deaf students, each warden's office or site office.

Provisions for severely disabled students

Defining the term 'severely disabled' is of course difficult. A severely disabled student

might be defined as someone who needs extensive personal care, may be unable to dress, undress or bath without assistance and requiring accommodation which has been specifically adapted.

Accommodation

The University has a number of places where people with disabilities can be appropriately accommodated depending on the type and extent of disability.

There is a specially designed unit for a severely disabled student: a bungalow, in the grounds of Tetley Hall.

This bungalow will house one severely disabled student and a carer. Having the bungalow in the grounds of a hall of residence has the virtue that it enables the student in question to be part of hall life.

Other services available to people with disabilities

Substantially, the University is a single site campus. It has Student Health Service, a comprehensive student counselling service, careers service, a specialist Office for International Students, and the Students' Union has a specialist welfare service.

Employers report that many graduate applicants for jobs seem vocationally unprepared, lack confidence and fail to make the most of their time at University to develop appropriate skills and interests.

It is clear that students who have developed clear aims and who understand the value of the skills, competencies and knowledge sought by employers are most likely to benefit from both academic and extra curricular activities.

Pilot projects : Personal Development Programme

As a basis for discussion the Workshop looked at the Personal Development Programme being developed at

The University of Edinburgh. This programme included:

- Personal and Career Development Records tailor-made for each subject area
- a supporting programme of departmental activities
- a central programme of skill and career taster courses run by employers, plus information on work experience opportunities.

The overall aim of the pilot projects which formed the Personal Development Programme was to encourage the identification and

The student Personal Skill Longbook as an instrument for personal and career development

Robert Porter
University of Edinburgh- UK

attainment of each individual's personal objectives through a process of planning, experience and reflection.

While appropriate objectives might be suggested the focus was on enabling each individual student to take control of his/her personal, academic and career development, thus enhancing the individual's motivation to take advantage of the range of development opportunities available within the course, the

academic department and The University and outside.

The Personal and Career Development Records (PCDR's) were designed to be of use throughout each student's course of study, linking closely with career planning needs.

Stage 1:

understanding of value of career planning and setting of objectives; appreciation of what future employers seek in terms of academic and personal development; appreciation of the value of work experience.

Stage 2:

use of departmental, central and outside opportunities for experience (eg 'Taster' courses, vacation work/courses, work shadowing) and development of skills and knowledge of the world of work; testing and clarification of career goals.

Stage 3:

appropriately timed strategy for achieving career goals (via employment, postgraduate study, other experiences); refining of job-hunting skills (targeting on appropriate career areas /employers/courses, using knowledge and skills developed and recorded in the Pcdr as a basis for written applications and interviews); use of

employer interview programme and other facilities offered through the Careers Service.

Outcomes

Pilot Project outcomes included :

- survey of skills developed across some 20 academic departments
- five pilot departmental PCDRs for Engineering, History, Sociology, Law and Arabic, with supporting programmes
- central programme of skills and career "taster" courses provided free by employers.

Evaluation of the pilot activities confirmed the assessment of student needs and the benefits of targeting material and activities for each subject area; confirmed the benefit students gain from contact with employers and alumni; identified an underlying need for confidence in students - in the skills and experience they have

to offer employers and in the student's own choice; reinforced the need for emphasis on personal transferable skills.

Future projects

Future plans are to build on the pilot projects and expand departmental work (most recently to include Accountancy, Business Studies and French) and the central programme of skills and career "taster" courses, plus work experience opportunities.

A mentoring programme for women students has also been successfully piloted.

A small Enterprise Continuation Unit has been created within the Careers Service to support the central developments while departmental developments are now embedded in the normal work of the Careers Advisers.

For the future it is clear that there are several key issues to be addressed and these were

discussed at length by members of the workshop:

- gaining the support and co-operation of academic staff for departmental developments
- motivating students to participate actively in the various activities
- establishing the expert role of Careers Service
- balancing central and departmentally based activities
- integration of personal and career development activities into the academic curriculum
- resourcing for development and maintenance of programmes.

The very different cultures of the Universities in different countries were noted; nevertheless there seems to be a growing awareness of the importance of transferable skills and career planning for students.

The personal perception of the learning situation and process, the new emotions arising during studies as well as maladjusted behaviour can hinder students' success.

Sometimes students stay in dysfunctional belief systems which again result in low academic achievement. Especially if students are not able to acknowledge an existing step towards successful action, they build up mental blockades against the creative process of studying.

A possible explanation for such negative self maintaining cycles can be found in the attribution theory of motivation and emotion by Weiner (1986) as well as in psychotherapeutic theory and practical experience.

An interruption of these individual negative belief systems can be an important starting point towards self-management in the academic world and in future professional life.

When students organise their success, they balance - they equilibrate to use the Piagetian term - in a new way their cognitive and emotional life in concrete actions.

In Weiners theoretical model the causal search eventually identifies the causal dimensions of locus, stability and controllability.

Significantly, the attribution of causal dimensions evokes specific feelings. Pride and self-esteem, hopelessness and hope, guilt and shame, anger, gratitude and pity relate to specific causal dimensions and expectancies.

For example, in the achievement domain the feeling of pride will generally result if a student is successful with an examination and attributes this outcome to his personal effort and (or) ability.

Interventions that enhance student personal effectiveness

Gerhart Rott
Bergische Universität, Wuppertal - D

This represents an internal locus of control. In the affiliate domain the same will be true in the case of description of success to a student's personality and/or attractiveness.

On the other hand Weiner observes the cases of failure, which people have attributed to stable internal causes. In those cases a change of self-concept, self-esteem and expectation of success can only be changed as a gradual process, as a moderate growth (Weiner, 1986, p. 234).

This notion can be generalised to the guidance action in higher education. In this sense studying is a form of personal growth in which students are aware of failures, but in which step by step, which might sometimes be quite dramatic, students incorporate the ability to integrate academic thinking in their personal emotional and cognitive life.

Higher education should encourage a process in which students feel enough

emotional security to integrate new knowledge, be flexible in their self-concept and allow their self-esteem to grow.

Students who constructively relate to the social context in and outside university and who actively acquire new knowledge - including the evaluation by themselves and in feedback and examinations by others - engage in actions that evoke new equilibration (Piaget, 1972) and are self-supportive (Rott, 1996, p. 282).

The workshop wanted to discuss some of these issues and to reflect on some of the personal strategies participants suggest to support students.

It wanted to improve their ability in supporting students to cope with the challenge to find a way out of feelings of failure, negative attributions and low self-esteem.

The course of the workshop

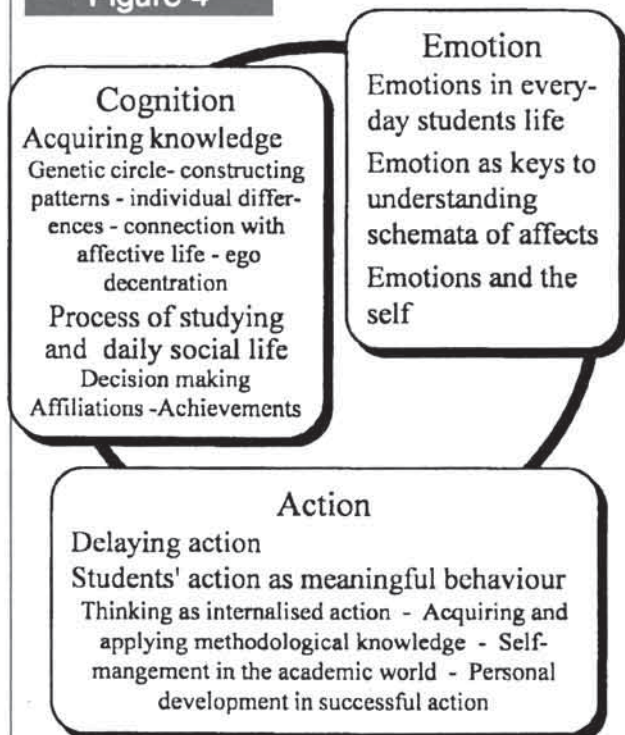
The introduction of the participants included their report on a successful event which they experienced during the week of the summer school.

The participants were asked to have a look at the thoughts and feelings accompanying this success and especially how this success helped them 'to feel at home' at the summer school.

Some theoretical and practical implications of counselling interventions, which want to support the student to find a way out of an impasse in his/ her life as a student, were discussed. Attention was given to following topics:

- a) Concepts which relate successful action to the self as e.g. self-respect and self-confidence (Kohut), self-awareness (Perls), organismic self and personal growth (Rogers),

Figure 4



Rott, 1996 (c Hogrefe & Huber Publishers, Göttingen)

Figure 5

Some interventions to encourage successful self management

- Cognition**
- To break down problems in small steps
 - To encourage alternatives
 - To open space for decisions
 - To develop criteria to make decisions
 - To provide information on the context and/or internal activities of information processing and learning
 - To clarify self-referenced cognitions
 - To explore abilities and the possibilities of effort
 - To identify success in past patterns of behaviour
- Emotion**
- Unconditional positive regard
 - Empathy
 - To enlarge awareness of emotions
 - To encourage awareness of inhibiting anger and/or anxiety
 - To use emotions as keys to schemata of affects
 - To support acceptance of difficult emotional conflicts and negative emotions
 - To open space for new emotional appraisals of experiences and to identify similarities and differences between past and present
 - To support the remembrance and the redefinition of past learning experiences
 - To support discovery of situations in which pride and self esteem can grow
 - To provide emotional security
- Action**
- To encourage activities 'in safe areas'
 - To collect success
 - To reconstruct successful behaviour
 - To help to understand existing activities as starting points of purposeful action
 - To evaluate habits in their holistic function
 - To transform conflicting action tendencies into activities which are acceptable, manageable as well as goal and context oriented
 - To support an active interactive reinforcement between academic achievement, positive affiliations and individuation (specifically psychological)
 - To support the balance of students cognitive and emotional life in concrete actions
 - To explore action control skills
 - Integration of the triangle: I am, I will, I can

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self-worth (Satir), self-efficacy (Bandura), self-conceptualisation and self-esteem (Epstein), self-management (Kanfer), etc.

b) The interaction between cognition (thoughts), emotion (affects) and action (behaviour). These interactions were closely related to guidance in higher education (see figure 4)

c) Weiners attributional theory was looked at using his summarising model which explains linkages between cognitive and affective and behavioural consequences in terms of causality.

d) Final interventions to encourage self management were outlined. The importance to have a flexible knowledge about different intervention strategies and about cognitive,

emotional and action based methods were discussed and suggestion for possible interventions were made (see figure 5).

Finally some role playing was used to activate the group involvement.

The participants were divided into small groups and they were given the following task : identify a client who stays in negative belief systems, who does not expect to be successful and with whom the counsellor has reached an impasse in the counselling process.

The participants had to identify basic elements of the conflict, persons and institutions involved, aims aspired, abilities concerned, and past efforts and failures.

The group decided upon one case study for role play. The workshop leader started the contact with the colleague who played the role of a client and tried out some interventions. Other participants were free to come in as counsellors and work with the client.

After finishing the role playing we talked about the many issues the case presented and the different ways of addressing these with more cognitive, emotional or behavioural directed interventions. We looked closer at the ways the students might find a way out of his impasse.

This role play and discussion proved to be very helpful to participants in highlighting some key issues of the counselling and guidance context.

Le rôle du conseiller universitaire dans l'orientation des élèves de second degré de l'enseignement secondaire: cadre théorique et pratique en France

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Cadre théorique

La guidance dans les écoles secondaire est confiée pour une grande partie aux spécialistes qui ne sont pas toujours en étroite liaison avec l'enseignement. Trop longtemps les enseignants du secondaire ont considéré la guidance comme ne faisant pas partie de leur tâche.

Ils ont limité leurs tâches à la transmission de connaissances, étant uniquement responsables de la qualité de l'enseignement et non du succès de l'étudiant.

Les responsables de l'enseignement réalisent de plus en plus que la séparation du processus d'éducation et du processus d'enseignement dans des tâches spécialisées ne mène pas aux résultats attendus. Dans certains pays, la guidance devient une partie intégrante des programmes et des tâches des enseignants.

Ceci est aussi bien le cas pour le soutien dans le domaine de l'orientation scolaire et professionnelle que celui de la guidance personnelle et l'aide dans les problèmes d'études.

La question centrale devient à ce moment : qui est responsable et pour quoi. Une analyse de la pratique actuelle de la guidance mène à la mise à jour de six modèles d'acteurs qui peuvent être classés suivant deux variables : niveau de spécialisation et niveau d'insertion dans l'enseignement.

Les modèles sont :

- l'expert externe :

c'est un spécialiste de haut niveau avec une formation de longue durée, qui limite ses actions sur un terrain assez défini. Son champ d'action concerne surtout le diagnostic différentiel et la remédiation sur le plan individuel. L'expert externe opère entièrement en dehors de l'enseignement

- l'expert interne :

est comparable à l'expert externe mais est intégré dans l'organisation de l'enseignement, même s'il ne prend pas part à l'instruction à proprement parler.

- le spécialiste interne :

est un enseignant qui, après une formation de durée moyenne, se spécialise dans la guidance des problèmes liés à un des trois domaines.

Le spécialiste interne continue encore à enseigner pour une partie de son temps. Il joue un rôle considérable dans la détection différenciée des problèmes, le développement et l'installation des actions préventives ou curatives.

Il doit attacher beaucoup d'importance aux actions en faveur de la dynamique du groupe (classe).

- le mentor et les tuteurs :

sont des enseignants qui en premier lieu sont responsables de l'instruction, même si une partie de leur temps de travail est consacrée à la guidance.

Ils sont particulièrement responsables de la détection des problèmes qui peuvent se poser dans le domaine de l'orientation scolaire et professionnelle, les problèmes personnels et les problèmes d'études.

En plus ils doivent, après consultation avec leurs collègues, communiquer ces problèmes éventuels aux spécialistes ou experts et apporter leur soutien aux actions préventives et curatives.

- le "cluster team" :

ceci est une approche de l'enseignement dans laquelle on ne fait pas une distinction entre la guidance et l'instruction. Une équipe d'enseignants est responsable aussi bien du transfert des connaissances que du bien-être de l'individu et du groupe.

Ces modèles ne sont pas opposés, au contraire ils se complètent. Les différents acteurs dans la guidance doivent néanmoins définir clairement sur quels niveau et terrain se situe leur contribution. Un modèle envisageable consiste à répartir les tâches suivant trois niveaux (voir figure 6, p.56).

L'enseignant constitue le premier niveau. Quoique chaque enseignant joue un rôle dans le processus de la guidance, certains parmi eux doivent prendre un rôle plus important. Les spécialistes internes constituent le deuxième niveau.

Dans de grandes écoles, il est probable qu'une partie des tâches du deuxième niveau ou même leur totalité vont être réalisées par des experts internes (par exemple des psychologues, etc...).

Les spécialistes internes ou externes

constituent le troisième niveau. A ce niveau se situe aussi le développement des outils de détection, de prévention et de remédiation des problèmes.

Par exemple les conseillers d'enseignement supérieur peuvent jouer ce rôle, particulièrement dans l'orientation scolaire et professionnelle.

La situation en France

Les tendances actuelles en France sont un bon exemple de la façon dont les conseillers d'enseignement supérieur jouent un rôle dans l'orientation scolaire des lycéens.

Les structures de l'orientation en France

Dans le secondaire, autour des Rectorats, le Service Académique d'Information et d'Orientation dirige dans chaque "bassin de formation" un Centre d'Information et d'Orientation. Dans chaque établissement, des Conseillers d'Orientation-Psychologues (Cop) prennent en charge les élèves.

Dans l'enseignement supérieur, les Services Communs Universitaires d'Information et d'Orientation (Scuio) ont, dans chaque Université, la responsabilité de l'accueil, l'aide à l'orientation, l'aide à l'insertion professionnelle des étudiants.

Des Conseillers d'Orientation, tous issus des CIO, assurent le lien entre ces deux structures. Ils sont en nombre beaucoup trop faible; leur service s'effectue pour moitié dans l'enseignement supérieur. Ce lien s'avère très ténu car de très nombreux lycées n'ont aucun lien avec le monde universitaire.

Les questions posées

Il convient de

- donner une information sur les cursus aussi précise que possible. Les Conseillers d'Orientation du secondaire, sans lien avec le supérieur, ont beaucoup de mal à suivre les développements des très nombreuses filières universitaires.

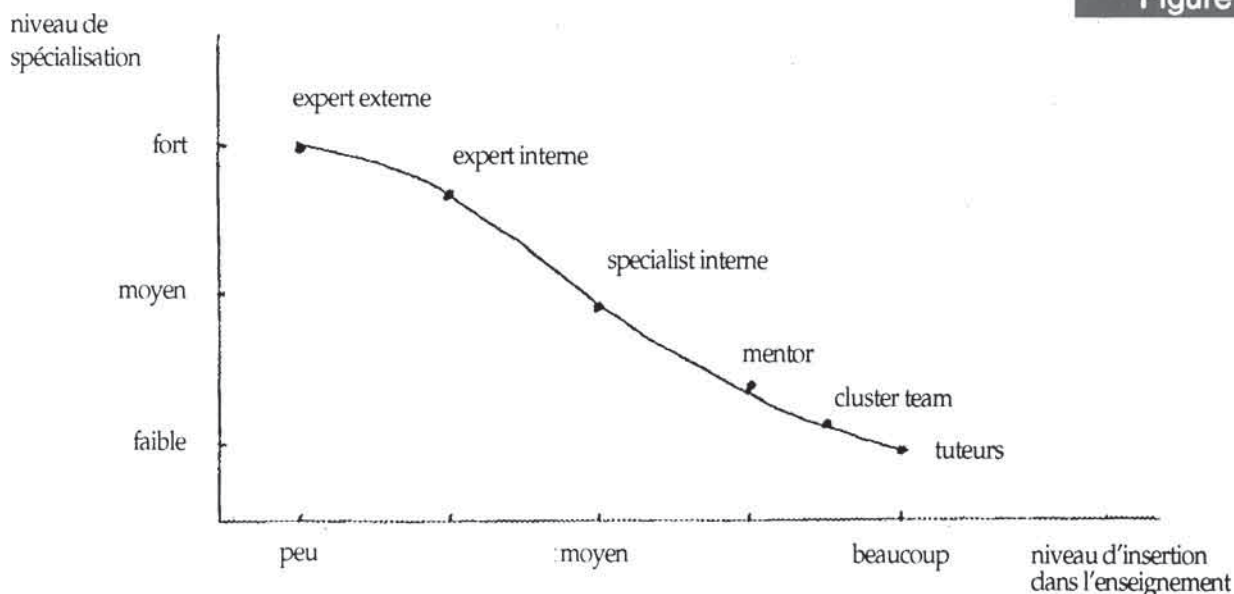
- affronter une vision réaliste du marché de l'emploi et par conséquent des incidences sur l'orientation des élèves à l'entrée dans l'enseignement secondaire.

Pour répondre à ces deux questions, il est essentiel que les lycéens soient en contact avec le monde universitaire au moment de l'élaboration de leur projet professionnel.

Les réponses

a) Une intervention directe d'un "messenger" de l'Université dans chaque établissement secondaire a initialement été pratiquée. Cette méthode n'a pu être perpétuée car le nombre d'établissements à contacter n'a cessé de croître pour un nombre faible d'informateurs.

Figure 6



b) d'autres méthodes directes ont été développées:

- élaboration d'une documentation la plus complète possible, susceptible d'être diffusée.
- utilisation de la communication moderne, vidéo, minitel,.....
- journées portes ouvertes dans les Universités au cours desquelles les enseignants du supérieur rencontrent les Lycéens
- organisation durant l'année de terminale d'un "premier cours" portant sur une discipline non étudiée dans le secondaire (droit, psychologie)
- salons (tels le Salon de l'Étudiant ou "Les sésames")
- participation d'élèves du secondaire aux forums Universités-Entreprises leur ouvrant des informations sur les possibilités d'insertion professionnelle.
- structuration de l'accueil à l'Université au moment de l'inscription

c) formation de relais

Malgré toutes ces possibilités d'intervention, une action directe auprès de chaque lycéen ne peut être assurée; il faut donc, parallèlement aux actions directes, développer l'information de nos partenaires, relais de

l'enseignement secondaire: COP, Professeurs, Educateurs. Les parents d'élèves, via leurs associations peuvent également être contactés.

Plusieurs dispositifs sont actuellement envisagés:

- Stages de formation de ces partenaires : 83 % des Scuio organisent des stages destinés aux COP et aux professeurs de lycée.
- Stages de Conseillers d'Orientation au sein des Scuio permettant une meilleure approche de l'enseignement supérieur.
- Des groupes de réflexion pédagogique, instaurant des contacts au niveau de l'enseignement entre professeurs du secondaire et du supérieur de même discipline, permettent de mieux cibler le profil de l'élève susceptible de s'orienter vers la discipline en question et donc d'aider à son orientation.

Discussions

Au cours de l'atelier, le modèle théorique a été discuté. Le rôle des conseillers universitaires dans l'enseignement secondaire est, dans tous les pays, clairement réduit à celui de spécialiste ou expert qui opère sur le troisième niveau.

En particulier, le développement des

instruments pour aider les enseignants et conseillers du secondaire est considéré comme une des voies à suivre. Certains représentants défendent l'idée que les conseillers universitaires doivent mettre en œuvre leur tâche de soutien au moins deux à trois ans avant la transition vers l'enseignement supérieur.

Deux expériences réalisées dans les Universités d'Ile-de-France ont été discutées en détail.

1. La préparation d'un salon. Dans une classe de lycée, avant la visite du salon "Les Sésames", les élèves réfléchissent à ce qu'ils veulent voir lors de leur visite. Un document de préparation a été rédigé par un "comité de pilotage" comportant des Universitaires et des Conseillers d'orientation. Les élèves se présentent au salon en ayant mieux identifié leurs objectifs de visite.

2 Organisation de stages de formation concernant les filières de l'Université. A Paris XI, au sein de l'UFR Sciences, un tel stage d'un jour 1/2 a lieu chaque année. Il permet la formation des relais: Conseillers d'Orientation, Administration, Enseignants du secondaire.

These study-visits co-ordinated by Fedora members based at Irish Universities, provided the opportunity for Irish Universities to highlight to European visitors noteworthy features of their institutions as well as to familiarize their visitors with the Irish University system, with aspects of their institutions, participation in EU programmes and especially with best practice in student services.

The venues offered provided a choice between a day out of Dublin including the possibility of visiting Northern Ireland, or remaining at a Dublin University.

Comment was highly favourable on the quality of the visits, the interests they provided, and the opportunity to promote and develop professional contact given.

Universities visited included:

Dublin City University

Dublin City University (DCU) was established in 1980 in response to the challenges being set for higher education by rapidly diversifying industrial and business sectors in Ireland and UK. In 1995, there were 4,500 students on campus, participating in degree programmes which contain a co-operative education element.

Outline of the Study-Visit

Co-ordinator: Muireann Ni Dhuignéain

The organization of the Student Services Unit was explained and its activities outlined with emphasis placed on its particular approach and methodology, as well as on its support system for disabled students - as requested particularly by participants.

The Eu and international orientation of Dcu was illustrated by both staff and students participating in Eu programmes and after lunch and a guided tour of the Campus, participants were given the opportunity to meet colleagues in their own research field.

University of Limerick

The University of Limerick (UL) is a new University, three miles from Limerick City with 9,000 students (3,000 part-time). A key feature of UL is the Co-operative Education Programmes which involves placement of students as part of their academic programme.

Outline of the Study-Visit

Co-ordinator: Patrice Twomey

The visiting advisers were introduced to the University with particular emphasis being placed on the Co-operative Education and Careers Services as well as the Student Personnel Office.

Study-visits to Irish Universities

Visites d'étude aux Universités Irlandaises

*Colette Aungier
Trinity College, Dublin - Irl*

After lunch, the Erasmus Office presented its work, followed by a visit to the residential Student Village and to the Hunt Museum based at the University.

University College Dublin

University College Dublin (UCD) is the largest University in Ireland with approximately 15,000 students. Its main campus is at Belfield (5 km south of Dublin City).

Outline of the Study-Visit

Co-ordinators: Sandra Walker & Carmel O'Sullivan

The visit began with a talk on the University and its facilities. Contributions were made by representatives of the Student Health Service, the Careers and Appointments Service, the Dean of Women Students and the Chaplains.

After lunch, there was a tour of the Campus, followed by visits to various offices and Services including the Access Office for Students with Difficulties.

Queens University of Belfast

Queens University of Belfast (QUB) celebrated its 150th anniversary in 1995. It has 13,000 students and places strong emphasis on research as well as a wide range of taught masters courses.

Outline of the Study-Visit

Co-ordinator: Jean Stirrup

The visit began with calls to the Careers Advisory Service, the International Liaison and Student Counselling Offices.

After lunch, the group visited the Institute of European Studies and met the Student Support Services Officer.

Trinity College Dublin

400 years old, the University is situated in the centre of Dublin and has over 12,000 students.

Outline of the Study-Visit

Co-ordinator: Eric Guiry

The visit began with presentations from the Dean of Graduate Studies, the Head of International Student Affairs Office, the Liaison Officer for Students with Disabilities, the Medical Director of the Student Health Service and the Director of the Careers Advisory Service.

After lunch, a tour of the College took place concentrating mainly on a visit to see the Book of Kells.

Ces visites d'étude coordonnées par les membres de Fedora en place dans les universités irlandaises ont fourni l'occasion pour les universités de mettre en lumière pour les visiteurs européens des aspects remarquables de leurs institutions tout autant que de leur permettre de se familiariser avec le système de l'Université irlandaise, avec le profil de leurs institutions, avec leur participation aux programmes de l'Union européenne et en particulier avec les dispositifs les plus performants mis à la disposition des étudiants.

Les lieux de visite proposés offraient le choix entre une journée à l'extérieur de Dublin avec la possibilité de visiter l'Irlande du Nord ou de demeurer à Dublin.

Les échos furent très positifs tant sur la qualité des visites que sur la nature des intérêts qu'elles ont soulevés et la possibilité de mener et de développer des contacts professionnels.

Les universités visitées comprenaient :

Dublin City University

Dublin City University (DCU) a été fondée en 1980 pour faire face aux défis imposés aux établissements d'enseignement supérieur par les changements rapides que connaissent les industries et les entreprises en Irlande et en Grande-Bretagne.

En 1995, le campus comprenait 4.500 étudiants engagés dans des programmes d'études qui font une place à l'enseignement coopératif.

Résumé de la visite d'étude :

Coordinateur : Muireann Ni Dhuignéain

On a expliqué l'organisation et les activités de l'Unité des Services aux Etudiants en soulignant les particularités de son approche et de sa méthodologie et en insistant - à la

demande des participants - sur le système d'aide aux étudiants handicapés.

L'orientation européenne et internationale de DCU a été illustrée par la participation et du staff et des étudiants à des programmes européens.

Après le déjeuner et une visite guidée du campus, les participants ont eu l'occasion de rencontrer les collègues de leur champ de recherches homologue.

Université de Limerick

L'Université de Limerick (UL) est une nouvelle université, située à trois miles du centre de la ville.

Elle comporte 9000 étudiants (3000 à temps partiel). Un des programmes "phares" de UL est le "Co-operative Education Programme" qui implique pour les étudiants un stage faisant partie de leur formation.

Résumé de la visite d'étude :

Coordinateur : Patrice Twomey

Les conseillers visiteurs ont reçu une information focalisée sur les services d'Education Coopérative et des Carrières, ainsi que sur le Bureau du Personnel Etudiant.

Après le déjeuner, le Bureau Erasmus a présenté ses activités. Ensuite était programmée une visite au Village Résidentiel des Étudiants

et au Musée de la Chasse situé à l'Université.

University College Dublin

L'University College Dublin (UCD) est l'institution universitaire la plus importante d'Irlande. Elle accueille environ 15.000 étudiants. Son campus principal est installé à Belfield (5 km au Sud du centre de Dublin).

Résumé de la visite d'étude :

Coordinateurs : Sandra Walker & Carmel O'Sullivan

La visite débuta par une conversation sur l'Université et ses infrastructures. Y participaient des responsables du Service de Santé des Étudiants, du Service d'Orientation Professionnelle et de l'Emploi, la Doyenne des Étudiants et les Aumôniers.

Après le déjeuner, les invités ont fait le tour du Campus puis ont visité différents Services et Cellules, notamment le Bureau des Étudiants en Difficultés.

Queens University of Belfast

Queens University of Belfast (QUB) célébrait son 150e anniversaire en 1995.

Elle compte 13.000 étudiants et met l'accent tant sur la recherche que sur un large éventail de possibilités de masters.

Résumé de la visite d'étude :

Coordinateur : Jean Stirrup

La visite a débuté par des entretiens avec les responsables du Service d'Orientation, du Bureau de Liaison Internationale et de la Cellule de Conseil Psychologique.

Après le déjeuner, le groupe a rendu visite à l'Institut des Études Européennes et a rencontré le responsable des Services d'Aide aux Étudiants.

Trinity College Dublin

Vieille de 400 ans, l'Université est située en plein centre de Dublin et comporte plus de 12.000 étudiants.

Résumé de la visite d'étude :

Coordinateur : Eric Guiry

La visite a commencé par les présentations du Doyen des Études Doctorales, du Directeur du Bureau des Affaires Etudiantes Internationales, du Responsable de Liaison de la Cellule des Étudiants handicapés, du Directeur médical du Service de Santé des Étudiants et du Directeur du Service d'Orientation Professionnelle.

Après le déjeuner un tour du Collège était organisé avec un temps d'arrêt privilégié à la bibliothèque pour admirer le Book of Kells.

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Programme

All Summer School activities will be hosted in the Trinity Conference Centre, Arts Building, TCD. The plenary sessions will take place in the "Ussher Theatre" of the Conference Centre.

MONDAY 21st AUGUST

14h00 - 16h30

Registration
Trinity Conference Centre,
Arts Building, Trinity College.

Evening

Reception and Fork supper

TUESDAY 22nd AUGUST

9h15 Welcome to Summer School
Colette Aungier, TCD,
Co-ordinator Planning Committee
Dr Lucia Berta, President of Fedora

9h30 Introduction to Conference
Themes by Theme Co-ordinators
Val Butcher, Myriam Van Acker
and prof. Dr. Raoul Van Esbroeck

10h00 Keynote Address
Change: a precipitant of growth and stress?
Prof Dr. A. Clare, Trinity College,
Dublin [Irl]

11h00 Coffee / Tea

11h30 Keynote Address
La transition entre l'enseignement
secondaire et l'université:
bilan d'un ensemble de recherches
Prof Dr. J.-M. De Ketele,
Université Catholique de Louvain [B]

12h30 Lunch, Dining Hall, Trinity College

14h00 - 16h30
Workshops
Coffee/Tea available during afternoon

Evening

Visit Georgian House or
Literary Pub Crawl

WEDNESDAY 23rd AUGUST

9h30 Keynote addresses
Integration of Disabled University
Students in Sweden
Ms Majken Wahlström, Stockholm
University [S]

Disabled Students in Higher
Education: Support in European Countries
Ms Myriam Van Acker,
Katholieke Universiteit Leuven [B]

11h00 Coffee / Tea

11h30 Keynote Address
Educational and Vocational Guidance
in the EU
Mr Tony Watts, Director, National
Institute for Careers Education
and Counselling [UK]

12h30 Lunch, Dining Hall, Trinity College

14h00 - 16h30
Workshops
Coffee / Tea available during afternoon

Evening

Visit Georgian House or Literary
Pub Crawl

THURSDAY 24th AUGUST

Day-long Study-Visits
Dublin City University – The Queens
University Belfast – Trinity College Dublin –
University College Dublin – University of
Limerick

FRIDAY 25th AUGUST

9h30 Keynote Address
The New EU programmes (Leonardo
and Socrates) and Guidance Workers
Dr Irving Mitchell, Higher Education
Unit, Task Force of the European
Commission for Human Resources,
Education, Training and Youth, EC

11h00 Coffee / Tea

11h30 Keynote Address
Guidance for Academic Success in
Higher Education :
a quality assurance framework
Ms Vivienne Ravis,
Higher Education Quality Council [UK]

12h30 Lunch, Dining Hall, Trinity College

14h00 - 16h30
Workshops

Evening

Reception and Summer School Dinner

SATURDAY 26th AUGUST

10h00 Coffee / Tea

10h30 Overview of School
Reports on the theme Workshops
by theme co-ordinators

Closure of the School
Dr Lucia Berta, President of Fedora

12h30 Lunch

Afternoon

Optional excursion outside of Dublin
(Wicklow Tour)

Programme

Toutes les activités de l'université d'été se déroulent dans le Trinity Conference Centre, Arts Building, TCD. Les sessions plénières auront lieu dans le "Ussher Theatre" du Conference Centre.

LUNDI 21 AOUT

14h00 - 16h30

Accueil des participants
Trinity Conference Centre,
Arts Building, Trinity College.

En soirée

Réception et Dinner

MARDI 22 AOUT

9h15 Mot de bienvenue

Colette Aungier, TCD,
Coordinatrice du Comité organisateur
Dr Lucia Berta, Présidente de Fedora

9h30 Introduction aux thèmes des cours par les coordinateurs d'ateliers
Val Butcher, Myriam Van Acker et Prof.
Dr. Raoul Van Esbroeck

10h00 Séance plénière

Changement : facteur de développement
et de stress ?
Prof Dr. A. Clare, Trinity College, Dublin

11h00 Café / Thé

11h30 Séance plénière

La transition entre l'enseignement
secondaire et l'université : bilan d'un
ensemble de recherches
Prof Dr. J.-M. De Ketele, Université
Catholique de Louvain [B]

12h30 Déjeuner, Dining Hall, Trinity College

14h00 - 16h30

Ateliers
Café / Thé pendant l'après-midi

En soirée

Visite Maison Géorgienne ou Tour
Guidé des Cafés Littéraires

MERCREDI 23 AOUT

9h30

Séances plénières
L'intégration des étudiants handicapés
dans les universités suédoises
M. Majken Wahlström,
Stockholm University [S]

Les étudiants handicapés dans
l'enseignement supérieur : l'aide dans
les pays européens
Mme Myriam Van Acker,
Katholieke Universiteit Leuven [B]

11h00 Café / Thé

11h30 Séance plénière
Orientation scolaire et professionnelle
dans l'UE
Mr Tony Watts, Director, National
Institute for Careers Education and
Counselling [UK]

12h30 Déjeuner, Dining Hall, Trinity College

14h00 - 16h30

Ateliers
Café / Thé pendant l'après-midi

En soirée

Visite Maison Géorgienne ou Tour
Guidé des Cafés Littéraires

JEUDI 24 AOUT

Visite d'études

Dublin City University – The Queens
University Belfast – Trinity College Dublin –
University College Dublin – University of
Limerick

VENREDI 21 AOUT

9h30

Séance plénière
Les nouveaux programmes de l'UE
(Leonardo et Socrates) et les conseillers
Dr Irving Michell, Unité
d'enseignement supérieur, Task Force
Ressources Humaines, Education,
Formation et Jeunesse de la
Commission européenne

11h00 Café / Thé

11h30 Séance plénière
L'orientation académique pour la
réussite universitaire : un cadre pour
un gage d'assurance qualité
Mme Vivienne Ravis, Higher
Education Quality Council [UK]

12h30 Déjeuner, Dining Hall, Trinity College

14h00 - 16h30

Ateliers

En soirée

Réception et Dîner de l'Université d'été

SAMEDI 21 AOUT

10h00 Café / Thé

10h30 Bilan de l'Université d'été
Rapports des ateliers de travail
par les coordinateurs

Clôture de l'Université d'été
Dr Lucia Berta, Présidente of Fedora

12h30 Déjeuner

Après-midi

Possibilité d'excursions en dehors
de Dublin (Wicklow Tour)