

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

Marjatta Lairio & Sauli Puukari
University of Jyväskylä



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

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



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

Marjatta Lairio & Sauli Puukari
University of Jyväskylä

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

1998

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

Copyright

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

Legal Deposit: D/1998/7553/5

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

FOREWORD

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

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

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

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

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

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

Joachim Klaus
President, FEDORA

Content

Preface

1. Summary 1

2. Structures 4

2a. Main guidance and counselling services and systems 9

2b. Commentary 12

2b.1. Universities 12

2b.2. Polytechnics 20

2b.3. General Comments on the Guidance and Counselling Services and Systems 24

2b.4. Special Challenges 27

3. Roles and Tasks 30

3a. Tables 31

3b. Commentary: roles and tasks 38

3b.1. Universities 39

3b.2. Polytechnics 40

3b.3. General Trends 41

3c. Detailed profiles 42

4. Training and Qualifications 54

4a. Introduction 54

4b. Commentary: training and qualifications 58

4c. Detailed profiles 60

5. Conclusions 63

References 67

Appendices 69

Preface

This report is the Finnish contribution to the LEONARDO project on "New Skills for Vocational Guidance in Higher Education" initiated and organized by FEDORA. The report follows the format set by the FEDORA project team.

The basic information for the Finnish report was collected and prepared by an expert working group that included the authors of this report and the following other three members: academic officer Riitta Kesonen, University of Jyväskylä, Faculty of Education, career advisor/coordinator Juha Lahti, University of Jyväskylä, Career Services (*työelämäpalvelu/ ura- ja rekrytointipalvelu*), and study advisor Anne Hytönen, Jyväskylä Polytechnics. In addition, Ms. Raija Friman has made telephone interviews to obtain basic information from universities and polytechnics locating in different regions of Finland. Throughout the report the text has been built on research studies, information obtained from data bases and field interviews and reflections of the working group and the authors.

After the draft version of the report was prepared, it was sent to a rating group comprising 11 experts. The members of this group were selected to represent:

- * Universities and Polytechnics
- * different regions of Finland
- * various services provided by the institutions
- * The Finnish School Counsellor Association

Since there are considerable differences between different universities and different polytechnics, the members of the expert rating group were selected from experts who have had a fairly long and versatile career. This made it possible for them to evaluate the tables and give feedback that was used in finalizing this report.

It must be emphasized that the tables in this report contain information that represent the "average situation". There are essential differences between the institutions, educational sectors, faculties, departments and individuals. The information in the tables will be used for cross-national comparisons between EU countries. Therefore, it does not necessarily

do justice to intra-national differences, and this must be kept in mind while reading the tables. The commentary sections contain some information on this variability.

Please note that many English terms for institutions discussed in this report are followed by a Finnish equivalent term in parentheses.

Finally we wish to extend our gratitude to all the members of the expert working group and to the members of the expert rating group who have given us information and comments that have been valuable in completing this report.

Marjatta Lairio and Sauli Puukari

September 1997

1. Summary

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

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

The report is organized according to the structure followed by all the EU Member States to make possible comparisons in the project's synthesis report.

Section 2 provides an overview of the Finnish education system and the main guidance and counselling services and systems in Finnish higher education. Finnish higher education was reorganized in a reform that resulted in a parallel system with academically oriented universities and vocationally oriented polytechnics. It should be noted that the polytechnics are currently in the process of developing their guidance and counselling systems. Therefore, the information and evaluation of the polytechnics is only tentative and major differences exist between different polytechnics.

The main guidance and counselling services described above are outlined and commented upon in terms of:

* *The main functions of the services.* At universities, the various services deliver a balance of educational, vocational, and personal guidance and counselling. At polytechnics, the guidance systems usually concentrate either on educational or on vocational guidance; personal guidance services (e.g. psychotherapy) are available outside the polytechnics through public health services.

* *The extent to which the services are financed and/or managed by the institution or by other authorities (e.g. central government or local authorities).* The majority of Finnish

higher education guidance and counselling services are financed and managed by the higher education institutions themselves.

* *The extent to which the services are physically and/or organizationally part of the institution or external to it.* Services are, almost without exception, both physically and organisationally part of their institutions.

* *Target group.* Practically all the services are available to all students.

* *The degree of integrational separation between the services, and the linkages between them.* Most of the university guidance services have both informal and formal linkages and some of them have systematically integrated their services. However, it seems that currently the university guidance system consists of so many services - some of which are only recently established - that a lot has to be done to make the guidance system work in an integrated way. Polytechnics are in the process of developing a more systematic structure for the guidance services, and it is too early to evaluate how the linkages are working.

This section contains discussion on how well the services cover the needs of particular target groups, such as handicapped students, and students from other countries. Most of the guidance services have not focused on any special target groups.

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

- * *Educational* guidance on choices of educational options, and learner support. This is an important area of guidance for many of the guidance and counselling staff.
- * *Vocational* guidance on choices of, and transitions to, occupations and work roles. This is an important area for the guidance and counselling staff working in units specializing in vocational guidance.
- * *Personal* guidance and counselling on personal and social issues. At universities, this is an important area of guidance for the psychologists working at the Finnish Student Health Service. Polytechnics have fewer guidance services that include personal guidance.

A commentary discusses the roles and tasks in relation to the following aspects: a more diverse student population; the European dimension in guidance provision; the use of new technologies in guidance; and changes in the relationship between educational, vocational and personal guidance. This section includes detailed profiles of Academic officers, Career advisors, and Study advisors.

Section 4, on training and qualifications, includes a table and commentary on the training of guidance and counselling staff. Almost all the members of the higher education guidance staff have a 4/5- year university degree (Master's degree). Some of them have a

degree in psychology and some have a school counsellor training background. However, the majority of the guidance personnel lack substantial training in guidance and counselling.

In *conclusion*, the Finnish higher education guidance and counselling system offers a variety of services that cover quite successfully the different areas of counselling (educational, vocational and personal). The guidance staff has a good academic basic education but needs a stronger training in guidance and counselling. Although the guidance services at the universities cover the areas of guidance and counselling quite well, they need to be more closely and systematically linked together. Polytechnics are still developing their guidance and counselling systems and it remains to be seen how well they can provide the students with services that meet their needs.

2. Structures

This section contains a brief overview of the Finnish education system including some important notes regarding changes in educational policy that are essential for understanding the present situation and the variations between educational institutions.

The Finnish education system includes:

Pre-school level:

- 1) Voluntary pre-school education in children's day care centres (kindergartens) and comprehensive schools (age 6)

Primary level:

- 2) Comprehensive school, lower stage (primary level, from age 7), upper stage (lower secondary level, from age 13)

Upper secondary level:

- 3) Upper secondary schools (*lukio*, from age 16) or
- 4) Vocational schools (from age 16)

Higher level:

- 5) Universities (from age 19), and
- 6) Polytechnics (from age 19)

The following section gives an overview of the Finnish higher education system, beginning with the university system and followed by the polytechnics.

Universities

Institutions

There are 20 universities in Finland, with a combined student population of 135,000, of which approximately 3,000 are students from abroad studying for a degree. The annual intake is about 18,000 students, which represents one quarter of the age group. Ten of these institutions are traditional multidisciplinary universities (*yliopisto*) and ten are specialised institutions (*korkeakoulu*). The latter comprise three schools of economics and business administration, three universities of technology and architecture, a university of industrial arts, an academy of fine arts, one music academy and one theatre academy. In addition, university-level education is provided in one military academy, the National Defence College, under the Ministry of Defence. All universities are maintained by the State. They enjoy a high degree of autonomy in organising teaching, research and other internal matters (NBE, 1996)

Admission

Any student who passes the Finnish matriculation examination is eligible for university education. Since 1991, college and higher vocational level diplomas awarded by vocational institutions have also provided the same eligibility. In addition, the International Baccalaureate and the Reifeprüfung confer eligibility. Applicants educated abroad may be admitted if they are eligible for university studies in that country.

The universities decide upon their own entrance requirements. The selection criteria and application deadlines vary between the institutions, the fields of study, and even between the disciplines in the same field of study. Admission is based on an entrance examination or on school certificates, and usually on both. *Numerus clausus* is in use in all fields of study. Fewer than 50% of the 40,000 or so applicants gain admission to university. Students at Finnish universities pay a small tuition fee, which entitles the student to benefits including the health services (currently approximately 500 FIM), and taking a degree is free. Students can apply for financial assistance from public funds (NBE, 1996).

Women became more prominent in Finnish higher education during the decade from 1983 to 1992. According to national statistics, the number of women academics increased from 28% to 35%. There are, however, significant differences between the disciplines and between academic posts: professors are mainly men (81%) whereas other academic teaching posts are to a greater extent held by women. At the national level, 61% of full-time teachers (those teaching full-time without permanent status) are women and 54% of lecturers are women. Over 50% of the posts in the humanities, agriculture and forestry are held by women, whereas the technical areas are dominated (88%) by men. The most radical changes have taken place in humanities, agriculture, forestry and medicine, where the proportion of women has increased from 10% to 15% during the last ten years (SVT, 1993). These trends seem to indicate that the number of women is increasing in all professional groups (Välimaa, 1994).

Degrees

Finnish university degrees correspond to Bachelor's, Master's and Doctor's degrees. In most fields students also take a Licentiate's degree before going on to a doctorate. Between 1994 and 1996, a new two-cycle degree structure has been introduced in most

university disciplines, with most fields adapting a new Bachelor's level degree as well as more broadly based curricula. Previously, most studies led up to a Master's degree; Bachelor's degrees existed only in a few fields of study.

The aim is now for students to complete the Bachelor's degree in three years, and the Master's degree in five years of study, or two years after completing the Bachelor's degree. The average time taken to complete a Master's degree is actually 6.5 years, ranging from 4.5 years in health care to 10 years in architecture. The average age at which students complete their Master's degree is 27. The amount of time taken to complete postgraduate degrees varies greatly. Finns complete their doctorates rather late by international standards, at the age of 37 on average. In 1995, Finnish universities awarded 9,800 Master's degrees, 1,450 Bachelor's degrees, 790 licentiates and 770 doctorates (NBE, 1996).

Studies

With the new degree structure, a clearly subject-based syllabus was adopted in most fields, in contrast to the previous multidisciplinary degree programmes. The new structure usually combines studies in one major subject and in one or more minor subjects. The academic year usually begins in September and ends in May. It is divided into two terms. Most universities are active throughout the year and offer special summer courses and extra examinations over the summer (NBE, 1996).

Open university education

Open university education offers people the possibility to participate in university education regardless of the level of education they have completed. As its name implies, this is a system of study with no formal admission requirements. Students follow studies included in the degree programmes of universities, as well as other, separately organised studies.

Future prospects

In 1995 the new Government fixed guidelines for higher education up to the year 2000. Education and research are seen crucial to Finland's strategy for the future. The guidelines emphasize the social accountability and efficiency of the higher education system and of

the individual higher education institutions. The watchwords in education will be high quality, educational equality and the principle of lifelong learning. Nationally, higher education institutions are seen as part of the national development strategy, helping the national economy in the world market-situation. In practice, higher education institutions are expected to "do more with less". The role of assessment and evaluation is seen as essential to support the achievement of the national goals (Välilmaa, 1996).

An important part of this policy has been to encourage educational institutions to work more closely with other institutions in different fields and at different levels of the education system, as well as with the local community and work places. Finland's membership of the European Union has given a further boost to the concept of comprehensive development in cooperation with local businesses and organisations (NBE, 1996).

Polytechnics

Polytechnics are sometimes also called AMK institutions (*Ammattikorkeakoulu*). The Finnish government passed legislation on experimental polytechnics in 1991, and on the basis of the positive results obtained, the polytechnic system was made permanent in March 1995. In autumn 1997 there are 16 permanent and 14 temporary polytechnics in Finland (Statistics on Education in Finland, 1997). The general aim of the new polytechnics is to raise the standards of higher vocational education by developing programmes for a new type of academic degree in vocational higher education. These degrees have a vocational emphasis whereas academic degrees at the universities are more theoretically oriented. This vocational higher education reform can also be seen as a way of rationalizing the structure of the education system (NBE, 1996, p.45).

A licence to run a polytechnic can be granted to a local authority, a joint municipal board, or a registered Finnish foundation or association. The most common operators have been joint municipal boards (NBE, 1996, p.46).

The polytechnics offer instruction in the following fields:

- * natural resources
- * technology and transport
- * administration and commerce
- * hotel and restaurant and home and institutional economics
- * social services and health care
- * culture
- * recreation and sports

Most of the polytechnics are multidisciplinary. The largest fields of study are technology and transport, administration and commerce, and social services and health care. These fields together cover about 80% of the students in polytechnics. During 1992-96 the number of study programmes in polytechnics increased from 48 to 69 and the number of available alternative course of studies within the study programmes varied between 162 and 194 (Numminen et al., 1997).

All students who have completed their upper secondary education (general or vocational) are eligible to apply for admission to a polytechnic. Polytechnics are expected to have an annual intake of 24,000 young students and 9,000 adult students at the beginning of the 21st century. Most of the existing vocational colleges will be upgraded to polytechnics step by step, finally leading to a system with only universities and polytechnics providing higher education for graduates of the secondary level (NBE, 1996). The proportion of female students at polytechnics was 49% in 1995. Most of the selected students (over 70%) were from the upper secondary schools (*lukio*).

Links to working life and international connections are emphasized in the polytechnic system. An important part of the polytechnic degree programmes is a compulsory on-the-job training period. The scope of the programmes varies from 120 to 160 credit units, where one credit unit equals approximately 40 hours of study. Completing a degree usually takes 3 or 4 years. Polytechnics are expected to face the new challenges of the rapidly changing labour markets and international markets by building networks facilitating the planning of studies that meet the requirements of various employers. Polytechnics - and the universities - are also creating ways to encourage their students to establish their own enterprises by offering enterprise education in various forms.

2a. Main guidance and counselling services and systems

Table 1 presents the main guidance and counselling services in the Finnish higher education system. The table provides a simplified view of the university and polytechnic guidance and counselling systems, while the commentary section (2b) contains a more detailed description of the systems.

Only services and systems that are mainly operating among students in higher education are included. Under location is indicated whether the service is based inside or outside the institution. Under extent is indicated whether the service or system is present in all institutions, in most, in some, or only in a few. Under level is indicated whether the service is: (1) part of the formal teaching function (first-in-line); (2) linked to the formal teaching function, but with some degree of specialisation (second-in-line); or (3) separated from the formal teaching function, and offered by specialists (third-in-line).

The concept of level is part of the holistic student-centred guidance model, which is being used as a descriptive model in this survey (Van Esbroeck, 1997; Van Esbroeck & Watts, 1997).

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

Service/system	Funding/administrative control	Location	Extent	Level	Target-group
Student Services (<i>Opiskelijapalvelu/Opintoimisto</i>)	funded & controlled by the university	inside	all universities	3	all students
Career Services (<i>Työelämäpalvelu/ Ura- ja rekrytointipalvelu</i>)	funded by government ¹ ; controlled by gov. & university	inside	all universities	3	all students
Labour Force Service ² (<i>Työvoimapalvelu</i>)	funded & controlled by government	inside or outside	all universities	3	all students
AURA projects ³ (<i>AURA-projektit</i>)	funded by government; controlled by the university	usually inside the university	all universities	2	3-5 year students unemployed graduates
International Units (<i>Kansainvälinen yksikkö/Kansainväliset asiat</i>)	funded & controlled by the university	inside	all universities	3	all students
Guidance services in the faculties (<i>Tiedekunnan ohjauspalvelut</i>)	funded & controlled by the university	inside	all universities	3	all students
Guidance services in the departments (<i>Laitosten ohjauspalvelut</i>)	funded & controlled by the university	inside	all universities	2	all students
Finnish Student Health Service (<i>Ylioppilaiden terveydenhoitosäätiö</i>)	funded & controlled by foundation ⁴	usually inside	all universities	3	all students

Notes:

1 Special funding from the Ministry of Education until the year 2000. 2 Refers to special services available for university students organized in collaboration with the university Career Services (see the commentary section). 3 A long-term special project, not (yet) a permanent part of the guidance and counselling system of the universities. 4 See the commentary section for more details.

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

Service/system	Funding/administrative control	Location	Extent	Level	Target-group
Student Affairs Office/Student Services ⁵ (<i>Opintoasiaintoimisto/Opiskelijapalvelut</i>)	funded & controlled by the polytechnic	inside ⁶	all polytechnics	3	all students
Career Services ⁷ (<i>Ura- ja rekrytointipalvelut</i>)	funded by government & controlled by the polytechnic and local labour officials ⁷	inside ⁶	currently, most polytechnics	3	all students
Guidance and counselling services in individual institutions ⁸ (<i>Ohjauspalvelut yksittäisissä oppilaitoksissa</i>)	funded & controlled by the polytechnic	inside	all polytechnics	2	all students
International Relations (<i>Kansainvälisten asioiden toimisto/yksikkö</i>)	funded by government and the polytechnic; controlled by the polytechnic	inside	all polytechnics	3	all students

Notes:

5 Student Affairs Offices exist in the central administration and in some large individual institutions. 6 Since the polytechnics consist of several individual institutions in a large region, the distances may be long, although the offices are inside the polytechnics. 7 Many of the polytechnics are in the process of developing Career Services, some of them have started pilot programmes 1995-96, funded by the government; in the future, funding is likely to come from both the government and the polytechnic. 8 Considerable differences exist between different polytechnics and institutions with regard to the organization of the guidance and counselling services.

2b. Commentary

This section will outline the main higher education guidance and counselling services and systems as well as linkages between services inside the institutions. Universities and polytechnics will have their own sections. First there is a section dealing with individual guidance and counselling services and systems, followed by a section containing a more general discussion on these services and systems.

2b.1. Universities

Introduction

The recent rapid increase in the number of students has speeded up changes in the administration of student affairs as part of the general reform of internal university administration. The universities engaged officers to deal with the practical questions of studies and admissions, to give advice on degrees and studies, and to report on matters related to the administration of degrees. The degree reform carried out in the late 1970s called for more detailed regulation of the structure and content of degrees and studies at the university and faculty level, increasing the administrative duties involved.

The main target groups for student counselling are applicants, new students, mature students, students nearing graduation, and exchange students. Information and counselling related to admissions are generally handled by each university's central administration. More detailed faculty counselling consists of the provision of written material as well as advice on all matters related to studies and career choice. At the department level, teachers are responsible for supervising students in their special subjects.

Most universities offer a one-week orientation course to help new students plan their studies. Tutoring also begins at this stage, taking different forms in different universities. Usually tutoring is organized jointly by the university and student organizations and is given to groups of no more than ten students, with an older student of the same subject acting as tutor. The idea is to help the student get started, acquaint him or her with the physical and social study environment, and facilitate adjustment to a new phase of life

The success of tutoring is assessed through questionnaires completed by the new students and through feedback obtained from the tutors.

The scope of counselling has broadened in recent years, as has demand. This is the result of:

- * expanding open university instruction and other adult education;
- * the increasingly heterogeneous student body and the need for individual study arrangements;
- * the growth of inter-university cooperation;
- * the expansion of international student exchanges and the growing number of foreign students;
- * the deteriorating employment situation.

The universities have assigned resources to meet demands arising from the internationalization of studies and the resulting need for counselling, but only a few universities have so far been able to offer careers guidance to students approaching graduation.

A working group organized by Ministry of Education came into the following conclusion: "On the whole, the counselling system works satisfactorily" (Higher Education Policy in Finland, 1995, p. 87). The most pressing needs are:

- * more tutoring by teachers;
- * enhanced recruitment services facilitating job placement;
- * better services and counselling for international student exchanges

(Higher Education Policy in Finland, 1995, p. 87).

Student Services (Student Affairs Offices) in the Central Administration

Student Services (*opiskelijapalvelut/ opintotoimisto*) are under the central administration of the universities and mainly focus on educational counselling. In many universities, Student Services manage the guidance and counselling of university students: for instance, the International Unit and the Career Services may administratively be part of Student Services. A major part of the work of Student Services is to provide students and prospective new students with general information on the university and its degree

programmes. Student Services administer the student registration, and if the students make the registration personally, Student Services may often work as a "first-aid" information provider. In addition, training of student tutors is organized by Student Services. General information-giving and referral would probably best describe the most typical activities during direct client-contacts. An academic officer is responsible for Student Services together with study advisors.

Career Services

The Career Service system is one of the most recent additions to the Finnish university system: it was established during 1994/95. The Ministry of Education allocated a special budget for the first, few years of the Career Services, which will be available until the year 2000. After this, the universities will be expected to allocate money from their own budgets and other external sources. The main purpose of the Career Services is to facilitate university students' employment by providing them with guidance and counselling services. Career Services concentrate mainly on vocational guidance, with some activity in educational guidance as well. An important part of the work of the Career Services is to build links to working life, including both the public and the private sectors. This networking enables the Career Services to fulfil its main task: employment of students.

In some universities the Career Services work directly under the central administration and in others they are a part of a continuing education centre. The organizational structure of the Career Services is a "flat" one with very little hierarchy. The activities are typically planned together in small teams, sometimes with external representatives from the university, from local or regional labour offices or from working life. Larger career service units may have a director who does not directly work with clients but concentrates on building networks inside and outside the university. Smaller centres tend to appoint one of the career advisors as the head of the service.

Career Services work in close cooperation with local labour force services (*työvoimapalvelut*) (see below) which are run under the Ministry of Labour. Together with the local labour officers, Career Services have established "job centres" (*työtori*) - small service centres where students can drop in and pick up information on available work or

can consult a career guidance psychologist. Physically these job centres can be in the same office where Career Services are, or they may be located in a separate office in the city near the university. The career guidance psychologists who work with the Career Services are financed by the Ministry of Labour, and are formally employees of the local or regional labour offices. They are professional counsellors who may concentrate exclusively on the career counselling of university students. Most Career Services have one career guidance psychologist working for them. In these units, the other members of the personnel have a minor role in personal guidance and counselling, but concentrate more on building links to businesses, collecting relevant information, designing and updating databases and WWW pages, etc.

Career Services have close links to the so-called AURA (*AmmattiUran Rakentaminen Asiantuntijalle/Building a Professional Career for an Expert*) projects that were also established to facilitate the employment of university students and unemployed graduates (see separate description of AURA projects (*AURA-projektit*) below). The difference between the Career Services and the AURA projects is that Career Services concentrate on short-term counselling and vacancy information, whereas the AURA projects concentrate on designing tailor-made training programmes based on their clients' profiles to help them find a job.

So far most of the work of Career Services has been focused on building networks to working life and on providing direct guidance and counselling for individual students. One of the challenges in the near future is to build closer and more personal links to different faculties and departments inside the university. Career Services have also collaborated with student unions, where some inquiries among the students have shown that students in the humanities in particular have serious difficulties in finding a job in the current labour market and that the departments are not active enough in responding to the new demands of the labour market.

One important part of the work of Career Services is to organize short-term courses for students shortly before their graduation on how to present themselves effectively and how to behave in job interviews. This is an area where university students have often not been

very skilful, particularly if they are entering the private sector. These courses have been popular and the feedback has generally been positive.

Career Services have printed a number of brochures presenting their services and short-term courses. Many also publish their own magazine, often containing interviews with their customers, and articles on the services provided by the centre, about current trends in the labour markets, and about career opportunities.

Labour Force Service

Labour Force Services are available for all Finns and for foreigners with a work permit who are searching for a job. Since these services, with the exception of special forms of collaboration with university Career Services, are not specific to university students, they are only briefly discussed here. As described earlier, there are career guidance psychologists appointed by local Labour Force Services to work particularly with university students and unemployed graduates. In addition to these psychologists, there are labour force consultants who work especially with university students, providing them with new information and short-term counselling. The Labour Force Service concentrates almost entirely on vocational guidance.

AURA Projects

An interesting recent addition to the Finnish university system is the AURA projects that were initiated to facilitate employment of unemployed graduates and of university students who are completing their degrees. AURA is an abbreviation for *Ammattiuran Rakentaminen Asiantuntijalle*, which can be literally translated as: Building a Professional Career for an Expert. AURA projects offer students assessment-based training. New customers go through an evaluation of their present situation using expert interviews, paper and pencil tests and other means of assessment, and design tailor-made study programmes in cooperation with various university departments, units in continuing education centres, and labour officers.

AURA projects work in the continuing education centres of the universities. Their most important administrative links are with directors and boards of the continuing education centres, and with university boards. Other important links are with the Ministry of

Education, the Ministry of Labour, and the Enterprise Services Unit at the Ministry of Trade and Industry. A major proportion of the funding is provided by the Ministry of Education.

The AURA projects work in close cooperation with labour officers, university departments and different departments in continuing education centres. Regional labour officers together with the staff from the AURA projects select the students from among the applicants, and the labour officers also handle applications and other paper work of the European Union's European Social Fund projects designed by the AURA projects. Enterprise Services at the Ministry of Trade and Industry provide funding for expert tutors who guide students during their practice periods in so-called KEKO (*KEhittämisKOulutus-ohjelma*/Personal Development Training Program) training programmes that last 6 months. The aim of these programmes is to equip university students with knowledge and skills they need in working life, particularly in the private sector.

The trainers in AURA projects do not all have a university background, but they all have extensive field experience and often also have work experience in the private sector. The staff members in AURA projects who are involved in guidance and counselling are: project managers, planning coordinators, and to a small extent also programme secretaries. Project managers in the AURA projects have various tasks that include approximately 50-60% general management, 5-15% teaching, and 20-30% career planning services for the students.

In a follow-up study by Heiskanen (1996) relatively positive results were obtained regarding the employment of the students trained in the AURA projects. The study was based on questionnaires that were sent to previous participants. The study did not include specific questions dealing with guidance and counselling services, but covered a range of aspects for evaluating the general impact of AURA projects.

International Units

International Units (*kansainvälinen yksikkö/kansainväliset asiat*) have been established in Finnish universities, mostly during the last ten years alongside the growth of international activities. Particularly after Finland joined the EU, the numbers of international exchange

programmes and of international activities in general have increased. International Units are responsible for giving both their incoming and outgoing students the guidance and counselling they need to adapt to their new situation. International Units work under the central university administration with links to faculties and departments who are either sending students abroad or receiving them.

A major proportion of the units' activities are concentrated on general information-giving about the study opportunities and options, but more personal questions are also dealt with. The main focus is thus on educational counselling with some activity in personal guidance. International Units usually have a good selection of brochures and books in English which contain basic information on studying in Finland in general, on the particular university, on services available for students in Finland etc. Study coordinators and academic officers are the two groups of staff members who are most closely involved in the field of guidance and counselling.

One important area of work in the International Units is building a network of student and teacher tutors for incoming foreign students. These tutors are persons to whom the foreign students can go with any questions. The tutors then provide them with the help they can, and refer students to people who are better equipped with knowledge and expertise where this is needed. International Units have also created a network of host families who meet the foreign students regularly and help them in adapting to Finnish society.

Guidance Services in the Faculties

The faculty level, although small in terms of full-time workers, has an important role in the guidance and counselling system of the universities. In most cases, guidance services in the faculties (*tiedekunnan ohjauspalvelut*) are given by academic officers. They concentrate mainly on educational guidance and have some involvement in personal guidance. The faculty office is usually staffed by workers who focus mainly on administrative tasks, but occasionally may be involved in providing some general advice to students in the faculty. The importance of the faculty level is that the general guidelines and development projects regarding the activities in the departments - including guidance and counselling - are created at the faculty level. It should also be noted that academic officers in the faculties are often key persons who have close links to the departments and

to various other guidance and counselling units at the university. More detailed descriptions of the guidance and counselling activities of the academic officers can be found in section 3c.

Guidance Services in the Departments (*laitosten ohjauspalvelut*)

Many departments have assigned the coordination of guidance and counselling to departmental secretaries. The guidance and counselling activities of departmental secretaries are often similar to those of academic officers in the faculties, except that they operate at the departmental level. Some departments may have assigned the coordination of guidance and counselling matters to a lecturer or an assistant. Teachers in the department (professors, lecturers, part-time teachers, assistants) participate in counselling by advising students on questions related to their field of expertise. The counselling they provide has a clear emphasis on educational guidance, even though it may also include some personal and vocational guidance.

The main topics of guidance and counselling deal with clarification of study options, and to some extent requirements of the labour market, which hopefully will gain more attention in the future. In some departments, the departmental secretary keeps contact with the "field" by contacting e.g. employment authorities and employers, particularly with regard to work practice or feedback information on graduate placement, or the relevance of the study programmes. This feedback information can then be used for curriculum development.

Some departments have introduced a tutor teacher system, where a staff member (e.g. assistant, lecturer) is assigned to assist new students in their studies and in planning their studies. This procedure aims at increasing contact between students and academic staff, at promoting good study habits, and at preventing drop-out (see e.g. Kuure, 1995.)

The Finnish Student Health Service

The Finnish Student Health Service (FSHS) (*vlioppilaiden terveydenhoitosäätiö, YTHS*) was founded by the National Union of Finnish Students in 1954, having its roots in the 1930s. It covers all - more than 130,000 - university and college students in 16 towns and cities, and provides students with preventive health care, medical care, mental health care,

and dental health care. Almost all kinds of health services the students may need, with the exception of hospital treatment, are included in the programme.

FSHS is financed by the Social Insurance Institution, the students and student unions, the university towns and cities, and the State of Finland. Every student pays a health care fee to the FSHS. The amount is determined by the FSHS Delegation, and is collected along with the Student Union membership dues. In addition to the health care fee, students are charged small separate fees for consultations and treatment at the student health centre. Capital costs are funded separately. Most student health centre premises are located in university buildings and are owned by the State. Four centres are owned by the Student Health Association, the financing background organization of the FSHS. The Association has built premises for the student health centres in Helsinki, Tampere, Turku and Joensuu.

The highest decision-making body of the FSHS is the Delegation; the majority of the Delegation consists of students (38 members out of 70). The Delegation is responsible for approving the budget and the annual report, as well as for planning the activities. There is an Executive Board, which meets monthly and supervises the functioning of the 16 student health centres. The Executive Board bears most of the responsibility and is the decision-making body for the service.

Being an organization founded and largely administered by the students, the FSHS is an example of freedom from prejudice, of desire to experiment and of the spirit of inquiry. Students' efforts in the work of the FSHS have been supplemented with experience, expertise and financial aid from many parts of society, especially in the fields of public health and higher education (Finnish Student Health Service, 1995).

2b.2. Polytechnics

Introduction

Since the polytechnics are a very recent addition to the Finnish education system, it will take some years before their guidance and counselling services and systems are completed and tested. Many polytechnics are now in the process of developing their services and systems. Therefore, the information presented here regarding the polytechnics has to be

treated as tentative. Furthermore, at the time this report was prepared, there were no databases available containing systematic information on guidance and counselling services and systems and on personnel working in this area. This is why practically all the figures in the tables related to the polytechnics are estimates. These are also the reasons why the sections dealing with polytechnics in this report are shorter than the ones dealing with universities. Although the situation of polytechnics with regard to guidance and counselling is still "unstable", we nonetheless wanted to include polytechnics in this report, because they form a very important part of the Finnish higher education system and particularly because guidance and counselling are likely to be very important for their further development.

As noted earlier, most of the polytechnics are multidisciplinary. They were largely established by bringing together former vocational colleges representing different fields in the same region under the same central administration in order to facilitate more effective usage of common resources, such as information technology and library services. Given this background, it is obvious that it takes time before the different learning and teaching cultures of the former vocational colleges are integrated into new ones that are shared by the whole polytechnic. Guidance and counselling services in polytechnics are usually divided between the central administration and the individual institutions, the central administration taking responsibility for the general guidance and institutions for the more subject-related study guidance.

There are considerable differences between different polytechnics and therefore it is very difficult to prepare a detailed description of their guidance and counselling services and systems. The following is a general description of the systems that exist in many polytechnics in one form or another:

- (1) Student Affairs Office (*Opintoasiaintoimisto*) in the central administration.
- (2) Career Services, usually in the central administration (pilot programmes in some polytechnics)
- (3) Guidance and counselling services in individual institutions (*Ohjauspalvelut yksittäisissä oppilaitoksissa*)
- (4) International relations (*Kansainvälisten asioiden toimisto/ yksikkö*)

Student Affairs Offices

Student Affairs Offices (*opintoasiaintoimisto*) are often run by the central administration, but large individual institutions inside a polytechnic may have their own Student Affairs Offices. Their main activities have to do with student registration, providing students with information on their studies, and maintenance of student databases. With regard to guidance and counselling, Student Affairs Offices are more oriented towards general study advice that has to do with registration, and obtaining general information about the institutions within a polytechnic. Student affairs officers who work in Student Affairs Offices are the group that can be considered professional counsellors, since general study guidance is an important part of their tasks. However, it must be noted that they also have many administrative tasks, such as general information dissemination for prospective new students through different media. Other officers in the student affairs offices provide technical support by taking care of routine activities, such as typing, updating the student databases, delivering study guides etc. There are also student affairs officers in individual institutions who typically have a lower-level degree than officers in the central administration. They engage in some activities in the field of guidance and counselling that are similar to the student affairs officers in the central administration. However, the student affairs officers in individual institutions have many other responsibilities as well, and guidance and counselling cannot be regarded as a major part of their work. Therefore, this occupational role is not included in the tables in this report.

Career Services

Career Services (*ura- ja rekrytointipalvelut*) are a developing area in polytechnics. With university Career Services as an example, the Ministry of Education, the Ministry of Labour and the National Board of Education have initiated pilot programmes with some polytechnics and vocational schools to develop Career Services for the vocational education sector too. As with university Career Services, local and regional labour officers are looking for effective ways of collaborating with Career Services at the polytechnics and vocational schools. However, since the number of students in vocational education is much higher than in universities, the links cannot be as close and intensive as with universities (Muistio, 1996). It should be noted that many vocational schools and colleges have a long tradition of building links with working life inside both the public and the private sectors. Students who have had their on-the-job training period in a certain

company or organization may later have an opportunity to become employees in that same place. The purpose of the new Career Services system is to systematize, increase the efficiency of, and extend career service activities to all vocational schools and polytechnics.

Guidance and Counselling Services in Individual Institutions

Guidance and counselling services (*ohjauspalvelut*) here refer to professional guidance and counselling services provided by study counsellors and to other guidance and counselling services provided by other staff members and students. Typically, the study counsellors work in counselling on a part-time basis, alongside teaching obligations. Some polytechnics also have full-time study counsellors. The number of study counsellors, and their background education, varies between different polytechnics, and also between different educational sectors within the same polytechnic. Most of the study counsellors work in individual institutions. These institutions represent a particular educational sector, such as "technology and transport", and may have a number of degree programmes. Large institutions may appoint study counsellors (usually part-time) for a selected group of degree programmes.

An important part of guidance and counselling services in polytechnics is the tutoring system that is common to all polytechnics. This service includes teacher tutors and student tutors. The student tutors help newcomers in their orientation to their new studies and to the polytechnic by giving advice on practical aspects of studying, student associations, finding people and places, selecting courses etc. Tutoring by mature students (usually 2/3-year students) is mainly directed at first-year students, whereas teacher tutors work with the students for a longer period of time, helping them to select optional studies, providing counselling on learning difficulties, and working as advocates for the students where needed. The tutoring system includes training for both the student and teacher tutors, but it is not considered as professional guidance and counselling in the sense that the term is used in this LEONARDO project.

Other groups of staff who often have some roles in guidance and counselling are: senior lecturers (*vliopettaja*), and heads of programmes. Senior lecturers represent a particular field of expertise, such as international marketing. Two main areas where senior lecturers

have guidance and counselling roles are supervision of the thesis and selection of subjects when the student wants to specialize in a certain field. Heads of programmes are responsible for degree programmes and may be involved in providing students with guidance within the degree programme.

International Relations

International Relations (*kansainvälisten asioiden toimisto*) refers to units that have been established to serve the guidance needs of foreign students and outgoing exchange students, and international networking in general. The names of these units as well as the administrative solutions vary between different polytechnics. Currently the funding of International Relations (*Kansainvälisten asioiden toimisto/ yksikkö*) comes partly from the national government and partly from the polytechnic. In future the polytechnics are likely to be expected to fund International Relations from within their general budgets.

Many of these units are actively involved in assisting institutions within a polytechnic to build international networks and administer collaborative projects, e.g. EU programmes. This is in contrast to the universities, where the International Units concentrate on student guidance and exchange programmes with little or no involvement in general networking or administration of international projects. The guidance and counselling is mainly focused on educational guidance with some activity in the area of vocational counselling.

2b.3 General Comments on the Guidance and Counselling Services and Systems

Universities

In addition to persons working professionally in counselling services, there are a number of other people responsible for counselling. The teaching duties of university teachers (professors, lecturers, part-time teachers, assistants) include counselling on questions related to studies in their own field. The counselling they provide has a clear emphasis on educational guidance, even though it may also include some personal guidance, whereas vocational guidance is very limited among university teachers.

Students starting their university studies may get counselling from student tutors who are second or third-year students in the same field. The university Student Affairs Office

organizes the training of student tutors. The training takes three days, and the trainers represent faculties and departments, Finnish Student Health Services psychologists and the Student Union. The contents of the training cover general issues related to studies, student aid and housing, and leisure time. Student tutors are selected on the basis of proposals made by subject departments. Tutor counselling has a clear emphasis on educational guidance, but personal guidance is also a natural part of it.

The Student Union has taken part in the organization and development of student counselling services at universities. All employees of the Student Union participate to some extent in the counselling work; the union's university policy secretary is responsible for study counselling and connections to the university administration and subject organizations; the union's social secretary attends, among other things, to questions related to students' subsistence and housing.

The Student Affairs Office functions as an organ of cooperation on certain counselling matters. For example, it coordinates the register of student achievements, student selection, and the production of the university's general guides and selection guides. Student Affairs Office staff are primarily responsible for technical study counselling, such as questions related to the registration of study credits, degree requirements, practical examination arrangements etc. The counselling they give is mainly practical information on general questions related to studies.

Among the different areas of counselling, vocational guidance has become important only in the last few years as separate units have been established in universities (Career Services, Labour Force Services, AURA projects). Personal guidance, on the other hand, has largely become the responsibility of the Finnish Student Health Services psychologists who have special training in this field.

The Career Services, the Labour Force Services, and the AURA projects set up within the university, work in close cooperation with each other, but their linkages with the faculty and departmental level are still at an early stage of development. The reason for this is that at the beginning, the emphasis was on constructing linkages with working life, and on securing basic functions and financial foundations. For the time being, these services

function on temporary grants, but there are plans to place the activities of these units on a regular basis and to make their financing a part of the university budget. The International Unit is responsible for the counselling of foreign students and students who enter foreign exchange programmes through the university. This calls for close cooperation at faculty and departmental level: for example, a teacher from a subject department will be appointed as the person responsible for foreign students.

Practically all university counselling services in Finland are free of charge to students except for a nominal fee which the Finnish Student Health Services charges for therapeutic psychological counselling.

Polytechnics

The counselling system of polytechnics is only just taking shape, as is the whole Finnish system of vocational higher education, which in a way is based on secondary-level institutions of education. Their counselling systems are, however, not constructed according to secondary-level models; instead, each polytechnic is developing a counselling system suitable for itself. The construction of counselling systems is at different stages in different units, because some of the polytechnics still function as temporary units, and there are great differences in the organization of counselling services, even within one polytechnic. However, in a few years, as the polytechnics start functioning on a regular basis, their counselling systems are likely to become a stable and regular part of their operations.

Teachers (senior teachers, vocational teachers) are an important part of the counselling system in polytechnics, even though they are not counted as proper counselling professionals according to the criteria of the LEONARDO project. They have a central counselling role in questions that pertain to the planning of studies and placements related to their own vocational fields. Since polytechnics consist of educational institutions in many different fields, study counsellors are not always able to offer adequate counselling on field-specific vocational questions important in the selection of study entities, and in placements in working life.

Career Services are a new counselling unit in polytechnics and their aim is to build up linkages with working life and to promote students' placements in working life. As in universities, Career Services in polytechnics function on the basis of temporary grants, and their activities have not yet become fully established. The aim is to increase cooperation at least with employment authorities.

International Relations are managed via the central administration of polytechnics, but many individual institutions also have international coordinators who in their own units take part in the organization of international relations, and student and teacher exchange programmes. They also take responsibility for the counselling of exchange students and those returning from such exchanges .

As a rule, there is no separate student health care system for polytechnic students, but they may use the municipal health care and mental health care services.

2b.4 Special Challenges

Diverse student population

Because of budget restrictions, many universities have reduced their administrative staff including people working in guidance and counselling. The only exception are the International Units and Career Services which have been established to face the new challenges: increasing numbers of incoming and outgoing exchange students, and the difficulties experienced by students in securing employment. Polytechnics are in a different situation in that they have been provided with money to establish a new system. However, the guidance and counselling systems in polytechnics are still under construction and it remains to be seen how well they will respond to the needs of students with disabilities.

There are some systematic activities on the guidance of students with disabilities in some universities. For instance, the University of Jyväskylä has organized a special tutor course for 2nd and 3rd-year students who want to become tutors for students with disabilities. It is also worth mentioning that Kynnys ry, an association for people with disabilities, has been active in influencing university policy to pay attention to the needs of students with

disabilities. As a rule, students with disabilities are as far as possible integrated into the university's general teaching and counselling services; specific problems are treated individually case by case.

Generally, international students and student exchanges can be regarded as the area where both universities and polytechnics have successfully responded to the new requirements. In polytechnics, the mature students are a group which does not have proper guidance and counselling services. Also, universities must further develop the guidance and counselling services for adult students in their 'open university' activities. Mature students are a challenge to universities in general since the number of this group of students has increased during the last few years.

Currently, international students are often served through International Units, particularly during the first weeks after entering the university. In addition, the faculties and individual departments participate in the guidance of international students. Given the increasing number of international students in the future, both academic officers and departmental secretaries should be able to serve both domestic and international students. International Units and regular student guidance may in some cases be too separated from one another: they should be closely linked. The number of specific ethnic groups is small. Therefore, no special attention has been paid to different ethnic groups among the students. They use the guidance services available for all students.

New technologies

There is awareness of the significance of new technologies in counselling, but their use is not yet very widespread. The role of technology in counselling is included in, for example, CIMO's publications and the plans of the Ministry of Education and the National Board of Education. Broadly-based and coordinated cooperation between universities and polytechnics is needed, in order to ensure that the supply of web-documents, for example, adequately covers different educational fields. Employment authorities offer information about vacant study places and jobs on the WWW or as mailing lists; these can also be utilized in higher education counselling. There are some computer-assisted career-guidance programs in comprehensive schools and upper secondary schools, but in higher education the usage of such programs is very rare.

The European dimension

Since Finland joined the EU, the European dimension in counselling has become very important and there has been an active effort to develop it in higher education counselling. Polytechnics and universities are taking part in many cooperation projects via EU programmes. Finnish students are encouraged to study abroad, with the ultimate aim that all students will study abroad at some point in their studies.

The number of Finnish students studying abroad has increased over the years (see appendix 2). In 1996 there were 4,819 students studying abroad in degree programmes, which is 422 more than 1995. This figure includes students studying in universities (4,110), in vocational schools (568) and in schools providing general education (141). The most popular country was Sweden (1,136) and the next popular were Great Britain (1,033), United States (727), Germany (488), Estonia (271), France (135), and the Netherlands (124). The rest of the countries each received under 100 Finnish students.

Based on the follow-up by the library of the Centre for International Mobility (CIMO) information was most frequently requested about the following countries: Great Britain, Sweden, Germany, France, Spain, Ireland, United States, Italy, Estonia, Russia, the Netherlands, Belgium, Canada, and Denmark (CIMO, 1997b). Finland has also received a number of students from other countries. During 1996 there were approximately 3,100 foreign students in Finnish universities and approximately 1,500 exchange students (for period of over one month, including students on work practice) in polytechnics. The number of Finnish students going abroad and foreign students entering Finnish higher education institutions is rapidly growing.

One important issue in the guidance of foreign students and Finnish exchange students is the change in the language culture. The discourses are different in different countries and they also vary from university to university; students have to learn new ways of communicating in order to adopt to their new environment (e.g. Mauranen, 1993).

Cross-cultural counselling is a new challenge for Finnish counsellors. There are some courses available dealing with multicultural issues in education and counselling, and the

importance of multicultural competences is gradually being recognized in Finnish society. However, there is a lot to do to provide all the counsellors with the needed qualifications to work with clients from different cultures.

Trends

A central aim is to achieve closer cooperation between higher education and working life. Traditionally this has been more prominent in polytechnics, while universities have placed more emphasis on the development of 'general academic research and thinking'. However, also universities are to an increasing extent emphasizing applied research projects, and the need to get external funding has increased cooperation between universities and the wider society. Universities and polytechnics are also actively involved in provincial development strategies, which are of growing importance.

Besides vocational guidance, personal and social guidance are also important parts of higher education counselling. Along with social changes and individualization, student loneliness has become a considerable problem. As a result of changes in our society, the role of families has weakened and students' social safety networks have become thinner. Reforms in the Finnish education system have made it possible for students to take very individualized educational routes. The problem with this is that students' peer groups do not have time to become cohesive and supportive. Therefore counselling should aim at a more extensive, contextual counselling model which takes into consideration the student and his/her environment as a whole.

3. Roles and Tasks

The following sections present the main occupational roles in the guidance and counselling systems of the Finnish universities and polytechnics. The structure of the tables and the task classification were developed by Tony Watts and Raoul Van Esbroeck (1997) after a model used for previous CEDEFOP survey (Watts, 1992). The task analysis is based upon a student-centred holistic guidance model (Van Esbroeck, 1997; Van Esbroeck & Watts, 1997). Only the occupational roles that have guidance and counselling

as a major part of their work are included. The previous sections briefly described the systems, which also include other occupational roles involved in guidance and counselling. Table 2 provides a brief overview of the main occupational roles and Table 3 contains a more detailed description of the guidance and counselling tasks. Section 3b discusses the occupational roles in more detail, with an emphasis on current trends and challenges related to new technologies, changing student population, and connections to the European Union. Separate tables for universities and polytechnics will be used in order to help the reader better view the tables on one page.

3a. Tables

The ratings in Tables 2 and 3 were developed by a small working group of five experts, including the authors. The initial ratings and the accompanying texts were sent to a larger group of experts for comments. This group of experts consisted of 11 people representing both universities and polytechnics, including a member representing the Finnish School Counsellors Association.

Please note that there are more than one occupational roles with the title 'academic officer' in tables 2, 3, and 4. The academic officers discussed in 'detailed profiles' (section 3c) are the ones working in the faculties (11th occupational role in tables 3 and 4).

In table 2, under the focus category, 7 points are allocated across the three categories:
Educational (E): guidance on choices of educational options, and learner support.
Vocational (V): guidance on choices on, and placement into, occupations and work roles.
Personal (P): guidance and counselling on personal and social issues.

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

In table 3, under tasks (from A to O), ratings based on a 0-4 scale are given for each of the tasks on the basis of the work normally carried out within the role:

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

The tasks are described in the following list. Note that the letters (A - O) used in table 3 referring to the tasks are used later when the main tasks of each role are described in more specific detail.

Task Classification

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

- 6.1. **Facilitate self-assessment:** supporting individuals in choosing their own assessment devices and drawing conclusions from them.(J)
- 6.2. **Diagnostic assessment:** selecting assessment devices, interpreting the results and making appropriate recommendations.(K)
7. **Referral:** referring individuals to services better equipped to deal with their problem.(L)
8. **Teaching:** programmes of planned experiences, designed to develop the skills, concepts and knowledge that will help individuals to manage their educational, vocational and personal development. (M)
9. Placement: into education or training programmes, and/or into employment.
 - 9.1. **Liaison with providers:** liaison with employers and with education and training providers to obtain information on the opportunities they offer.(N)
 - 9.2. **Coaching:** helping individuals to present themselves effectively (on application forms and in interviews etc).(O)
 - 9.3. **Vacancy information:** providing individuals with information on particular vacancies in education, training or employment.(P)
 - 9.4. **Preselection:** preselecting individuals for particular vacancies in education, training or employment. (Q)
10. **Advocacy:** negotiating directly with institutions or agencies, within and/or outside own institution, on behalf of individuals, especially those for whom there may be particular barriers to access. (R)
11. **Supporting other guidance sources:** providing training sessions and disseminating information materials to teaching staff and other guidance providers.(S)
12. **Feedback to providers:** collecting information on the unmet needs of particular groups, and encouraging providers of opportunities to respond by adapting and extending their provision.(T)
13. **Follow-up:** contacting former clients to see what has happened to them. Its purposes may include data for use with subsequent clients, evaluating the effectiveness of the guidance given, and offering further support needed.(U)

Table 2 : Main occupational roles and focus (Universities)

Service/system	Occupational roles	Number	Focus		
			E	V	P
Student Services	Academic officer (<i>opintosihteeri</i>)	(18) ¹	5	1	1
	Study advisor (<i>opintoneuvoja</i>)	(23)	5	1	1
Career Services	Career advisor/coordinator (<i>suunnittelija²/projektipäällikkö</i>)	(66)	2	5	0
	Director (<i>johdaja</i>)*	(4)	2	5	0
Labour Force Service	Career guidance psychologist (<i>urasuunnittelupsykologi/urakonsultti</i>)	9	2	4	1
	Labour force consultant (<i>työvoimaneuvoja</i>)	13	1	6	0
AURA projects	Project manager (<i>projektipäällikkö</i>)	(11)	1	4	2
	Planning coordinator (<i>koulutuspäällikkö</i>)	(22)	2	3	2
International Units ⁶	Study coordinator (<i>KV-suunnittelija³/suunnittelija</i>)	(26)	4	1	2
	Academic officer (<i>opintosihteeri/opintoneuvoja, amanuenssi</i>)	(60)	4	1	2
Guidance services in the faculties	Academic officer/study affairs secretary (<i>opintosihteeri</i>)	(80)	5	1	1
Guidance services in the departments	Departmental secretary (<i>amanuenssi</i>) ⁴	(60)	5	0	2
Finnish Student Health Service	Psychiatrist (<i>psykiatri</i>)	⁵ 6 13 6	0	0	7
	Therapeutic psychologist (<i>terapiapsykologi</i>)	⁵ 7 16 8	0	0	7
	Counselling psychologist (<i>neuvontapsykologi</i>)	⁵ 14 4 6	0	0	7

Notes:

1 Different Career Service units may emphasize different tasks.

2 The extent to which the academic officers in the Student Services (part of the central administration) participate in the guidance of students varies between the different universities all of them are involved in managing the guidance and counselling services. Note that the same label, academic officer, is used also in other units, although the occupational roles are different.

3 Some study coordinators concentrate on general management and administration; some are actively involved in face-to-face guidance and counselling

4 Not all departments have departmental secretaries. Those without have assistants or university teachers that take responsibility for the guidance and counselling

5 Figures in the following order: 1st = full-time workers, 2nd = part-time workers, 3rd = external workers who are paid for serving individual clients

6 In many universities, International Units work under the Student Services; other administrative models, such as being directly under the rector of the university, also exist

* Directors (existing only in large units) are not directly involved in client work.

Table 2 : Main occupational roles and focus (Polytechnics)

Service/system	Occupational roles	Number	Focus		
			E	V	P
Student Affairs Offices/Student Services	Student affairs secretary (<i>opintosihneeri</i>)	(20)	6	1	0
Career Services	Director (<i>työelämärekrytöinnin päällikkö</i>)	(30)	0	7	0
	Project secretary (<i>projektitihneeri</i>)	(30)	0	7	0
Guidance and counselling services in individual institutions	Study counsellor/Career counsellor ¹ (<i>opinto-ohjaaja/oppilaanohjaaja</i>)	(150)	4	1	2
International Relations	Director - in central administration (<i>kv-asioiden päällikkö/kv-vastava</i>)	(30)	5	2	0
	Part-time director - international relations in an individual institution (<i>kv-asioiden päällikkö/kv-vastava/kv-koordinaattori</i>)	(150)	5	2	0

¹ Some polytechnics use the term career counsellor in their English translations, but the study counsellor is probably more common.

Table 3 : Tasks performed in the main occupational roles (Universities)

Occupational roles	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
Academic officer - in central administration (<i>opintosihteeri</i>)	2	4	4	2	0	1	0	0	3	0	0	2	0	2	0	0	0	0	2	0	1
Study advisor (<i>opintoneuvoja</i>)	0	4	4	4	0	1	0	0	4	0	0	3	0	1	0	0	0	0	1	0	0
Career advisor/coordinator (<i>suunnittelija/projektipäällikkö</i>)	3	4	4	4	2	2	0	2	4	0	0	2	1	3	4	2	3	0	2	3	3
Director (<i>johdaja</i>)*	4	4	1	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	2	3	3
Career guidance psychologist (<i>urasuunnittelu-psykologi/urakonsultti</i>)	2	3	4	4	1	3	3	4	2	3	1	1	2	1	2	1	0	0	0	1	1
Labour force consultant (<i>työvoimaneuvoja</i>)	0	1	4	3	0	0	0	2	0	0	2	0	1	2	4	0	0	0	1	0	1
Project manager - in an AURA project (<i>projektipäällikkö</i>)	4	3	4	4	2	1	3	1	4	3	1	2	2	2	4	1	1	1	1	1	2
Planning coordinator - in an AURA project (<i>koulutussuunnittelija</i>)	2	2	3	3	1	3	1	2	2	3	2	2	2	3	4	2	2	1	2	2	1
Study coordinator - in international unit (KV-suunnittelija/suunnittelija) ³	4	4	2	1	0	1	0	0	1	0	1	0	4	0	0	2	2	3	3	3	2
Academic officer - in international unit (<i>opintosihteeri/opintoneuvoja/amannenssi</i>) ³	2	1	3	1	0	0	0	1	4	0	2	0	1	0	2	0	3	1	1	1	1
Academic officer/study affairs secretary - in the faculty (<i>Opintosihteeri</i>)	1	3	4	3	1	1	0	0	3	1	1	2	0	3	0	1	1	1	2	1	1
Departmental secretary (<i>amannenssi</i>)	3	3	4	3	1	1	0	0	3	1	1	3	0	2	0	2	0	1	2	2	2
Psychiatrist (<i>psykiatri</i>)	0	1	1	2	2	0	0	2	4	4	4	2	0	0	0	0	0	0	0	0	0
Therapeutic psychologist (<i>terapiapsykologi</i>)	2	2	1	3	4	0	0	2	2	4	4	4	0	0	0	0	0	0	2	0	1
Counselling psychologist (<i>neuvontapsykologi</i>)	0	0	1	3	4	1	2	2	3	4	4	3	1	0	0	0	0	0	1	1	1

Notes:

1 Language testing of student candidates for foreign exchange programmes.

2 Information on study opportunities abroad

3 In some universities there are very few differences between the tasks of the study coordinator and those of the academic officer in an International Unit: some study coordinators who work in larger units concentrate on general management and administration.

* Directors (existing only in large units) are not directly involved in client work.

Table 3 : Tasks performed in the main occupational roles (Polytechnics)

Occupational roles	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
Student affairs secretary (<i>opintosihiteeri</i>)	3	2	2	1	0	0	1	3	1	0	2	0	2	0	2	1	2	1	4	2	2
Director (<i>työelämärekrytoinnin päällikkö</i>)	3	4	2	1	0	0	1	3	0	0	1	1	0	3	1	4	0	0	0	2	3
Project secretary (<i>projekti sihteeri</i>)	0	3	4	2	0	1	0	0	3	0	0	2	0	1	1	3	2	0	3	2	1
Study counsellor/Career counsellor (<i>opinto-ohjaaja/oppialanohjaaja</i>)*	2	2	2	4	1	2	1	1	2	1	2 ¹	4	1	2	2	2	2	2	3	2	2
Director - international relations in central administration (<i>kv-asioiden päällikkö/kv-vastava</i>)	3	2	2	2	0	0	0	0	2	0	0	2	0	3	0	2	2	0	2	0	1
Part-time director - international relations in an individual institution (<i>kv-asioiden päällikkö/kv-vastava/kv-koordinaattori</i>)	2	2	3	2	1	2	0	2	3	0	0	3	2	2	1	2	2	0	2	0	0

Notes:

1 Mainly educational evaluation, using various devices (e.g. portfolios, course examinations, objective tests); psychological tests are rarely used.

* Note that there are significant differences between individual institutions, and that in most cases the study counsellors have the most versatile training in guidance and counselling inside an institution. Therefore, they are often involved in many tasks. Many polytechnics are developing coordinated guidance and counselling systems. Eventually these systems will probably allow study counsellors to concentrate only on selected tasks, thus providing a significant relief to the present situation, where they have to be involved in too many tasks.

3b. Commentary: Roles and Tasks

In all about 450 people work in the *University* guidance and counselling sector (see table 2). Many guidance units are quite small, which is a problem from the perspective of professional development. Given the fact that many of the guidance staff members lack a professional counselling background, the situation needs serious consideration in the near future. *Polytechnics* have a total of about 400 people working in the guidance and counselling sector. It is important to notice that the polytechnics are a very recent addition to the Finnish higher education system and it is too early to give a clear description of the guidance and counselling services in the polytechnics. There are no exact statistics available on student/counsellor ratios. However, some general estimates were calculated based on available general statistics. The student/counsellor ratios in appendix 4 should be considered as tentative ones and must be read with caution.

The following section provides a concise overview of the tasks and roles in the guidance and counselling services. The university guidance and counselling services are discussed first, followed by discussion on the polytechnic guidance and counselling services. Finally, a discussion on general trends in the higher education guidance and counselling completes this section.

It is impossible to write coherent descriptions of most occupational roles, because there are so many differences between individual universities and polytechnics. The main reason for these differences is that the whole education system in Finland experienced profound changes during the late 1980s and early 1990s. As a result of these changes, only general national guidelines regulate the education provision. With regard to guidance and counselling services, this means that each university and each polytechnic may independently decide how they organize their services. Therefore, the descriptions of occupational roles are highly generalised.

3b1. Universities

In universities, counselling is provided by quite a heterogeneous group of people with a number of different titles (e.g., assistant, lecturer, departmental secretary). In addition to full-time counselling personnel, counselling is also given by many part-time employees. The role division is fairly clear between the different areas of counselling - i.e. educational, vocational and personal guidance. Traditionally, educational guidance has been given by persons responsible for counselling at the level of the central administration and at departmental level. Personal guidance has become its own separate area which is the responsibility of psychologists working for the Finnish Student Health Service.

Traditionally, vocational guidance has not been part of the university's counselling system. However, increasing internationalization and challenges set by changing education-working life relations have prompted the university to set up new services related to working life (Career Services, International Units, AURA projects). Because these are new counselling functions which the university has only just started to develop, they still lack integration and vary between units. Furthermore, the job descriptions of persons responsible for counselling do not emphasize traditional academic certifications as much as working life knowledge, international experience, and cooperation and communication skills.

In a changing social situation, counselling services in higher education are expected to show flexibility and ability to function independently according to the situation. The problem is, however, the lack of effective cooperation between the different units responsible for counselling services. Such cooperation needs to be further developed. A further problem is the inadequacy of education and training programmes to prepare personnel for work in counselling services. Most persons responsible for counselling have an academic degree, but they lack proper training in counselling. To be able to meet the changing challenges of counselling, they need training which is more demanding than short-duration counselling courses.

The job descriptions of all persons responsible for higher education counselling have a fairly strong emphasis on general management (A), information management (B).

information-giving (C), and short-term individual counselling (D). Also, advice (I) is underlined in a majority of job descriptions. On the other hand, long-term individual counselling (E), short-term group counselling (F), long-term group counselling (G) and facilitating self-help groups (H) are not very common, except that long-term individual counselling is an essential part of the work of therapeutic psychologists, counselling psychologists and career guidance psychologists. Facilitating self-assessment (J) and diagnostic assessment (K) are emphasized mainly in the work of therapeutic and counselling psychologists. When “traditional” and “new” counselling services at the higher level are compared, it seems that task areas N-U are emphasized especially in the work of units responsible for career counselling and internationalization.

3b2. Polytechnics

In the counselling services of polytechnics, the emphasis is clearly on general management (A), information management (B), information-giving (C), and short-term individual counselling (D). In addition, advice (J), liaison with providers (N), and vacancy information (P) are part of the job description of persons responsible for counselling services. It seems that the study counsellor has the broadest job description. When we compare counselling in the International Units of universities and polytechnics, it is noticeable that referral (L) is emphasized in polytechnics, and feedback to providers (T) in universities.

The same tasks used in this expert-approach study were used in a survey dealing with Finnish guidance and counselling systems in comprehensive schools, upper secondary schools, vocational schools and polytechnics. The results in the polytechnics reflect the perceptions of study counsellors who responded on a 6-point scale to how intensively they are involved in the tasks described. The results show that there are considerable variations between the polytechnics and also between the individual study counsellors. Some tasks that were not strongly emphasized in this expert-approach study were more emphasized by a number of respondents in the survey. This may be partly based on rather “free interpretations” on some tasks, such as long-term group counselling, which was not seen by the expert group as a task in which the study counsellors are strongly involved. Since the polytechnics are still developing their guidance and counselling system, these

preliminary results will not be discussed in detail here. For the results of the survey see appendix 3 (Lairio & Puukari, 1997).

3b.3 General Trends

Diverse student population

The expansion of the open university and distance education set new challenges for counselling services in higher education. These forms of education attract more and more adult students who already have working life experience, and whose previous study experiences may be many years ago. Heterogeneity among higher education students is also increased by the fact that applicants can come either from the upper secondary school or along vocational channels. Counselling is also required by the increase in the number of foreign students and Finnish students who have studied abroad. The determination of electivity and correspondence of studies calls for counselling expertise in which the context of counselling is taken into consideration. For example, students in the humanities need counselling to help them acquire skills in order to orientate them towards fields other than the traditional field of teaching.

Use of new technologies

At present, e-mail is quite commonly used as an instrument of guidance. The use of web-pages is more limited but it is increasing all the time. E-mail lists of vacant jobs, for example, already exist to some extent - also in the web environment. Personal counselling through Internet is not common. There is some activity in this area. However, so far it is limited to a small group of counsellors who use E-mail as a supplementary channel to reach clients who have a personal E-mail address. On the other hand, students do not have many computer-based career selection programmes at their disposal. There are possibilities for video conferencing but its use in counselling has been limited so far. The use of IT-based information varies greatly between educational units and persons.

The European dimension

In Finland, a lot of attention has been paid to the European dimension of counselling since Finland became a member of EU. A lot of the work done by persons responsible for higher education counselling is linked to exchange programmes between EU countries, and

requests for information about education and employment possibilities in other EU-countries. These tasks are emphasized in the job descriptions of persons working in international and career counselling units.

Other trends

Traditionally, counselling services in higher education have had an emphasis on educational guidance. Along with the increased versatility and internationalization of society, the significance of other counselling areas, especially vocational guidance, is likely to increase. Cooperation between working life and education is increasingly being emphasized in both education and research. This trend has been anticipated by the Career Services set up in universities. Their activity is still somewhat unorganized, and long-term development is made difficult by their unstable financial basis.

3c. Detailed Profiles

This section contains detailed profiles of three occupational roles selected to represent different professional roles with the potential of being interested in a European Master's degree in guidance and counselling in higher education.

The selected occupational roles for the detailed profiles were:

- (1) Academic officers in the faculties (Universities)
- (2) Career advisors in the Career Service (Universities)
- (3) Study advisors in individual institutions (Polytechnics)

Academic officers in the faculties (Universities)

Please note that there are more than one occupational roles with the title 'academic officer' in the tables. The academic officers discussed here are the ones working in the faculties (11th occupational role in table 3).

Academic officers work mainly at the faculty level, although some universities also have academic officers within the central administration. Some universities use the term “designer” or “planner” instead of “academic officer”.

Academic officers have a wide variety of tasks. The guidance and counselling work of academic officers concentrates mainly on educational guidance, with some minor activity in the area of vocational guidance. The major tasks are information management (B), information-giving (C), short-term individual counselling (D), and advice (I).

In relation to information management (B), the academic officer is involved in the editing of guides and brochures concerning educational programmes, selection criteria for admission, rights to opt for certain educational fields, structure of degrees, and qualification requirements in relation to the given field.

The most important target groups in information-giving (C) are undergraduate and postgraduate students, students applying to study minor subjects for their degrees, as well as adults who want to apply for supplementary studies. One example of supplementary studies are those available for teachers who do not have a four-year university degree. Other notable target groups are pupils at secondary schools, and high school graduates to whom academic officers provide information on the admission criteria. This information is given through lectures in various places, such as exhibitions, fairs, schools, and universities. Also, employment officers, school counsellors and tutors (older students tutoring newcomers to university) receive information from academic officers. Typical topics in information-giving to university and high-school students are the selection of minor subjects, and information on the selection process.

Short-term individual counselling (D) and advice (I) can also be seen as important tasks of academic officers. Typical clients are students who meet the academic officer for a few times to consult about planning their studies (e.g. structure of degrees, selection of minor subjects). Sometimes the consultation is connected to vocational guidance, involving topics such as the positions and jobs that former graduates from the university have in the labour market, the formal qualifications required for different professions, the academic employment opportunities available, and follow-up of placement in the labour market

using pre-placement questionnaires given to graduates and a follow-up after two years. Some academic officers also provide help for students with disabilities. Although the academic officers sometimes have thorough discussions with some individual students, they are not strongly involved in professional psychological counselling, aptitude testing or vocational guidance.

Referral (L) is a natural, yet not very common task for academic officers. Typical examples of referral are cases where students have specific questions regarding studying abroad or student exchange programmes. In this situation they are often referred to the International Unit. Similarly, the International Unit may refer students to academic officers to obtain information on equivalence of degrees and studies. Often the guidance needed is provided by the departments, particularly with regard to specific questions dealing with the subjects taught at the department. However, sometimes when a student encounters difficulties with his or her studies, department staff may contact an academic officer at the faculty for consultation or may refer a student to the academic officer. Since personal guidance is not a major task for academic officers and they do not usually have any significant training in counselling psychology, students with personal problems are referred to the psychologists working at the Student Health Centre. Furthermore, students searching for a job in a particular field are often referred to the Career Services or to the local labour office. Career Services may also refer students to academic officers to find more information on available degrees, study options etc.

One notable area in the work of academic officers is liaison with providers (N) both within and outside the university, including links to departments, central administration, open university, continuing education centre, language centre, Ministry of Education, National Board of Education, other universities and other educational institutions, and particularly to school counsellors, employment officers and employers.

Academic officers may also be involved in supporting other guidance sources (S) e.g. the staff of different faculty departments by providing them with information on current issues. Usually the issues have to do with degree legislation, renewed professional qualifications, and various general issues regarding curriculum development. The closest

link to the departments is often through departmental secretaries with whom the academic officers cooperate regularly.

Such guidance tasks as general management (A), long-term individual counselling (E), short-term group counselling (F), facilitating self-assessment (J), diagnostic assessment (K), vacancy information provision (P), preselection (Q), advocacy (R), feedback to providers (T), and follow-up (U) are not a significant part of academic officers' activities, though they have some involvement in these.

In addition to guidance and counselling tasks, academic officers are involved in many activities in faculty administration. In these activities they have connections with the central administration, particularly with Student Services and the International Unit and with other academic officers inside and outside the university. One major administrative task is organizing the student selection inside the faculty. This includes coordination of the student selection process, preparation of application forms and letters, organization of entry examinations, involvement in making selection decisions, notification of decisions, and processing of appeal requests regarding student selections. Involvement in student selection has some significance with regard to guidance and counselling in that academic officers have a better understanding of what type of students will be selected. Another example of typical administrative tasks is academic record administration, which includes e.g. information-giving about statutory regulations regarding the earning of degrees, and preparing of statements, reports, and statistics relating to the degree system and its evaluation. Academic officers also participate in curriculum development, in secretarial tasks relating to various working groups in the faculty administration, and in general study affairs.

Career advisors in Career Services (Universities)

Since the Career Services are a very recent addition to the Finnish university system, the occupational roles and tasks of career advisors working in Career Services are still developing. Therefore, there may be significant differences between different universities in the tasks and roles that are emphasized.

Career Services were established during the 90s when unemployment among university graduates was rising rapidly. The Ministry of Education only provided some general guidelines regarding the organization of Career Services. Each university designed its own model and there were variations between the universities depending on their geographical location (employment opportunities vary between different regions of Finland) and on the subjects taught at the university. The subjects had a significant influence because there are different traditions in different fields of research in relation to how active they are in building contacts with businesses. Universities with a strong background in e.g. economics or technology already had experience in building links to working life. It is common for students in technology or enterprise economics to do their Master's thesis in a company that can directly or indirectly utilize the results of the thesis. Often the students who do their work well are among the first to be recruited to the company. Universities offering courses in the humanities and social sciences had to start from the basics: the traditional labour market of these graduates - the public sector - did not need any new recruits, and the private sector had no idea of how and where they could use graduates who had no clear, understandable, easily applicable skills such as computing and engineering skills.

Most of the career advisors have two major challenges: to build connections to businesses and to provide guidance to students seeking working opportunities. All the Career Services in the different universities had to start by building at least some links to the private sector before they were able to serve the students interested in being employed in that sector. There are differences between different universities in the focus: some universities have devoted more time to building comprehensive networks in working life (the public sector and particularly the private sector), while others have concentrated more on developing direct services for the students.

The major tasks for many career advisors are information-management (B), information-giving (C), short-term individual counselling (D). Information-management usually means gathering information on available employment vacancies and courses suitable for individuals seeking a job in the private sector or in the public sector. Many Career Services also publish their own magazine, with articles on individuals using their services, and information on vacancies. Career advisors often take part in writing these articles and

various brochures related to their work. A large number of Finnish students are working during their studies and are therefore entitled to unemployment benefits after their graduation: information about these legal questions is given by the labour officers and officers of the social security system, not by career advisors.

Information-giving is an essential part of career advisors' work. Part of this information-giving takes place during face-to-face meetings with individuals and groups of students, and part through databases, e-mail lists, magazines, brochures and papers. Typical examples are information about the labour market, certain professions, employers, and practical hints for writing CVs. Career advisors also give information about available vacancies and job opportunities - mostly in Finland. One important channel in information-giving are career fairs, which have become very popular. Career fairs are intended for students, school counsellors and teachers, and also for employers interested in recruiting well-trained staff.

Although information-giving is a strong component in individual counselling, there is a heavy emphasis on helping students to analyse their own situation, evaluate their educational background and the career opportunities it offers to them, and consider options to acquire more training in specific skills needed in working life - either in the public or in the private sector. Individual counselling is given both to undergraduate and to graduate students. For undergraduate students, the typical question in individual counselling is the combination of subjects the students can choose. Students in the humanities and social sciences are the ones who most often come to career advisors with these questions. Often the education of these students does not lead to any vocational qualifications and the public sector employs only a fraction of students compared to earlier times. Therefore, choosing an appropriate combination of subjects is an important question for such students.

Information-giving is sometimes also directed to departments, faculties and central administration, and to companies and other institutions outside the university. Inside the university, the information-giving is about available services and courses organized by the Career Services. Information-giving to potential employers includes information about the Career Services and about the services they can provide for employers, plus information

about university education and the possibilities it may offer for employers considering hiring academically trained personnel.

The basic approach in vocational counselling, is common to all the universities: the students are given guidance and counselling, but it is expected that they will be active in finding a job and making contact with potential employers. The career advisors are not responsible for finding a job: they only try to provide the information and guidance necessary for the student or the graduate to find a job, or to be able to clarify their understanding of the career opportunities that their educational background offers. Career advisors often meet students who do not know about the private sector. Mostly these are student from the humanities and social sciences. Career advisors are trying to build new links between the private sector and these students. Often such students need short-term, or sometimes long-term, individual counselling in order to be able to understand their possibilities and the necessary further education, and to have the courage to enter the private sector. Given the needs and expectations of these students, it is understandable that advice (I) is also a major task for career advisors in many situations. Direct advice is often needed to clarify the situation of a student who lacks necessary knowledge about the working life and who has not realized the implications of choosing particular subjects for facilitating employment. However, the advice is always given in a way that encourages the student to take responsibility and become self-directed.

Furthermore, coaching (O) is an important task for many career advisors. In practice, coaching means practical advice in writing CVs, preparing for job interviews, etc. Students are also provided with information about and help in coping with a world of radical changes. The coaching takes places either during face-to-face meetings or during courses organized by the Career Services. The courses are practical courses on specific items relevant to modern working life, and in some cases are included in the degree programme. As an example of these courses, the University of Jyväskylä offers a course on 'Working Life Skills' which is organised jointly with the Continuing Education Centre of the University. These courses are mainly intended for undergraduate students but sometimes also for postgraduate students. They are given by a number of experts who usually have a long background in working life - often in the private sector. Some career advisors may also participate to some extent in teaching (M) during these courses.

As explained earlier, some career advisors in small units work as a team leader or a head in the Career Services. For these career advisors/coordinators, general management (A) is an important task. This involves membership of different boards and/or working groups inside the university central administration, writing memos, representing the Career Services outside the university, and contacting various interest groups, such as employers and labour officers. Liaison with employers, and with education and training providers (N), is a significant task also for those career advisors who do not work as a head in their unit. This liaison work can be understood both as general PR work to generate the needed positive image, particularly among employers, and as a means of obtaining information on available vacancies and training opportunities. Many Career Services have selected one of the career advisors to concentrate on building links to businesses since the links are so vital to the success of their activities. It should also be noted that liaison with media is an important area: the career advisors often contact representatives of the media or provide them with information through brochures, e-mail, WWW pages, fairs etc.

Many career advisors are involved in the preselection (Q) of students for vacancies in training and sometimes in employment. A typical example of this activity is selecting students for courses aimed at training students for working life, which is a quite common activity nowadays. Career advisors process the applications and, based on the information in the application forms and on face-to-face meetings, determine the students who may enter such courses - if they are courses with a limited admission. Usually the selections are carried out with little or no difficulties related to the counselling role of career advisors.

Feedback to providers (T) and follow-up (U) are often important for career advisors. Feedback to providers may include information-giving to departments about the changes and new requirements of working life, an area important particularly for the humanities and social sciences. Follow-up is naturally vital, because the Career Services were established to facilitate employment of university graduates. Therefore career advisors often collect information on the employment of university students, particularly students who have used the Career Services.

As part of the follow-up, career advisors update their databases on students' paths after the counselling and carry out self-evaluation for internal memos written for the university administration. In addition, career advisors prepare an annual follow-up report for the Ministry of Education. Career advisors have also been engaged in contacting former students of the university, partly to obtain follow-up information and also as part of their liaison activities.

Many career advisors are involved in the following tasks, although they are not significant in terms of the time spent on them: short-term group counselling (F), facilitating self-help groups (H), referral (L), vacancy information (P), and supporting other guidance sources (S). Short-term group counselling is sometimes aimed at students from the same field of studies who share common counselling needs. Sometimes the courses organized by the Career Services include short-term group counselling. Self-help groups are also based on shared interests and needs. Career advisors may provide the group with the necessary initial counselling and information, after which the group can continue its activities independently. Referral typically includes referring students to academic officers of their own faculty to obtain specific information on studies provided by the faculty, and referring them to labour officers or training providers to acquire information on particular vacancies in employment or specific courses. Naturally the career advisors also give the students some vacancy information, but the focus is more on supporting the students in identifying their own possibilities and finding the vacancy information themselves. Career advisors support other guidance sources, e.g. by providing the faculties and departments with information on the labour market and the opportunities it provides to the students, and by arranging meetings with university staff to discuss the services available through the Career Services and the challenges the current labour market poses for university education.

Study counsellors in individual institutions (Polytechnics)

Within the polytechnics, the study counsellors of individual institutions often have the most wide-ranging combination of tasks. In most cases, the study counsellors have the most versatile training in guidance and counselling inside their institution. Therefore, they are often involved in many tasks. Many polytechnics are developing coordinated

guidance and counselling systems. Eventually these systems will probably allow study counsellors to concentrate only on selected tasks, thus providing a significant relief to the present situation, where they have to be involved in too many tasks. Because of the significant differences between individual institutions, it is extremely difficult to describe the the tasks of study counsellor in a coherent way. This should be noted while reading the following attempt to analyse the tasks.

Depending on the institution, study counsellors may be strongly involved in short-term individual counselling (D) and referral (L). Other noticeable tasks are short-term group counselling (F), preselection (Q), and supporting other guidance sources (S). Sometimes diagnostic assessment (K) and short-term group counselling (F) may not be so significant but the study counsellor may be more intensively involved in general management (A) and information management (B).

General management (A) may include, for example, participation in an administrative board of the polytechnic as a representative of guidance and counselling, or participation in national working groups that seek to standardize student selection. Many polytechnics have established study counsellor teams where one of the study counsellors works as a team leader. The team leader organizes meetings where matters related to guidance and counselling are discussed and future plans are developed. If an individual institution has only one study counsellor, he or she is responsible for organizing and managing the guidance and counselling services. Study counsellors may also be involved in information management (B), including tasks such as collecting information on studies offered in different institutions and delivering this information to various target groups - study counsellors, teachers, students etc. They also participate in designing and writing curricula, brochures and study guides for the staff and students in the institutions, and for prospective students.

Supporting other guidance sources (S) is a significant task for most of the study counsellors. Study counsellors may provide teachers with information on various aspects regarding guidance and counselling services in their institutions. They also often organize training and discussion sessions for teachers and administrative personnel who are involved in guidance and counselling. Many study counsellors support student tutors by

providing them with tutor training and talking with them about the difficulties they encounter. Supporting other guidance sources may also include systematic gathering of information regarding the necessary training topics.

One of the most important tasks of study counsellors is short-term individual counselling (D). This includes counselling regarding students' personal study plans and discussions about possible further studies at universities or about extra courses outside the institution. Students have many study options and their ideas about the possibilities that certain combinations of studies may lead to often need clarification. Sometimes individual counselling deals with students' personal problems, such as stress, dating problems, loss of motivation or learning difficulties. Certain topics, such as questions on student entry requirements or the content of studies, may be discussed on the phone. Depending on the nature and seriousness of the problems, these discussions may occasionally lead to long-term individual counselling (E) that is based on a more systematic plan.

Short-term group counselling (F) is often an important part of the study counsellor's work. This group counselling may sometimes be an integrated part of teaching since many institutions in polytechnics have adopted team learning as one way of facilitating learning. During group counselling sessions, study counsellors may deal with problems in team interaction, taking and giving space to the member of a team and the aims of team learning, and students' attitudes, etc. Many study counsellors are running this kind of group session, particularly for first-year students at the beginning of their studies.

The use of long-term group counselling (G) varies from institution to institution. Some institutions have formed permanent student groups that meet regularly from time to time and work in the same way as an on-the-job guidance group. Study counsellors who have teaching obligations may have these groups as well. Usually the students select the topics to be discussed. The discussions may deal with educational, vocational and personal aspects. The role of the group leader is to facilitate active discussion and to try to make sure that all the members have an opportunity to participate in the discussions. Sometimes the leader may provide the group with some information the members have requested or may give feedback on the discussions and interaction between the group members. These

groups can sometimes also become self-help groups (H) and have meetings outside the formal schedule.

Occasionally study counsellors give direct advice (I) to students, but the main approach is to facilitate each student's own ability to solve problems and to take responsibility for their own studies and their own lives. Facilitating self-assessment (J) is not a significant part of the study counsellor's work, particularly when it refers to using psychological testing devices. However, many institutions have strongly emphasized students' self-evaluation of their own learning. Study counsellors, particularly if they are teaching as well, are often involved in helping the students to evaluate themselves, e.g. by using portfolios, learning diaries etc.

Diagnostic assessment (K) is not a very significant task for study advisors. However, systematic evaluation of learning is nowadays emphasized in the field of education. Study counsellors utilize the information derived from various evaluation sources, such as objective tests, personal portfolios, and course examinations. It must be emphasized that use of psychological tests (personality, career, etc.) is rare among study counsellors.

The use of referral (L) varies. Some study counsellors use it more than others. Usually the study counsellor may refer students to e.g. health services to deal with more serious personal problems, or to social services where financial problems can be dealt with. Many individual institutions in polytechnics have a wide variety of study options, and it is impossible for a study counsellor to be able to provide guidance and counselling dealing with specific vocational aspects, such as what studies should be selected to specialize in a given profession. In these cases, study counsellors may consult senior lecturers of the relevant subjects and refer students to them. In institutions with a narrow selection of subjects, the study counsellor may be able to handle these questions him- or herself, so long as he or she has been studying the subjects concerned.

Teaching (M) is not usually a significant part of the study counsellor's work. However, it should be noted that many study counsellors also work as subject teachers in their institution. Depending on the background education of the study counsellor, the teaching

may in some cases involve developing the skills, concepts and knowledge that will help individuals in managing their educational, vocational and personal development.

Some study counsellors are involved to some extent in liaison with providers (N). This refers particularly to study counsellors who work in institutions from which students are likely to seek employment in the private sector. This requires that the institution be more active in following the development of relevant fields so as to facilitate students' employment. In cases where the institutions have formed educational networks with other institutions, the study counsellors may be involved in negotiation, planning meetings and exchanging information with these institutions. Study counsellors, particularly those working in institutions with close connections to the private sector, may also participate in coaching (O) students to present themselves effectively e.g. on application forms and in job interviews.

Study counsellors do sometimes provide students with vacancy information (P) regarding particular vacancies in education, training or employment. Some study counsellors also take part in preselection (Q) of students mainly for vacancies in education and training and only very rarely for employment. Advocacy (R) may also be included in study counsellors' tasks. Typically those who are involved in advocacy may negotiate with teachers concerning problems encountered with individual students.

Some study counsellors provide feedback to providers (T). Usually this means general feedback (about teaching) to education and training providers, such as institutions inside the polytechnic or to other educational institutions that collaborate with the institution where the study counsellor works. Follow-up (U) is not a significant task for many study counsellors. However, some of them are actively involved e.g. in collecting information on employment of former students of the institution concerned.

4. Training and Qualifications

4a. Introduction

This section contains two tables (one for the universities and one for the polytechnics) listing the training and qualifications for the same occupational roles presented in the previous sections. The tables indicate the type of training provided, the length of training,

and whether it is full-time (FT) or part-time (PT). Please note that Master's degree requires 4-5 years of training.

Table 4 : Training and qualifications (Universities)

Service/system	Occupational roles	Minimum educational qualifications for entry	Initial training in guidance and counselling ¹	In-service training in guidance and counselling
Student Services	Academic officer (<i>opintosihteeri</i>)	any Master's degree (FT)	no formal requirements	none ¹
	Study advisor (<i>opintoneuvoja</i>)	2-4 yrs non-university or university degree	no formal requirements	none
Career Services	Career advisor/coordinator (<i>suunnittelija/projektipäällikkö</i>)	any Master's degree (FT)	no formal requirements	none or very little
	Director (<i>johtaja</i>)*	any Master's degree (FT)	no formal requirements	none or very little
Labour Force Service	Career guidance psychologist (<i>ura-suunnittelupsykologi/urakonsultti</i>)	Master's degree in Psychology (FT)	extensive training with on-job periods	3-4 short-term (1-3 days) courses per year
	Labour force consultant (<i>työvoimaneuvoja</i>)	minimum 2-3 yrs non-university degree **	no formal requirements	2-3 short-term (1-3 days) courses per year
AURA projects	Project manager (<i>projektipäällikkö</i>)	usually Master's degree	no formal requirements	3-4 days/year
	Planning coordinator (<i>koulutussuunnittelija</i>)	usually 2-3 yrs university degree or Master's degree	no formal requirements	3-4 days/year
International Units	Study coordinator (KV- <i>suunnittelija/suunnittelija</i>)	any Master's degree (FT)	no formal requirements	none
	Academic officer (<i>opintosihteeri/opintoneuvoja/ammuenssi</i>)	any Master's degree (FT)	no formal requirements	none
Guidance services in the faculties	Academic officer/study affairs secretary (<i>Opintosihteeri</i>)	any Master's degree	no formal requirements	none
	Departmental secretary (<i>ammuenssi</i>)	any Master's degree	no formal requirements	none
Finnish Student Health Service	Psychiatrist (<i>psykiatri</i>)	5-6 yrs university degree in medicine (FT)	6 yrs special training in psychiatry (FT)	4 days/year + occasional seminars or conferences
	Therapeutic psychologist (<i>terapiapsykologi</i>)	Master's degree in psychology (FT)	3-6 yrs psychotherapy training (PT)	id.
	Counselling psychologist (<i>neuvontapsykologi</i>)	Master's degree in psychology (FT)	no formal requirements, often 3-6 yrs preventative therapy training	id.

Notes:

FT= full-time

¹ Though formal requirements often do not exist, persons who have experience in guidance and counselling are preferred.

* Directors (existing only in large units) are not directly involved in client work.

Table 4 : Training and qualifications (Polytechnics)

Service/system	Occupational roles	Minimum educational qualifications for entry	Initial training in guidance and counselling	In-service training in guidance and counselling
Student Affairs Office	Student affairs secretary	Master's degree (FT) + sometimes school counsellor qualification	no formal requirements, sometimes school counsellor training	occasional short-term courses
Career Services	Director	usually Master's degree (FT)	no formal requirements	occasional short-term courses
	Project secretary (<i>projektit sihteeri</i>)	usually Master's degree (FT) or BA level degree (FT)	no formal requirements	occasional short-term courses
Guidance and counselling services in individual institutions	Study counsellor/Career counsellor (<i>opinto-ohjaaja/oppijanohjaaja</i>)	Master's degree + teacher's degree + school counsellor qualification (FT)	school counsellor training	occasional short-term courses
International Relations	Director - international relations in central administration (<i>kv-asioiden päällikkö/kv-vastava</i>)	Master's degree (FT)	none	occasional short-term courses
	Part-time director - international relations in an individual institution (<i>kv-asioiden päällikkö/kv-vastava/kv-koordinaattori</i>)	usually Master's degree (FT)	none	occasional short-term courses

Notes:

FT= full-time

4b: Commentary: Training and Qualifications

It should be noted that although very few occupational roles require initial training in guidance and counselling, it is very common for applicants who have some formal training and/or experience in guidance and counselling to be preferred. This applies both to universities and to polytechnics.

Very few of the staff members who participate in guidance and counselling have a deep training in the field. There are only a few exceptions to this: psychiatrists and psychologists at the Finnish Student Health Service (FSHS) who work in the university context and practically all the study counsellors in the polytechnics. These groups have a substantial training in psychotherapy. The other occupational roles do not formally require training in guidance and counselling and there are no nation-wide training providers for higher education guidance and counselling staff. Some continuing education centres do offer guidance and counselling related individual courses or PD (Professional Development) programmes. However, participation in these courses and programmes is based on individuals' own initiative and on the employer's willingness to support and finance it.

Traditionally, mental health workers at the FSHS are either trained psychiatrists or psychologists (Table 4). The aim is to provide the units also with nurses specializing in psychiatric care and crisis therapy. There is also a need for researchers familiar with mental health work and therapy.

Psychiatrists have a 5/6-year licentiate's degree in medicine. In addition, they have specialized in psychiatry for a period of six years. Many psychiatrists also have psychotherapy training, which is the responsibility of educational organizations outside the university, for example, national psychoanalytical associations. Psychologists have completed a 4/5-year university degree majoring in psychology. These studies usually contain some courses that involve elements related to guidance and counselling. However, it should be noted that Finland has no tradition in guidance and counselling psychology, and therefore there are no degrees in psychology that have a significant emphasis on

guidance and counselling. In addition to the degree in psychology, persons working as therapeutic psychologists have had a 3-6-year psychotherapy training. This training contains elements in guidance and counselling. The training is organized by, for example, university continuing education centres or by various national psychotherapy associations.

Every year, mental health workers employed by the FSHS take part in four days of in-service training including the following themes: basic theories of psychic development, various developmental disorders and forms of treatments. In addition, in-service training includes a social perspective to mental health work: mental health policy, economic and practical models, and estimation of their effectiveness. Persons doing mental health work also take part in other national and international seminars in their own fields according to their own interests.

The study counsellors in individual institutions (polytechnics) have - almost without exception - a Master's degree, a teacher's degree and a qualification to work as a school counsellor. The school counsellor training needed to become a qualified school counsellor is given either at a university (University of Jyväskylä and University of Joensuu) or at a polytechnic with a teacher education department (Jyväskylä Polytechnic, Häme Polytechnic). However, it should be noted that the training programmes offered in these institutions have up to the last few years been more concerned with secondary-level education than with higher education. Adult learning has now become an important element of these training programmes.

The University of Jyväskylä and the Jyväskylä Polytechnic have started a joint training programme which combines students with a university background (who teach in lower (*yläaste*) and upper (*lukio*) secondary schools, providing general education) and students with a vocational background (who teach in vocational schools or in polytechnics). This training contains attention to elements of the human life cycle from childhood to maturity. Some of the students in this programme will be working in polytechnics.

The European dimension has been taken into consideration in many in-service courses for staff members of universities and polytechnics. These courses have not specifically dealt with the European dimension from the perspective of guidance and counselling, but the

courses have provided much information about the possibilities the European Union offers for universities and polytechnics through various exchange programmes (for teachers and students) and research and development programmes. There are also plenty of useful written materials about the EU that can be ordered free of charge, and each institution has internal and external networks of people specialized in EU matters. The training provision with regard to EU exchange programmes and research and development programmes appears to be working well.

It will be interesting to see how university and polytechnic students will respond to the European labour markets open for them. The labour markets are a much harder challenge to the guidance and counselling personnel. Networking with guidance and counselling colleagues in other European countries, and more substantial knowledge of European labour markets, are needed to fill this gap.

An anticipated trend would be to develop long-term training for higher education counsellors so that they can acquire the skills required in counselling, clarify the division of work and coordination of counselling activities, and form an organized picture of university counselling services. In addition to basic training in counselling, there is a need for in-service training which is arranged at regular intervals and which deals with current issues in higher education counselling (e.g. IT as a tool for counselling, internationalization).

4c. Detailed Profiles

Academic Officer

Minimum requirements for academic officers

The minimum requirement is a relevant 4/5-year university degree. Usually, but not necessarily, 'relevant' means a degree that is available at the faculty in which the academic officer will be working.

The role of the European Union with its exchange programmes and prospective transactional labour markets is growing in the guidance and counselling provided by

academic officers. It should, however, be noted that so far the European-wide perspectives in guidance and counselling have not been a major element in an academic officer's work. Nevertheless, it seems clear that the European dimension as well as other international activities are gaining increasing attention.

Pre-entry training and in-service training

Academic officers are not required to have training in guidance and counselling prior to appointment. The in-service training provided for academic officers consists of courses, seminars and conferences on current themes related to student selection and admission, the structure of the degree system, assessment and evaluation of achievement, as well as follow-up on students' paths at the university and sometimes after the university studies. The in-service training available, however, is not systematic and does not provide training directly dealing with guidance and counselling.

Career Advisor

Minimum requirements for career advisors

There are no specific requirements for the training of career advisors. In practice, all career advisors have a relevant 4-6-year university degree which almost without exception includes one or more subjects available in the university where he or she is working. Good knowledge of the home university is essential for the career advisors since their major customers are the undergraduate students and they also need to have good links to the faculties and the departments. Furthermore, though the formal educational requirements for career advisors are few, universities naturally prefer hiring career advisors with a good understanding of the public sector and private sector in particular.

Pre-entry training and in-service training

There is no pre-entry or in-service training in guidance and counselling for career advisors. The need for in-service training has clearly been articulated by the career advisors themselves. Unfortunately, due to the general lack of coordination, each Career Service has tended to respond individually. As an example of coordinated efforts, some Career Services have invited lecturers from the UK who have given brief courses in national

meetings in Finland. Well-coordinated national in-service training that would include guidance and counselling is evidently needed.

It should be noted that the tasks of career advisors are so many and some of them so specific and region-related that it is very difficult to plan short in-service courses that can meet all the important challenges which the career advisors meet. It is clear that career advisors need a deeper, more long-term training in the field of guidance and counselling. For the current personnel, well-designed and organized PD programmes might be a good solution. However, in the long run it would be wise to organize training programmes (including contact and distance teaching periods), such as those available for teachers specializing in school counselling (see e.g. Lairio 1996).

Study counsellors in individual institutions (polytechnics)

Minimum requirements for academic officers

The minimum requirement is a relevant 4/5-year university degree, a teacher degree, and a school counsellor qualification. Many study counsellors have a vocational teacher degree and have been teaching in vocational schools before becoming qualified school counsellors. Many of them have also been working as school counsellors in secondary-level vocational schools (*opistoaste*) before the polytechnics were established. A considerable number of study counsellors in individual institutions within polytechnics had already been working in that institution before it became part of the polytechnic system and were automatically appointed to their position, and some of them were appointed to their position after a normal application process. Often the study counsellors work as teachers in the institution. Therefore, many of them have a good understanding some of the subjects their students are studying.

Pre-entry training and in-service training

Pre-entry training in guidance and counselling is required from study counsellors; it is part of the minimum requirements described above. In-service training is available, but it mainly consists of brief courses that do not necessarily deal with the field of guidance and counselling.

5. Conclusions

The present situation in Finland challenges the guidance and counselling system to respond to the radical changes in the society: economic difficulties, high unemployment rates, and increasing internationalization. These are some of the most significant phenomena that seem to characterize post-modern society. Also the role of work has changed and the evolution of new technologies is influencing our existing learning and work environments and supporting the idea of developing new such environments. As a result of these changes, guidance and counselling personnel must be ready to seek new ways to carry out their work (see e.g. Lairio & Puukari, 1997).

Motivation appears to be the best predictor of a student's success in university studies. In many cases the students have no interest in the discipline they have chosen to study at the university, which is reflected e.g. in an "examination-passing" mentality. This is no longer enough for a student who wants to face the new requirements of the labour market (Väljjarvi, 1997). Therefore, we need to develop the guidance and counselling systems not only in universities and polytechnics, but also in the preceding stages of education, and the links between them. Only this can guarantee the continuity of guidance across the life-span.

A problem connected with the motivation is student drop-outs. For instance, the results of a study by Kuittinen et al. (1997) indicated that although the total number of drop-out students among second-year students at the University of Joensuu was not high (1.4%) there were clear indications that students who were satisfied with their choice of field of study and who had a better understanding of their future occupational field were more likely to continue their studies.

During recent years higher education institutions have been actively evaluating their functionality using various criteria and methods. Often these assessments lack the perspective of working life. For example, Saarinen (1993) noted this lack, which was also addressed at the national governmental level. Saarinen suggested that employment of the students should be one of the evaluation criteria in higher education. Another future

challenge in the development of higher education evaluation is to improve the evaluation of guidance and counselling services. Most of the evaluations are at a general level, with very few direct connections to the guidance systems. In one study dealing with tutoring in one Finnish university, it was discovered that students have an unclear idea about guidance and counselling services provided by the university (Tenhula & Pudas, 1994). It will be interesting to see how the polytechnic system and university system will develop their evaluation processes in the future.

As the number of study options has increased in vocational education, the meaning of individual choices has increased, which in turn has increased the importance of supporting students in their choices. Stenström (1997) discovered that willingness to engage in further studies at a university after completing a polytechnic degree was higher among students with a middle-class background; it also appeared that both parents' education was positively linked with a general willingness to continue one's studies and with the choice of educational level. It would be interesting to study whether students with a pro-education and culturally rich home background are the ones who benefit most from the increased scope for individual choice (see Stenström, 1997). This also leads to questions about the effectiveness of the guidance and counselling systems: are they able to support students with less supportive home backgrounds to make successful choices and to benefit from the many options included in modern vocational education?

One challenge for guidance and counselling is to promote equality in the career development of men and women. It has been noted that although the role of education in facilitating equality has been important and relatively successful, women and men are employed in different fields and occupy different socioeconomic positions irrespective of identical educational levels. Generally, women's careers seem to advance horizontally and men's careers vertically (e.g. Stenström, 1997).

Another important challenge in Finnish university education is the guidance and support of post-graduate students. This area has only rarely been studied. Traditionally, it has been expected that the further a student proceeds in his or her academic studies the more self-directed she or he must become, and the less guidance is needed. However, as the age of the postgraduate students decreases (this is the official aim), it could be assumed that

the need for guidance increases. An interesting project at the University of Turku developed a tailor-made guidance program for postgraduate students. This guidance is personal, continuing, and based on special expertise. The project showed that tailor-made guidance is a functional tool in developing the quality of postgraduate studies.

During the last few years Finnish society has received more refugees and immigrants than ever before. Although the number of immigrants and refugees is still low compared to most other European countries, the effects of the changed situation are significant. The guidance and counselling in the Finnish education system must respond to this new challenge. For instance, universities in Helsinki, Turku, and Jyväskylä have carried out research and development projects to produce new information and models to support immigrants in their adaptation process to Finnish society. One concrete example is a Clinic for Multicultural Counselling that was established in the Faculty of Education, University of Jyväskylä, in Spring 1997.

The Finnish School Counsellors Association has prepared a list of ethical principles for primary and secondary-level school guidance and counselling (Ohjauksen eettiset periaatteet, 1997). So far there are no general or ethical guidelines for the guidance and counselling given in the Finnish higher education system. Well-designed guidelines would benefit the field of guidance and counselling and help individual counsellors in the difficulties that they face in their daily work.

It seems evident that certification and licensing of the higher education guidance and counselling staff will not be considered in Finland, at least in the foreseeable future. Under the present financial situation it also seems probable that major funding for a massive in-service training programme for guidance and counselling practitioners will not be available. Therefore, the best solution might be to develop a well-coordinated plan for long-term in-service training to support current personnel. This training should contain substantial theoretical analysis of higher education guidance and counselling. Along with the development of in-service training, deeper education and training foundations for higher education guidance and counselling should be created. This would enable the guidance staff to identify themselves as true professionals and would facilitate the development of the whole field.

Coordinated cooperation and systematic networking of higher education guidance and counselling services is clearly needed both inside individual institutions and between them. This is connected to the lack of substantial training in guidance and counselling among higher education counsellors. Better coordination and deeper guidance and counselling education would definitely benefit the whole field and help the guidance practitioners to respond to the multifaceted challenges of the post-modern society. In this context, a European Master's degree in higher education guidance and counselling would be a very useful way to facilitate the development of the higher education guidance and counselling system in Finland.

References

Ahonen, P., Lindman, E-M., Lähteenmäki, I., Mäntsälä, T. & Rinne, R. (1997) *Opiskelijoiden ohjausjärjestelmä Turun ammattikorkeakoulussa*. Projektityö koulutusohjelmaan Ohjaus Avoimissa Oppimisympäristöissä.

Ammattikorkeakoulut ja opistot (1997). Edita. Helsinki.

Finnish Student Health Service (1995). (Overview on the FSHS). FSHS.

Heiskanen, T. (1996). *AURA 1996-seurantatutkimus. Aura koulutuksen vaikuttavuuden arviointi*. Jyväskylän yliopisto. Täydennyskoulutuskeskus. Tutkimuksia ja selvityksiä 26.

Kuittinen, M., Rautopuro, J. & Väisänen, P. (1997). *Opiskelijoiden opintokokemusten muutos ensimmäisen opintovuoden jälkeen*. Joensuun yliopisto. Hallintoviraston raportteja ja selvityksiä nro 19.

Kuure, L. (1995). Omaopettaja opetuksen kehittäjänä. In: P. Hakkarainen & L. Leskinen (Eds) *Kokeilemalla laatua opettamiseen. Kokemuksia pedagogisista vaihtoehdoista korkeakoulutuksessa*. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos, pp. 51-59.

Lairio, M. (1996). *Opinto-ohjaajakoulutuksen uudet painotukset*. Jyväskylän yliopisto. Opettajankoulutuslaitos. Opetuksen perusteita ja käytänteitä 22.

Lairio, M. & Puukari, S. (1997a). Opinto-ohjaajat haasteiden edessä. In: *TET-opas. Työelämä tutuksi*. Helsinki. Taloudellinen tiedotustoimisto. pp. 19-23.

Lairio, M. & Puukari, S. (1997b). [Oppilaanohjauksen seurantatutkimus: Ammattikorkeakoulujen opinto-ohjaajien vastaukset tehtäväkuvauksiin]. Unpublished raw data.

Mauranen, A. (1993). Opiskelijan diskurssimaailmat - vaihto-opiskelijoiden perspektiivi. In: H. Jalkanen & L. Lestinen (Eds) *Korkeakoulutuksen kriisi? Artikkelikokoealma Jyväskylässä 19.20.8.1993 järjestetystä korkeakoulutuksen tutkimuksen V symposiumista*. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos.

Muistio (1996). *Ura- ja rekrytointipalvelut ammatillisissa oppilaitoksissa ja ammattikorkeakouluissa. Hanke koulutuksen työelämäyhteyksien kehittämiseksi*. Opetusministeriö. Opetushallitus. Työministeriö.

National Board of Education (1996). The Development of Education 1994-1996. Helsinki:NBE.

Numminen, U., Lampinen, O., Mykkänen, T., Blom, H. (1997). *Nuorisoasteen koulutuskokeilut ja ammattikorkeakoulut*. Raportti 7. Kokeiluvuodet 1991-96 ja lukuvuosi 1995-96. Opetusministeriö. Helsinki

Ohjauksen eettiset periaatteet (1997). *OPO. Opinto-ohjaajien ammatti- ja järjestölehti*. nro. 1/1997.

Saarinen, T. (1993). Arviointiin kohdistuvat odotukset: mikä on arvioinnin paikka "korkeakoulutuksen kriisissä"? In: H. Jalkanen & L. Lestinen (Eds) *Korkeakoulutuksen kriisi? Artikkelikokoealma Jyväskylässä 19.20.8.1993 järjestetystä korkeakoulutuksen tutkimuksen V symposiumista*. Jyväskylän yliopisto. Kasvatustieteiden tutkimuslaitos.

Stenström, M-L. (1997). *Educational and gender equality in vocational education. The case of commercial education in Finland*. University of Jyväskylä. Institute for Educational Research. Research Reports 1.

Tarkiainen, A., Vuorinen, R. (1997a). Evaluating Guidance Provision within the Finnish Polytechnics focusing on quality aspects. *Guidance in Europe - Evaluation and Future Prospects -seminar*. Helsinki, Finland, March 1997. Report. Centre for International Mobility CIMO. National Resource Centre for Guidance in Finland.

Tarkiainen, A., Vuorinen, R. (Eds) (1997b). *Työyhteisö oppimassa - laadun arviointia projektityöskentelynä*. Jyväskylän ammatillisen opettajakorkeakoulun selvityksiä ja puheenvuoroja 10.

Tenhula, T. & Pudas, A. (1994). *Tutorointi suomalaisessa korkeakoulututkimuksessa - holhousta vai opiskelun tukemista? Tapaustutkimus omaopettajakokeilusta Oulun yliopistossa*. Oulun yliopisto. Opintotoimiston julkaisuja. Sarja A Nro 7.

Van Esbroeck, R. (1997). Topics on guidance and psychological counselling in higher education. In Abreau, M.V. et al (eds) *A Informacao e a orientacao escolar e profissional no ensino superior* (pp. 63-70). Coimbra: University of Coimbra.

Van Esbroeck, R. & Watts, A.G. (1997) Training for new skills a holistic model. Paper presented at the VIth FEDORA Conference, L'Aquila (May 1997).

Väljjarvi, J. (1997). *Millä eväillä lukiosta yliopistoon? Lukiolaisten opiskelunvalmiudet korkeakoulujen opettajien arvioimina*. Jyväskylän yliopisto. Koulutuksen tutkimuslaitos. Julkaisusarja A. Tutkimuksia 68.

Välimaa, J. (1994). A Trying Game: experiments and reforms in Finnish higher education. *European Journal of Education*, 29 (2), pp.149-163.

Välimaa, J. (1996) Recent changes in the Finnish higher education policy. A paper presented at *IMHE-seminar in Paris*, Autumn 1996.

Watts, A. G. (1992). *Occupational Profiles of Vocational Counsellors*. Berlin: CEDEFOP.

Watts, A. G. & Van Esbroeck, R. (1997). Task classification. Working paper for LEONARDO project on New Skills for Vocational Guidance in Higher Education. Brussels: FEDORA.

Appendix 1: Institutions providing counsellor training in Finland

University of Jyväskylä
Department of Teacher Education
Guidance and Counselling Unit
P.O. Box 35
40351 Jyväskylä
FINLAND
Tel. +358-14-601834
Fax: +358-14-601741

University of Joensuu
Faculty of Education
Department of Subject Teacher and Study Adviser Education
P.O. Box 111
80101 Joensuu
FINLAND
Tel. +358-13-251 2314
Fax +358-13-251 4528

Häme Polytechnic
Vocational Teacher Education College
Study Programme in Vocational Guidance and Counselling
P.O. Box 182
13101 Hämeenlinna
FINLAND
Tel. +358-3-6461
Fax +358-3-646 3200

Jyväskylä Polytechnic
P.O. Box 207
40101 Jyväskylä
FINLAND
Tel. +358-14-444 6611
Fax +358-14-444 6600

Appendix 3. Polytechnics: Study counsellors' perceptions of how various tasks are emphasized in their work. Scale used in the survey: from 1= not at all ... to 6 = very much emphasized.

	1	2	3	4	5	6	mean/std
General management	2	7	8	14	18	2	3,9/1,3
Information management	2	6	9	18	11	5	3,9/1,3
Information-giving	1	1	7	16	19	7	4,4/1,1
Short-term individual counselling	-	2	4	11	19	15	4,8/1,1
Long-term individual counselling	2	16	14	5	9	3	3,2/1,4
Short-term group counselling	6	13	10	9	10	1	3,1/1,4
Long-term group counselling	11	14	12	6	4	2	2,7/1,4
Facilitating self-help groups	7	15	6	15	4	2	3,0/1,4
Advice	1	2	8	19	12	7	4,2/1,1
Facilitate self-assessment	3	6	15	11	10	4	3,6/1,3
Diagnostic assessment	6	13	21	4	4	-	2,7/1,1
Referral	2	8	12	20	7	-	3,4/1,1
Teaching	2	9	15	13	7	3	3,5/1,2
Liason with providers	2	10	7	19	10	1	3,6/1,2
Coaching	4	13	10	12	10	-	3,2/1,3
Vacancy information	3	10	13	15	5	3	3,4/1,3
Preselection	17	12	9	5	3	2	2,4/1,4
Advocacy	13	16	11	9	1	-	2,4/1,1
Supporting other guidance sources	1	4	10	18	12	5	4,0/1,2
Feedback to providers	9	16	10	7	6	1	2,8/1,4
Follow-up	5	16	9	12	5	2	3,0/1,3

Appendix 4. Estimates of student/counsellor ratios (no. of students studying in a degree programme in 1996 (universities 113,859; polytechnics 44,339) based on statistics obtained from Ministry of Education).

Universities

Service/system	Occupational role	no.	students per worker	students per service unit
Student Services	Academic officer	(18)	6,300	2,800
	Study advisor	(23)	5,000	
Career Services	Career advisor/coordinator	67	1,700	1,700
Labour Force Service	Career guidance psychologist	9	5,100	2,100
	Labour force consultant	13	3,500	
AURA projects	Project manager	(11)	4,100	1,400
	Planning coordinator	(22)	2,100	
International Units*	Study coordinator	(26)	300	100
	Academic officer	(60)	120	
Guidance services in the faculties	Academic officer/study affairs secretary	(80)	1,400	1,400
Guidance services in the departments	Departmental secretary	(60)	1,900**	1,900
Finnish Student Health Service	Psychiatrist	25	4,600	1,400
	Therapeutic psychologist	31	3,700	
	Counselling psychologist	24	4,800	

Polytechnics

Service/system	Occupational role	no.	students per worker	students per service unit
Student Affairs Offices/Student Services	Student affairs secretary	(20)	2,200	2,200
Career Services	Director	(30)	1,500	700
	Project secretary	(30)	1,500	
Guidance and counselling services in individual institutions	Study counsellor/Career counsellor	(150)	300	300
International Relations*	Director - in central administration	(30)	160	27
	Part-time director - international relations in an individual institution	(150)	30	

* International Units (universities) and International Relations (polytechnics) serve only students who arrive from other countries or Finnish students who are planning to study abroad. Figures for calculating the student/counsellor ratio are estimates, and it should be noted that the number of students using international student services is growing rapidly. Only student exchanges lasting longer than one month are noted here.

** Only departmental secretaries are included in these figures. Each department has at least one person who has responsibility for student guidance and counselling. Were all these persons to be included as well, the student/counsellor ratio would be significantly lower.

FEDORA Publications

1. Synthesis reports produced for the New Skills Project

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

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

2. Country reports produced for the New Skills Project

- A Schilling, M. & Moisl, A. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Austria*. Louvain-la-Neuve: FEDORA.
- B(Fl) Van Esbroeck, R. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Flanders (Belgium)*. Louvain-la-Neuve: FEDORA.
- B(Fr) Wouters, C. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Belgium (French Community)*. Louvain-la-Neuve: FEDORA.
- DK Plant, P. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Denmark*. Louvain-la-Neuve: FEDORA.
- FIN Lairio, M. & Puukari, S. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Finland*. Louvain-la-Neuve: FEDORA.
- F Leray, N. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in France*. Louvain-la-Neuve: FEDORA.
- D Rott, G. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Germany*. Louvain-la-Neuve: FEDORA.
- GR Marouda-Chatjoulis, A. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Greece*. Louvain-la-Neuve: FEDORA.
- IRL Aungier, C. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Ireland*. Louvain-la-Neuve: FEDORA.
- I Berta, L. (1998). *New Skills for New Futures: Higher Education Guidance and Counselling in Italy*. Louvain-la-Neuve: FEDORA.

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

How to order

The synthesis reports can be ordered through:

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

The country reports can be ordered through:

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